

SCHOOL POLICIES

EASTWOOD HIGH SCHOOL



CHILD PROTECTION POLICY

Guidelines on Child Protection

Any member of staff who has concerns about the welfare of any pupil should report it to the appropriate SMT member.

If a pupil discloses information or exhibits any sign (eg bruising, personality change) which suggests a possibility of abuse this **must be reported**. Inform the child protection coordinator in the first instance or any member of the Senior Management Team. It is not necessary to form any judgement about the veracity of any allegation or to wait until a suspicion is confirmed to your complete satisfaction.

The procedures to be followed in cases of suspected child abuse are outlined in Revised Standard Circular 57 (attached). It clearly states that any further investigation of the disclosure/suspicion is the responsibility of the Social Work Department

Racist Incidents

A similar procedure to that outlined above should be followed. In instances of racist abuse however it is preferable that an initial investigation is carried out by the member of staff directly involved – i.e. As witness or as the teacher to whom it is first reported

The incident **must** then be reported to the DHT with responsibility for equalities, together with the outcome of the investigation

Note:- This applies even when the teacher's conclusion is that no racism took place.

Restraint

Physical restraint should only be administered by trained members of staff or in circumstances where a young person is in immediate danger of harming themselves or others.

EAST RENFREWSHIRE COUNCIL
EDUCATION DEPARTMENT

The Council Offices
211 Main Street
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East Renfrewshire
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TO HEADS OF ALL EDUCATIONAL ESTABLISHMENTS

Dear Colleague

REVISED STANDARD CIRCULAR 57
CHILD PROTECTION

1. Rationale

1.1 The Revised Standard Circular provides guidelines for all education staff in East Renfrewshire to ensure all children and young people are protected and their needs met.

1.2 It details the procedure and action to be taken when there are ongoing concerns related to the care and welfare of a child or the potential risk to their well-being. Head Teachers should ensure these procedures are adhered to and followed meticulously at all times unless to do so will place the child at higher risk. In such circumstance, advice must be sought from East Renfrewshire Council Legal Services and the Head of Education Services (children and Young People). These procedures should be read in conjunction with East Renfrewshire Child Protection Committee's *INTER AGENCY CHILD PROTECTION GUIDELINES*. This Circular gives exemplification of these guidelines for schools.

1.3 The Revised Standard Circular 57 reflects the requirements of the Child Protection Reform, in particular *It's Everyone's Job to make sure I'm alright* (2002, *Safe and Well: A handbook for staff, schools and education authorities* (2005) and the *Children (Scotland) Act* (1995). The Circular also takes into account current legislation including the *Children (Scotland) Act* (1995) and the *Protection of Children (Scotland) Act* 2002. It also forms a key part of the Education Department's implementation of the Scottish Executive document *Getting it Right for Every Child* (2005) which sets out the priorities for improving Children's Services in Scotland.

1.4 The Revised Standard Circular must be brought to the attention of **all** staff on an annual basis.

All staff should have the East Renfrewshire Education Child Protection Summary Card and sign the school's training log annually to acknowledge they have received training on child protection procedures.

1.5 East Renfrewshire Council Education Department is committed to the key messages contained within

the Scottish Executive *Children's Charter (2004)*, which highlights the importance of maintaining a child focus and the need to reflect this in the work we do.

The Charter reflects the voice of children and young people and what they feel they need, and should be able to expect:

Get to know us
Speak with us
Listen to us
Take us seriously
Involve us
Respect our privacy
Be responsible to us
Think about our lives as a whole
Think carefully about how you use information about us
Put us in touch with the right people
Use your power to help
Make things happen when they should
Help us be safe

1.6 All education staff endorse the *Pledge to Children, Scottish Executive (2004)* and all education staff, including facilities management staff, should ensure every child in East Renfrewshire will:

- get the help they need when they need it
- be seen by a professional such as a teacher, doctor or social worker to make sure children are safe and not put at more risk
- be listened to seriously and professionals will use their power to help children
- be able to discuss issues in private, if and when they want to
- be involved with and helped to understand decisions made about their lives
- be provided with a named adult to help them.

All professionals, including school staff will:

- share information to protect children
- minimise disruption to other parts of children's lives
- work together effectively on children's behalf
- be competent, confident, properly trained and supported
- rigorously monitor services to continually improve how and what is done to help children.

Children should get the help they need when they need it.

1.7 *The National Framework for Standards – Protecting Children and Young People, Scottish Executive (2004)* is the means by which the Charter for Children will be delivered in all schools. These standards apply to staff in all professions working with children.

Standard 1 Children get the help they need when they need it

Standard 2 All professionals, including school staff, take timely and effective action to protect children.

Standard 3 All professionals, including school staff, ensure children are listened to and respected

Standard 4 All agencies and professionals, including schools and school staff, share information about children when it is necessary to protect them

Standard 5 All agencies and professionals, including schools and school staff, work together to assess needs and risks and develop effective plans

Standard 6 All professionals, including school staff, are competent and confident

Standard 7 All agencies, including schools, work in partnership with members of the community to protect children

Standard 8 All agencies, individually and collectively, including schools and their partners, demonstrate leadership and accountability for their work and its effectiveness.

1.8 All staff within education have a duty of care to make sure all children and young people are safe from abuse, neglect and exploitation. This includes all staff within a school, including supply teachers, all non-teaching staff, technicians, janitorial, catering and cleaning staff who have regular contact with children.

1.9 In fulfilling this duty, close partnership working is essential, with parents/carers and relevant agencies, primarily Social Work, Police, Health Services and the Scottish Children's Reporters Administration (SCRA). It is the sharing of information, collective thinking and collaborative action that enables decisions to be made in the best interests of children.

2. Definitions

21. For the purpose of this Revised Standard Circular a 'child' is generally understood to be a young person under the age of 16 years, unless they have additional support needs or are particularly vulnerable, in which case the definition will extend to a young person under the age of 18 years, including those young people of whom a supervision requirement is in force.

1.2 East Renfrewshire Council's *INTER AGENCY CHILD PROTECTION GUIDELINES*

Describes different categories of child abuse:

- Physical abuse
- Sexual abuse
- Physical neglect
- Emotional abuse
- Non-organic failure to thrive

School staff should refer to Appendix 1 and 2 for further definitions, and possible indicators of abuse.

3. Role and Responsibilities of Education Staff within schools

1.1 All schools should designate a member of the Senior Management Team as Child Protection Coordinator. The Child Protection Coordinator must:

- Ensure staff are informed about child protection through organising and ensuring all staff within the school have annual child protection training.
- Ensure general information on pupil support and child protection is readily available to parents, staff and pupils.
- Be the main contact for child protection referrals from staff and ensure the procedures in this circular are followed.
- Liaise with other agencies to support investigations, court proceedings, child supervision requirements and case referrals.
- Ensure meticulous record keeping of all information, related to child welfare and protection is carefully recorded using a chronology of significant events, with relevant documentation.
- Ensure child protection is securely stored, with clear protocols for sharing of the information.

3.2 The Head Teacher is responsible for ensuring that the appropriate procedures are followed in the event of concerns regarding a child's welfare or evidence of the risk of immediate danger to them.

3.3 The school's Joint Support Team has a key role to play in early intervention and schools have a wide range of professionals who can work together to support children and their families, thus preventing escalation of problems, which could necessitate child protection action at a later stage. These include School-Based Social Workers, Sure Start Social Workers, School Nurse, Health Visitor, Educational Psychologist, Youth Counsellors, Behaviour Managers, Social Justice Manager, Campus Police Officer, Bilingual Support Workers, Pupil Support staff.

3.4 Schools should use the Staged Intervention Process to identify, assess and plan to meet the child's needs.

3.5 All staff must:

- Share information on an inter agency basis which is of benefit to a child's well-being.
- Focus on preventative, early intervention strategies.
- Contribute to a proactive school ethos, which seeks to minimise the risk of harm.
- Respond effectively and promptly to any concerns, especially of imminent risk to a child.
- Ensure they are fully conversant with Revised Standard Circular 57.
- Contribute to the assessment of a child's needs and pupil support.
- Contribute to assessment and recording of all child welfare and child protection concerns, using a chronology of significant events and related documentation.

3.6 It is important to note that while education staff have a key role in identifying and responding to concerns, the investigation of suspected or alleged child abuse is emphatically not within the remit of the Education Department. Such investigation is the responsibility of the Police and Social Work personnel and is carried out by specially trained staff following structured procedures. This process can be hindered by attempts to foregather evidence at an earlier stage.

3.7 Schools should annually update and review their policies by involving staff, pupils and parents in discussion and development. This helps to ensure the relevance of policies and gives priority to the safety and well-being of children and young people.

3.8 All schools should operate within a good practice framework which reflects:

- A high profile of inclusion, equality, fairness and openness;
- Clear understanding amongst all staff of the commitment to fostering the general wellbeing of all children and young people;
- The active involvement of the child or young person (and parents and carers) as appropriate when arrangements relating to their care and support are being considered;
- An empowered pupil council which has an influential role in how the school delivers on the rights of children to be protected;
- Strong pupil support systems which are alert and responsive to early signs of need;
- Pupil support systems which are accessible to pupils and communicated to pupils and parents through posters, school website, leaflets etc
- A personal safety programme, which is addressed through the curriculum, particularly the Personal and Social Education programme;
- A rigorous anti-bullying policy, including internet safety, incorporating Standard Circular 8a;
- Robust internal referral systems from staff to senior management, supported by consistent recording and monitoring systems;
- The proactive role of the Head Teacher in ensuring robust case management of those children and young people whose presenting profile requires a higher level of response from Education, Social Work and Health – as relevant to the agreed responsibilities of Education within the support plan;
- The proactive role of the Head Teacher and Child Protection Coordinator in ensuring appropriate CPD opportunities are undertaken by all staff.
- A clear complaints procedure for pupils and parent to raise concerns.

3.9 Education staff have an important role to play in monitoring and supporting children. Monitoring is particularly important in the case of any child who is on the Child Protection Register, which is maintained by Social Work. School staff may have non-specific concerns about a child, who is generally felt to be at risk although there are no substantial grounds on which a child protection referral might be made. Such a child may be referred to the school's Joint Support Team, where the concerns can be discussed and agreement reached on what further action, if any, is necessary. In some cases it may be agreed that for the time being no further action is required other than to monitor the child's well-being and behaviour. Where a child is in need of support, a Single Agency assessment and response may be sufficient to meet the child's needs, however where the need for a more comprehensive assessment and

inter agency support is required a request for an Integrated Assessment using the Integrated Assessment Framework (IAF) should be actioned. The school should also record concerns, or significant in a child's file. A chronology for use in files is available in Appendix 5 or on the Education Intranet: Staff Only site.

3.10 Some children may require more intensive support and schools should use their own resources, including Pupil Support Assistants, class teachers and promoted staff, Behaviour Managers, Social Justice Manager, Campus Police Officers and Youth Counsellors. Referrals can also be made through the Joint Support Team to Psychological Services, Social Work and Health professionals. These agencies can also provide invaluable support for the child's family.

3.11 Pupils and families with English as an additional language should be given support through the school's EAL staff or Bilingual Support Worker.

3.12 Education staff are also required to attend Child Protection Case Conferences to give a report of their assessment of the child's needs and / or progress made in implementing a previous Child Protection Plan or Care Plan. The appropriate Child Protection Initial / Review Case Conference Report should be completed prior to attending. These are contained in Appendix 4, or on the Education Intranet, Staff Only site.

3.13 Information on the Education's Child Protection Policy and procedures for making a referral should be contained in school handbooks, school website and posters should be displayed in school entrance displays, refer to Section 10.

4. Referral and Recording Procedures

4.1 School staff are in a unique position because of their daily contact with children. They will often be the first person with whom a child shares his / her concerns, or who notices a change in the child's behaviour. That child may well speak in confidence to a member of staff about a worry they have or about something that has happened to them; the member of staff may not be sure if there is sufficient level of concern to warrant breaching that confidence. School staff are also acutely aware of the need to maintain good parent – school relationships, some of which may have taken years to build up. However, staff must accept that they do not have the authority to investigate their concerns of possible abuse or to withhold the disclosure of these concerns; these must be reported to the Social Work Department and / or the Police. Where there are concerns about significant risk or safety in the home setting, Head Teachers should make a direct referral without reference to the parent / guardian.

4.2 Children and young people have a right to be listened to and their voice heard. A child or young person may seek out a trusted member of staff to tell them about a worry or concern that they have. In such situations, the member of staff should

- Be supportive and assure them you will only share this information with those people who need to know in order to prevent any further harm.
- Take time to listen to what the child is saying, without asking too many questions.
- Reassure the child that they were right to tell you
- Record in the child's own words what was said;
- Sign and date these notes.

4.3 The information should immediately be passed on to the Head Teacher and the Child Protection Coordinator.

4.4 If the Head Teacher or Child Protection Coordinator is unsure if the concerns warrant child protection action, they may seek advice from the Child and Families Duty Social Worker on what course of action, if any, should be taken.

4.5 If the Head Teacher considers that a child may have been abused or is at risk of abuse a Child Protection Referral should be made, by telephoning the Children and Families Duty Manager at the relevant Social Work office.

4.6 Where a child is felt to be in immediate danger, Police should be contacted.

4.7 If the child or their family has English as an additional language, then the school's Bilingual Support Worker may be involved in interpreting or supporting the child or their family.

4.8 A list of Social Work and Police telephone numbers is contained in Appendix 3.

4.9 A Child Protection Referral Form is contained in Appendix 6 or on the Education, Staff Only Intranet. It should be completed and a copy sent that day to:

Duty Social Worker, (Children and Families) & Service Manager (Child Protection and Families) East Renfrewshire Social Work Department, 211 Main Street, Barrhead (if child is resident in East Renfrewshire) or relevant Social Work Office if resident outside East Renfrewshire.
Head of Education Services (Children and Young People)
Principal Educational Psychologist, if the child has additional support needs
The School Nurse or in Pre 5 the Health Visitor

4.10A copy of the Referral Form should be kept in the child's file.

4.11 The Head Teacher may also send a copy of the Referral to the Reporter, where there are significant enough concerns to prompt the consideration of compulsory measures. This is defined in the Children (Scotland) Act 1995 as if the child is:

- is beyond the control of parents/carers.
- falling into 'bad associations' or 'exposed to moral danger'.
- is suffering or is likely to have impaired health or development due to lack of parental care
- has failed to attend school regularly without reasonable cause
- has committed an offence
- has misused a volatile substance
- is looked after by the local authority.

4.12 The Social Work department will determine the action to be taken following a formal referral and confirm their decision and action taken to the Head Teacher.

4.13 In line with Health Board procedures, the School Nurse or Health Visitor will monitor all Child Protection Referrals received and carry out further action as required.

4.14 Where there is any concern related to the conduct of a member of staff immediate contact must be made with the Head Teacher.

4.15 Where a member of staff has concerns related to the conduct of the Head Teacher, immediate contact should be made with the Head of Education Services (Staff and Continuing Education).

5 Keeping children safe and well

5.1 The care and protection of children and young people is central to the work staff in schools do and fundamental to creating an environment for learning. As such, staff in schools have a crucial role in identifying and responding to the needs of children.

5.2 Within East Renfrewshire schools and nurseries have a number of early intervention strategies in place for identifying vulnerable children and those in need of additional support. You The CARE Group provides support and allocates pre 5 places for vulnerable children. The Prescat, system is a multi-agency screening programme which identifies children under 5, who require additional support.

5.3 In line with the *Getting it Right for Every Child* all children attending a Children's Hearing should have a plan in place.

5.4 Education staff will:

- Contribute to the planning process by providing assessment information and identifying needs
- Provide resources to implement the plan
- Co-operate with multi-agency monitoring and review procedures as relevant to their areas of responsibility
- Continue to monitor the child's well-being in the context of regular pastoral care procedures
- Involve Psychological Services in the subsequent care plan, where appropriate.

5.5 Where children and young people are in need of support, early identification and action, helps prevent the necessity for possible child protection action at a later stage.

6 Children Missing From Education

6.1 Standard Circular 5 details policy and procedures related to Attendance at School. Head Teachers and school staff should rigorously implement procedures, contained in Sections 3.2.2 and 3.3.5, in relation to Removal from the Register and Alerting Parents about Non-Attendance.

1.2 Procedures to be followed when Children are Missing from Education are contained in Revised Standard Circular 57 (a). These relate to children who attend pre 5, primary, secondary schools.

1.3 Although attendance at pre-school education is not compulsory, procedures in Revised Standard Circular 57 9b0 should be followed when a child fails to attend or is missing from education, within a nursery class or school.

7 Monitoring Procedures

7.1 The Head Teacher and the Child Protection Coordinator should regularly carry out self-evaluation of the school's child protection procedures, using the *HMIE Quality Indicators, How well are children and young people protected and their needs met?*

7.2 This should include gathering evidence on the effectiveness of the school's pupil support system from pupils, staff and parents. Any areas for improvement should be included in the school's planning structures and if they involve another agency communicated to the Head of Education Services (Children and Young People) or the Quality Improvement Officer (Integrated Children's Services).

7.3 The Education Department, through its quality assurance procedures, has a key role through the Pupil Support and Protection Review to monitor the delivery of policy and general adherence to Revised Standard Circular No 57.

7.4 The Director of Education has a strategic overview of the Child Protection Policy within the Education. The Head of Education Services (Children and Young People) has strategic and operational responsibility and is a member of the Child Protection Committee, which is a multi-agency group, with overall responsibility for Child Protection within East Renfrewshire Council.

8 Continuous Professional Development

8.1 The School's Child Protection Coordinator should ensure that all staff are fully briefed on Revised Standard Circular No 57, with a minimum of an annual review of policy and practice to ensure compliance with the Standard Circular. All staff should receive a copy of the staff guidance, which summarises staff responsibilities. A training pack is available on the Education Intranet: Staff only site.

8.2 The Quality and Improvement Officer (Integrated Children's Services) has a specific responsibility to coordinate and monitor child protection training, within the Education Department and all schools and liaises with the Council's Child Protection Lead Officer.

8.3 There are three levels of central interagency training: an annual programme is issued and can be accessed using the CPD website or by contacting the Quality Improvement Officer (Integrated Children's Services). Key staff should attend central interagency training at the appropriate level depending on their role, viz promoted staff who may receive a child protection referral from staff, educational psychologists, and any staff who work closely with more vulnerable children.

8.4 The Child Protection Coordinator should ensure the Child Protection Training Log is signed and completed for each member of staff and a copy submitted to the Quality Improvement Officer (Integrated Children's Services) in June each year.

8.5 The Child Protection Coordinator should ensure all visiting staff and students within the school are briefed on child protection procedures as part of their induction procedures.

1.6 Child Protection Coordinators receive additional training through the Council's Child Protection training programme and seminars on relevant issues and from regular meetings with the Quality Improvement Officer (Integrated Children's Services).

1.7 Head Teachers will be routinely advised of any developments.

9 Confidentiality and Information Sharing

9.1 It is critical that education staff are clear that wherever there is reasonable cause to suspect that a child or young person may be suffering or may be at risk of suffering significant harm, they should share, seek advice and where necessary refer concerns to social work or the police. The child's interests must be the overriding consideration in making such decisions.

9.2 All children and young people have a right to be listened to and to have matters treated in confidence. Involving children and young people and upholding their rights is good practice and builds trust with children, young people and their families. Where there is no risk to a child's well-being, school staff should respect their right to confidentiality.

9.3 Where possible consent to share information should be sought from the child and their parent or carer, the exception to this is where there is potential of harm to the child or young person or where the child or young person has already been identified as being at risk through child protection procedures. In such circumstances then the need for consent is overridden and information should be shared with appropriate agencies.

9.4 For the purposes of the Data Protection Act a person over 16 has the capacity to consent. A child under 16 has that capacity, if the child has a general understanding of what is involved. In the absence of any indication to the contrary children aged 12 or over are generally expected to be old enough and to have that understanding to give their consent. However, the understanding or capacity of the child needs to be considered individually. In most cases, where a child is unable to consent, then a person with parental responsibilities and parental rights, such as a parent, guardian or carer, should be asked to give consent on behalf of the child.

9.5 Children and young people should be advised that there are no guarantees to confidentiality, where the school assesses them to be at risk.

9.6 Children and young people who are looked after or looked after and accommodated by the local authority have the same rights to confidentiality with the same caveats in respect of assessed risk.

9.7 While it is essential that there is information brought to the attention of the Child Protection Coordinator from a wide range of sources, schools should have a protocol for sharing information within the school. This should include which staff are informed of investigations or action concerning a child or young person. However, it is appropriate to ensure all staff are aware when a child may need extra care and support, without necessarily being provided with full details of why this is required.

- 9.8 Staff in support roles, particularly those with contact with parents in school or in the family home, must be informed of any investigation or action planning following child protection concerns. They may need this to ensure their own safety.
- 9.9 Other staff may require more limited information to help them deal sensitively with children and young people in different situations e.g. changing for physical education; lateness
- 9.10 It is appropriate that any member of staff who first reports concerns is helped to feel that they were right to share concerns and are assured that appropriate responses will be made by the school.
- 9.11 Schools should have an effective, secure system for storing information related to children and young people. This should ensure that the needs of the child or young person are met, by ensuring effective recording and sharing of information and a clear protocol for accessing confidential information related to a child or young person.

10 Communication with parents and members of the community

10.1 General information should be available to all parents, carers and members of the community through the school handbook, school website, and leaflets. This information should:

- Provide parents, children and young people with a named contact and how to get in touch if they have concerns about safety and wellbeing of children.
- Tell parents, children and young people how the school responds to concerns or allegations.
- Inform parents, children and young people of the school's complaints procedure.
- Describe the confidentiality policy
- Describe how the school ensures staff are suitable to work with children and young people
- Describe the school's general measures for keeping children and young people safe and well
- Explain the learning opportunities for children and young people to keep themselves safe and well.

10.2 There should be specific information for parents if action is required when there are concerns. This should:

- Explain the school's responsibilities in jargon-free language
- Provide named contacts for further information, in the school and authority
- Give details of organisations that can help parents, such as translating services, advocacy or support
- Explain the school's policy on recording action in response to concerns

- Ensure clear communication between staff when a family is the focus of concerns, to decide on an appropriate communication strategy.

11 Engagement with partner providers and visitors to schools

- 11.1 It is the responsibility of the Head Teacher to ensure that any organisation or service engaged directly by schools and external to the Education Department is:
- Fully briefed on Revised Standard Circular 57
 - Has clear procedures and training in place to ensure the care and safety of children with whom they are working.
- 11.2 All parents, visitor to school s who have regular and sustained contact with children or who are required to supervise pupils must undergo an enhanced Disclosure (Scotland) check.
- 11.3 The Education will ensure that all authority engaged providers, including FE colleges will be provided with a copy of Revised Standard Circular 57.

12 Equal Opportunities

- 12.1 The Head Teacher / the Child Protection Coordinator should ensure that the school's Child Protection Policy and Procedures is compliant with the legal requirements of the Race Relations (Amendment) Act and the Disability Discrimination Act (2004).
- 12.2 This may involve ensuring that pupils and parent who require it have access to translation and interpreting services, sign language through the Education Department or Council's support services. Staff who are working with children and disabilities, for example communication difficulties, Down's Syndrome, should seek advice from within the Education Department's specialist provision.

13 Key Reference Documents

13.1 To supplement the guidance and procedural action in Revised Standard Circular No 57 there are a number of documents that should be strongly publicised within establishments.

13.2 The Key Reference documents include:

- *East Renfrewshire Council Child Protection Committee: Getting our Priorities Right*. This details the inter agency protocols and operational guidance for working with children and families affected by substance misuse.
- *Safe and Well (2005)*. This handbook on child welfare and protection is for reference by schools and education authorities. The procedures in this Revised Standard Circular should be followed but there is useful advice for schools on issues related children's welfare and protection, which they may use in developing school policies.
- *Protecting Children – A Shared Responsibility Scottish Executive (1998)*
- *Protecting Children and Young People – Children's Charter Scottish Executive (2004)*
- *Protecting Children and Young People –Framework for Standards (2004) Scottish Executive (2004)*
- *Getting It Right for Every Child Scottish Executive (2005)*
- *Children (Scotland) Act 1995*
- *Standards in Scotland's Schools Act 2000*
- *Additional Support for Learning Act 2004*
- *National Framework for Standards, 2004*
- *It's Everyone's Job, 2002*
- *Happy, Safe and Achieving their Potential, 2005*
- *Hidden Harm, 2004 and 2006*

Appendix 1 – Definitions of Abuse

The Scottish Executive publication *Protecting Children: A Shared Responsibility* (1998) defines child abuse as:

‘Children may be in need of protection where their basic needs are not being met, in a manner appropriate to their age and stage of development, and they will be at risk through avoidable acts of commission or omission on the part of their parents, siblings or other relatives or a carer (i.e. the person while not a parent who has actual custody of the child).’

This is a very broad definition, which encourages us to be open-minded and think about what child abuse is. The definition is further broken down into categories of abuse, namely:

Physical injury

Actual or attempted physical injury to a child, including the administration of toxic substances, where there is knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented.

Sexual Abuse

Any child may be deemed to have been sexually abused when any person by design or neglect, exploits the child, directly or indirectly, in any activity intended to lead to the sexual arousal or other forms of gratification of that person or any other person including networks. This definition holds whether or not there has been genital contact and whether or not the child is said to have initiated or consented to the behaviour.

Physical Neglect

This occurs when a child’s essential needs are not met and this is likely to cause impairment to physical health and development. Such needs include food, clothing, cleanliness, shelter and warmth. A lack of appropriate care including deprivation of access to health care may result in persistent or severe exposure, through negligence to circumstances which endanger the child.

Emotional Abuse

Failure to provide for the child’s basic emotional needs such as to have a severe effect on their behaviour.

Non-Organic Failure to Thrive

Children who significantly fail to reach growth and developmental milestones (i.e. physical growth, weight, motor, social and intellectual developments) where physical and genetic reasons have been medically eliminated and a diagnosis of non-organic failure to thrive has been established.

Appendix 2 – Signs and symptoms which might make you concerned

Some indicators that might suggest abuse or risk of abuse

Physical signs

- *Cluster of bruises*
- *Bruising in or around the mouth*
- *Bruising on face of a young child*
- *Bruising on the ears*
- *Linear bruising*
- *Cigarette burns, specifically in 'covered' area*
- *Bite marks*
- *Burns or scalds*
- *Fracture*

Black eyes are suspicious if both eyes are black – most accidents cause only one

The eyelids are swollen and tender

There is no bruise to the forehead or nose or suspicion of a skull fracture

It is uncommon for accidental bruising on mouth, cheeks, behind the ears, stomach and chest, under arms or genital area.

Sexual

- *Excessive modesty*
- *Sexual promiscuity / aggression*
- *Injuries in the genital area*
- *Infection in the genital area*
- *Exhibitionism / sexual approaches to other children or adults*
- *Inappropriate sexual play, drawings, writings, language, knowledge*
- *Preoccupation with 'chat rooms' – child may be becoming 'groomed' via the internet*

Emotional indicators

- *Emotionally withdrawn*
- *Detached or anxious*
- *Overly compliant*
- *Psychosomatic illness*
- *Running away*

- *Self harm*
- *Substance misuse*
- *Aggression*
- *Fire raising*
- *Soiling*
- *Reluctance to go home*
- *Reluctance to go with a particular adult / other young person*

Physical neglect

- *Underweight*
- *Cold, swollen hands or feet*
- *Child lethargic, disinterested*
- *Child hungry, tired, poorly clad, dirty, dishevelled*
- *Infestation*
- *Lack of health care, no inoculation, poor dental care*

Non-organic failure to thrive

- *Child failing to meet developmental milestones where no organic cause for delay identified*
- *Medical diagnosis of failure to thrive*

Appendix 3 – Useful Contact Numbers

Education

Head of Education Services (Children and Young People) 0141 577 3204

Social Work

Children and Families Team, Barrhead 0141 577 8300

Children and Families Team. Clarkston 0141 577 4000

Out of hours: Standby Social Work 0141 305 6700

Police

Family Protection Unit – Aitkenhead Road Police Station 0141 532 4900

Barrhead Police Station 0141 532 6200

Giffnock Police Station 0141 532 5700

Children's Reporter 0141 889 5081

Appendix 4 – Report to Initial Child Protection Conference



Report to Initial Child Protection Conference

EAST RENFREWSHIRE COUNCIL EDUCATION DEPARTMENT

Date of Child Protection Conference:			
School:			
Child's Name:		Date of Birth:	
Address:			
% of attendance:			
Pupil progress:			
Additional support needs:			
Personal and Social Development:			
Report prepared by:		Date:	
Head signature (if different from above):			

Appendix 4 – Report to Review Child Protection Conference

EAST RENFREWSHIRE COUNCIL EDUCATION DEPARTMENT

Report to Review Child Protection



Date of Previous Child Protection Conference:			
Date of Review Child Protection Conference:			
School:			
Child's Name:		Date of Birth:	
Address:			
% of attendance:			
Pupil progress since last Child Protection Conference:			
Progress in relation to the Child Protection Plan:	<u>Please highlight achievement and areas of difficulty</u>		
Suggestions for further action (if required):			
Report prepared by:		Date:	
Head Teacher signature (if different from above):			

Appendix 5 – Chronology

SIGNIFICANT EVENTS CHRONOLOGY



School:	
Pupil Name:	
Date of Birth:	

Significant Events –
i.e. Exclusion; Attendance below 85%; Child Welfare Issue; Child Protection Referrals; LAC;
Bereavement; Serious health issue (self or close family)

[illegible]

Appendix 6 – Referral Form

East Renfrewshire Council: Education Department CHILD PROTECTION REFERRAL FORM



Procedures as detailed in Standard Circular 57 should be followed.

Child's Name		School	
Age			
Address		Other relevant information (<i>i.e. siblings, additional support needs, communication difficulties etc</i>)	
Parent / Carer(s)' details			
Female parent / carer		Male parent / carer	
Relationship to child:		Relationship to child:	
Address:		Address:	
Telephone Number:		Telephone Number:	
Emergency contact details:		Emergency contact details:	
Other agencies known to be involved with child and family			
Name: Agency: Tel Number:		Name: Agency: Tel Number:	

Nature of Concern, record any behaviour, allegations by the child (using child's own words), allegation or concerns raised by staff or other adult, any witnesses present etc	
	Date
Action Taken	
Date/Time	
Referred to:	Date / Time
Contact Details:	
Signature of referrer:	
Signature of Child Protection Coordinator:	
Contact details:	

A copy of this form should be sent to:

Duty Social Worker, who received the referral
 East Renfrewshire Social Work Department, 211 Main Street, Barrhead (if child is resident in East Renfrewshire) or relevant Social Work Office if resident outside East Renfrewshire.

Head of Education Services (Children and Young People)

Principal Educational Psychologist, if the child has additional support needs

EASTWOOD HIGH SCHOOL



CURRICULUM POLICY

1. Introduction

In August 2001, The Scottish Executive Education Department issued its *Circular 3/2001. Guidance on Flexibility in the Curriculum*. It set out clear criteria to be applied to curricular innovation and these criteria still provide a very useful starting point for any development in relation to curriculum development. The criteria identified in *Circular 3/2001* were as follows

- There should be clearly identified educational gain for pupils based on a clear rationale and objectives for any curricular innovation.
- There should be full consultation with stakeholders (including parents, teachers and pupils) and consensus reached before proposals are introduced
- Rigorous quality assurance arrangements should be in place to monitor and evaluate any innovation against the objectives; the results of these evaluations should inform future practice and be available to stakeholders.
- There should be well planned implementation using recognised development planning processes.

Since 2001 there have been a number of major developments implemented within Eastwood High School based on policies and guidance developed by East Renfrewshire Council, in response to the increased opportunity to improve pupil experiences and outcomes afforded by *Circular 3/2001*. These include:

- *Structures for Learning – 2002*
- *Report on Curriculum Flexibility May 2004*
- *Essential Learning Opportunities and Experiences in the Curriculum, 2004*
- *Managing the Curriculum 3 – 18, 2005*
- *Curriculum Design for CfE April 2010*

In 2004 the Report on *Curriculum Flexibility* produced for East Renfrewshire stated:

‘It is unfortunate that curricular guidelines have come to be regarded over the years as having the status not so much of advice as of prescription ... it has inhibited the efforts of schools to develop a curriculum that is relevant to the context and circumstances of individual schools’.

In addition, a number of key national documents have been prominent in providing guidance on curricular design and innovation relating directly to *Curriculum for Excellence*. Curriculum for Excellence stated in Building the Curriculum 3 that the purpose of the curriculum is :-

“to help children and young people to become successful learners, confident individuals, responsible citizens and effective contributors. This approach consequently puts learners at the centre of a series of experiences and outcomes that describe the expectations for pace and progression”

These documents have all been taken into account when developing curricular structures in Eastwood High School.

Building the Curriculum 1 – Scottish Executive 2006

A Curriculum for Excellence Progress & Proposals, Scottish Executive 2006

Journey to Excellence Part 3 HOW GOOD IS OUR SCHOOL 3 – HMIE 2007

Numeracy & Mathematics, Literacy & English, Health & Well Being – Scottish Government and LTS 2010

Improving Outcomes for Learners through Self Evaluation – HMIE 2008

Improving our Curriculum through Self Evaluation – HMIE 2008

Building the Curriculum 3 – A Framework for Learning & Teaching – Scottish Government 2008

Building the Curriculum 4 – Scottish Government 2009

Building the Curriculum 5 – Scottish Government 2010

Curriculum for excellence National Expectations Self-Evaluation Resource Education Scotland 2013

Implementing Curriculum for excellence and the new National Qualifications in Secondary – Education Scotland, June 2014

Inspection Advice notes 2012/13, 2013/14 & 2014/15 – Education Scotland

East Renfrewshire Skills Planners – East Renfrewshire Council 2010

Developing Scotland's Young Workforce – The Report of the Wood Commission, 2012

Post School Transition Guidelines for Young People with Additional Needs, 2007, ERC

Ensuring Effective Transitions, Thematic Review – A Guide, January 2008, ERC

Supporting Children's Learning, Code of Practice, Scottish Executive, 2005

Ensuring Effective Transitions, HMIE, 2006

Successful Transitions from Secondary School, HMIE, 2008

The *National Assessment Framework* has also been of considerable relevance to curricular planning. The information it contains, along with that in Building the Curriculum 4, Building the Curriculum 5 and the East Renfrewshire Skills Planners, allows planning for articulation in skills and knowledge.

Curriculum planning and structures in Eastwood High are the result of careful consideration and have always built upon the best of practice whilst incorporating new ideas.

In our endeavour towards continuous improvement and raising attainment it is accepted that the curriculum is constantly changing both within subjects and at whole school level. The present curriculum in Eastwood High School has evolved to its current position having taken account of the curricular advice outlined above.

2. Aims of the Policy

The aims of the curriculum in Eastwood High School are as follows:

The first two aims of the school are directly related to the curriculum and it is the purpose of this policy to address them. They are:

- (i) The school must provide a range of courses appropriate to the needs of all pupils and
- (ii) The school must strive to raise standards of educational achievement and attainment for every child.

The specific aims of the curriculum in Eastwood High School are

- (i) To provide a balance between breadth in learning and depth in learning across the fullest range of curriculum areas.
- (ii) To incorporate opportunities for personalisation and choice within structures and learning.
- (iii) To provide coherence allowing pupils to make connections in their learning through interdisciplinary learning experiences
- (iv) To create a learning environment where varied and innovative learning and teaching approaches provide challenge, enjoyment and relevance for pupils.
- (v) To provide a coherent curriculum that articulates with previous learning (including learning from Primary 7) and allows appropriate progression in skills and knowledge.

3 The Curriculum in Eastwood High School

(a) Broad General Education S1 – S3

The broad general education includes all of the experiences and outcomes across all curriculum areas up to and including the third level. These should be experienced by all pupils, as far as this is consistent with their learning needs and prior achievements.

Key principles of the Broad General Education Curriculum in Eastwood High

- The curricular framework promotes and encourages high quality and inspirational learning and teaching. Curriculum leaders and classroom teachers have developed curricula built around learning and teaching methodologies and the development of pupils' skills as well as subject content.
- Working with Cluster colleagues has been, and continues to be, essential to ensure that planned experiences build upon previous learning.
- The curricular framework satisfies the demands of all *Curriculum for Excellence* principles of curricular design and the national outcomes and experiences up to the end of Level 3.
- The curricular framework ensures that all subjects contribute to the delivery of literacy, numeracy and health and well-being and that all of these outcomes and experiences are covered.
- The curricular framework promotes the progressive and successful development of skills for life, skills for learning and skills for work in all subject areas.
- The curricular framework allows learning in S1 – S3 to provide a strong contextual foundation from which to build in depth subject learning in the senior phase. The time afforded within the S1 – S3 curriculum allows pupils to advance their level of learning to a higher skills base and a greater depth of subject experience.

- The curriculum developed has been the result of consultation with stakeholders ie. Parents, pupils and staff to ensure it continues to be responsive to local circumstances.
- The curricular framework is pragmatic. ie. it is able to be delivered within accommodation, staffing and resourcing constraints. That is not to say that timetabling has had priority over educational preference but any curriculum needs to be delivered within existing resource provision.
- The curriculum offers opportunities to recognise personal achievement whilst not overburdening pupils with assessment. An appropriate balance of formative, diagnostic and summative assessment strategies are employed to facilitate this approach including in areas not traditionally associated with recognition of achievement eg Personal & Social Education.

Cluster planning has been and continues to be a key priority to ensure that there is continuity, progression and coherence in each young person's education between primary school and secondary school.

In S1 and S2 in Eastwood High School pupils have the opportunity to follow a curriculum that covers all the CfE learning experiences, outcomes and skills required to achieve third level (A) by the end of S2 – In many curricular areas and for many pupils aspects of fourth level work will also be covered to ensure appropriate pace, progression and coherence in their learning. The pace of progression is of the utmost importance to ensure that all pupils have the opportunity to achieve both breadth and depth in their learning within a timeframe that allows for enriched and varied learning activities to take place.

During S2 pupils in Eastwood High School make choices between subjects (they will also have had opportunities for choice within their subject learning during S1 and S2) in preparation for a greater degree of specialisation in S3. During S3 learning in the subjects chosen for study encompasses the experiences, outcomes and skills required to satisfy the requirements of fourth level whilst beginning the preparation for presentation for National Qualifications in S4 and beyond.

Within the S1/2 framework outlined below pupils continue with the study of French in S1 building upon work undertaken in Primary School. At the end of S1 they are given the option to continue the study of French until S4 presentation or begin the study of Spanish in preparation for S4 presentation. For the remainder of the time pupils follow a curriculum in line with national and local authority guidelines delivering the experiences, outcomes and skills at level 3 and 4. English and maths have received an enhanced allocation of time as has PE as a result of the School's commitment to the cross curricular themes of Literacy, Numeracy and Health and Well Being. Within the 33 period week structure additional time has also been allocated to Information Technology as a key core skill.

Course	Time Allocation (Periods/week)	Balance (%)
English	4.5 }	13%
French	3 }	9%
Maths	4.5	13%
Science	3	9%
Geography	3 }	9%
History	3 }	
Technical	1.5 }	9%

Home Ec	1.5 }	
Computing }		
Info Tech }	1.5 }	5%
Bus Studies }		
Drama	1.5	
Art	1.5 }	14%
Music	1.5 }	
PE	3.0 }	9%
RMPS	2.0 }	6.% }
PSE	1.0 }	3% }
TOTAL	33	

(b)The Senior Phase S4-S6

By the end of S4 almost all pupils in Eastwood High School currently sit eight or nine national qualifications or equivalent. In line with Council policy this will continue for the foreseeable future. The individual subjects are organised in cognate groups mirroring the curriculum areas identified within the Broad General Education phase. In addition provision has been made for the study of 3 Sciences in National Qualifications in S4 (Following consultation with stakeholders), and a commitment has been made to facilitate the study of two foreign languages through the senior phase to service the Baccalaureate. All pupils in S3/S4 continue to study one period of Social Education, two periods of Religious Education and three periods of Physical Education. With the move to an NQ unitary structure in RMPS it is hoped that all pupils will have the option to achieve either a National Vocational Award or a National Course Award in S4 if they wish .

The curriculum time allocations work out as follows:-

Subject	Periods/ Week	Time over 2 yrs/ hours	Learning & Teaching Scot min hours
English	4/5	292.5 }	360
Modern Lang	3	195 }	
Mathematical	5/4	292.5	200
Studies			
Scientific	3	195	160
Studies			
Creative and	3	195	80
Aesthetic Activities			
Social & Environmental	3	195	160
Studies			
Technological Activities	3	195	160
& Applications			
Religious Education	2	130	80
Social Education	1	65	-
Physical Education	3	195	80

In line with Local Authority guidelines and local circumstances within Eastwood High School, and the broad framework of the time allocations above, all Intermediate courses were replaced in August 2013 with National 4 and 5 Qualifications. The rationale behind this move was as follows is outline below and in Appendix 2

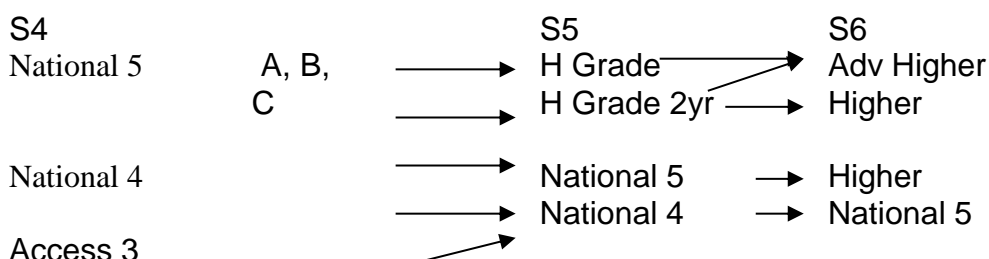
- It helps ensure high quality learning experiences are planned for young people..
- It maintains pathways of progression which East Renfrewshire guarantees for its pupils

- The breadth of learning in S3 will ensure that the gradient of specialisation is not too steep at any one transition point and will factor in flexibility for young people aspiring to positive destinations post school.
- It will improve attainment through securing the maximum SCQF points for all pupils
- It allows S4 pupils access to the vocational programme.
- It provides greater coherence in the areas of core skills.

All pupils in S5 must opt to study English at the appropriate level and all pupils not attaining at least a National 4 in Mathematics must continue with its study. In an attempt to maximise pupil choice and consequently enhance opportunities for progression pupils in S5 are given an choice of subjects based on clearly stated entry criteria. S5 pupils are expected to continue studying their highest achieved subjects from S4 or a realistic course leading to Higher/Further Education objectives agreed in negotiation with Pastoral Support staff. Pupils moving from S5 to S6 are expected to follow progression within a subject e.g. into Advanced Higher, or to pick up study in one of the subjects dropped at the end of S4. On occasion a “crash” subject can be negotiated. In order to maximise pupil choice the school works in partnership with neighbouring schools to ensure viable provision.

A small number of pupils also negotiate a full time college option with attendance and attainment records passed from college to school if they are Christmas leavers and would be disadvantaged by not starting college in August. A larger number of senior pupils participate in vocational options delivered in partnership with local colleges of Further Education.

The recommended pathways through the upper school are as follows:



Commensurate with Eastwood High School's drive to promote literacy and numeracy and raise attainment all subjects are allocated six periods per week in S5/6. All pupils in S5 study one period of Social Education and two periods of core PE as part of their curriculum. Throughout S1 – S6 PE (core) receives 3 periods per week to address health and fitness promotion of Health and Well Being.

4. Cross Curricular Themes

a) Literacy and Numeracy

In line with national and local authority initiatives enhanced time allocation at all curricular stages has been assigned to English and Maths to promote the development of literacy and numeracy skills. These core skills are cross curricular in nature and are further enhanced through study in areas such as social subjects and science. An audit of literacy and numeracy skills delivery across the curriculum is undertaken as part of the schools self evaluation cycle.

b) Information and Communications Technology (ICT)

In S1/2 ICT is delivered 1.5 periods per week (using time released through use of the 33 period week structure) and through permeation across the various subjects. An audit of this permeation and how it relates to CfE curricular guidelines is undertaken as part of the review of the ICT policy. In S3 there is a dedicated technology curriculum area option column as

well as some additional subjects delivering certain fourth level experiences and outcomes. There have been further advances in the use of ICT in learning through GLOW, further development of the school network, increased use of on line learning support e.g. scholar and links with HE and increased extra curricular access.

c) Health and Well Being

In Eastwood High School achieved Health Promoting Schools and “Active Schools” status in 2007. In accordance with the importance of this cross curricular area the school has developed a specific whole school policy relating to Health Promotion and has undertaken a cross curricular audit of provision as part of the school’s self evaluation programme using the HGIOS thematic review as its basis. A local authority Standards and Quality Review was also undertaken in this area in May 2010.

d) Citizenship

The school has developed a specific whole school policy in this cross curricular area. Please refer to it for further details of provision in this area.

e) Equality

The school has developed a specific whole school policy in this cross curricular area. Please refer to it for further details of provision in this area.

g) Personal and Social Education

One of the core values of Eastwood High School is that all teachers are teachers of children and not merely exponents of narrow subject curriculum delivery. Consequently all teachers have a responsibility to deliver personal and social education either through participation in delivering the dedicated PSE programme or their own subject discipline. Following the results of a whole school audit in 2007 the dedicated PSE provision in the school is linked to ASDAN accreditation and delivers key aspects of the Health and Well Being experiences and outcomes.

h) Skills for Work

With the national importance accorded to the development of this area in schools and the long term national objectives contained within the “Developing Scotland’s Young Workforce” document Eastwood High School has developed specific whole school policy in this area. Please refer to it for further details of provision in this area. Eastwood High School has a Principal Teacher post in Promoting Skills for Work & Enterprise.

5. Management Responsibility and Curricular Delivery

The Headteacher has overall strategic responsibility for the curriculum of the school. Each of the SMT have link responsibilities with school faculties as well as one DHT having responsibility for timetabling. The DHTs 1/2, 3/4, and 5/6 have delegated responsibility for the management and coordination of the relevant curricular stage. DHTs also have responsibilities for the management and coordination of cross curricular areas which impact on the curriculum, as have “faculty” Principal Teachers as part of their whole school middle management responsibility.

Faculty heads (curriculum) have a key role in leading and supporting the implementation in the various areas of *Curriculum for Excellence*. School Improvement Plans (and departmental plans) show clear direction for designing the curriculum across stages over a number of years; there are also clear links to the Cluster plan. Integrated planning and partnership working must be a feature of any curricular framework.

A Principal Teacher of Pupil Support has for the PSE programme for specific year groups with a DHT having an overall responsibility for the coordination of the programme.

Specific details of remits and responsibilities are contained in the school Handbook

The teaching session begins at the end of the SQA exams at the start of the first full week in June. This combined with the scheduled move to National courses throughout school maximises the amount of teaching time available in the drive to raise attainment (See Appendix 2)

6. Resources

The Headteacher has responsibility for allocation of resources and chairs the DSM consultative committee which has a remit to monitor the allocation and any virement of funds within the school budget. He also has responsibility for negotiating a share of resources to support the curriculum and its development from the Cluster budget.

Principal Teachers have responsibility for spending on the curriculum within their sphere of responsibility. The main source of funding for the curriculum is the classroom supplies budget. The Parent Council is consulted with regard to budget allocation on classroom supplies.

Subjects are allocated their budget for classroom supplies based on:

- (i) a formula related to the number of pupils studying the subject, and the type of subject i.e. practical or classroom and
- (ii) bids for new initiatives which are related to school and / or departmental development plans.

A detailed plan for the allocation of resources is to be found in the School Budget Management Policy elsewhere in this handbook but as a rough guide 90% of the classroom supplies budget is allocated on a formula basis and 10% on a bid basis (this is being proportionally increased year on year to support the school development agenda further). Monies saved from other budgets can be vired into classroom supplies with the approval of the local authority. Resources to support the curriculum are also available from:

- a) Application made via SMT and DSM committee for access to funds within the Quality Educational Development (QED) budget.
- b) The CPD budget by bid to the DHT responsible and SMT where a new resource contributes to enhancing staff CPD as well as having practical application in the curriculum.
- c) The School Fund through application to the SMT and DSM committee
And
- d) The PTA by application direct.

Occasional “windfall” funding becomes available for the curriculum e.g. Local Authority initiatives or pilot schemes, Scottish Government additional funding or partnership with local businesses. This funding is managed and allocated by the SMT.

7. Monitoring and Review Procedures

The curriculum i.e. formal subject based curriculum, is reviewed annually by the SMT and Board of Management. All aspects of the curriculum on offer in Eastwood High are subject to regular formal evaluation as part of the school’s self evaluation programme. Many of the cross curricular aspects of the school’s curriculum are also evaluated in whole or in part using HGIOS 3 or Thematic Review audit materials as part of the regular self evaluation cycle.

Within the school the increased autonomy in curriculum design afforded by Curriculum for Excellence has been balanced with accountability. Robust procedures for self evaluation have been developed hand in hand with curriculum development. The role of East Renfrewshire Transitions Reviews continues to be an essential and integral support for the school and Cluster in this process

Many of the development initiatives relating the curriculum are integral to the school and / or departmental development plans. As such progress towards these objectives is evaluated annually as part of the annual review process linked to school and departmental development planning. It is the responsibility of the DHT with responsibility for development planning to undertake this audit at whole school level and present it to SMT. It is the responsibility of Principal Teachers to undertake this audit annually and review the curriculum on offer in their subject area(s) with their SMT link to ensure that the curriculum on offer is commensurate with national and local authority guidelines.

8. Development Plan

The following areas are identified as possible areas for development of the curriculum within the next three year Development Planning cycle

- a) To fully implement a curriculum commensurate with the principles of A Curriculum for Excellence in Eastwood High School.
- b) To ensure the curriculum in Eastwood High School gives a prominent place to the development of skills for life, skills for learning and skills for work.
- c) To ensure coherence and progression for all learners within the Cluster especially at key transition points

9. Associated Policies

Assessment and Reporting
Learning and Teaching
Quality Assurance
Pupil Support
Citizenship
CPD
ICT
Development Planning
Equality
Primary Secondary Liaison
Budget Management

EASTWOOD HIGH SCHOOL



LEARNING AND TEACHING POLICY

1. INTRODUCTION

Learning and Teaching is at the centre of all activity in the school. Two of the school's aims are to:-

- Develop learning and teaching strategies to support the needs of all pupils
- Support all pupils in their learning and development thereby encouraging them to reach their full potential.

The "Four Capacities" as outlined in Curriculum for Excellence assert that children and young people should be "Successful Learners". Building the Curriculum 3 states that in the Broad General Education (S1-S3)

"Learning should be available in a range of ways including interdisciplinary learning and a range of opportunities which ensure a broad approach. The intention must be to avoid driving young people through the levels as fast as possible by providing opportunities for teachers to be flexible and follow issues through to a conclusion... Assessment should be an integral part of learning and teaching"

In moving on to describe the learning experience in the senior phase (S4-S6) the same report goes on to say

"As young people move into S4 they will continue to develop the four capacities to become successful learners, confident individuals, effective contributors and responsible citizens. To do this they must continue to have opportunities that reinforce their broader learning and achievements through a range of experiences"

East Renfrewshire Council's Curriculum Design Policy 3 -18 states

"Any curriculum framework must provide and encourage high quality and inspirational learning and teaching. Curriculum leaders and classroom teachers must develop curricula built around learning and teaching methodologies and the development of pupil skills as well as subject content"

As Professors Black and Wiliam from Kings College London stated in "Inside the Black Box" most of the activity leading to effective learning takes place within the classroom and can be influenced by the effectiveness of other aspects of school life: management and administration; pupil behaviour and ethos; support; partnership with parents etc. However their belief in the central role of formative assessment as an integral part of improving learning (AifL) has also been a principal influence in shaping learning and teaching policy and practice within Eastwood High School.

This policy focuses on the classroom and the child at the centre of Learning and Teaching and takes account of the advice given in the following national and Local Authority papers as well as "Inside the Black Box – Black and Wiliam" :-

Inside the Black Box	Black and Wiliam	Kings College 1998
A Route to Effective Learning & Teaching		HMIE & SAC 1999
How Good is our School 3		HMIE 2007
Building the Curriculum 3		Scottish Gov. 2008
Building the Curriculum 4		Scottish Gov. 2009
Building the Curriculum 5		Scottish Gov. 2010
Curriculum Design 3 – 18		E Ren Council 2011
Assessment, Moderation, Profiling & Reporting		E Ren Council 2011
Curriculum for excellence National Expectations Self-Evaluation Resource		Education Scotland 2013

2. AIMS OF THE POLICY

How Good is our School 3 QIs 5.2 (Teaching for Effective Learning), 5.3 (Meeting Learning Needs) and 5.4 (Assessment for Learning) underpin the following aims:-

- (i) Both at whole school and classroom level the ethos and climate should promote a positive learning environment
- (ii) Teaching approaches should be innovative, varied and inspire effective learning
- (iii) Teaching approaches should promote well paced learning during which pupils are actively engaged
- (iv) Teacher/pupil interaction and dialogue should be positive and promote effective learning
- (v) Sound planning should identify learning needs to ensure that learning tasks, activities and resources exhibit differentiation, and provide appropriate support and challenge for pupils
- (vi) Formative assessment should inform teaching and learning and next steps in learning
- (vii) Opportunities should be provided to promote interdisciplinary and extra curricular learning eg. Through classroom activity, homework etc

3. RANGE OF ACTIVITIES IN EHS TO ACHIEVE THE AIMS ABOVE

The school has had a Learning and Teaching committee for many years however however in 2014 a “Strategic Leadership Group” was created to focus on promoting high quality learning and teaching and sharing best practice. The school also has teacher led Teacher Learning Communities where a much more flexible approach is taken to sharing best practice in learning and teaching. In the end it is not the structure that makes a difference to the quality of learning and teaching but the quality of the dialogue and sharing of ideas. Consequently a number of focus groups also now meet under the auspices of the DHT with responsibility for Learning and Teaching

The main functions of the groups are as follows

- (i) To promote Learning and Teaching in the school
- (ii) To discuss innovation and share best practice in learning, teaching and assessment within the school and from outwith.
- (iii) To promote self evaluation by classroom teachers as part of their learning and teaching practice.
- (iv) To provide CPD for staff on improving learning & teaching practice eg. On Inservice days where learning and teaching has standing item status on each programme and
- (v) To lead learning in subject/faculty areas, in partnership with Principal Teachers, where Learning and Teaching should be a standing item on departmental meeting agendas

The DHT (Learning & Teaching) in addition to having responsibility for the groups also collates and shares feedback from pupils on learning and teaching. This is done via questionnaires and discussion with focus groups. The DHT also seeks and collates feedback from parents relating to learning and teaching. It is an important function of the DHT role to identify strengths and weaknesses ensuring that any areas for improvement are included in school/department improvement plans and Inservice day programmes. A "Learning and Teaching Bulletin" is also produced and circulated to staff, raising the profile of, and promoting best practice and key issues for improvement in, learning and teaching practice within the school.

Based on the work undertaken by the learning and teaching group and the DHT two "learning charters", Improving Learning and Improving Assessment, have been produced in partnership with our Cluster colleagues. The charters provide a series of principles to which everyone in the Cluster aspires in their classroom practice. They are displayed in all teaching areas and are an aide memoire/guide to staff on best classroom practice. (See Appendix 1)

Best practice in learning and teaching is also promoted through links between the school's self evaluation procedures, the use of data and the school/departmental improvement planning process. The school's self evaluation procedures, as well as incorporating formal classroom observations, encourage teachers to gather feedback on learning from their classes and adapt their practice where appropriate in response. This is immediate interaction and response is very powerful in improving learning. At the next level Principal Teachers and departments monitor their own learning and teaching. This leads to focussed issues in learning and teaching being included in departmental improvement plans. The final level is provided by SMT classroom observations and Thematic Reviews where the evidence from departmental monitoring is verified and benchmarked against school and national standards (HGIOS). This is also an excellent way of identifying best practice and sharing it via the learning and teaching group.

4. MANAGEMENT RESPONSIBILITY

The Headteacher has the overall strategic responsibility within the school to manage and lead learning. The operational responsibility has been delegated to a DHT as well as each link DHT having a responsibility within their link faculties to promote and monitor learning and teaching. Designated DHTs and Principal Teachers of Faculty also have responsibility for aspects of interdisciplinary learning.

Principal Teachers of faculty/subject have a key role in promoting the delivery of effective learning and teaching within their departments, with the focus being on the acquisition of skills as well as experiences and outcomes. A range of activities should be evident at departmental level promoting improvement in learning and teaching and sharing best practice.

Finally all teachers have a responsibility to be flexible in their teaching approaches to secure the best possible learning outcomes for their pupils.

No one should "teach the course" we should always "teach the pupils"

5. RESOURCES

The Headteacher has responsibility for allocation of resources and chairs the DSM consultative committee which has a remit to monitor the allocation and any virement of funds within the school budget. He also has responsibility for negotiating a share of resources to support the curriculum and its development from the Cluster budget.

Principal Teachers have responsibility for spending on the curriculum to support learning and teaching within their sphere of responsibility. The main source of funding for the learning and teaching is the classroom supplies budget.

Subjects are allocated their budget for classroom supplies based on, a formula related to the number of pupils studying the subject, the type of subject i.e. practical or classroom, and bids for new initiatives which are related to school and / or departmental improvement plans.

A detailed plan for the allocation of resources is to be found in the School Budget Management Policy elsewhere in this handbook but as a rough guide 90% of the classroom supplies budget is allocated on a formula basis and 10% on a bid basis (this is being proportionally increased year on year to support the school improvement agenda further). Monies saved from other budgets can be vired into classroom supplies to support learning and teaching with the approval of the local authority. Resources to support learning and teaching are also available from:

- a) Application made via SMT and DSM committee for access to funds within the Quality Educational Development (QED) budget.
- e) The CPD budget by bid to the DHT responsible and SMT where a new resource contributes to improved learning and teaching.
- f) The School Fund through application to the SMT and DSM committee
And
- g) The PTA by application direct.

Occasional “windfall” funding becomes available to further support the development of learning and teaching e.g. Local Authority initiatives or pilot schemes, Scottish Government additional funding (eg. Additional CfE funding) or partnership with local businesses. This funding is managed and allocated by the SMT.

6. MONITORING AND REVIEW PROCEDURES

As previously mentioned learning and teaching is reviewed on an ongoing basis at classroom teacher level, as part of an annual cycle at departmental and SMT level and as part of a three year Thematic Review cycle. All aspects of learning and teaching in Eastwood High are subject to regular formal evaluation as part of the school’s self evaluation programme. The interdisciplinary aspects of learning are also evaluated in whole or in part using HGIOS 3 or Thematic Review audit materials as part of the regular self evaluation cycle. In the endeavour to achieve consistency in learning and teaching within the Cluster aspects of it are also the subject of review by Cluster working groups working towards implementation of Cluster plan targets.

Within the school the increased flexibility in learning and teaching afforded by Curriculum for Excellence has been balanced with accountability. Robust procedures for self evaluation have been developed hand in hand with new developments. The role of East Renfrewshire Transitions Reviews continues to be an essential and integral support for the school and Cluster in this process

Many of the development initiatives relating learning and teaching are integral to the school and / or departmental improvement plans. As such progress towards these objectives is evaluated annually as part of the annual review process linked to school and departmental improvement planning (an interim audit is also undertaken in January). It is the responsibility of the DHT for improvement planning to undertake this audit at whole school level and present it to SMT. It is the responsibility of Principal Teachers to review regularly the work of their department, in partnership with their SMT link, to ensure that standards in learning and teaching continue to improve.

7. IMPROVEMENT PLAN

Currently the main focus in terms of learning and teaching in both the school improvement plan and the Cluster plan is :-

- (i) To improve consistency in learning and teaching across the Eastwood High and the Cluster
- (ii) To ensure curriculum coherence and progression in learning within Eastwood High and the Cluster and
- (iii) To achieve consistency in standards and practice in assessment, and its use, through moderation in Eastwood High School and the Cluster

Departmental plans mirror this focus.

8. ASSOCIATED POLICIES

Assessment and Reporting
The Curriculum
Quality Assurance
Pupil Support
Citizenship
CPD
ICT
Improvement Planning
Equality
Primary Secondary Liaison
Budget Management



EASTWOOD CLUSTER

IMPROVING LEARNING



- Starter Activity relating back to previous lesson
- Learning Intentions for the lesson overtly shared
- Negotiation of Success Criteria
- High order questioning utilising various techniques (eg. carouselling, philosophical enquiry, no hands up etc.)
- A variety of learning activities (eg. groups, pairs, peer assessment, pupils leading learning, enquiry based learning, show me boards)
- Pupils active in the learning and
- Pupils in learning dialogue with their peers and their teacher
- An appropriate pace of learning
- Teacher encouraging, demanding and offering constructive feedback both verbal and written
- Links drawn to interdisciplinary themes such as Literacy, Numeracy & HWB
- An evaluation of the lesson with the class
Have we been successful?
What could we have done better?
- Summary of learning sometimes by a pupil - beyond traffic lighting
- Issue of Homework

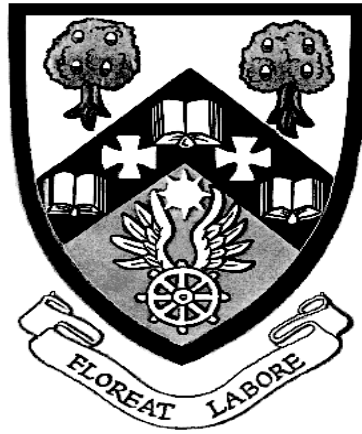


EASTWOOD CLUSTER IMPROVING ASSESSMENT



- Starter Activity relating back to previous lesson
- Learning Intentions for today overtly shared
- Negotiation of success criteria
- High order questioning utilising various techniques (carouselling, philosophical enquiry, no hands up etc.)
- A variety of learning activities eg. Groups, pairs, peer assessment, pupils leading learning, enquiring based learning, show me boards)
- Pupils active in the learning and
- Pupils in learning dialogue with their peers and their teacher
- An appropriate pace of learning
- Teacher encouraging, demanding and offering constructive feedback both verbal and written
- Links drawn to interdisciplinary themes such as Literacy, Numeracy & HWB
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 - Have we been successful?
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- Issue of Homework

EASTWOOD HIGH SCHOOL



POLICY ON HOMEWORK

POLICY ON HOMEWORK

(The Homework Policy is really a strand of the Learning and Teaching Policy).

Introduction

In the document from Education Scotland, "Making the Difference: Homework", it was acknowledged that parents, carers and other family members can and do make a real difference to children's education. When parents and schools work together, children and young people do better.

Aims of Homework

The purpose of homework is to reinforce and enrich the learning that takes place in the class. It is also to encourage from an early stage the good study habits that lead to pupils achieving their full attainment potential and developing life-long learning skills. It is also an opportunity for teachers to develop learning partnerships with parents.

Policy Statement

Departments should ensure that homework is clearly integrated with coursework.

Homework should usually relate to the content of the classwork and the skills being learned. Its purpose should be made clear to pupils. Departments should have a statement on homework in departmental handbooks which gives advice to teachers on the nature and extent of homework for each course. Homework tasks will be varied in nature and will include completion and review of work done that day, practice of skills learned, research, project work, revision for tests and exams.

Teachers should ensure that homework is appropriate to each pupil's ability.

This might mean the use of differentiated materials or tasks within a class. The amount of homework should be appropriate to the stage of study and should increase from S1 to S5. Teachers should take into account the individual needs which pupils have in relation to physical disability, language and learning needs.

Teachers should ensure that pupils are given feedback on their homework which values their work and effort and shows how they can improve or progress.

Feedback should be prompt and should be positive and constructive. Feedback might include written comments or oral comments. Teachers should use a variety of marking methods such as individual marking, whole class marking, exemplars for self marking, peer assessment: this caters for the differing learning preferences of pupils and it allows the teacher to manage the burden of marking. In self and peer assessment it is vital that success criteria are shared and consistently applied by the pupils.

Teachers have a responsibility for helping pupils to plan their homework/study time.

The use of the homework diary should be encouraged by class teachers and monitored regularly by PT's and SMT. Pupils will be able to plan their work if reasonable deadlines are given and if homework is frequent and regular. Study planning techniques should be taught to pupils in Social Education and encouraged by class teachers. Additional study seminars may be arranged for targetted pupils.

Teachers should monitor the completion of homework.

Pupils must not be punished in any way for failure to complete homework. They should instead be reminded of the value of homework to their progress and given encouragement to complete the homework. When a pupil fails to complete a major homework assignment the teacher

should use the standard letter to inform parents and a copy should be passed to PSMT. When a pupil fails to complete small frequent homework tasks the standard letter should be sent no later than the third failure to complete homework.

The PSMT teacher has a responsibility for taking further action if problems with homework are across several subjects. This might include discussion with the pupil and parent or seeking advice from the other Support departments.

The school should involve parents in homework.

Parents should be given clear information each session about the nature and extent of homework in each subject and how parents can help their child at home. The school should also give parents information on study and revision techniques. This will allow parents the opportunity to keep in touch with their child's learning. The school website and GLOW are increasingly being used to facilitate this practice. Where appropriate school reports should have a comment on homework.

The support departments have a responsibility for making provision for pupils who consistently have difficulty in completing homework.

This might take the form of supervised time in school for homework, help with organisation of homework or the provision of an individualised programme of homework. The school also operates an after school homework club.

Monitoring and Evaluation

Homework in departments should be monitored regularly by PT's and whole school monitoring should be carried out by SMT.

The whole school evaluation of homework will be carried out according to the schedule of evaluation of the Learning and Teaching Policy.

HOMEWORK DIARIES

Homework diaries will once again be issued to all pupils. In an attempt to tighten up procedures the SMT will visit classes regularly to inspect diaries (and uniform). A calendar of dates for visits will be advertised in the school calendar.

As a support to the pupils, it is recommended that:

1. Homework is issued regularly
2. Pupils are told to have their diaries on desks in each class
3. Teachers give pupils time to note homework and date of return. Teachers make sure that all homework is noted, particularly revision, research and reading.

If pupils regularly fail to bring diaries, they should be referred to the appropriate DHT.

All of the above will be communicated to parents and homework will be dealt with at a workshop at the S1 Open Evening in early September.

EASTWOOD HIGH SCHOOL



PUPIL SUPPORT POLICY

PUPIL SUPPORT POLICY AND ENTITLEMENT

1. Introduction

In response to national and local advice and guidance from the Scottish Government and East Renfrewshire Council, the Pupil Support Team has been established to provide a comprehensive and holistic service for every pupil in the school. This structure brings together pastoral, learning and behaviour support to facilitate the closer integration of the work of these specialist areas of pupil support. By doing so, pupil needs are more effectively monitored, supported and evaluated and the partnership with parents and other support agencies is strengthened. This policy recognises that an effective support structure plays a vital role in supporting the personal social and learning development of all pupils. Getting it Right for Every Child (GIRFEC) is at the heart of this support.

This policy outlines how the general support needs of pupils are met. Two other policies, namely, the Support for Learning policy and the Behaviour Support policy outline how the needs of pupils with those specific additional support needs are met.

2. Aims of the Policy

All pupils in Eastwood High should be Safe, Healthy, Achieving, Nurtured, Active, Respected and Included. We aim to

- provide personal, curricular and vocational support specific to the needs of every pupil at each stage and transition from school to adult life
- provide a programme of personal and social education appropriate to the needs of each pupil
- provide support in learning and behaviour when required and employ a whole team approach
- provide opportunities for pupils to develop self esteem, awareness of safety issues and confidence in their development, knowledge, skills and achievements and encourage them to accept personal responsibility for their learning and behaviour
- contribute to the development of a positive school ethos and foster good relationships between all members of the school community
- monitor, record and disseminate information relevant to the welfare of individual pupils to the appropriate staff, to parents and to external agencies
- support education authority policies on e.g. inclusion, equality and child protection and keep abreast of current legislation
- work with the family members and carers in all aspects of pupil development and concerns (especially in relation to Looked after and accommodated children)

This policy also recognises that an effective support structure plays a vital role in supporting the general well-being and curricular development of all pupils.

Our approach reflects East Renfrewshire Council's vision of Inclusion, Achievement, Ambition and Progress for all. The fundamental aim of our approach is through Staged Intervention so that all pupils will be:

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

This policy outlines how the general support needs of pupils are met.



The following National and Local documents have informed the development of this policy.

Developing Scotlands Young Workforce
 The Children and Young People (Scotland) Act
 Included Engaged and Involved
 Valuing Young People
 BtC 4 Skills for Learning, Skills for Work, Skills for Work
 A Guide to Getting it Right for Every Child
 Building the Curriculum 3
 Missing Out
 Getting it right for every child
 Safe and Well
 Supporting Childrens Learning – Code of Practice
 Happy safe and Achieving their Potential
 Education (Additional Support for Learning)
 Pupil Support in ERC: A Policy Framework(draft)

Scottish Gov. 2014
 Scottish Gov. 2014
 Scottish Gov. 2011
 Cosla & Scot Gov 2009
 Scottish Gov.2009
 Scottish Gov. 2008
 Scottish Gov. 2008
 HMIE 2006
 Scottish Gov. 2006
 Scottish Exec 2005
 Scottish Exec 2005
 Scottish Exec 2004
 Nov 2004(Scotland) Act 2004
 ERC November 2004

Children's Charter and Framework for Standards	Scottish Exec.2004
Personal Support for Pupils in Scottish Schools	HMIE 2004
Learning with Care	HMIE 2003
Count Us In	HMIE 2002
Structures for Learning	ERC 2003
Delivering the Pastoral Support Entitlement	ERC 2003
Better Behaviour-Better Learning	ERC 2003
More Than Feelings of Concern	CCC 1986

3. Range of Activities in Eastwood HS to achieve these Aims

There are five main objectives.

To provide personal support to each pupil by:

- assigning a Named Person (generally Pupil Support Principal Teacher) who will know the pupil in some depth and take an active interest in his /her welfare, problems, personal and social development throughout her/his years in school.
- interviewing each pupil at least once a year, tracking progress and supporting pupils to set and review targets and plan progression in learning.
- Joint Support Team and multi agency partnership working
- arranging expert help from appropriate services when required and protecting pupils from harm, abuse and neglect.
- monitoring and supporting attendance and timekeeping.
- collating, recording and sharing information as appropriate to support the welfare and learning of pupils and keeping profiles and the child's plan up to date.
- facilitating pupils' access to explore needs and concerns and access to complaints procedures, taking account of pupil's confidentiality, rights and dignity.

To provide support for learning by:

- giving advice and supporting pupils in personal learning planning
- supporting pupils at the major transition points in their school career
- discussing course option choices, progress and aspirations
- giving and accessing information to and from staff regarding overall progress, recognising success and addressing underachievement

To provide vocational support to assist pupils in making transitions from school to adult life by:

- organising a planned, progressive careers education programme
- providing opportunities within the curriculum and through the wider life of the school for young people to experience skills for life, skills for work and skills for learning.
- assisting pupils to make well informed and realistic lifestyle and careers choices
- offering opportunities to record achievements and to investigate opportunities in further and higher education
- offering computer assisted careers education programmes and providing a well resourced and regularly updated careers library
- offering specific curriculum inserts for career education involving action planning and target setting
- liaising with the Principal Teacher of Enterprise in planning appropriate career based activities.

To provide a programme of personal and social education appropriate to pupils' needs by:

- providing a planned, progressive personal and social education programme encompassing health promotion and a healthy lifestyle and taking into consideration the Health and Wellbeing experiences and outcomes of CfE
- promoting activities which will encourage decision making skills and personal safety choices and skills relevant to the modern world
- offering opportunities to explore attitudes, values and feelings
- offering activities which will enable them to participate in groups and which encourage listening and expression of constructive ideas
- giving information which will enable them to reflect on a range of appropriate moral and social issues.

To contribute to the development of a positive school ethos which seeks to nurture the self esteem of every member of the school community by:

- offering a safe environment both physical and emotional
- supporting each pupil to work in an environment which is conducive to learning and in which he or she feels valued, respected and included
- ensuring as far as possible that pupils are free from bullying or discrimination

- challenging and encouraging pupils to work to capacity and achieve the highest standards of which they are capable
- showing appreciation for pupils' achievements and fostering confidence in their ability to improve.
- developing skills of active citizenship within the school community

4. MANAGEMENT RESPONSIBILITY

The Headteacher has the overall strategic responsibility within the school to manage and lead Pupil Support. The operational responsibility has been delegated to a DHT Pupil Support who also has additional responsibility for post 16 transitions and vocational education.

Principal Teachers of Pupil Support have a key role in promoting the delivery of effective pastoral, learning and behaviour support. It is the Principal Teachers responsibility to deliver a service that achieves the aims listed above.

Finally all teachers have a responsibility for the care and welfare of the pupils they teach (get it right for every child). By logical extension we all have a responsibility to deliver first level pastoral care and have knowledge of the correct procedures and practices to follow in relation to these areas.

In Eastwood we teach pupils first and subjects second.

5. RESOURCES

The Headteacher has responsibility for allocation of resources and chairs the DSM consultative committee which has a remit to monitor the allocation and any virement of funds within the school budget. He also has responsibility for negotiating a share of resources allocated to pupil support in consultation with the DHT Pupil Support. The HT also has a responsibility to secure appropriate funding for pupil support from the Cluster budget.

Principal Teachers have responsibility for spending on the curriculum to support learning and teaching within their sphere of responsibility. The main source of funding for the learning and teaching is the classroom supplies budget.

Personal and Social Education is allocated its budget for classroom supplies based on, a formula related to the number of pupils studying the subject, the type of course eg.ASDAN, and bids for new initiatives which are related to school and / or improvement plans.

Occasional "windfall" funding becomes available to further support the development of Pupil Support e.g. Local Authority initiatives or pilot schemes, Scottish Government additional spending or partnership with local businesses. This funding is managed and allocated by the SLT.

6. MONITORING AND REVIEW PROCEDURES

As previously mentioned Pupil Support is reviewed on an ongoing basis as part of an annual cycle at departmental and SLT level and as part of the whole school Quality Assurance calendar.

In the endeavour to achieve consistency and continuity in support within the cluster aspects of Support are also the subject of review by cluster working groups working towards implementation of cluster plan targets. In addition the role of East Renfrewshire Reviews continue to be an essential and integral support for the school and cluster in this process.

As well as formal review as indicated above it is the responsibility of Principal Teachers to review regularly the work of the support, in partnership with the DHT Support, to ensure that standards continue to improve.

Pupils, staff , parents and partner agencies are regularly asked to comment on aspects of the delivery of pupil support through questionnaires, focus groups and as part of the school's and Local Authority's Thematic Review. These are analysed and changes made in the light of the findings

7. Development Plan

Please see separate document updated on an annual basis

8. Associated Policies

There are a number of other policies that further exemplify the pupil support entitlement and should be read in conjunction with this policy.

Namely:

- Support for Learning Policy
- Behaviour Support Policy
- Pupil Support Base Policy
- Child Protection Policy
- Anti Bullying Policy
- Promoting Racial Equality Policy
- Citizenship Policy
- Personal and Social Education Policy
- Enterprise in Education Policy
- Careers Education Policy
- Looked After and Looked After and Accommodated Children Policy

EASTWOOD HIGH SCHOOL



BEHAVIOUR SUPPORT POLICY

Eastwood High School **Behaviour Support Policy**

Rationale

A large number of pupils will encounter difficulty in engaging in learning; accessing the curriculum; or generally cultivating good relationships with their teachers or their peers due to social, emotional or behavioural difficulties. There may be a long history of such difficulties or they may be transient in nature but in either case they can constitute a considerable barrier to learning for the individual concerned, as well as affecting the learning process for other young people with whom they come into contact. The role of Behaviour Support in Eastwood High School is to provide effective support for all pupils based on GIRFEC (Getting it Right for Every Child) by using the 'wellbeing' SHANARI wheel to ensure the best possible school experience. The SHANARI WHEEL elements are *Safe, Healthy, Nurtured, Achieving, Respected, Responsible and Included*. This is achieved by using a team of Behaviour Support Teachers and Behaviour Support Pupil Support Assistants working in the classroom environment and within the Pupil Support Base. Where possible, initial support will always be in the classroom. The focus of support is year groups S1, S2 and S3 but ultimately all pupils irrespective of stage are supported if required. At all times, Behaviour Support collaborates with colleagues in Support for Learning as well as the Pastoral Care PTs and DHT Support in supporting these young people to obtain optimum value from their time in school. Pupils with more challenging behaviours are supported through GIRFEC partnership working at the school's Joint Support Team.

Underpinning the Behaviour Support Policy is that Eastwood High School is an inclusive school.

The Role of the Pupil Support Teacher

The role of the Support Teacher is summarised below:

- By using the elements contained within the WELLBEING WHEEL, ensure where possible, all pupils are supported as fully and effectively as possible;
- Manage the Pupil Support Base;
- Liaise with partnership agencies in best supporting pupils;
- Liaise with parents and carers in best supporting pupils;
- Liaise with Senior Leadership Team in best supporting pupils;
- Plan, record and monitor pupil support via STINT plans;
- Communicate appropriate and relevant information about individual pupils to subject teachers;
- Provide appropriate in-class support to pupils and subject teachers to ensure elements of WELLBEING WHEEL are addressed;
- Be flexible and creative where appropriate in supporting pupils;
- Liaise with Support for Learning in providing joint support where appropriate;
- Liaise with Pupil Support Assistants in providing pupils the most effective support;
- To contribute to multi-agency working through Joint Support Team (GIRFEC) meetings and other multi-agency forums;
- To offer customised support strategies to individual pupils;
- Collaborate with NQTs on classroom (FFI Based) strategies;
- Observe NQTs in class;
- To offer restorative and mediation sessions with pupils where appropriate;
- To regularly evaluate effectiveness of support offered to pupils;
- To organise and facilitate appropriate groupwork;
- To complete home visits when appropriate;
- To liaise with SLT in accommodating pupils on 'internal exclusion,' an alternative to a formal exclusion;
- To liaise with cluster primaries over transition arrangements for pupils moving from cluster primaries to Eastwood High School;
- To carry out post-transition observations of pupils new to Eastwood High School;
- To maintain the school's STINT Directory; and
- To evaluate the effectiveness of support delivered by the department.

The Role of the Pupil Support Assistant (PSA)

Pupil Support Assistants provide support for learning and teaching for pupils of all abilities and support needs under the direction of classroom teachers. They assist classroom teachers with practical tasks, preparing teaching materials and resources and relieving teachers of non-teaching duties. They also undertake administrative and supervisory duties on behalf of the class teacher and within the Pupil Support department. PSAs are literate and numerate, have good interpersonal skills and a particular ability to relate to children. They give physical assistance to pupils and undertake prescribed therapies where appropriate.

General:

Main duties in order of priority:

- Support for pupils in class;
- Supervision in the support base;
- Administrative/clerical work when required; and
- Other duties as may be required due to absence of other PSAs.

In Class:

In class, the class teacher and the PT Behaviour Support/ PT Support for Learning will agree the PSA's duties. Where support is provided as a result of a Pupil Support Referral bid then agreement about the PSA role will be clarified when any bid for support is accepted and written into the STINT plan.

This may include:

- Support for an individual pupil – helping them to stay on task; and
- Supporting pupils generally in class as the need arises.

If a PSA is allocated to a particular individual in class and that pupil is settled and on task, the assistant would normally support other pupils in the class as necessary. The PSA would use his or her own judgment for this.

Promoting independence is a key part of the PSA's role. Their job is to encourage pupils to gradually gain independence. PSA's are there to help pupils by:

- giving pupils strategies to help them;
- keeping them on task;
- reading and scribing where appropriate;
- supervising access to computers;
- assisting with note taking;
- assisting with study techniques;
- working in small groups or one to one in class;
- helping a pupil catch up with missed work;
- explaining points and repeating instructions given by the teacher;
- helping a pupil by getting around, going to the toilet, changing for PE;
- helping pupils working on the computer, carrying laptop for a pupil;
- preparing audio tapes, scribing work a pupil has taped;
- observing a pupil in class;
- supporting a pupil's behaviour;
- reporting back to a teacher on problems or successes;
- contributing to planning or review meetings about a young person;
- Help contribute to the nurturing environment of the Pupil Support Base;
- Contribute to team meetings about issues and/or concerns about pupils they work with;
- Evaluate support given to pupils – specifically, how a pupil behaves and engages with classwork as a consequence of PSA support;
- Any other task to support a pupil not mentioned above; and
- The PSA timetable will always be flexible to offer better support as needs arise.

A PSA should not be asked to:

- Teach any pupil or group of pupils element of their course work;
- Sit with a pupil in any corridor or public area who has been sent out to be disciplined;
- Supervise a whole class for any length of time; and
- Work with a pupil on a task which is not adequately differentiated to meet their needs.

Behaviour Support – Working as a team

Behaviour Support teachers and Pupil Support Assistants are in regular contact with each other every single day and are able to pass on information in an ad hoc way.

- The team formally meets every few weeks where PSAs can share pupil information with colleagues and raise concerns and issues about any aspect of their job. Agenda and minutes are available in the Pupil Support Shared area;
- Support teachers regularly meet every week; and
- A brief fifteen minute meeting is arranged at the start of every school week to look at the Support diary for the week ahead.

Behaviour Support – Part of the Pupil Support Management Team

Behaviour Support works closely with Support for Learning and the Pastoral Care team within Eastwood High School. A number of pupils require support from both Support for Learning and Behaviour Support. In such circumstances, collaborative working between both teams is organised to ensure the best possible support for individual pupils.

Behaviour support will monitor Click and Go behaviour referrals and identify pupils whose behaviour is giving cause for concern. They will monitor the merit and demerit system as part of the schools positive behaviour policy. A text is sent home when a pupil is issued a demerit, the behaviour support team will become involved when the pupil accrues a set number of demerits. Behaviour support will then inform parents of the school's concern and asks for parental intervention in dealing with the indiscipline.

- Behaviour support, in collaboration with Support for Learning is heavily involved in transition arrangements in organising meetings, visiting colleagues in cluster primaries and arranging extra transition visits for those pupils who require them;
- Both Behaviour Support and Support for Learning issue regular joint updates to subject teachers via the GIRFEC Directory; and
- Pupils regularly share support bases.

The Role of the Pupil Support Base

The Pupil Support Base and individual support spaces (interview rooms, multi-sensory room and satellite room) will provide an individual with a positive, nurturing environment, particularly pupils who are experiencing problems engaging with their learning in the classroom environment. It is also used for groupwork, one-to-one counselling sessions as well as a safe nurturing place for pupils to attend during school breaks.

Aims of the Pupil Support Base:

- To allow pupils whose behaviour is challenging the opportunity to work and learn in a quiet and controlled environment;
- To allow pupils time to reflect and consider their actions after instances of challenging behaviour;
- To allow teachers the opportunity to continue with teaching and enter discussions on ways to support the pupil in class;
- To provide the opportunity for group work and counselling;
- To accommodate pupils who for any reason find it difficult to be in class. For example school refusers; and
- To function as an alternative to exclusion.

Procedures

The working practices of the Behaviour Support Team are outlined below:

1. Whole class support;

2. Temporary withdrawal of pupil from a class;
3. Permanent withdrawal of a pupil from a class;
4. Dealing with pupils experiencing emotional difficulties;
5. Circumstances by which pupils will not be accommodated in the Support Base; and
6. Recording, Logging, Monitoring and Tracking.

Whole Class Support

The following policy relates to a subject teacher making a referral for whole class support using the Staged Intervention (STINT) 2 referral form.

Teachers who are finding classes difficult to teach are encouraged to use the essence of the Framework for Intervention based Management package to reflect on and make changes to their own practices. Any whole class support is provided by Behaviour Support teachers and not Pupil Support Assistants.

If an individual teacher is experiencing difficulty in managing a class, the following process will be followed:

- Initial concerns about the behaviour of a class are made to the subject PT and not initially to Behaviour Support;
- The subject teacher will be asked to complete the Framework for Intervention Behaviour Management self-assessment strategies which is available to all teaching staff in the Eastwood Staff Share folder which can be accessed by every member of staff;
- The strategies contained within the package must be tried first. Normally, there is a six week period to evaluate new strategies which have been implemented;
- If at the end of this period, there are still concerns about managing the class, a referral can be made to Behaviour Support for in-class support; and
- PT Behaviour Support will discuss with the teacher and PT subject the steps ahead.

Any member of staff who is experiencing a difficulty in managing a pupil, a group of pupils or a class will be encouraged to complete the Framework for Intervention Behaviour Management programme in the first instance. This is easily available to all teaching staff.

Temporary Withdrawal from Class

Withdrawing (Temporary or permanently) a pupil from class will always be:

- The decision of the pupil support DHT;
- Referrals to have a pupil removed from class can be made by a DHT, PT Behaviour Support, PT Support for Learning, PT Subject and PT Pastoral Care.

Temporary withdrawal from class process:

- Initial withdrawal from class will be for no more than one week. This may, however, be increased at the reintegration meeting;
- Reintegration meeting is arranged by DHT when the decision to withdraw a pupil is taken;
- Pastoral care teacher will contact parents/carers before a pupil is withdrawn from a subject;
- Decision to reintegrate a pupil back to class will be taken by DHT;
- WELLBEING WHEEL related targets for reintegration back to class discussed with subject teacher, subject PT and Behaviour Support. Targets will be based on the reasons for withdrawal in the first place;
- Withdrawn pupils will complete classwork supplied by subject teacher or PT Subject. If no classwork is provided, then the pupil will not be withdrawn;
- Where appropriate, restorative work will be conducted by Behaviour Support;
- Pupil log will be completed by Support Base staff for each period a pupil is withdrawn to the support base;
- Pupil reintegrated back to class accompanied by Behaviour Support teacher or Behaviour Support PT;
- Behaviour Support teacher then withdrawn when the time is deemed right. DHT informed when this happens; and
- Subject teacher monitors pupil progress thereafter.

Permanent Withdrawal from Class

Permanent withdrawal of a pupil from class follows this process:

- DHT decision to withdraw pupil is made after due consultation with relevant staff, the pupil and parents;
- Pupil accommodated in the Support Base;
- Pupil will either use the time to: catch –up in other subjects, complete ASDAN work, complete National courses or complete homework where appropriate;
- Pupil work will be planned, monitored and tracked every period; and
- Pupil to sign an agreement stating he/she will work productively during the time spent in the Support Base.

Dealing with pupils experiencing emotional difficulties

Pupils experiencing emotional difficulties entering the Pupil Support Base follow this process:

- The pupil will be directed into an appropriate area of the Support Base. This may include a smaller interview room, the multi-sensory room or the satellite room;
- Behaviour Support staff will provide any initial counselling;
- Behaviour Support staff will record this on the Support Base diary;
- Pupil Support staff will monitor the pupil and record any other actions in the Support Base diary;
- DHT will be notified of any ad hoc decisions taken in supporting the pupil, including temporary withdrawal from class.

Behaviour Support staff deliberately have a flexible approach in dealing with such pupils and may deviate from the above process.

Circumstances by which pupils will not be accommodated in the Support Base

Pupils will be sent away from the Support Base for the following reasons:

- A pupil has informed a teacher that they are allowed to work in the Support Base and permission is mistakenly given for the pupil to attend the Support Base;
- A teacher feels that a pupil would work better in the support base and the pupil then sent down;
- A pupil truants and seeks refuge in the Support Base;
- A pupil walks out of class and goes to the Support base without a prior arrangement; and
- A pupil's behaviour in the Support Base is unacceptable.

Pupils are discouraged at all times from going to the support base between period times unless there is an arrangement for them to do so. They will always be sent to class if they are not timetabled for the Support Base.

If a pupil turns up at the Support Base without a prior arrangement, the following procedure will be followed:

- The pupil will be instructed to return to the PT Subject of the class he/she has come out of;
- A pupil's arrival to the Support Base will be recorded in the Pupil Support Base diary for information only;
- PT Behaviour Support will be informed; and
- PT Behaviour Support will follow this up.

Recording, Logging, Monitoring and Tracking

Behaviour teachers and PSAs record all relevant information pertaining to individual pupils in a number of different areas:

- Behaviour Support staff update and maintain: Click 'n' Go pastoral notes, STINT Plans; Coordinated Support Plans (CSPs), the Childs plan and Care and Welfare plans;
- Behaviour Support teachers write reports for partnership agencies when required; and
- Behaviour Support teachers and PSAs record attendance and pupil progress in the Support Base diary and Support Base individual pupil plan.

All Pupil Support Base records and logs are kept in the Pupil Support Shared area and are accessible to the school's pupil support team.

EASTWOOD HIGH SCHOOL



SUPPORT FOR LEARNING POLICY

Rationale

Learning 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 Code of Practice (2004) states that 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
- 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

Aims

The aim of the Support for Learning Department is to ensure that a pupil's additional support needs are identified, addressed and kept under review. Where appropriate pupils will be encouraged to take responsibility for their own learning and employ strategies to support themselves. We aim to support the development of an inclusive school where the school adjusts to the child and gives them the best opportunities to achieve their potential.

The complex and varied school curriculum and the changing needs of pupils means that a variety of strategies and approaches need to be deployed. For example, tailored study skills advice, increased use of ICT and in class support from teachers and Pupil Support Assistants (PSA), all of which help pupils to overcome the barriers to their learning and develop the skills required to become independent learners. The Support for Learning Department are alert to the changing needs of pupils and ready to deploy the range of supports available to them.

Students with significant additional support needs, either general or specific, may have a reduced or adapted curriculum. Where a decision is taken to make an alteration to the existing curriculum then it will be done against a clear educational rationale, which positively addresses the interests of the pupils concerned. This may mean they have an individualised curriculum to allow additional independent or supported study and reduce the overall curricular load. In other cases this may mean an adapted curriculum where pupils access a curriculum based on life skills as opposed to a classroom based learning experience.

“Count Us In”, HMIE defines an inclusive approach to education as:

- Creating an ethos of achievement for all pupils within a climate of high expectations.
- Valuing a broad range of talents, abilities and achievements.
- Countering conscious and unconscious discrimination that may prevent individuals from thriving in school.
- Actively promoting understanding and a positive appreciation of the diversity of individuals and groups within society.

This approach requires the school to be increasingly flexible in the way it responds to individuals. The Support for Learning department and school have a clear vision as to the aims and expectations for pupils with ASN. This approach is supported by the introduction of A Curriculum for Excellence. The four capacities support the aims of an effective and inclusive education for all pupils.

The Support for Learning department aims to ensure that all pupils with ASN have the opportunity to be:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

Adapting the curriculum to ensure that there is a balance between content, and learning and teaching approaches that improve pupils' understanding, will allow pupils with ASN to experience a meaningful curriculum. The Support for Learning Department will contribute to a curriculum design and delivery that meet the needs of pupils and assists them in becoming confident individuals and successful learners. We will try to help the school move away from a 'one size fits all' approach to one that recognizes individual needs. This requires the school to offer a wide range of learning opportunities. The Support for Learning Department will support subject departments in becoming flexible and responsive and in how they plan and deliver programmes.

The key role that Support for Learning plays in this is to support departments by:

Assessment and Strategies

Pupils can be referred to the department by class teachers, principal teachers, support staff, guidance, pupils, and parents or through the Joint Support Team (JST). Staff complete a self assessment/practice evaluation exercise, once they have tried altering in-class strategies and evaluated these as having been unsuccessful in supporting the pupil, the DHT Support then decides which support area the referral should be passed onto. This is done as stages one and two 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, e.g. round robin of subject teachers, class observation, study of pupils jotters and class work
3. Seek advice and request further assessment from colleagues and specialists e.g. Educational Psychologist or Sensory Impairment team, 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

This involves working alongside teaching 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 Support for Learning base is planned with mainstream teacher support. Core skills such as language, communication and numeracy are worked on. In addition, where appropriate, study skills, exam techniques and other curricular areas will be studied. On occasion if a pupil's additional support needs are significant an adapted curriculum will be provided and a holistic approach to the development of life skills will be put in place.

- Take into account planned progression of IEPs/CSPs
- Individual progress monitored
- Liaison with mainstream staff
- Pupils and parents involved in planning of IEPs/CSPs
- Pupils involved in peer and self assessment
- Target setting with teacher

Consultancy

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

- Staff advice on teaching strategies and appropriate curriculum to take into account ASN of individuals. (SfL Departmental List)
- Work with class teacher to differentiate work
- Help develop appropriate assessments
- Pupils seek advice/ feedback on teaching and learning methods and materials.
Parents – encourage partnership with school.
Provide feedback to parent's on progress. Take parents views into account through feedback, regular meetings, phone calls and emails.

Stint

Pupil Support Staff will work alongside class teachers, parents and pupils to write Staged Intervention plans. These documents ensure that pupils who require significant adaptations to the curriculum needs are met

- Collaborate with parents, staff and other agencies as required when drawing up targets
- Make sure targets are based on the SHANARI Well-being wheel and the targets are:
Specific
Measurable
Achievable
Relevant
Timed
- Ensure the plan is a working document
- The plan is part of a broad and balanced curricular programme
- The plan is reviewed with parents, pupils and all relevant agencies

Liaison with Specialist Services

When appropriate Support for Learning staff will work alongside parents, community school staff and outside agencies such as Speech and Language Therapist, Occupational Therapist, Outreach Teachers and Health staff to ensure that all pupils with ASN needs are being met.

- Involve agencies as early as possible (At transition from primary if required)
- Keep accurate records.
- Allocate time to meet and talk.
- Ensure there is a shared purpose
- Ensure that pupils and parents are involved in decision-making

Staff Development

Staff in Support for Learning will contribute to in-service for school staff to update them on new issues, information and strategies used to support pupils with additional support needs.

- Develop expertise by attending training and in-service/ sharing information/seeking advice of colleagues
- Run in service training for staff as required
- Share expertise
- Work in partnership with staff
- Support staff in developing confidence in their own abilities
- Use examples of good practice from departments to build confidence in other staff members.

Pastoral Care

Support for Learning will work in conjunction with PSMT to ensure that pupil's curricular and emotional needs are being met. Support for Learning PT and teachers will carry a pastoral care caseload and monitor the educational and emotional well being of pupils with significant additional support needs

- Support pupils to ensure smooth transitions
- Provide curricular guidance and pastoral support for pupils
- Implement strategies to promote positive behaviour
- Provide support to promote pupil welfare
- Regular meetings with guidance staff

Working with Parents

Working with parents is an essential part of the department's aims. Parents are invited to participate in all aspects of decision-making. Parents are encouraged to work with Support for Learning through:

- ASN Transition Information Evening in April
- S1 settling in meetings in October
- Yearly reviews
- IEP target setting reviews
- Regular contact with parents by phone and email.
- Home school diary
- Departmental open door policy throughout the year and at parents Evenings

Transitions

All staff within the Support for Learning department are involved with transitions from P7 to S1 in line with East Renfrewshire Council All Change policy.

- Pupils with ASN identified by primary staff
- Close collaboration with primary staff
- SFL staff to work in P7 class for several sessions in May/June
- Transition meetings
- Additional visits and transition programme for identified pupils
- ASN Information Evening
- Staff issued with information about pupils with ASN
- Staff issued with strategies for ASN
- S1 review meeting in October

The Support for Learning Department are also involved with post school transitions.

SfL staff and Pastoral Care teachers identify pupils who require post school planning

Create achievable transition plans and involve all appropriate agencies and partners in reviews

Collaborate with Careers Scotland Adviser, Educational Psychologist, FE Colleges and DHT Support in ensuring that placement is appropriate and best fitted to the pupils aspirations and abilities.

Assessment Arrangements

The Support for Learning Department will create assessment arrangements for pupils, where required, for both internal and external exams. PT SfL will work closely with SMT member responsible for SQA and chief invigilator. Support for Learning will interview individual pupils and collaborate with subject teachers to ensure that pupils use the most appropriate assessment arrangements. These arrangements can consist of a variety of supports such as additional time, access to ICT, reader and scribe, prompter enlarged paper etc.

Internal Exams

- Class teachers to contact department as early as is possible, by email or written request to arrange support. Where appropriate pupil is withdrawn for assessment and given support required
- Class teachers to monitor appropriateness of support and liaise with SFL department to ensure that supports are meeting the pupils' needs.

External Exams

- Evidence collated for arrangements by class teacher and SFL staff
- Pupils interview and supports discussed
- Verification meetings with Educational Psychologist and DHT for SQA
- Letter sent to parents to confirm supports to be requested
- PT completes SQA additional support request
- Chief invigilator contacted
- Timetable of support issued to pupils and staff

Coordinated Support Plans (CSP)

Where appropriate the PT Pupil Support (Learning) may be responsible for the coordination of a CSP.

The decision to investigate the opening of a CSP will be made by the Joint Support Team.

- Educational psychologist and PT to have initial discussion using East Renfrewshire Council CSP guidelines.
- Joint Support Team to discuss if planning meeting should take place
- PT to arrange planning meeting inviting relevant personnel including pupil, parents, health, social work and any other relevant parties
- At planning meeting East Renfrewshire Council's guidelines to be followed and decision to be made about opening of CSP
- If CSP to be opened PT to identify relevant personnel to be involved in CSP.
- Reviews of CSP to be arranged within time limits described in East Renfrewshire Council CSP guidelines.

The Role of the Pupil Support Assistant (PSA)

Pupil Support Assistants provide support for learning and teaching for pupils of all abilities and support needs under the direction of classroom teachers. They assist classroom teachers with practical tasks, preparing teaching materials and resources and relieving teachers of non-teaching duties. They also undertake administrative and supervisory duties on behalf of the class teacher and within the Pupil Support department. PSAs are literate and numerate, have good interpersonal skills and a particular ability to relate to children. They give physical assistance to pupils and undertake prescribed therapies where appropriate.

General:

Main duties in order of priority:

- Support for pupils in class;
- Supervision in the support base;
- Administrative/clerical work when required; and
- Other duties as may be required due to absence of other PSAs.

In Class:

In class, the class teacher and the PT Behaviour Support/ PT Support for Learning will agree the PSA's duties. Where support is provided as a result of a Pupil Support Referral bid then agreement about the PSA role will be clarified when any bid for support is accepted and written into the STINT plan.

This may include:

- Support for an individual pupil – helping them to stay on task; and
- Supporting pupils generally in class as the need arises.

If a PSA is allocated to a particular individual in class and that pupil is settled and on task, the assistant would normally support other pupils in the class as necessary. The PSA would use his or her own judgment for this.

Promoting independence is a key part of the PSA's role. Their job is to encourage pupils to gradually gain independence. PSA's are there to help pupils by:

- giving pupils strategies to help them;
- keeping them on task;
- reading and scribing where appropriate;
- supervising access to computers;
- assisting with note taking;
- assisting with study techniques;
- working in small groups or one to one in class;
- helping a pupil catch up with missed work;
- explaining points and repeating instructions given by the teacher;
- helping a pupil by getting around, going to the toilet, changing for PE;
- helping pupils working on the computer, carrying laptop for a pupil;

- preparing audio tapes, scribing work a pupil has taped;
- observing a pupil in class;
- supporting a pupil's behaviour;
- reporting back to a teacher on problems or successes;
- contributing to planning or review meetings about a young person;
- Help contribute to the nurturing environment of the Pupil Support Base;
- Contribute to team meetings about issues and/or concerns about pupils they work with;
- Evaluate support given to pupils – specifically, how a pupil behaves and engages with classwork as a consequence of PSA support;
- Any other task to support a pupil not mentioned above; and
- The PSA timetable will always be flexible to offer better support as needs arise.

A PSA should not be asked to:

- Teach any pupil or group of pupils element of their course work;
- Sit with a pupil in any corridor or public area who has been sent out to be disciplined;
- Supervise a whole class for any length of time; and
- Work with a pupil on a task which is not adequately differentiated to meet their needs.

Inspiring Confidence and Trust

Often pupils with additional support needs lack confidence and expect failure. PSAs are positive, fair and consistent in order to ensure that pupils become more confident and reach their full potential. This is done by:

- varying levels of support to meet the pupil's needs
- promoting independent learning
- having a clear understanding of the pupil's difficulties

Departmental Evaluation

The department evaluates its performance through the following measures:

- How Good is our School 3 – performance indicators
- Whole school self-evaluation procedures
- IEP/CSP reviews and other reviews with parents and pupils
- Parent feedback
- Pupil feedback

EASTWOOD HIGH SCHOOL



POLICY ON EQUALITY, INCLUSION AND ADDITIONAL SUPPORT NEEDS

1. Introduction

Equality and Inclusion underpins all of the school aims and embraces many aspects of school life. Many pupils have additional needs at some point in their time at school which require support beyond the normal provisions. This group of related policies reflect the breadth and importance of these issues by referring to other key school policies.

Eastwood High School's Policies on Equality, Inclusion and Additional Support Needs also reflect the importance placed on this in National Priority 3 and in 'Count us in – Achieving Success in Scottish Schools' (HMIE 2002) and the Children and Young People Scotland Act 2014. The Policies take into account legislation such as the UN Convention on the Rights of the Child, Human Rights Act 1998, Race Relations Amendment Act, Disability Discrimination Act amended by the Disability Discrimination Act, Sex Discrimination Act, Additional Support Needs legislation etc and ERC policies on Equality, Inclusion and Additional Support Needs.

2. Aims

The Policies on Equality, Inclusion and Additional Support Needs aim to ensure that the school provides a nurturing environment where all pupils can achieve their full potential.

Every pupil should have opportunities to achieve the highest possible standards and attain the best possible qualifications in order to prepare for the next stages of life. Every pupil should be encouraged to develop a confident sense of personal and cultural identity. Every pupil should be encouraged to develop respect towards others. Every pupil should be helped to develop the knowledge, understanding, skills and attitudes that will be needed in order to participate in modern society. In line with recommendation 26 of "*Education Working for All! Developing Scotland's Young Workforce*" (Scottish Gov. 2014), Equality Education is embedded fully into the curriculum in Eastwood High School.

These aims will be achieved by ensuring that the school takes action in each of the following areas:

1. Anti bullying
2. Race/Religious Equality
3. Gender
4. Physical and Mental Health
5. Social and Economic Disadvantage
6. Support for Learning and Behaviour

3. Activities undertaken to achieve the aims in each identified area of the policy

3.1 Anti bullying

Bullying is when a series of actions cause embarrassment, pain or discomfort to another. It can take many forms: physical; verbal (oral and written) including the use of ICT; social exclusion; interference with belongings. It can be planned and organised or it may be unintentional. Individuals or groups may be involved.

3.1a It should be made clear to pupils and parents that the school will not tolerate bullying.

This is done through the display of posters throughout the school; by the statement in the pupil homework diary and the school handbook; through year group assemblies; through Social Education lessons; to individual pupils who display or experience bullying behaviour; through leaflets to parents; and by the response and actions of any teacher dealing with an incident of possible bullying

3.1b Pupils should be encouraged to feel that they will be listened to and that their concerns will be promptly discussed with them and action taken until the concern is resolved. There should be structures to support both those who have experienced bullying behaviour and those who display bullying behaviour.

This is done partly through the positive messages on display posters and at year group assemblies. Every pupil is given clear information about who their Pastoral Support teacher is and how to contact him/her.

Pastoral Support teachers will respond promptly to concerns from pupils or their parents about bullying and will keep the pupil/parent informed about the actions they are taking and the likely timescale involved. Where necessary the Pastoral Care staff will access support from other agencies through the JST.

All staff, including non teaching staff, have a duty to listen and respond to the concerns of pupils and to report any incidents of possible bullying behaviour.

Senior pupils are trained to give support and work with some vulnerable pupils at lunchtime.

3.1c Where a bullying incident has been deemed to take place the main aim of any sanction is to prevent a recurrence of the situation. A variety of strategies may be used to prevent further incidents.

In the majority of bullying incidents the most effective strategy will be to make the person displaying the bullying behaviour aware of the effect of their actions, to counsel him/her, give a verbal warning and log the incident. It may be suitable also to contact the parent/carer. The full range of sanctions of the school discipline system may also be used depending on the nature of the incident. Referral to Behaviour Support for intensive counselling or mediation can also take place.

3.1d The curriculum and assemblies should provide opportunities for anti bullying education.

There are opportunities throughout the curriculum to educate pupils about bullying eg in English, in RE. An audit of the curriculum is undertaken to show where subjects contribute explicitly to this issue. The SE programme deals specifically with bullying behaviour: its causes; its effects; and anti bullying measures. The related topics of prejudice, discrimination and racism are also dealt with in the SE programme.

There is a programme of themed assemblies on bullying and discrimination supported by poster displays.

3.1e There should be guidelines for staff on the promotion of anti bullying in the classroom/school and on the handling of incidents which may be bullying.

The Pastoral Care staff provide for all staff a booklet of guidelines which includes information about what bullying is, who gets bullied, why children bully, what class teachers can do, dealing with bullying incidents – and procedures for reporting possible bullying incidents. All students, NQT's and new staff are given induction training in anti bullying measures and procedures.

3.1f Reported bullying incidents should be logged centrally by the Equality coordinator

A log of incidents is held in SLT offices and the ERC reporting format is used.

3.2 Race/Religious Equality

3.2a The policy and practices of the school should not discriminate against any pupil because of his/her race or religion.

Policy and practice is regularly reviewed by SLT using Equality indicators from HGIOS 3. Analysis of statistical data by ethnic origin takes place to evaluate the impact of policy and practice eg attainment, attendance, extra curricular, parental attendance at evening meetings.

3.2b The diversity of race/religion within society and within the school should be celebrated as positive for the ethos of the school.

Awareness of the diversity of culture, language, religion etc is promoted through the curriculum in many subjects across the school. This is evident too in the display materials used. At religious festivals noticeboard displays are used to involve all the school community in the festival. At Christmas and Easter services are held and at Ramadan special arrangements are made to accommodate the needs of Muslim pupils. Pupils of faiths other than Christian are entitled to celebrate religious festivals at home even when these fall during the school term.

3.2c It should be made clear to pupils and parents that the school will not tolerate racism. This is done through the display of posters throughout the school; by the statement in the pupil homework diary and the school handbook; through year group assemblies; to individual pupils who are involved in racism; through leaflets to parents; and by the response and actions of any teacher dealing with an incident of possible racism.

3.2d Pupils should be encouraged to feel that they will be listened to and that their concerns will be promptly discussed with them and action taken until the concern is resolved. There should be structures to support both those who have suffered racism and those who have been racist.

This is done partly through the positive messages at year group assemblies and at SE lessons. Every pupil is given clear information about who their Pastoral Care teacher is and how to contact him/her. Pastoral Care teachers and SLT will respond promptly to concerns from pupils or their parents about racism and will keep the pupil/parent informed about the actions they are taking and the likely timescale involved. Where necessary the Pastoral Care staff and SLT will access support from other agencies through the JST.

All staff, including non teaching staff, have a duty to listen and respond to the concerns of pupils and to report any incidents of possible racism.

3.2e Where a racist incident has been deemed to take place the main aim of any sanction is to prevent a recurrence of the situation. A variety of strategies may be used to prevent further incidents.

In the majority of racist incidents the most effective strategy will be to make the perpetrator aware of the effect of their actions, to counsel the perpetrator, give a verbal warning and log the incident. It may be suitable also to contact the parent. The full range of sanctions of the school discipline system may also be used depending on the nature of the incident. Referral to Behaviour Support for intensive counselling or mediation can also take place.

3.2f The curriculum and assemblies should provide opportunities for anti-racist and anti-sectarian education and for the promotion of racial/religious awareness and harmony

An audit of the curriculum is undertaken regularly to ensure that contributions from departments is being maintained and to track improvements to delivery. There is a staff Equality committee which develops and delivers a programme of assemblies on Equality themes.

3.2g There should be support for staff on the promotion of racial/religious awareness and on handling racist incidents.

A staff folder on Race Equality is available in each departmental base. This details school policy as well as giving guidance and information that has been developed in response to staff requests. The folder was a follow up to extensive InService training that took place in 2004. All students, NQT's and new staff are given induction training in Race/Religious Equality.

Guidelines on reporting racist incidents are clear and staff are regularly reminded of these.

3.2h Reported racist incidents should be logged centrally by the Equality Coordinator.

A log of incidents is held in SLT offices and the ERC reporting format is used. Each term a return is made to ERC.

3.3 Gender

3.3a The policies and practices of the school should not discriminate against any pupil because of gender.

Boys and girls have equal access to the curriculum, the support services, the facilities and extra curricular activities of the school. Policy and practice is regularly reviewed by SLT. Analysis of statistical data by

gender takes place to evaluate the impact of policy and practice eg attainment, attendance, extra curricular, parental attendance at evening meetings etc

3.3b The curriculum should promote gender equality education and an ethos of equality.

Departments actively counter traditional stereotyping through the choice of materials and texts and displays.

3.3c Learning and teaching strategies should be varied to engage all types of learners.

There has been considerable In Service on learning and teaching strategies and in recent years some of this has been focussed on boys' attainment.

3.4 Physical and Mental Health

3.4a The policies and practice of the school should not discriminate against any pupils because of their physical or mental health.

Pupils with a physical or mental disability should have the opportunity to access as fully as possible the curriculum, the support services, the facilities and extra curricular experiences of the school.

Policy and practice is regularly reviewed by SLT. Tracking of individual pupils takes place to evaluate the impact of policy and practice eg attainment, attendance, involvement in school life.

3.4b There should be planned and structured support for pupils with long term physical or mental health disabilities. Pupils and parents should be involved in the planning process.

This normally takes place when the pupil is in the upper stages of primary school. The PT Support for Learning and the PT Behaviour Management are responsible for this process and work with other agencies and the local authority to assess the needs of the pupil and put support in place. Meetings with parent, pupil, school staff and other agencies take place before enrolment at secondary school and at various stages during the course of the pupil's secondary experience.

3.4c The support for pupils with physical or mental health disabilities should be individual to their need.

Support might include: changes to the physical environment eg desk/chair supports; medication held at school office; help from a support assistant; variation of the curriculum; home tuition; regular counselling, specialist careers advice etc

3.4d All staff should be made aware and given an understanding of the individual needs of pupils with physical health disabilities and teachers should take this into consideration in their planning of lessons. If appropriate teachers should be made aware of the needs of pupils with mental health disabilities.

All staff should be made aware of the possible signs of abuse, self harm etc and should know the procedures to follow.

Information is updated each year on pupils in the school for whom there are special support arrangements. In some cases case conferences are held for the teachers of an individual pupil. Whole school information and training sessions are held as necessary eg for the treatment of anaphylactic shock, recognition of child abuse. The GIRFEC directory is updated on an ongoing basis.

Guidelines on reporting child abuse are clear and staff are regularly reminded of these.

3.4e Where pupils are absent from school in the short term, teachers should make work available to them as far as the nature of the subject allows.

3.4f Where pupils have a short term health disability but are able to attend school (eg broken limb) arrangements should be put in place to allow them to access as much of the curriculum as possible.

Pupils can access the lift and be given permission to move from classes early to avoid congested corridors and stairs. In some cases transport to school can be arranged.

3.5 Social/Economic Disadvantage

3.5a The policies and practices of the school should not discriminate against any pupils because of their social/economic background.

Policy and practice is regularly reviewed by SLT. Analysis of statistical data by Free Meal Entitlement takes place to evaluate the impact of policy and practice eg attainment, attendance, extra curricular, parental attendance at evening meetings etc.

3.5b The school should take steps to ensure that all pupils can access the full curriculum, the support services, the facilities and the extra curricular experiences of the school.

The school has procedures in place to ensure that financial support is available for school visits, for extra curricular clubs etc.

Teachers should consider factors such as availability of home computer, revision notes etc when planning lessons and pupil work. The school also has a number of initiatives to positively support the lowest performing 20% via an action plan and additional resourcing.

3.5c The school should have in place arrangements and procedures to ensure that Looked After and Accommodated children have a stable educational experience and are given appropriate support.

There is a statement of policy and procedures within the Pupil Support Policy. Each pupil will have an Individual Education Care Plan which will be drawn up in cooperation with social work department, carer and child. The DHT (Pupil Support) is the Designated Teacher who is responsible for the overview of the management and support of Looked After Children.

3.6 Support for Learning and Behaviour

3.6a Pupils with additional needs related to Learning or Behaviour should have the opportunity to access as fully as possible the curriculum, the support services, the facilities and extra curricular activities of the school.

Policy and practice is regularly reviewed by SLT. Tracking of individual pupils takes place to evaluate the impact of policy and practice eg attainment, attendance, involvement in school life.

3.6b There should be planned and structured support for pupils with additional needs related to Learning or Behaviour. Pupils and parents should be involved in the planning process.

This may take place at any stage in a pupils' time at school but normally it will take place when the pupils is in the upper stages of primary school. The PT Support for Learning and the PT Behaviour Management are responsible for the process and work with other agencies in the local authority to assess the needs of the pupil and put support in place. Meetings with parent, pupil, school staff and other agencies take place before enrolment at secondary school and at various stages during the course of the pupil's secondary experience. Pupils may have an IEP.

3.6c The support for pupils with additional needs related to Learning or Behaviour should be individual to their need.

Support might include : help from a support assistant, tuition from a Learning or Behaviour teacher or EAL specialist; variation of the curriculum; provision of ICT or other aids; work with outside agencies.

The PT Support for Learning and the PT Behaviour Management are responsible for this process.

3.6d There should be support and guidance for teaching staff on Learning and Behaviour issues.

Information on strategies of support for individual pupils is distributed as appropriate. Considerable in service has taken place in recent years both on Learning and Behaviour issues. All staff have a folder of information on Additional Support Needs and information on EAL.

3.6e All teaching staff should use teaching strategies in the classroom which will address the needs of all pupils.

PT's Subject are responsible for the development and delivery of classroom strategies. This will include: statements in the departmental handbook; discussion at DM's; sharing and development of materials; liaison with Support for Learning and Behaviour Management departments.

4. Management and delivery of the policy

All staff have a responsibility in the promotion of Equality, Inclusion and Additional Support Needs and staff development should take place to raise awareness of issues.

Principal Teachers (Subject) have a key role in developing an ethos of Equality and Inclusion within their department and in ensuring that the curriculum contributes to the aims of the policy. Principal Teachers (Subject) also have a key role in developing an ethos of support and encouragement to pupils with Additional Support Needs and ensuring that the curriculum and work in classes meets individual needs. Principal Teachers of Support and Senior Management Team also have a key role in developing an ethos of Equality and Inclusion in all their contacts with pupils and parents and in being responsible for the delivery of specific areas of the policy. Principal Teachers of Support have a key role in ensuring the delivery of policy related to Additional Support Needs.

The DHT Pupil Support has overall responsibility for the management and promotion of Equality and Inclusion as well as for Pupil Support and Additional Support Needs.

The school improvement plans state the current developments to promote Equality, Inclusion and Additional Support Needs.

5. Monitoring and evaluation of the policy

The policy is monitored and evaluated in a number of ways:

- Evaluations that are part of the HGIOS planned programme

- Annual ethos pupil and parent evaluations

- Statistical monitoring of attainment, attendance, exclusions, extra curricular uptake, racist incidents, bullying incidents

Information from the monitoring and evaluation will inform the annual Standards and Quality report and the planning process for the following session.

The DHT (HGIOS) has overall responsibility for monitoring and evaluating the policy.

6. Links with other school policies

Learning and Teaching Policy
Assessment Policy
Pupil Support Policy
Support for Learning Policy
Behaviour Support Policy
Behaviour Management Policy
Citizenship Policy
Health Policy
Education for Work and Enterprise Policy
Health and Safety Policy

EASTWOOD HIGH SCHOOL



ANTI BULLYING POLICY

Eastwood High School Anti Bullying Policy.

These procedures should be read in conjunction with section 3 of the whole school policy document on Equality, Inclusion and Additional Support Needs.

Introduction:

Bullying is an unacceptable form of behaviour through which an individual or groups of individuals feel threatened, abused or undermined by another individual or group of individuals. Bullying is behaviour which can be defined as a repeated attack of a physical, psychological, social, verbal or technological nature by those who are able to exert influence over others.

Bullying can take many forms. It may include physical aggression, intimidation, threatening, extorting, pressurising, name-calling and teasing. Although it may be less obvious, ignoring or excluding someone should also be regarded as bullying. In addition, bullying includes cyberbullying, an aggressive, intentional act carried out by an individual or group of individuals, using electronic forms of contact such as text messaging, picture / video clips, mobile phone calls, emails, chat rooms, instant messaging and websites including social networking sites such as Facebook. (see Appendix 1)

Bullying can cause stress and may affect a child's health and can cause them not to want to come to school. It therefore impinges on the educational wellbeing of those who display the bullying behaviour as well as those who experience the bullying behaviour.

“A teaching profession for the 21st century” and “Getting it Right for Every Child” placed a duty for looking after the welfare of pupils on **all** staff. It is therefore incumbent on all staff to be aware of this and of the school's policy and procedures in relation to bullying. Parents and pupils also have a role to play in preventing bullying, as can be seen from the following related documents:

- The Children and Young People's (Scotland) Act 2014
- Getting it Right for Every Child (2008)
- The UN Convention on the Rights of the Child.
- The Human Rights Act 1998, and
- The Standards in Scotland's Schools etc (Scotland) Act 2000.

Aims:

1. To ensure the emotional and physical well being of all pupils.
2. To raise awareness of bullying as a form of unacceptable behaviour with school staff, pupils and parents / carers.
3. To provide information to parents / carers.
4. To enable pupils to talk about their fears and concerns and be confident that they will receive a supportive response from school staff.
5. To implement support for those who experience bullying behaviour and those who display bullying behaviour.
6. To have in place strategies which are preventative in orientation, through Social Education and assemblies.
7. To have in place procedures for investigating and dealing with bullying behaviour.
8. To have in place procedures for reporting, recording and monitoring bullying incidents.
9. To deal with bullying incidents timeously.

Procedures:

When bullying occurs:

If a member of staff **witnesses** a bullying incident, they should intervene to stop it and in a sensitive manner, speak to the child experiencing the bullying behaviour to reassure them. The incident should be reported immediately to the pupils' Pupil Support Teacher, or if not available, the DHT in charge of the year group.

If a member of staff **suspects** that a child is experiencing bullying behaviour, they should report their concerns to the appropriate PT Pupil Support or DHT that day.

Where a **child reports that s/he is experiencing bullying behaviour** to a member of staff, they should listen, assure them that support will be provided, and report the matter to the appropriate PT Pupil Support or DHT immediately.

Listen carefully to the pupil's concerns.

Initially the pupil who is experiencing the bullying behaviour should be interviewed by the PT Pupil Support or DHT, and cautioned that, although what they say may be treated as confidential, some aspects of it may have to be reported to others if it is thought that the pupil is at immediate risk of harm.

Although the investigating member of staff should use their judgement as to the level of intervention required, they should to some extent be guided by the pupil's wishes and ask them what they would like to happen. It may be necessary to provide alternative courses of action at varying levels of intervention for some pupils although others will be able to articulate their wishes.

Bearing the above in mind;

- The pupil should be asked to give the name(s) of potential witnesses.
- Strategies for ensuring the pupil's safety should be discussed –e.g. keep away from the person displaying the bullying behaviour, alerting class teachers, safe haven for breaks etc.
- The pupil should be asked to report any further instances where they experience bullying behaviour.
- Discuss with pupil other people they could talk to.

- It may be appropriate to encourage the pupil to keep a diary of future incidents.
- Support and protection should be promised and agreement reached on an appropriate course of action.
- If it is felt that the situation warrants it, the child's parents should be kept fully informed.
- Check with the pupil, after strategies have been put in place, how they are feeling. If they do not like to be seen to talk to staff ask them to give a discrete thumbs up or down sign in the passing.

If the person displaying bullying behaviour is to be spoken to;

- S/he should be interviewed quickly, explaining calmly and dispassionately the allegations.
- S/he should be given the opportunity to tell their story and as necessary be asked for the names of potential witnesses.
- The implications for the pupil who was experiencing the bullying behaviour, whether intentional or not, should be pointed out.
- Assurances that the bullying behaviour will not be repeated should be sought.
- S/he should be told that the person experiencing the bullying behaviour has been asked to report recurring instances of bullying behaviour. The person displaying the bullying behaviour should be asked to report if the pupil experiencing the bullying behaviour says or does anything connected to the original incident(s).

If bullying behaviour is confirmed:

The bullying incident should be noted on the "bullying incidents" pro forma and passed to the Equality Coordinator to be recorded. These forms are available on-line in the Staff Share Folder.

Depending on the record of the person displaying the bullying behaviour and the seriousness of the incident, the parent / carer should be contacted and informed of the circumstances. The following steps would then be taken.

1. the appropriate DHT should be informed.
2. The two parties might be brought together for mediation / restorative work.
3. The person displaying the bullying behaviour may be referred for group work or individual work with Pupil Support.
4. Sanctions may be applied. These might include: behaviour card, detention, or in extreme cases, exclusion.

Preventative Measures:

- **Anti bullying lessons in the curriculum**
The bulk of these lessons are undertaken in Social Education where there are lessons which not only deal specifically with bullying but also with raising self esteem and developing assertiveness skills. There are significant contributions from other departments such as Art and English.

- **Pupil Homework Diaries**

These contain information and advice for young pupil on what to do and what not to do in the event of bullying incidents

- **Assemblies**

Pupils will be constantly reminded of the anti bullying policy at year group assemblies.

In addition, each year a specific anti-bullying assembly is held for S1. This includes a PowerPoint display, a Drama and readings. Posters are also displayed throughout the school supporting the message in the assembly.

- **Primary Liaison**

Pupil Support teachers liaise with feeder primaries to support all pupils in their transfer from Primary to Secondary.

- **Accessibility of Staff**

All staff are aware of their role in dealing with bullying incidents and the need to be available for pupils to talk to them on a confidential basis.

Monitoring:

The Pastoral support team will be responsible for monitoring guidelines and procedures and revisiting them on a regular basis to ensure that they are updated as necessary.

Appendix 1 Cyberbullying

Seven categories of cyberbullying have been identified:

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort
- **Picture/video-clip bullying** via mobile phone cameras is used to make the person experiencing the bullying behaviour feel threatened or embarrassed, with images usually sent to other people. "Happy slapping" involves filming and sharing physical attacks.
- **Phone call bullying** via mobile phones uses silent or abusive messages. Sometimes the phone of the person experiencing the bullying is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, those displaying bullying behaviour often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Bullying through instant messaging (IM)** is an internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. Social networking sites for young people, such as Facebook, also provide opportunities for cyberbullying. Witnesses should be encouraged to report website bullying.

EASTWOOD HIGH SCHOOL



LOOKED AFTER CHILDREN POLICY

LOOKED AFTER CHILDREN POLICY

Rationale

Most children become looked after because of difficulties in their home circumstances, including family break-up and an accumulation of the effects of poverty. Reasons for becoming looked after may include child protection issues, parental addiction, school attendance problems and offending.

Children looked after by local authorities are statistically more likely to come from disadvantaged backgrounds and their families are likely to have experienced multiple social and economic disadvantages.

Background

The educational experiences of looked after children are often characterised by periods of disruption and uncertainty. Many looked after children have had a number of placement moves, which may have resulted in one or more moves of school. If there has not been a move of school the young person may have had to travel long distances to attend the same school. These experiences often leave looked after children with gaps in learning, which they need help to overcome. Even when there has been a period of stability, looked after children often retain levels of uncertainty about their future and issues around attachment and loss can surface at any time.

The Government Policy *Getting it Right for Every Child* (Scottish Executive 2008) and the *Children and Young People Scotland Act* (Scottish Executive 2014) detail the difficulties young people face and outline the responsibilities of all professionals working with young people to ensure each child is Safe, Healthy, Achieving, Nurtured, Active, Respected and Included. The *Getting it right for every child* approach ensures that *anyone* providing that support puts the child or young person – and their family – at the centre.

The Ministerial foreword to *Looked After Children and Young People: We Can and Must Do Better* (Scottish Executive 2007) sets out the ambition of the Scottish Executive to ‘enable our most vulnerable children and young people to achieve their potential and to develop their capacities as more successful learners, confident and resilient individuals, responsible citizens and effective contributors. This report builds on *More Choices, More Chances: A strategy to reduce the proportion of young people not in Education, Employment or Training in Scotland* (Scottish Executive 2006) and on the SWIA report *Extraordinary Lives – Creating a Positive Future for Looked After Children in Scotland* (Scottish Executive 2006).

All of these documents promote an integrated multi agency approach to meet the needs of looked after and accommodated children and young people

Looked After Categories:

Children can be looked after under a range of legal arrangements:

Placement Type	Description	LAC Status
Children – Looked after at Home	Child on supervision requirement, but still living at home with at least one parent	Looked After
Children – Looked after by Friends/Relative	Child on supervision requirement which names specific carer, still living within the community being cared for by a relative or family friend	Looked After
Children – Related Carers	As Rel/friend – different code used due to separate funding.	Looked After
Children – Foster Carer - Independent Sector	Child on supervision requirement which names specific foster carer (agency carer)	Looked After and Accommodated
Children – Foster Carer – Local Authority	Child on supervision requirement which names specific foster carer (carer employed by Renfrewshire Council)	Looked After and Accommodated
Children – Residential Unit – Local Authority	Child on supervision requirement with one of Renfrewshire’s residential units	Looked After and Accommodated

Roles and Responsibilities

A Named Person is required to be in place in each establishment. The DHT (Pupil Support) will act as the Named Person and will maintain an overview of looked after children’s progress and will take responsibility for ensuring that appropriate measures are in place for supporting their education. The appropriate Principal Teacher of Support will take responsibility for the personal, curricular and vocational education of looked after children within their pastoral group.

Looked After Aims at Eastwood High School

- To provide enhanced pupil support to the looked after child, as their needs require. This will include additional one-to-one pastoral support and enhanced transition and induction support or any other support as deemed appropriate;
- To liaise with the DHT Support to ensure the appropriate support is provided for the looked after child; this could include additional support with homework, support to catch up with work missed due to gaps in schooling, opportunities to participate in all aspects of school life;
- To organise and conduct one-to-one meetings with the looked after child to discuss their educational progress and to agree learning targets. These should take place at least twice per year and in advance of any planned review meetings. Agreed targets should be recorded in the child’s plan;
- All looked after children should have a Care and Welfare file, as detailed in the Education Department’s File Management Guidelines.

- Monitor the educational progress of looked after children with particular reference to achieving a National Qualification in English and Mathematics.
- To ensure effective communication with the designated Social Worker, the child's carer, parents and other agencies who support the looked after child;
- To monitor the attendance of the looked after child and report any absences to the child's social worker, if there is no explanation for the absence;
- Consult with looked after children, where appropriate, in decision making which affects them;
- Contribute to reviews either in writing or in person;
- Looked after children should be reviewed on a regular basis through regular LAC reviews with additional meetings instigated by the school
- To raise the attainment and maximise the potential of looked after children;
- Adopt early intervention strategies where there is concern about a looked after child's attendance or behaviour;
- To work in partnership with parents, carers and all agencies to support the education of looked after children;
- To encourage looked after children to have high self-esteem and self-confidence;
- To promote a school ethos that supports and is sensitive to the needs of looked after children;
- Ensure that looked after children should have enhanced provision of pupil support, as their needs require. This should include additional one-to-one pastoral support and enhanced transition and induction support;
- To ensure that the school's anti-bullying policy protects looked after children from bullying and that any incidents are dealt with appropriately; and
- To ensure that looked after children are treated with equality and fairness.
- Work with ERC to maintain and update the looked after children database;
- Deliver training related to looked after children to key members of staff;
- Raise awareness of staff to the needs of looked after children;
- Ensure that teachers are sensitive and responsive to the background of looked after children;
- Respect the confidentiality of looked after children and ensure that information is shared on a need to know basis;
- The attainment, achievement, attendance of looked after pupils should be tracked and monitored and steps taken to address any areas of concern;

- Monitor the involvement of looked after children in extra curricular activities and adopt strategies to encourage their involvement in these activities; and
- Use a variety of strategies to acknowledge and celebrate the achievements of looked after children;

Monitoring and Evaluation

As detailed in this policy the following areas will be monitored in order to evaluate the progress of looked after children, these are: attainment, behaviour, attendance, involvement in extra curricular activities, contact with parents, carers and other agencies.

The whole school evaluation of support of looked after children will be carried out according to the schedule of evaluation using the HMIE evaluation guide 'Evaluating education and care placements for looked after children and young people.'

Associated Policies

Pupil Support

Teaching and Learning

Behaviour Support

Support for Learning

Equal Opportunities

Staff Development

EASTWOOD HIGH SCHOOL



ASSESSMENT AND REPORTING POLICY

(Revised January 2015)

1 INTRODUCTION

Pupils' learning is of utmost importance in schools. It is vital, therefore, that the school has a clear policy both for assessment, recording/tracking pupil progress and for reporting that information to parents and interested bodies in a constructive and meaningful way. The aims devised for this policy reflect National and Local Authority guidelines and Eastwood High School aims in particular namely:

- Developing teaching and learning strategies to support the needs of all pupils
- Supporting all pupils in their learning and development thereby encouraging them to achieve their full potential
- Promoting partnership between home and school

The following national and local authority policy documents and guidelines have shaped this policy statement

Inside the Black Box	Black and Wiliam	Kings College 1998
How Good is our School 3		HMIE 2007
Building the Curriculum 3		Scottish Gov. 2008
Curriculum for Excellence Experiences & Outcomes		Scottish Gov. 2009
Building the Curriculum 4		Scottish Gov. 2009
Building the Curriculum 5		Scottish Gov. 2010
Curriculum Design 3 – 18		E Ren Council 2011
Assessment, Moderation, Profiling & Reporting		E Ren Council 2011
Curriculum for Excellence Principles & Practice		Scottish Gov. various dates
National and Local Assessment Resources (NAR LAR)	CfE website	2011 -

2 AIMS

The particular aims of this policy are:

- To develop an agreed and consistent, whole school approach to assessment and reporting.
- To develop assessment and reporting practices which are consistent both within and across departments as appropriate.
- To ensure that assessment is valid.
- To ensure that departmental recording systems support the reporting process.
- To ensure that departmental assessment and reporting takes into account national and local authority policy and guidelines.

3 GENERAL PRINCIPLES

Any assessment needs to support learning, as well as provide reliable information about the standards that have been achieved. The primary function of assessment should be to improve learning not to prove it, consequently it should not be retrospective in nature but prospective – pointing to the next steps in learning and improvement. In order to achieve this assessment needs to be an ongoing and integral part of the learning and teaching process and support learning. It should be varied in its style (write, say, make do), challenging and focus on skills development as well as progress towards achieving standards set out in national policy documents eg. Experiences and Outcomes, SQA.

Essentially there are three **forms of assessment** each with their own part to play as part of any effective learning process.

Assessment FOR Learning – This is formative assessment that is ongoing and part of the process of seeking and interpreting evidence to inform next steps in learning

Assessment OF Learning – This is summative and carried out for the purpose of grading and reporting as well as evidencing and reinforcing teacher judgements

Assessment AS Learning – This is evaluative self and/or peer assessment as an integral part of the learning process.

All assessment needs to be based on shared criteria, often the success criteria shared with pupils as part of lesson planning and classroom learning. All teachers need to not only know what to assess but be able to articulate why it is being assessed. In peer and self-assessment it is important that pupils apply the same criteria to their own learning and that of their peers as the teacher.

It is also important that teachers engage in professional dialogue with colleagues to share standards in assessment. This **moderation of assessment** through professional dialogue should involve primary Cluster colleagues where appropriate (eg. 2nd & 3rd Level interface) as well as departmental and Principal Teacher Subject groups. This moderation develops a shared understanding of whether a pupil is *“Developing” (Making Progress)*, *“Consolidating” (Progressing Well)* or *“Secure” (Achieved)* at a particular level within the experiences, outcomes and skills framework of Curriculum for Excellence. This moderation of standards in assessment is also critical to promoting successful learning in National Qualification courses.

Recording and Profiling of assessment information is vitally important if an accurate picture of achievement is to be achieved. Judgements about whether a pupil is *“Developing” (Making Progress)*, *“Consolidating” (Progressing Well)* or *“Secure” (Achieved)* at a level of study, in a series of experiences, outcomes and skills will be made holistically for reporting purposes not by each individual experience, outcome or skill assessed. Clearly accurate assessment recording and profiling of achievement is required in order to achieve this holistic overview. In National Qualification years accurate, specific and precise recording and profiling of achievement is required to keep pupils on track, to inform next steps in learning and ensure that pupils achieve their full potential.

It is also important that the school has systems for collating, recording and recognising wider achievement within and beyond school

Reporting on progress in learning is a key aspect of partnership working with parents. It should encompass a range of activities including written formal reports, the sharing of tracking updates, parents evenings, ongoing dialogue between staff and parents and mentoring meetings. Reports should be shared and discussed with learners and form the basis of work to keep pupils' learning on track. Ongoing reporting activities eg. Tracking updates, are closely linked to identifying next steps in learning

In Eastwood the purposes of reporting are :-

- (i) To support and improve learning
- (ii) Provide clear, positive and constructive feedback about progress and next steps in learning and
- (iii) Create and opportunity for teachers, pupils and parents to work together in partnership to secure improvement and success.

4 RANGE OF ACTIVITIES

a) Assessment

Eastwood High School has developed a “Charter of Assessment” practice guide developed in partnership with Cluster colleagues to ensure a better consistency of practice across the Cluster and within the school. A copy of the charter is appended as Appendix 1 to this policy. As can be seen it puts the use of ongoing formative assessment, integral to the learning and teaching process, in the most prominent place.

The school learning and teaching group also has a prominent role in promoting the use of assessment as part of learning. The work and role of this group is outlined within the school learning and teaching policy, but sharing best practice in assessment via CPD; attendance at and sharing information through departmental meetings (not necessarily their own curriculum area); and via InService day programmes are ways this work is achieved.

Staff are also actively involved in participating in work relating to both the National Assessment Resource and the Local Assessment Resource. The NAR and the LAR provide the opportunity to raise awareness of assessment methodologies and standards in assessment as well as allowing staff to participate through working together within departments, with Cluster colleagues and with colleagues outwith the school to agree assessment approaches and standards. This helps build teachers’ confidence in their own judgements and is also the beginning of moderation of assessment standards.

b) Moderation

Moderation of assessment is about getting it (the learning) right for every child. For assessment to be an integral part of the learning and teaching process it has to be built in as part of curriculum planning. It cannot be an afterthought or add on. The start of the moderation process occurs when new teaching materials and approaches in relation to either Es & Os or SQA guidelines form part of professional dialogue. This professional dialogue should be a feature of departmental and Cluster working group discussions to ensure shared understanding of assessment practices and standards. It is also important that professional evaluation of assessment features at regular intervals to ensure that we are “getting it right” in terms of standards and practice as well as form the basis for review based on experience. As well as professional dialogue peer observation is an excellent way of sharing standards and practice in assessment. The school has an ongoing programme releasing staff to engage in professional peer observation to share best practice and allow for interdisciplinary professional dialogue around learning, teaching and assessment.

c) Recording and Profiling

Recording and profiling have a key role to play in the tracking of pupil progress. At whole school level regular tracking updates are issued to the parents of all pupils S3 – S6. In S1 three are issued at the end of October, the end of January and the full report in May. In S2 tracking updates are issued at the end of October and at the end of May. A full report is issued in January as part of the curriculum choice process. These tracking updates are linked to progress red/amber/green print outs (RAGs) that are passed to Principal Teachers subject/faculty for action to tackle underachievement. PSMT are also given a tracking update print out for information to help them build a more holistic view of pupil progress.

It is the responsibility of Principal Teachers faculty/subject to ensure appropriate tracking/recording/profiling approaches at departmental level to inform future learning and reporting to parents. In certain curriculum areas recording of progress could be evidenced by recordings (Audio or video) of what pupils have performed, artefacts and examples of what pupils have made or created, as well as written evidence in many forms that could, for example, be a portfolio of best work. English and Maths also use the East Renfrewshire Curriculum for

Excellence Assessment Record to track progress. The use of this will increase and better inform the pace of progression.

Another important aspect of whole school recording progress, commensurate with the Raising Attainment Raising Achievement strategy, is the recording of wider achievement. The DHT with responsibility for recording and recognising wider achievement has a number of approaches to collect wider achievement information from both within and beyond school. Firstly staff are asked to submit information on wider achievement of pupils in school on a monthly basis. Secondly pupils and parents are given a leaflet informing them of how to submit successes outwith school. This information is also on the school website. Pupils are also encouraged to “self refer” or alert the DHT with responsibility for this area if they have information about friends’ achievements. This can be posted into the letter boxes outside the school office. Wider achievement is recognised in a number of high profile ways

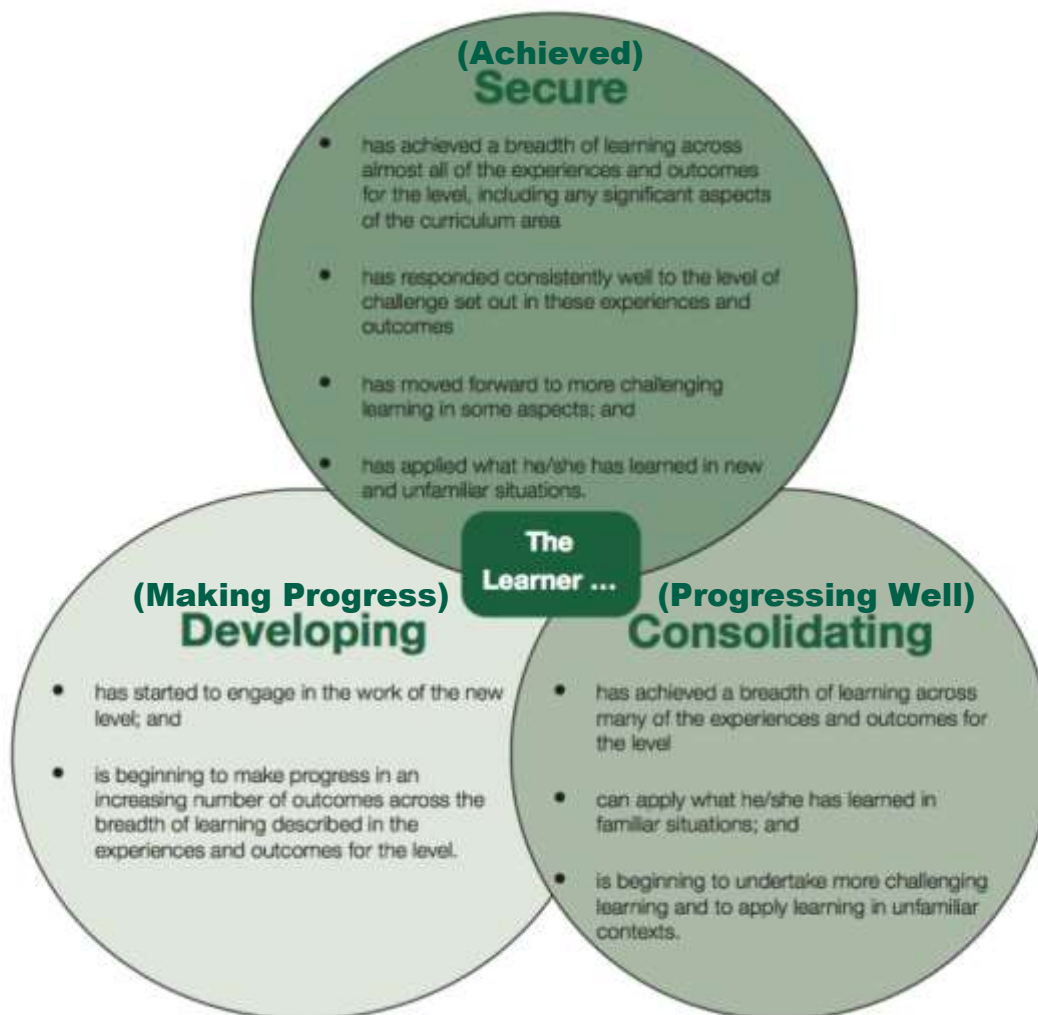
- Monthly School Newsletter (also on the website)
- ImPACT scheme
- Assemblies
- Sports, Dux and Performing Arts colours
- Specialist Sports Awards Event
- Annual Awards Ceremony
- Where appropriate the school uses this information to nominate pupils for external awards eg Chamber of Commerce Citizenship cup, Conveners Awards etc.

d) Reporting

In Eastwood High our Reports to parents should be

- a) Positive, constructive, fair and minimise the use of professional jargon
- b) A clear, concise picture of the individual learner- including what the learner is doing well, what the learner finds challenging and what the next the next steps in learning should be
- c) Evidence of progression in learning and skills acquisition
- d) A comment on the learners attitude to learning and motivation
- e) An opportunity to share learning achievements with pupils
- f) An opportunity for parents to feedback to the school on their child’s progress

Examples of the templates used for reporting have been included as appendix 2. In the Broad General Education phase a holistic judgement is made in each curriculum area/subject against the relevant experiences, outcomes and skills as to whether a pupil is Developing (Making Progress) in their learning, Consolidating (Progressing Well) in their learning or Secure (Achieved) in their learning. The criteria for such a judgement are illustrated below:



In the senior phase parents receive reports that mirror the 6 principles listed above but focus on progress in learning towards achieving the criteria set out in the arrangements for the National Qualifications for which they are being presented.

The schedule for full school reports to parents in Eastwood High is as follows

- ❑ one formal full written report for each year group (see school calendar for details and Appendix 2 for formats)
- ❑ one Parents' Evening for each year group
- ❑ Regular tracking updates for all year groups
- ❑ other communication issued by departments, PSMT or DHT as appropriate
- ❑ a range of information evenings on various topics

5 MANAGEMENT ARRANGEMENTS

SMT

- Monitoring, evaluation and review of whole school policy in light of National and Local Authority policy and guidelines
- Review of the 'report style' where appropriate
- Staff development linked to policy
- All liaison with the Scottish Qualifications Authority
- Monitoring departmental policy and practice in assessment and reporting
- Organise parents' evenings

DHT

- Liaison with guidance staff and support for learning as appropriate regarding pupil progress and attainment
- Monitor, analyse and evaluate performance in the Broad General Education and the Senior Phase
- Monitoring production and distribution of reports
- Liaison with office staff and technical support
- Issue of reports to parents

PT

- Establish a clear departmental policy statement consistent with school policy
- Monitor, evaluate and review assessment within the department
- Devise and implement appropriate and varied assessment practices
- Ensure appropriate departmental tracking, recording and profiling practice
- Monitor the content and quality of the reports
- Liaise with support for learning regarding the assessment of pupils with SEN
- Attend all parents' evenings

PSMT Staff

- Have an overview of pupil performance including achievement, attendance, timekeeping, behaviour and personal and social development
- Maintain an accurate and up to date record in respect of each individual pupil
- Attend all parents' evenings as appropriate

6. MONITORING, EVALUATION AND REVIEW

As previously mentioned assessment practice is reviewed on an ongoing basis at classroom teacher level, as part of an annual cycle at departmental and SMT level and as part of regular Thematic Reviews. All aspects of assessment in Eastwood High are subject to regular formal evaluation as part of the school's self-evaluation programme. In the endeavour to achieve consistency in assessment within the Cluster aspects of it are also the subject of review by Cluster working groups working towards implementation of Cluster plan targets.

Within the school the increased flexibility in learning, teaching and assessment afforded by Curriculum for Excellence has been balanced with accountability. Robust procedures for self-evaluation have been developed hand in hand with new developments. Departments and teaching staff are encouraged to use the bullet points on pages 2, 3, 4 and 5 of the East Renfrewshire Assessment, Moderation, Profiling and Reporting policy as an audit toolkit against which to assess their own assessment practice.

Development initiatives relating to assessment are integral to the school and / or departmental improvement plans. As such progress towards these objectives is evaluated annually as part of the annual review process linked to school and departmental improvement planning (an interim audit is also undertaken in January). It is the responsibility of the DHT for improvement planning to undertake this audit at whole school level and present it to SMT. It is the responsibility of Principal Teachers to review regularly the work of their department, in partnership with their SMT link, to ensure that standards in assessment practice continue to become more consistent.

7. THE DEVELOPMENT PLAN

In the 2014/2015 Eastwood High School Improvement Plan the prominence of developments in assessment are clearly evident in

Target 1a	Introduction and Development of a school Strategic Leadership Group (SLG) for Learning and Teaching to develop opportunities for staff to share, discuss and observe best practice and engage with new ideas.
Target 1c	Develop and implement across the school improved and consistent AifL teaching methodologies including personalisation and choice to ensure increasing challenge for pupils
Target 1d	At BGE (S1-S3) and National Levels (S4-S6) continue to develop and implement national and local, routine moderation practices that ensure rigour and consistency and a shared understanding of standards and expectations in assessment across all curricular areas of the school and at all Cluster levels
Target 2c	Work with associated Cluster primary schools to continue taking forward BtC5, including profiling, and embed the principles for understanding, applying and sharing standards in assessment through local moderation

8 ASSOCIATED POLICIES

Learning and Teaching
The Curriculum
Quality Assurance
Pupil Support

9 APPENDICES

- 1) Assessment Charter
- 2) Examples of reports for the Broad General Education Stage and the Senior Phase.

APPENDIX 1





EASTWOOD CLUSTER IMPROVING ASSESSMENT



- Formative assessment should be at the heart of classroom practice - everyday
- Formative assessment should be integral to the learning and teaching process - everyday
- Teachers' professional judgement is the key to successful formative assessment
- The purpose of any assessment is to improve learning not to prove it!
Consequently effective assessment needs to be diagnostic
- Assessment should lead to personalisation in learning ie. Following assessment pupils' learning will require either to be reinforced or further challenged and extended. Shared Learning Targets (big, small, simple, complex or as necessary) are the outcome of effective assessment for learning
- Assessment is a waste of time if feedback is not given on how to improve
- Any summative assessment should be used to improve learning, be confirmatory, reinforce teacher judgement and provide further evidence of achievement
- Assessment should affirm what a pupil "can do". This can be judged by what is written, what is said, what is made and/or what is done. Approaches used as the basis for assessment must be varied.
- Peer assessment and learning dialogue is a powerful learning experience
Self assessment and evaluation of learning is a powerful learning experience
- Reliable assessment requires a sharing of standards through professional dialogue and moderation

APPENDIX 2

Broad General Education Report

	<h1 style="margin: 0;">Eastwood High School</h1> <h2 style="margin: 0;">Pupil Report</h2>	
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Name		Stage	S2
Registration Group		Date	
Attendance	99.42%	Late	4

Curriculum for Excellence Levels

Curriculum for Excellence provides national guidance on expectations of learning and progression published in a framework of experiences and outcomes, which define five levels of learning. The broad expectations about progression through curriculum levels are explained in the table below:

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some.

Children progress at different rates and some will attain levels more quickly than others. Progress is described as:

- ✓ Secure - (Achieved) has achieved breadth, application and challenge in their learning across almost all of the experiences and outcomes for the level
- ✓ Consolidating - (Progressing Well) has achieved breadth, application and challenge in their learning across many of the experiences and outcomes for the level
- ✓ Developing - (Making Progress) has started to engage in the work of the new level

Explanation of terms for Tracking Monitoring and Reporting System

Homework	The extent to which homework is completed on a regular basis and to an acceptable level.
Effort	The extent to which the pupil works hard, is motivated, participates in the lessons and comes fully prepared.
Behaviour	The extent to which the pupil behaves in class, is focused and on task.

Literacy and English				
	Curriculum Level	Progress within Level		
		Developing (Making Progress)	Consolidating (Progressing Well)	Secure (Achieved)
Listening and talking	Third Level			✓
Writing	Third Level			✓
Reading	Third Level			✓

Teacher	Homework	Effort	Behaviour
(English)	Always makes a good attempt	Always works conscientiously	Always behaves well

English
<p>is currently working at level 3 secure in each of the key disciplines in English. is an enthusiastic pupil who works hard in class and makes a regular contribution to class discussion. has produced two pieces of extended writing to date. Creative Essay included some interesting descriptive detail and showed a good understanding of narrative structure and characterisation. Accuracy was generally good but will need to review the rules for using direct speech. Discursive Essay developed several valid and interesting arguments but paragraphs needed to be developed in some further detail and supporting evidence could have been used more readily. has shown a good awareness of the various Language skills taught in class and can structure responses to questions accurately and in sufficient detail. must ensure that regularly reviews any new techniques taught and must also be aware of the importance of reading a broad range of texts, including quality journalism, and the positive impact this can have on the rest of coursework.</p>

Numeracy and Mathematics				
	Curriculum Level	Progress within Level		
		Developing (Making Progress)	Consolidating (Progressing Well)	Secure (Achieved)
Numeracy and Mathematics	Fourth Level	✓		

Teacher	Homework	Effort	Behaviour
(Mathematics)	Always makes a good attempt	Always works conscientiously	Always behaves well

Mathematics
<p>So far this year, we have covered a number of topics including: equations and inequalities, coordinates and transformations and money. These topics have been taught at level 4 and it is my expectation that will be working toward National 5 next year.</p> <p>is diligent and conscientious and shows maturity in approach to studying maths. has so far submitted all of formal homework and these have been completed to an acceptable standard. usually does her daily homework, regularly participates in class work and applies At the September class test, scored 86% (class average 87%) indicating that has a comfortable understanding of the material covered so far.</p> <p>should continue to apply by staying on top of both class work and homework if is to make further progress in maths.</p>

Social studies				
	Curriculum Level	Progress within Level		
		Developing (Making Progress)	Consolidating (Progressing Well)	Secure (Achieved)
History	Third Level			✓
Geography	Third Level			✓

Teacher	Homework	Effort	Behaviour
(Geography)	Always makes a good attempt	Always works conscientiously	Always behaves well
(History)	Always makes a good attempt	Always works conscientiously	Always behaves well

Geography
<p>is a mature and very able pupil who has coped exceptionally well with Geography course. appears to have natural talent for understanding Geography. homework is completed to a high standard and did very well in last end of topic assessment (34/37). Well done. would cope extremely well if chose to follow a Geography course in S3 but in the meantime should continue to work hard.</p>

History
<p>has worked seriously and carefully in History this session to achieve an average of E+ in homework tasks. Clearly, responsibility for learning has been taken. More than that, a real interest and involvement has been shown, reflected in an exceptionally good assessment essay and general assessment, both in the range of 75%- 90%. Well done and congratulations on every front!</p>

Health and wellbeing				
	Curriculum Level (Making Progress)	Progress within Level		
		Developing	Consolidating	Secure
Health and wellbeing	Third Level		✓	
Physical Education	Third Level			✓
Home Economics	Third Level		✓	

Teacher	Homework	Effort	Behaviour
(Home Economics)	Always makes a good attempt	Always works conscientiously	Always behaves well
(Physical Education)		Always works conscientiously	Always behaves well

Home Economics
<p>is a lovely pupil who always works well in Home Economics. has made very good progress in S2, coping with both the written and practical elements of the course. So far this year, as part of Broad General Education, has covered Health and Wellbeing outcomes in the course areas of Technology, Safe and Hygienic Practices and Nutrition and will work on a Design unit in the next session. In the unit assessments so far, has shown an excellent understanding of the coursework and is working at Level 3 Consolidating.</p> <p>enjoys the practical work of the subject and abilities in this area have been improving throughout the year although should try to concentrate on organisational skills during practical tasks.</p> <p>By maintaining present level of effort and commitment, could achieve a National 5 qualification in Health and Food Technology and should consider this as an option in S3.</p>

Physical Education
<p>Throughout S2 all pupils have participated in a wide range of activities within the P.E. curriculum and have covered a variety of outcomes and experiences. Below are comments on their progress in Movement Skills, Cooperation/Competition and Evaluating/Appreciating.</p> <p>is a polite, pleasant and helpful person to have in the class. positive attitude within P.E. has allowed to become one of the top performers within the class. When learning new skills works tirelessly to improve which plays a major part in skill acquisition. has shown particular talent in basketball where was often used to successfully demonstrate skills and scenarios to the rest of the class.</p> <p>Within a variety of situations, has demonstrated that can communicate and cooperate effectively in order to meet a shared objective. makes a great addition to any team as will always work hard for the benefit of and others. Within basketball experience of playing the game has allowed to improve the performance of others in the class by supporting their development and encouraging them within the game. In competitive situations displays attributes of a challenging opponent and fair sports person.</p> <p>has taken the opportunity to analyse the performance of others and give productive feedback to allow them to</p>

Expressive arts				
	Curriculum Level (Making Progress)	Progress within Level		
		Developing	Consolidating	Secure
Drama	Third Level			✓
Art and design	Third Level			✓
Music	Third Level			✓

Teacher	Homework	Effort	Behaviour
(Art)	Always makes a good attempt	Always works conscientiously	Always behaves well
(Drama)	Always makes a good attempt	Always works conscientiously	Always behaves well
(Music)	Always makes a good attempt	Always works conscientiously	Always behaves well

Drama
<p>is a lively and hard-working pupil who I thoroughly recommend should take Drama as I believe has the potential to excel on the National 5 course. can be relied on to work well with all members of the class, has imaginative ideas for practical work and will always make sure that group meet their performance deadline. Performing is an area of strength for is confident taking on large roles in improvisations and has a natural stage presence. has also developed some excellent stage combat skills this year. participates well in whole class discussion and written evaluations display a good knowledge of Drama terminology. Looking forward, should try to adapt voice and movement to suit a range of different characters. Well done , we hope to see you in S3!</p>

Music
<p>I hope that will decide to continue with music next year as I am confident that has potential to cope with the demands of the national 5 music course. is making very good progress on both of chosen instruments, particularly glockenspiel. Based on experience to date, can present a convincing and confident performance to any audience. Throughout this topic has shown that can successfully identify musical features in this style and always shares ideas in class. has shown the potential to cope well with the demands of the S3 music performing course where I believe would flourish. Keep up the good work - we would like to see you back next year!</p>

Art
<p>We thoroughly recommend that takes Art & Design and believe has the potential to cope very well with the National 5 course. has demonstrated strong ability and shows great potential in Art & Design; produced a very creative solution to the Multicultural design project. coped extremely well with the written work, demonstrating excellent literacy and critical evaluation skills. should continue to practise and develop drawing skills in order to expand knowledge of different art materials. has been a pleasure to teach, keep up the good work and we hope to see you back in the Art department in S3!</p>

Modern languages				
	Curriculum Level (Making Progress)	Progress within Level		
		Developing	Consolidating (Progressing Well)	Secure (Achieved)
Modern languages	Third Level			✓
Listening and talking	Third Level			✓
Writing	Third Level			✓
Reading	Third Level			✓

(French)	Always makes a good attempt	Always works conscientiously	Always behaves well
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French				
<p>is a very hardworking and motivated member of the class who is making very good progress in French. has a good knowledge of vocabulary and grammar and is able to show excellent understanding of what reads and hears. always prepares well for writing and speaking assessments and completes work to a high standard. should be pleased with the progress is making in French. Well done .</p>				

Religious and moral education				
	Curriculum Level (Making Progress)	Progress within Level		
		Developing	Consolidating (Progressing Well)	Secure (Achieved)
Religious and moral education	Third Level			✓

Teacher	Homework	Effort	Behaviour
(Religious Studies)	Always makes a good attempt	Always works conscientiously	Always behaves well

RE				
<p>is a conscientious pupil who has worked consistently hard this term. received excellent marks for both of assessments and behaviour is always of the highest standard. Building on current efforts will ensure that attains the best possible grades in the future and achieve full potential at Eastwood.</p>				

Sciences				
	Curriculum Level (Making Progress)	Progress within Level		
		Developing	Consolidating (Progressing Well)	Secure (Achieved)
Sciences	Third Level		✓	

Teacher	Homework	Effort	Behaviour
(Science)	Always makes a good attempt	Always works conscientiously	Always behaves well

Science				
<p>is clearly a very able pupil and is making good progress in Science. is a very hardworking pupil in class, and always hands homework in on time and to a high standard. often makes well thought-out contributions to class discussions and follows instructions during practical tasks well. recently completed a diabetes report which was laid out clearly into sections and included a lot of interesting information. has clearly demonstrated that is developing the key science skills which contribute to broad general education. To maintain this exemplary level of work, should continue to revise effectively and use the learning outcome sheets to check is familiar with all parts of the course. is recommended to be presented at National 5 in S3/4.</p>				

Technologies				
	Curriculum Level	Progress within Level		
		(Making Progress)	(Progressing Well)	(Achieved)
Technologies	Third Level		✓	
ICT/Computing	Third Level		✓	
Graphic Communication	Third Level		✓	
Technical	Third Level		✓	
Business	Third Level		✓	

Teacher	Homework	Effort	Behaviour
(Information Technology)	Always makes a good attempt	Always works conscientiously	Always behaves well
(Technological Studies)	Always makes a good attempt	Always works conscientiously	Always behaves well

<p>BECS</p> <p>is currently consolidating creativity, knowledge and skills in software development through computer games design. has also been taking part in collaborative activities to develop and market a computer game.</p> <p>NEXT STEPS:</p> <p>Next term, will have the opportunity to enhance analytical and problem solving skills in creating digital solutions by studying multimedia and investigating the environmental impacts of technology on our society. will also gain invaluable skills in software through the use of databases, spreadsheets and word.</p> <p>Overall working level: 3C</p> <p>S3 CHOICES:</p> <p>has made excellent progress and is a polite, pleasant and conscientious pupil. would be a suitable candidate for one or more subjects within the BECS Faculty. The subjects offered are Administration and IT, Business Management and Computing Science. The suggested level of study for is National 5.</p> <p>Well done</p>

<p>Technological Studies</p> <p>PRACTICAL</p> <p>From the pencil stand model that has produced, has shown good manual dexterity. follows instruction well and has the added ability to work on own using her initiative.</p> <p>Working Level: 3 Consolidating</p> <p>GRAPHIC COMMUNICATION</p> <p>has produced some excellent work in Isometric drawing (board work). demonstrated particular strength in the quality and accuracy of work, and given capacity to also express creatively on paper, I would suggest that could do very well in this subject.</p> <p>Working Level: 3 Secure</p> <p>C.A.G - As of yet minimal work on the computers has been completed. has however further developed skills in the use of CadCam software, which will be used to drive a laser-cutter later in the year.</p> <p>Working Level: 3 Consolidating</p> <p>S3 CHOICES</p> <p>will be a suitable candidate for successfully continuing, and attaining a National 5 award, with any of the Technical subjects. However given abilities I would recommend that consider continuing with the Graphic Communication, and/or Design & Manufacture courses in particular.</p>
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Senior Phase Report



Eastwood High School

Eastwood High School
Capelrig Road
Newton Mearns
G77 6NQ

Pupil Report

S4 Progress Report

Summary of Progress for Subjects

Subject	Teacher	Curricular Pathway	Effort	Behaviour	Homework
Art & Design		NAT5	Excellent	Excellent	Excellent
Biology		NAT5	Excellent	Excellent	Excellent
Chemistry		NAT5	Excellent	Excellent	Excellent
English		NAT5	Excellent	Excellent	Excellent
French		NAT5	Excellent	Excellent	Excellent
History		NAT5	Excellent	Excellent	Excellent
Mathematics		NAT5	Excellent	Excellent	Excellent
Physical Education		NAT5	Excellent	Excellent	Excellent
Physics		NAT5	Excellent	Excellent	Excellent
Religious Moral and Philosophical Studies		NAT5	-	-	-
Personal & Social Education		School	-	-	-

Explanation of terms and grades

Effort	The extent to which the pupil works hard, is motivated, participates in the lessons and comes fully prepared.
Behaviour	The extent to which the pupil behaves in class, is focused and on task.
Homework	The extent to which homework is completed on a regular basis and to an acceptable level.

Subject Details

Subject	Teacher	Curricular Pathway
Art & Design		National 5

Strengths and Next Steps in Art & Design

<p>is currently attaining grade A at National 5 level. is coping very well with the written element, having demonstrated excellent knowledge, understanding and critical evaluation skills during the written prelim. practical folios are developing very well, demonstrating a highly creative response to chosen design brief and excellent expressive drawing and painting skills. There is however a significant amount of work to be completed by the SQA deadline. I strongly recommend continued regular attendance to the art club and supported study in order to support in meeting this challenge. has shown the potential to cope very well with Art and Design at Higher level.</p>

Subject Details

Subject	Teacher	Curricular Pathway
Biology		National 5

Strengths and Next Steps in Biology

<p>predicted grade in National 5 Biology, based on a prelim mark of 90%, is a grade A. performance in the subject continues to be excellent and shows a high level commitment to the subject. should continue to use the summary sheets and learning outcomes to revise for end of topic tests in current manner. Well done !</p>

Subject Details

Subject	Teacher	Curricular Pathway
Chemistry		National 5

Strengths and Next Steps in Chemistry

has achieved 83%(A) in the recent National 5 prelim exam. This is an excellent score and very well deserved as it is obvious that has put in a lot of effort both in class and at home in order to achieve this grade. This was the joint top score in the class. is completely dedicated to learning and improving in Chemistry and as a result I'm sure that will achieve an equally impressive score in the final exam. Well done !

Subject Details

Subject	Teacher	Curricular Pathway
English		National 5

Strengths and Next Steps in English

achieved a very good A pass in the recent National 5 prelim, gaining an overall mark of 59/70. This is a very promising result which suggests that is coping very well with the demands of the course. performed well in all three sections of the exam, scoring marks of 18/20 in her Critical Essay, 16/20 in Textual Analysis, and an impressive 25/30 in a challenging Close Reading paper. These marks are indicative of commitment to her English work and should be proud of. It is important, however, that maintains diligent attitude to studies as we approach the final exam: I would like to frequently revise all texts studied in class, write practise essays, and read as much quality journalism as possible. With sustained effort, should be capable of gaining an excellent National 5 pass in May.

Subject Details

Subject	Teacher	Curricular Pathway
French		National 5

Strengths and Next Steps in French

has shown a truly exemplary attitude in French class lately: homework tasks have been completed on time and to the best of ability. strives to produce good quality work, and is always keen to add a bit of personality and flair to spoken and written French. appreciates that a large proportion of the French exam can be thoroughly learned and prepared in advance, and clearly devoted time to doing this ahead of the prelims: achieved full marks in speaking and writing exams, which helped contribute to an overall score of 87% (A). I urge to apply a similar approach when preparing for the SQA exams. should practise prepared piece out loud as much as possible and practise asking/answering questions until sounds fluent and confident. To boost listening score, should aim to revise vocab regularly, and use me and online tools such as IVONA to ensure knows how the words sound - so that can easily recognise them when hears them in the exam. would cope well with the demands of the Higher course in S5.

Subject Details

Subject	Teacher	Curricular Pathway
History		National 5

Strengths and Next Steps in History

obtained 98% (!) in the preliminary examination. This is a stunning result. Indeed it is the best result in any 4th year prelims in History in Eastwood High School in the past 15 years. has worked assiduously and attentively. answers incisively and accurately and has taken responsibility for own learning. has an excellent grasp of cause and effect and has applied all the advice given to cope with the rubric of the National 5 examination. Some of class work has been used as exemplar material for the rest of the class .

Subject Details

Subject	Teacher	Curricular Pathway
Mathematics		National 5

Strengths and Next Steps in Mathematics

National 5 Prelim Mark 88% Grade A

is a very pleasant, hard-working pupil who is making very good progress through the National 5 course. is now working on Trigonometrical Equations and Graphs which is the third last topic in this course. should continue to revise all topics covered and work through past paper questions in preparation for the SQA exam in May. Well done and keep up the good work!

Subject Details

Subject	Teacher	Curricular Pathway
Physical Education		National 5

Strengths and Next Steps in Physical Education

has been working towards National 5 level. The final course award is based on a graded Single Performance Unit and graded written Portfolio project which will require considerable independent work. In addition all candidates must pass both practical and written internal units.

has shown work of a good standard so far this year and has taken on board feedback which has allowed to improve. Practically has shown to be an able performer who has an in-depth skill repertoire. Within the Factors Impacting Performance unit, has shown a good understanding of the course and must continue to build on this as starts portfolio project. If can continue to work hard, is capable of achieving a comfortable pass at National 5.

Based on progress to date is on course to achieve a pass at National 5 level.

Subject Details

Subject	Teacher	Curricular Pathway
Physics		National 5

Strengths and Next Steps in Physics

achieved 81% in S4 Physics prelim exam - this is a grade A at National 5 level.

Specific areas for improvement have been highlighted in individual exam analysis which was completed in class. is an extremely hard working pupil and so it is an absolute pleasure to teach , works well both individually and as a member of a team. does contribute to classroom discussions, and is happy to get involved in practical investigations. should be very proud of mark, and keep up level of study in order to achieve this grade in the final exam. Well done !

should continue to complete her P+N problems at home as this will give experience of answering exam style questions. Further revision should include Past Paper questions for the Units covered, utilising resources on Glow, and ask me if there are any is having difficulty with. Supported study for Physics is available every week after school, and my door is always open for individual support!

EASTWOOD HIGH SCHOOL



QUALITY IMPROVEMENT AND SELF-EVALUATION POLICY

(Revised January 2015)

Eastwood High School

Policy on Quality Improvement and Self-Evaluation

1. Introduction

The Standard in Scotland's Schools etc Act places on local authorities and therefore on schools the duty to "put in place arrangements to ensure they identify and take action to continuously improve performance". The standards expected of schools are clearly set out in a number of publications such as How Good Is Our School 3, The National Priorities school support pack, various HMIE publications. The procedures for Monitoring are set out in ERC's Monitoring and Evaluation agreement with teachers' Unions.

Eastwood High School's Quality Improvement, Monitoring and Self-Evaluation Policy reflects the importance of these national documents and of the emphasis placed on this area by the local authority. The policy reflects School aim 7 "providing effective management and leadership that supports self-evaluation and planning".

2. Aims

This policy aims to ensure that at Eastwood High School progress and improvement are a continuous part of our work in order to ensure the highest quality of education for our young people. We aim

- To reflect on our practices and evaluate the quality of the delivery of our service;
- To use the knowledge gained from monitoring and evaluation effectively in the planning process;
- To hold, and be able to publish as necessary, quantitative and qualitative information about the school;
- To raise attainment;
- To develop Leadership and Management.

3. Activities undertaken to achieve the aims

Evaluation of whole school activities using How Good Is Our School 3

- Every session a whole-school and departmental calendar is produced containing whole-school and departmental self-evaluation activities. Whole school activities include Departmental Reviews, SMT Learning Visits, Thematic Reviews, Pupil Learning and Teaching surveys. An example of this calendar is shown elsewhere in the school handbook. These activities make use of specific, relevant QIs from HGIOS 3 as a basis for evaluating how well the school is performing in these areas.

Monitoring of statistical information

- Exam analysis: SQA results, National and Standardised test results and school reports are analysed departmentally and on a whole school basis. The work of the Emis unit supports the analysis of national results. Departments make an annual report on their SQA results and meet to discuss this with the Head Teacher and link SMT member. A plan of action points is drawn up at this meeting. Information is given to departments on the grades achieved by their pupils in other subjects to help departments to identify underachievers (DHT Raising Attainment). Results data are analysed by gender, ethnic

origin, free meal entitlement, ASN and disability and data is kept for comparison from year to year. (DHT (Quality Improvement))

- **Attendance and Latecoming data:** Pastoral Care staff and Year group DHTs monitor attendance and latecoming on a weekly basis and deal with individual problems as they arise. Each term statistics are analysed by ethnic origin and free meal entitlement and data is kept for comparison from year to year. (DHT (Quality Improvement))
- **Behaviour monitoring:** exclusions, internal exclusions and discipline referrals are analysed each term by gender, ethnic origin, free meal entitlement, ASN and disability and data is held for comparison from year to year. In addition issue of other punishment exercises or use of detention room may be analysed. (DHT (Quality Improvement))
- **Extra curricular participation:** the uptake of extra curricular clubs is analysed by ethnic origin. (DHT (Quality Improvement))

Links with planning process

SMT review the statistical analyses and decide on action points for the following session. These are put in the school and (if relevant) departmental operational plans. In addition Departments that have undergone a Review will be given Areas for Development and these will be included in their forthcoming Improvement Plans.

Evaluation and Monitoring of Learning and Teaching activities

- Departmental Reviews are carried out by a school team during each session on a rolling basis. The team is led by the DHT (Quality Improvement) and consists of promoted and unpromoted staff. The Reviews comprise some or all of the following activities depending on their relevance to the department / faculty under Review:
 - a meeting with the relevant department to discuss their achievements, how they know they are achieving and what they see as their next steps and areas for development;
 - Learning visits to classrooms based around HGIOS QIs 2.1, 5.2, 5.3 with follow up discussions and professional dialogue;
 - Pupil Focus groups with discussions based around HGIOS QI 2.1;
 - Focus Groups of other relevant stakeholders;
 - Surveys and questionnaires to relevant stakeholders;
 - Pupil shadowing.

At the end of the Review, a Report is written setting out strengths and areas for development. The areas of development are included in the departmental / faculty improvement plan as soon as is practicable.

- Learning visits: in addition to the above, learning visits take place routinely for Students and NQTs (by PTs and SMT) and for teachers aiming for Chartered Teacher. Regular SMT Learning visits are scheduled on the whole school calendar and are based around HGIOS QIs 2.1, 5.2, 5.3. These are arranged by SMT with their link departments. Other Learning Visits may take place on specific issues.
- Pupil surveys on Learning and Teaching take place every year on a whole school basis. In addition Departments carry out their own specific learning and teaching pupil surveys on a regular basis.
- Homework diary monitoring: Year Heads sample and monitor homework diaries periodically as set out in the whole school calendar

Links with planning process

Learning and teaching action points are identified from the above activities by departments / SMT and these are considered at the time of writing of the next Improvement Plan

Evaluation of views of pupils, parents, staff etc

- Pupil surveys: each year various samples of pupils are asked to complete specific chosen surveys. These are on topics such as ethos, equality & fairness. These are collated and a report written with possible action points. Learning and Teaching surveys and pupil focus groups are carried out each year with results analysed with possible action points. (DHT (Quality Improvement) / Faculty PTs)
- Pupil consultation: there is a Pupil Council for each year group which meets with SMT each term. Minutes are discussed by SMT.
- Parent surveys: a survey is carried out at of all parents attending S1, S3, S5/6 parents' evenings each session. The responses are collated and a report is written with possible action points. (DHT (Quality Improvement))
- Parent consultation: there is a Parent Council and a PCTA.
- Staff consultation: staff views are gathered at staff meetings, through the SMT links to departments and through the meetings of SMT with PT's. Staff surveys on specific issues take place as necessary. Views are also sought via focus groups and questionnaires as part of the whole school self evaluation schedule.

Links with planning process

Collated reports show possible action points and these are considered at the time of writing the next Improvement Plan.

Audit of improvement plans

- Progress on Department Improvement Plans is discussed regularly at Department meetings and there is a monitoring point in January when the SMT link meets with PT to discuss progress. Progress on the SMT / School Improvement Plan is monitored at the same time by the HT at a SMT meeting. A full audit of the school and faculty improvement plans takes place at the end of each session in June. (DHT)

Reporting of Monitoring and evaluation

- Standards and Quality Reports: an annual report is written and sent to ERC. A summary version is made available to parents (DHT (Quality Improvement))
- National Priorities: reports are provided for ERC on aspects of National Priorities (DHT ((Quality Improvement))
- Departmental Standards and Quality Reports are completed for the HT and SMT Link to inform the planning process at the annual departmental review.

4. Management and Delivery of Policy

All staff have a responsibility to evaluate their work and to contribute to whole school evaluations. Within departments the PT manages the monitoring and evaluation of the work of the department. The Head Teacher has overall responsibility for Quality Improvement but the management of activities is delegated to the DHT (Quality Improvement).

5. Links with other policies

The Policy on Quality Assurance and Monitoring ties in closely with school policy and practice on:

- Learning and Teaching
- Development Planning
- Assessment and Reporting
- Pupil Support Policy

6. Monitoring, Evaluation and Review

The school's Quality Improvement and Self-Evaluation systems are reviewed as part of thematic reviews using the HGIOS QIs 5.9 and 6.3

7. Future developments

New guidance and documentation related to HGIOS 3 will be incorporated into the programme as relevant

EASTWOOD HIGH SCHOOL



COLLEGIATE WORKING POLICY

1. Introduction

“The notion of collegiality became enshrined in the folklore of management as the most appropriate way to run schools and colleges in the 1980s and 1990s ... collegial models include all those theories which emphasise that power and decision making should be shared among some or all members of the organisation”

T Bush in Theories of Educational Leadership and Management, Sage 2003.

Participative management and shared decision making i.e. collegiality, in conjunction with strong leadership and direction are agreed to be critical features of an effective school. The active involvement of staff in planning the means to achieve school goals is key to ensuring that staff feel ownership of the development agenda, share the school's mission and values and are empowered in their day to day work. In reality the effective school has in its management a balance between, vertical push and horizontal pull, diffusion and centralisation and individual leadership and collegiality. However, as we move into a new millennium it has become clear that the management of schools and collegiality should be more inclusive involving partnership working with all relevant stakeholders, including parents, pupils and partner agencies.

As can be seen from above the nature of school management and decision making has evolved over recent years. In our endeavour to secure school improvement and raise achievement in Eastwood High our approach to school management and decision making has also developed. Current practice in collegiate working has evolved to its current position having taken account of the advice contained within the following national or local authority guidelines.

Managing Progress	Strathclyde Regional Council 1986
Effective Secondary Schools	HMSO 1988
National Priorities for Education	Scottish Executive 2000
Improving Leadership in Scottish Schools	HMIE 2001
How Good is Our School	HMIE 2002
A Teaching Profession for the 21 st Century	The Stationary Office 2002
Educating for Excellence: Choice and Opportunity	Scottish Executive 2003
Ambitious, Excellent Schools	Scottish Executive 2004
Tackling Bureaucracy and Workload	Scottish Government 2013

In addition, East Renfrewshire Council has provided advice and guidance on management and leadership via the Local Improvement objectives, its self evaluation programme and the LNCT

2. Aims of the Policy

The Scottish Executive's National Priorities for education stress provision to support and develop the skills of teachers. Implicit within that priority is the development of management and leadership skills, in staff at all levels, through the provision of opportunities to participate in school decision making. Sections 6 and 7 of "How Good is Our School 2002", particularly QI 7.4. "Leadership" and QI 6.5. "The effectiveness of teachers and teamwork within the school", set out national guidelines against which Eastwood High School's management and leadership can be measured. The aims of this policy are listed below, the numbers in brackets indicate links to the aims of the school and consequently the local improvement objectives and the National Priorities.

- i. To create an inclusive school environment in which all stakeholders feel valued and that their opinion will be heard and can make a difference (8)
- ii. To promote the active involvement of staff in planning and decision making to ensure that staff feel ownership of the development agenda, share in the school's mission and values and are empowered in their daily work. (2, 7, 8)
- iii. To develop the skills of leadership and management in all staff and positive citizenship in pupils through the provision of opportunities to participate in the school decision making structure (5, 7, 8)
- iv. To work in partnership with pupils, parents and partner agencies to secure school improvement (2, 7)
- v. To develop collegiate teams and short life working groups to harness the strengths of staff in pursuing school improvement (2, 7, 8)
- vi. To review and tackle unnecessary drivers of bureaucracy and workload

3. Range of Activities Related to Collegiate Working

In Eastwood High School there are a wide range of activities related to the development of collegiate working. These include:

- a) The Senior Management Team meets twice per week with agenda items to be submitted in advance. All SMT members have clear remits and delegated responsibilities for which they are accountable to the Headteacher. It is also true in Eastwood High School that the Headteacher is equally accountable to the SMT and the school for the direct responsibilities on his remit. In addition, informal contact between members of the SMT is extensive due to the proximity of offices in the administration suite. Minutes of the formal SMT meetings are passed to all departments and copies are available in the CPD room.
- b) The Extended Leadership Team meets a minimum of six times per session and is made up of all teaching staff in promoted posts. These meetings are built into the school calendar with agenda items to be submitted in advance, and action points agreed at the meeting. On occasion additional Board of Management meetings are called to discuss specific issues. These are over and above the published schedule. Minutes of ELT meetings are circulated to each department and copies placed in the CPD room.

- c) Fortnightly departmental meetings are a feature of the operation of the school. It is through these meetings that collegiate working is developed and maintained at departmental level and where there is delegation of departmental responsibility to individuals and in larger departments teams. Like ELT and SMT the agendas for these meetings are open for items to be submitted for discussion in advance and minutes kept. The minutes are circulated to the Headteacher and the SMT link. The SMT link also attends departmental meetings. The Pupil Support Management Team also hold regular meetings along similar lines. In addition SMT link and Principal Teachers meet throughout the year to discuss departmental progress and issues. This is an opportunity to ensure departments are adequately supported in their quest for improvement.
- d) The school has a large number of committees that work to improve provision in cross curricular and ethos aspects of the school's work. These committees have volunteer membership drawn from across the whole teaching spectrum and include a number of roles for non-teaching staff. All committees meet regularly and minutes are distributed to the committee and the Headteacher. In addition, the school also calls together short life working groups which concentrate on specific issues / tasks e.g. defining the proposed management structure for the school; and focus groups to canvass staff opinion on certain proposals.
- e) Consultation on proposed changes relating to policy and / or practice in the school involves all staff having the opportunity to contribute. Documents are circulated for comment via Principal Teachers with responses either by departments or individuals shaping the final document. SMT links also meet regularly with Principal Teachers to discuss a range of issues.
- f) Within the school's 35 hour working agreement there is also provision for three whole staff meetings. The function of these can vary with some taking the form of seminars led by promoted staff to raise awareness of and promote progress in the development agenda whilst others are the opportunity for staff to submit agenda items for whole staff discussion. The nature of each whole staff meeting is determined in advance through consultation with union representatives according to need. The dates of these meetings are published in the school calendar.
- g) Much of the work of the school is characterised by multi agency partnership working. This is particularly the case in supporting pupils. There are a wide range of collegiate partnerships e.g. Joint Support Team, Integrated Community School, which operate in planning for and delivering support for pupils.

There is also well developed Cluster working associated with and linked to Eastwood High School. Collegiate Cluster planning and management are a strong feature of the Cluster working and partnership between Eastwood High and its associated Primaries.

- h) A strong, active pupil council structure within the school is a feature of collegiate working. The elected pupil councils meet regularly and their meetings are attended by senior management staff, and in the case of lower and middle school, prefect mentors. The minutes of the pupil councils are distributed via class representatives and pupils have the chance to raise items for the agenda with their class reps in social education prior to meetings. Lobbying by the pupil councils has led in recent sessions to improvements in school toilets, the creation of the back path and gate to Patterton Station and ramps to prevent flooding in wet weather at the bottom of the playground stairs. A senior pupil council member is also co-opted onto the School Board and the Director of Education's pupil council.
- i) In Eastwood High School we also believe in working in partnership with parents to secure school improvement. Consequently there are a number of ways in which collegiate working has been developed with parents. Firstly, the Parent Council has a key role to play in contributing towards whole school decision making. The Parent

Council is consulted on all major decisions taken which effect the strategic direction of the school. Minutes of the meetings are circulated to members and senior staff in the school. From time to time ad hoc focus groups of parents are invited to contribute to whole school decision making on specific issues / topics. The PTA is also involved in aspects of the collegiate working within the school.

- j) There is also a School Negotiating Committee where Union representatives meet with the HT and a DHT once per month

A key element of effective collegiate working in any organisation is good two-way communication. To reinforce communication structures within the school it is the policy of the Headteacher to have an “open door” , to minimise the use of telephone and e-mail in his dealings with staff within the building and to engage in “management by walking about”. The importance of informal channels of communication cannot be underestimated in the operation of a school and it is incumbent on all promoted staff that they are high profile within the school and keep staff informed as well as listen to staff opinion.

4. Management Responsibility

Overall responsibility for collegiate working and communication within Eastwood High School lies with the Headteacher. Decisions relating to collegiate working which relate to teacher contracts and the 35 hour working week accord are agreed in consultation with the “School Negotiating Committee” within the school.

Principal Teachers are responsible for collegiate working within departments where staff should have the opportunity to contribute to departmental development, decision making and the chance to enhance their professional development by taking on additional responsibility. The chairpersons of committees are responsible for the operational work of their committees. The committees and short life working groups exist to harness the strengths and talents of individuals as well as provide opportunities for staff to enhance their professional skills. It is in this way that they contribute to school improvement. The SMT member linked to each committee is responsible, in partnership, with the committee chair, for ensuring that where relevant the work of the committee is commensurate with the school development plan.

5. Resourcing

The resourcing for supporting collegiality falls into two categories, firstly time for the groups to carry out their work and secondly resourcing to support projects. Committee and SLG involvement is recognised as being essential to the effective working of the school. As such any time that members of staff devote to such work can be included as part of their CPD/Professional Update record. Where it is possible some groups meet within the school day e.g. during SQA study leave, to carry forward their agenda. Cover can be provided in these instances where required.

As previously mentioned the Headteacher receives a copy of all the minutes. If resourcing is required to carry forward a working group project representation can be made via the Headteacher to secure funding from the QED, the Support for Study and Learning, the CPD and / or the per capita contingency to Support Development Plan Project Budgets. The Headteacher can also approach the Local Authority to support projects which address aspects of the Local Improvement Plan.

6. Monitoring and Evaluation

Monitoring and evaluation on a formal basis of the collegiate working in the school is carried out as part of the school's self evaluation cycle. This is picked up through QI 7.4 "relationships with people and the development of teamwork", QI 6.5 "the effectiveness of teachers and teamwork" and QIs 5.1 and 5.4 "staff morale" and "Partnership with parents, the School Board and the community".

In addition, the SMT link member on each SLG monitors its work on an ongoing basis, and the Headteacher monitors the work of the working groups via their minutes. In addition, the chair of each SLG is expected to produce a short statement summarising the achievements of the SLG at the end of each session.

7. Development Areas

There are a number of areas where the further development of collegiate working and communication could be carried forward in the next few years. The degree of commitment which can be made is very much dependant upon compatibility with the School Development Plan to ensure adequate resourcing and progress in a structured manner.

The following areas are being considered for future development:

- i. Increased role for faculty Principal Teachers to chair working groups relating to their designated whole school responsibilities.
- ii. To widen the scope and influence of Strategic Leadership Groups' work to have greater impact on Learning and Teaching across the school.
- iii. To provide greater opportunities for staff to take on additional responsibility and gain experience in working with Pupil Support.
- iv. Increase parental input into school collegiate decision making.
- v. Improve e communication with parents and perhaps introduce e based consultation.

8.Associated Policies

Development Planning

Citizenship

Learning and Teaching

Pupil Support

Staff Development

Budget Management

EASTWOOD HIGH SCHOOL



STAFF DEVELOPMENT POLICY

(Revised January 2015)

STAFF DEVELOPMENT POLICY

1. INTRODUCTION

Staff development is an entitlement for all staff, teaching and support. It is a continuous process whereby staff enhance their knowledge and understanding and their skills and abilities to improve the quality of learning and teaching.

Staff development makes a fundamental contribution to developing the school as a learning community and the ability of staff and pupils to meet the challenges of the rapid changes taking place in the curriculum and the developments in technology.

This policy acknowledges that the expertise and experience of staff are the school's most valuable resource in taking forward the school's aims and National Priority targets.

A Teaching Profession for the 21st Century (2001) and the Donaldson Review 2010 placed greater emphasis on the rights and responsibilities of teachers to undertake additional continuing professional development (CPD). The agreement requires teachers to undertake additional, contractual, 35 hours CPD per annum, agree a CPD plan and maintain a record of CPD activities undertaken (Professional Log). The National CPD Framework will act as a development tool against which all teachers can identify their strengths and development needs. This is based around 3 standards:

- a. Standards for Registration (comprising SPR and SFR)
- b. Standards for Career-long Professional Learning
- c. Standard for Leadership and Management (Middle and Headship)

2. PROFESSIONAL REVIEW AND DEVELOPMENT/PERFORMANCE REVIEW AND DEVELOPMENT FOR SUPPORT STAFF/PROFESSIONAL UPDATE

These processes provide a formal opportunity for staff to identify and have recognised achievements and successes and to identify development and training needs of staff. In identifying development needs staff should take account of the departmental development plan, school development plan, local and national priorities and the wider and longer-term professional development issues.

The following National and Local documents have informed the development of this policy.

Standard for Headship	SEED 1999
A Teaching Profession for the 21 st Century	SEED 2001
Continuing Professional Development	SEED 2002
Continuing Professional Development FAQ	SEED 2002
<i>Standard for Chartered Teacher</i>	<i>SEED 2002 *</i>
<i>Standard for Chartered Teacher FAQ</i>	<i>SEED 2002 *</i>
Continuing Professional Development for Educational Leaders	SEED 2003
Continuing Professional Development for Educational Leaders FAQ	SEED 2003
ERC: Professional Review and Development Teacher's agreement	June 2003
ERC: Performance Review and Development for Support Staff	April 2002
ERC: Guidelines on Development Planning	February 2002
Donaldson – Teaching Scotland's Future	December 2010
Driving Forward Professional Standards for Teachers	August 2014

While there are no longer Chartered Teachers there are some staff who were qualified prior to the changes

3. AIMS

This policy aims to develop the school and its community as a professional learning organisation, through establishing an ethos and culture where staff are committed to a process of self-reflection and self-improvement which will contribute to the improvement of their knowledge, skills and abilities.

We aim to:

- Promote a culture of lifelong learning
- Improve staff morale and job satisfaction
- Develop leadership
- Meet individual needs identified through the staff review and development process
- Provide staff development opportunities
- Promote the sharing of expertise and knowledge
- Establish an effective channel of communication and consultation on staff development issues
- Raise attainment and achievement

4. ROLES AND RESPONSIBILITIES

Staff Development Coordinator

- Raise awareness of the staff of the National and Local policies related to CPD and staff development, Professional Review and Development and Professional Update
- Ensure staff are completing their PRD, engaging in Professional Learning (maintaining a CPD Log of this learning) and signing off in their Professional Update year
- Manage the professional review and development process for teachers and performance review and development for support staff
- School Regent and Mentor to newly qualified teachers and students
- Collate development needs of staff and arrange/provide/develop support, where appropriate, to meet these needs
- Promote the sharing of staff expertise and knowledge
- Coordinate the communication of staff development opportunities
- Maintain the CPD resource base
- Participate in the Authority's CPD coordinators network meetings
- Manage the CPD budget
- Monitor and evaluate staff development policy

Principal Teachers/Line Managers

- Promote a positive attitude towards professional review and development of teachers within their departments and performance review and development for support staff
- Implement the professional review and development process for teachers and the performance review and development for support staff in their department in accordance with the local authority agreements
- Acknowledge and share staff expertise within the department
- Contribute where appropriate to the development of whole staff knowledge, understanding and expertise
- Encourage and facilitate the development of leadership within the department
- Monitor and evaluate the impact of staff development on the learning and teaching in the department

5. ACTIVITIES UNDERTAKEN TO ACHIEVE THESE AIMS

- Publish staff development information via email, CPD newsletter and other appropriate literature
- Provide a staff developmental programme based on identified needs in the school and departmental development plans, CPD plans and support staff PRD record
- Identify and facilitate the opportunity for staff to participate in a range of staff development activities including committees, extra-curricular activities, working groups, projects, mentoring
- Provide a development programme for students and newly qualified teachers
- Provide an induction programme for new staff
- Agree with staff the review and development calendar
- Staff provide appropriate in-service to peers and feedback information on materials etc. gained at courses to department and wider school as appropriate
- Staff access ERC development opportunities via ERC's website
- Staff utilise knowledge, skills and expertise gained to support achievement of departmental, school, local and national targets.

6. RESOURCES

The key categories of resources relating to staff development are: Finance, Human, ICT/Material and Time.

Finance is available in the form of the devolved school CPD and QED budget. These will be used to support staff attending in-service course provided by the Authority or other bodies organised within the school. The budgets are also used to support the appropriate materials (Books, ICT hardware and software and other materials eg DVDs) The staff development coordinator is responsible for managing the CPD and QED budgets, which in turn are monitored by the DSM committee.

Human resources include staff within the school and staff or specialists from other schools or bodies such as colleges or consultancies who offer particular knowledge or expertise. (On occasions supply teachers may be available to cover staff on certain courses).

ICT and Material. The CPD area of the library is stocked with a wide variety of books, policies, national and local documents, CDs and DVDs to support the development of the knowledge and skills of staff, including materials related to the Scottish Qualification for Headship. Access to the local authority courses is achieved through ERCs Continuing Professional Development website.

Time for staff development is available in a number of ways.

The 5(6) in-service days used to support national and council priorities, whole school and departmental priorities.

Release from classes or duties to attend staff development activities e.g. courses, meetings, working groups and committees.

During SQA exam leave available times are generally used for whole school and departmental developments.

For teaching staff 35 hours CPD out-with the 35-hour week are used to overtake identified activities and targets in their CPD plan.

7. Monitoring and Evaluation

8. The Staff Development Coordinator will monitor and evaluate the PRD process for teaching staff and Performance Review and Development Process for support staff
9. Staff development activities will be monitored and evaluated by the staff development coordinator and/or the PT/Line Manager as appropriate

10. Associated Policies

11. Quality Improvement and Self Evaluation
12. Budget Management

EASTWOOD HIGH SCHOOL



BUDGET MANAGEMENT POLICY

1. Introduction

In the late 1980s the Scottish Office and local authorities agreed parameters for the introduction of Devolved School Management. In effect this meant that approaching 90% of budgets were devolved directly to the school. East Renfrewshire Council has its own scheme of delegation which has evolved from the earlier schemes. Many of the budget lines are outwith the control of the school in that they are ring fenced for a specific purpose e.g. Ground Maintenance, utilities etc.

The major areas where the school has flexibility over its spending within a budget line are in staffing, classroom supplies (per capita), QED and absence cover (savings can be used to enhance development).

The management of the school's delegated budget is benchmarked against local authority guidelines and national advice on good practice contained in such documents as:-

Devolved School Management Guidelines for Schemes	SOED 1993
Devolved School Management Scheme of Delegation	East Renfrewshire 1996
Devolved School Management Report	SEED 2001
How Good Is Our School 3	HMIE 2007

In addition to the school's delegated budget it also has access to the Cluster budget provided to support initiatives contained within the Eastwood Cluster Plan and monies provided by the PTA and School Board. Additional monies can also come direct from the Scottish Government to support particular initiatives e.g. Curriculum for Excellence and New National Qualifications.

Major equipment programmes for classrooms and school improvements are centrally funded as part of the local authority's capital programme.

2. Aims of the Policy

Curriculum for Excellence and How good is our School 3 both stress the importance of provision of a suitable learning environment. Implicit within that priority is the appropriate management of resources to facilitate such an environment through adequate resourcing. Needless to say good management and adequate provision of resources permeate improvements in all areas. Sections 8 and 9 of "How Good is Our School 3", particularly Q1 8.2 the management of finance for learning and 9.2 the strategic management of resources, sets out national guidelines against which Eastwood High School's management of resources can be measured. The aims of this policy are listed below, the numbers in brackets indicate links to the aims of the school and consequently the local improvement objectives and the National Priorities.

- a) To operate a fair, just and transparent system for managing school finances (6, 7)
- b) To provide adequate levels of resourcing across the school to service school operational needs (1, 2, 3, 4, 6)
- c) To provide mechanisms where resourcing can be targeted to raising attainment, school improvement and development planning priorities (2, 4, 6)

- d) To encourage leadership and collegiate management in school resource management (6, 7, 8)
- e) To provide a positive working environment (7 and 8)
- f) To work in partnership with staff, pupils and parents in resources management (5, 6, 8)

3 **Range of Activities related to Resources Management**

Many of the school budget lines are controlled within the Local Authority's scheme of delegation and consequently the Headteacher has little flexibility in their management as virement into other budgets is not always possible. This restriction applies to Employee costs, Property costs, Administration costs, Payments to other Bodies, Supplies and Services and the Other Expenditure lines. Movement of finance across these budget headings is not always possible but in some cases movement within these parameters is possible. It is in this area of flexibility that school financial / resource management practice can effect positively the operation and development of the school. This flexibility is most apparent within the Supplies and Services budget line (incorporating classroom supplies).

The budget demands of different subjects and cross curricular areas depend on a number of factors;

- a) The nature of the curriculum.
- b) New developments in hand.
- c) Funding awarded from other sources.
- d) Priorities identified in the Improvement Plan.

The classroom supplies budget is allocated to the school by East Renfrewshire Council based on a combination of School role and formula. In addition to the above, roll related sums are allocated for the School Library. These monies are combined to produce a global sum for disbursement in the following ways. (In addition to the above fixed sums are also available to spend in other areas e.g furniture).

- a) Top Slice
- b) Bid Funding
- c) Formula Funding
- d) Repairs and Rentals (including IT leasing)

a. Top Slice Funding

Top Slice Funding is used to fund Improvement Plan priorities, Contingency, Capital Items Replacement, Learning Support, Behaviour Support, Library, ICT, Enterprise, Technicians and SMT.

b. Bid Funding

Departments are asked to make bids for monies held from per capita to support developments associated with Improvement Plan priorities. This money is supplemented by money from the QED budget.

c. Formula Funding

Once the monies under a, b and d have been set aside there remains a sum of money which is disbursed to departments using a formula agreed through the DSM committee. The total pupil contacts in each subject are multiplied with an agreed weighting to produce a factor which is then used to work out the proportion of budget to be allocated to each subject area. An example has been included as Appendix 1. This per capita allocation is disbursed to departments as 50% in April / May, 40% in September and 10% in December to take account of changes in pupil roll and / or any consequent adjustments to the budget received from East Renfrewshire Council.

d. Repairs and Rentals

A budget to cover the costs of ongoing rental / leasing agreements and any required repairs is also top sliced prior to the formula funding being applied. This money is used to pay IT leases, Home Economics cooker rental, mandatory PE equipment Health and Safety checks and any repairs required.

e. QED Budget

The QED budget is managed by the Headteacher and senior management team and is used to support Improvement Plan targets within the school. Spending on this budget line is monitored by the DSM committee. Departments can make bids to the SMT to seek further support for Departmental Development priorities however in the main this budget is used to support whole school priorities.

f. Other Sources of Funding

Other funding for enhancement of classroom supplies may be available from the School Fund and the Parent Teacher Association. Formal application should be made to the DSM committee to access School Fund and in the case of the PTA formal application should be made via the DHT (Miss Boyle) to the chairperson of the PTA.

g. Local Authority Funding

For resourcing of major capital projects and remodelling of the school building the Headteacher liaises with the Education Directorate to access capital programme funding.

4 **Management Responsibility**

The Headteacher, in consultation with the Parent Council has responsibility for managing the resources allocated through the classroom supplies budget, assisted by the school senior administration officer. The Headteacher assisted by the senior administration officer has responsibility for all aspects of the School Revenue Budget.

Method of Funding	Area	Responsibility
Top Slice	Learning Support Behaviour Support Library ICT EIL/Enterprise Technicians SMT Capital Items Contingency	PT Pupil Support (Learning Support) PT Pupil Support (Behaviour Support) Librarian DHT (Mrs McCartney) DHT (Mis Boyle) Senior Technician DHT (Mrs McCartney) HT and DSM Committee HT
Bids	All subject and cross curricular areas	SMT and DSM committee
Repairs and Rentals	All subject and cross curricular areas	HT and Senior Admin Officer
Formula	Subject Departments	Principal Teachers

The DSM Committee

The DSM Committee have a crucial role in advising the Head Teacher regarding the spending relating to Per Capita, Capital Items, Improvement Plans Support and QED. The Committee is also consulted on any virements, monitoring spending and approving any special requests for support from within the school. The Parent Council is consulted regarding spending from the classroom supplies budget and any out of classroom supplies virements.

The senior administration officer is responsible to the Headteacher for dealing with the day to day management and administrative procedures relating to the spending and monitoring of all school budget line

5 Monitoring and Review Procedures

As previously mentioned the Headteacher and the Senior Administrative Officer have the responsibility to monitor and review spending across all aspects of the school revenue budget including classroom supplies.

The DSM committee has a role in approving virements across budget headings and allocation of "year end spend". The committee also approves major spends i.e. in excess of £1000 from the QED budget. It is also the responsibility of the DSM committee to approve and monitor spending under the classroom supplies budget heading including per capita allowances, capital items and support for the Improvement Plan.

6 Development Plan

There has been a lot of work in recent years to increase participation, transparency and accountability in the management of school budgets. The main areas for further development are:

- i. Increased levels of funding to support Improvement Plan priorities.
- ii. Further development of leadership roles within the DSM committee.

7 Associated Policies

Curriculum	Development Planning
Learning and Teaching	Behaviour Management
Support for Pupils	Health and Safety
Assessment and Reporting	IT
Professional Review and Development	
Education for Work and Enterprise	

EASTWOOD HIGH SCHOOL (PER CAPITA ALLOCATION 20015/16)

The allocations have been calculated according to the existing weightings and in accordance with the number of pupil contacts within departments. As with previous years 50% of the allocated monies are available to spend now, a further 40% will be released in September and an allocation of 10% in December. The final 10% could be subject to cut or enhancement depending on the final school roll to be confirmed in mid September. Also please be aware that the school has a substantial saving to make and that there is consequently £3000 less to disburse overall than there was in 2014/15. It is hoped that this can be done without affecting departmental allocations however there can be no guarantees.

The figures have been allocated based on the estimated number of pupils in S1 and the option figures for S3 and S5/6. I intend to adjust allocations for the September tranche based on the actual numbers in classes as confirmed in August.

The overall per capita budget for allocation this session is £79234
Our predicted role is 1009.

From this the following has been "top sliced"

£9,962	IT Leases
£200	SMT
£2,500	HT contingency
£2,000	Rentals
£0	Replacement/Repairs
£0	Capital Items
£1,800	Library
£1,000	ICT
£400	Technicians

£10,000
 Saving
£27,862

There has been a conscious decision taken to disburse as much money as possible to departments. If there is a further reduction in the roll in the new session subject numbers and departmental budgets will be affected accordingly. I only wish that the overall "cake" was bigger.

	100%	50%	40%	10%	
Biology	£2,869	1,435	1,148	287	2,869
Business Management	£823	412	329	82	823
Business Administration	£654	327	262	65	654
Behaviour Support	£700	350	280	70	700
Career s	£100	50	40	10	100
Chemistry	£2,058	1,029	823	206	2,058
Computing Studies	£914	457	366	91	914
Creative Subjects	£6,410	3,205	2,564	641	6,410
					include s photograph
ICT(S1/2)	£1,038	519	415	104	1,038
English	£4,752	2,376	1,901	475	4,752
Guidance (inc Soc Ed)	£1,309	655	524	131	1,309
					include s £250 pupil support admin
Home Economics	£2,849	1,425	1,140	285	2,849
Support for Learning	£800	400	320	80	800
Mathematics	£4,820	2,410	1,928	482	4,820
French	£1,698	849	679	170	1,698
Spanis h	£753	377	301	75	753
PE	£1,833	917	733	183	1,833
PESQA	£1,030	515	412	103	1,030
Physics	£2,016	1,008	806	202	2,016
PerDS	£171	86	68	17	171
COPE	£130	65	52	13	130
Science S1/2	£2,076	1,038	830	208	2,076
Social Subjects	£5,314	2,657	2,126	531	5,314
Technical S1/2	£1,278	639	511	128	1,278
Craft & Design	£514	257	206	51	514
Graphic Communication	£1,077	539	431	108	1,077
Practical Craft Skills	£544	272	218	54	544
Modern Studies	£201	101	80	20	201
Media Studies	£59	30	24	6	59
Travel & Tourism	£82	41	33	8	82
	£48,872	£24,436	£19,549	£4,887	£48,872

A further **£2522** has been top sliced to help support the development plan and departmental operational plans. This money will be issued to departments in response to the costings identified in the operational plans. Clearly £2522 is not a huge sum and it should be remembered that departmental per capita should

also be
used to support developments.

EASTWOOD HIGH SCHOOL



HEALTH AND SAFETY POLICY

1. Introduction

Health and Safety in schools is a wide ranging and all encompassing facet of school management, which is directed by statute. Health and Safety Law in schools places two sets of responsibilities on Education Authorities.

- (i) A statutory obligation to protect the health and safety of employees as defined by the Health and Safety at Work Act 1974 reinforced through subsequent Codes of Practice and workplace regulations.
- (ii) A common law responsibility to take reasonable care in all matters relating to staff safety and pupil care.

Under Section 2(i) of the HSWA (1974) the school must, “so far as is reasonably practicable”, safeguard the health, safety and welfare of employees and others who might be affected by the employers work activities. This includes the more particular duties of providing and maintaining:

- a safe place of work, with safe access and egress
- safe equipment and safe systems of work
- safe handling, storage, maintenance and transport of work articles and substances
- necessary information, instruction, training and supervision and
- a safe working environment with adequate welfare facilities.

In response to this legal framework East Renfrewshire Council has developed a corporate Health and Safety Policy as well as an extensive range of specific procedures and practices relating to Health and Safety in schools – all contained within the master safety file. In addition there is a clear set of procedures for emergency situations contained within the Emergency Plan for Eastwood High School.

Within Eastwood High School this policy has been developed and is regularly updated, there is a Health and Safety Committee which meets at least once per term, the professional associations have health and safety representatives at school level and there are clear procedures for reporting of matters believed to be health and safety risks.

In the development of this policy the following National and /or Local Authority documents have been taken into account.

Health and Safety at Work Act (1974)
European Regulations and Management of HASW Regulations (1992)
Reporting of Injuries, Diseases and Dangerous Occurrences (1985)
Determined to succeed (Scottish Executive (2003)
Personal Protective Equipment at Work Regulations (1992)
East Renfrewshire Corporate Health and Safety Policy
East Renfrewshire Council Master Safety File documents in force.
Eastwood High School Emergency Plan
Essentials of Health and Safety at Work (HSE 1999)
Greens Scottish Education Law Manual (2014)
Special Educational Needs Disability Act (2002)

2. Aims of the Policy

The main aim within East Renfrewshire Council's Corporate Health and Safety policy is to ensure the safest possible environment for all employees, pupils and other persons who may be affected by the operations of Council.

This is reflected in the aims of Eastwood High School in aim 8,

- Eastwood High School aims to provide a friendly and positive working environment.

In addition it is recognised that it is important that a culture is developed within the school which recognises that controlling health and safety risks is an essential part of everyone's daily life. This includes as far as reasonably practicable the implementation of a policy which provides and maintains:-

- (i) a safe place of work and safe access and egress from it
- (ii) a healthy working environment
- (iii) equipment, machinery and systems of work which are safe and without risks to health
- (iv) safe arrangements for the use, handling, storage, transportation and disposal of materials
- (v) sufficient information, instruction training and supervision to enable all to avoid hazards and to contribute positively
- (vi) adequate welfare provision

3. Range of Activities relating to Health and Safety

a. The Health and Safety Committee

The school has a health and safety committee which should meet at least once per term. The remit of the committee is as follows:

- (i) Undertake an annual audit of Health and Safety within the school to identify any major Health and Safety issues.
- (ii) Maintain a watching brief on ongoing Health and Safety issues
- (iii) Monitor school Health and Safety procedures for the reporting of incidents
- (iv) Updating of school emergency plan.
- (v) Ensure that the school implements its statutory legal obligations in terms of Health and Safety.
- (vi) Take a lead role in providing CPD for staff relating to Health and Safety.
- (vii) Develop and maintain risk assessment procedures.

- (viii) Have an advisory role in the development of whole school and departmental Health and Safety Policy.

b. Continued Professional Development

As mentioned above the Health and Safety Committee has a key role in providing CPD in Health and Safety for Staff. The school CPD coordinator also makes available any appropriate training for staff as identified via Professional Review and Development returns for teaching and non teaching staff.

c. Operational Procedures

There are two different sets of operational procedures relating to Health and Safety matters. The first relates to routine reporting of minor concerns and the second relates to procedures designated within the school emergency plan.

Any minor concerns should be noted on the Report of Repair form with the box relating to Health and Safety ticked. This should be passed to the school Senior Administration Officer to be processed and passed to the senior Janitor for action. A copy of the request and the action taken is then fed back to the relevant teacher and the senior janitor.

Operational procedures relating to the emergency plan are contained within the emergency planning folder a copy of which is available from the headteacher and the school office. This is updated annually in partnership with the local authority.

d. Swimming Pool

Overall responsibility for management of the swimming pool rests with the East Renfrewshire Leisure Trust. The day to day operational management of the swimming pool is the responsibility of the Trust staff who receive training to carry out this function via East Renfrewshire Council. Procedures for swimming pool management are contained within the swimming pool operator's manual a copy of which is located with the senior janitor and the head teacher.

e. Standard Circulars and Master Safety Files

The responsibility for the maintenance of the Master Safety Files and other General Safety files lies with the Headteacher. This responsibility is delegated to the school office and copies of the files are kept in the school office and the Headteacher's Office.

f. Pupil and Staff Welfare

The School's pupil support department under the management of a DHT have overall responsibility for pupil welfare, however all teaching staff have clearly defined responsibility in this area i.e., "Promoting and safeguarding the health welfare and safety of pupils" (A Teaching profession for the 21st Century). The respective responsibilities of teachers and the pupil support team are outlined in the Pupil Support Handbook. In relation to child protection there are clear guidelines contained within revised Standard Circular 57 which is issued to all staff via the staff handbook.

Staff welfare is the responsibility of the Headteacher and guidelines are contained within the Staff handbook issued annually. The Headteacher also has responsibility for pupil welfare whilst pupils are on excursions however following the guidelines laid down in Revised Standard Circular 48 this responsibility is delegated to the designated party leader.

g. Work Experience

Responsibility for Health and Safety relating to all Work Experience and Education for Enterprise activities lies with the DHT with EIE responsibilities in partnership with the Education Authority. All placements are checked for Health and Safety prior to them being offered. The Principal Teacher with EIE remit has the operational responsibility for ensuring that Health and

Safety regulations are complied with. This includes Work Experience related to the social and vocational skills course and any other such activity.

h. Travel to and from school.

The school has a responsibility to take all reasonable steps to ensure pupil safety on the journey to and from school – This is especially true of the train journey from Neilston to Patterton. The school works in close partnership with Scotrail and the Transport police to ensure safety and multi agency assemblies are held to reinforce the safety message. In addition senior pupils are designated as train monitors to report any misbehaviour or dangerous behaviour. Repeated incidence of dangerous misbehaviour leads to the removal of a pupil's train pass. This is done in consultation with East Renfrewshire Council.

i. Secure Entry

The school campus is covered by CCTV and all doors into the school are controlled entry. All visitors to the school must report to the school office to sign in before being escorted to their final destination. Any deliveries requiring the deliverer to enter the main body of the school must be escorted by a member of school staff. Any contractors must sign in via the janitor's office.

4. Resources

There are three main sources of funds relating to Health and Safety available to the school.

- The school revenue budget – available for low-cost resources and is delegated to schools. Larger amounts would be disbursed through the DSM committee.
- The capital budget – available for major works and is held centrally by East Renfrewshire Council. The school via the senior administrative officer and senior janitor raises any major Health and Safety concerns immediately on receiving a "Report of Fault" sheet with the school's clerk of works.
- One off additional or supplementary funding provided by central or local government to support specific projects. This money is usually ring fenced and provided on an ad hoc basis.

5. Monitoring and Review Procedures

The monitoring and review of the health and safety policy is the responsibility of the Headteacher in partnership with the health and safety committee. School policy and practices are the subject of regular review by the Health and Safety committee – in the case of the emergency plan annually, and the remit of the committee (see Appendix 1) illustrates its responsibilities in this respect.

The trade union safety representatives also have a responsibility for monitoring and reviewing all aspects of health and safety and are represented on the health and safety committee. The senior technician has responsibility for ensuring that annual safety tests are carried out on portable electrical equipment and science materials and to supplement this certain specialist audits are carried out e.g. technical and PE departments with expert external support. In other cases maintenance contracts are built into leasing agreements to ensure adequate health and safety coverage e.g., Information Technology.

As well as in school monitoring local authority health and safety inspectors and insurance inspectors carry out regular inspections of the premises including the swimming pool (covered in the pool operator's manual), lights and general plant.

The pupil support department regularly audit and review procedures and practices relating to pupil welfare details of which are to be found in the Pupil Support Policy, the pupil support handbook and the school handbook. It is the responsibility of the Headteacher to monitor and review procedures relating to staff welfare and update relevant inserts for the School Handbook. It is also the responsibility of the Headteacher to ensure that staff are kept aware of the changing national legislative position relating to health and safety and local authority policy in that area.

6. Development Plan

There has been a lot of development work in the areas of Health and Safety of recent sessions in line with the move to the new building. The main areas for development remain

- (i) Further development of the role and work of the Health and Safety committee..

7. Associated Policies

Master Safety Files
Swimming Pool Operations Manual
Eastwood High School Emergency Plan
East Renfrewshire Council Health and Safety Policy
Standard Circulars
Eastwood High School Pupil Support Policy
Eastwood High School Staff Welfare Policy

Appendix 1

Role and Remit of the Health and Safety Committee.

The following was agreed:

- Day to day Health and Safety issues reported as usual to Headteacher /Janitor.
- Audit function – probably summer term, in order to identify major Health and Safety Issues.
- Watching brief on ongoing major Health and Safety issues.
- Monitoring of Health and Safety procedures for reporting incidents.
- Updating School Emergency Plan.
- Legislation requirements and implementation in school.
- CPD for PTs and staff e.g. roles and responsibilities related to Health and Safety.
- Risk assessments (generic procedures).

Health and Safety Policy – whole school and department policy – advisory role.

EASTWOOD HIGH SCHOOL



PRIMARY/SECONDARY LIAISON POLICY

(Revised March 2015)

1. INTRODUCTION

Effective partnership working and communication between primary and secondary schools is essential in guaranteeing every young person a progressive experience which builds upon earlier attainments and achievements. It also ensures an effective transition (See Appendix 1 for current transition programmes) in terms of curriculum continuity, consistency in approaches to learning and teaching and support needs. A Curriculum for Excellence has at its core the aspiration that all children should benefit from continuity and progression in their learning, particularly through transitions. The view that pupils are making a fresh start in S1 is not tenable. Effective Primary/Secondary partnership working is important to facilitate the identification of the strengths and needs of individual pupils. This allows Eastwood High School to:

- ensure pupils are supported through their transition from Primary to Secondary
- consider appropriate expectations
- ascertain next steps in learning
- set targets for progression and improvement

The nature of Primary/Secondary working has evolved over recent years from a picture of liaison and collaboration (usually centred on the P7/S1 transfer) to one of integrated Cluster planning focussing on learning and improvement within and across all the Eastwood Cluster schools 3-18. In our endeavour towards partnership working and integrated planning Eastwood High School and its associated primaries engage in a number of practices to ensure pupil progression. These are outlined in Section 3 of this document. Current practice in Primary/Secondary Liaison has evolved to its current position having taken account of the advice contained within the following National or Local Authority guidelines:

Standards and Quality Reports for Scottish Schools	HMIE 2006-2014
Essential Learning Opportunities and Experiences in the Curriculum	ERC 2005
Managing the Curriculum 3–18 – A Report of the Working Group on Curriculum and Assessment	May 2005
Supporting Children’s Learning, Code of Practice	Scottish Executive 2005
<i>A Curriculum for Excellence</i> Progress & Proposals	South Executive 2006
Journey to Excellence Part 3 HOW GOOD IS OUR SCHOOL 3	HMIE 2007
Numeracy across the Curriculum	Scottish Gov and LTS 2007
Literacy across the Curriculum	Scottish Gov and LTS 2008
Improving Outcomes for Learners through Self Evaluation	HMIE 2008
Improving our Curriculum through Self Evaluation	HMIE 2008
Building the Curriculum 1	Scottish Government 2006
Building the Curriculum 3 – A Framework for Learning & Teaching	Scottish Government 2008
Building the Curriculum 4	Scottish Government 2009
Building the Curriculum 5	Scottish Government 2010
East Renfrewshire Skills Planners	ERC 2010
Post School Transition Guidelines for Young People with ASN	ERC 2007
Ensuring Effective Transitions, Thematic Review – A Guide	ERC 2008
Ensuring Effective Transitions	HMIE, 2006
Successful Transitions from Secondary School	HMIE 2008

All pupils benefit from a well-planned transition processes. For young people who have identified additional support needs, an extended and individualised planning process outlined in Appendix 1 is undertaken in line with recommendations contained within the Education (additional support for learning) Act Scotland 2004.

2. AIMS

The aims of the Primary/Secondary Liaison in Eastwood High articulate closely with and are implicit within the aims of the school as a whole – a copy of the school's aims can be found in the School Handbook. Eastwood High School firmly believes in the philosophy that effective Primary/Secondary Liaison is essential if all pupils are to achieve their full potential.

The aims of Primary/Secondary Liaison in Eastwood High School and its partner primaries are as follows (school aims to which they link are in brackets):

- To provide continuity and progression in key curricular, cross curricular and extra-curricular areas, consequently maximising attainment and achievement (1, 2, 3 and 4).
- To provide a strong foundation for pupil support – especially for pupils with additional support needs, and promote effective inclusion (4 and 6).
- To provide, as far as possible, a seamless transition from P7 to S1 for pupils through 2-way familiarisation and exchange of information (2, 4 and 8).
- To promote partnership working, consequently improving consistency in the learning experiences for each pupil and providing a basis for continuity in e-portfolios/profiles (3, 4, 5 and 7).

3. RANGE OF ACTIVITIES RELATED TO PRIMARY / SECONDARY LIAISON

Cluster working is a major feature of all East Renfrewshire schools and the Eastwood Cluster comprising, Eastwood High School, Crookfur Primary School, Mearns Primary School, Neilston Primary School, Uplawmoor Primary School, Isobel Mair School and Madras Nursery operates within that framework. The Cluster Head Teachers and Depute Head Teacher S1/2 from Eastwood High School meet under an elected chairperson (currently Head Teacher of Mearns Primary School) monthly as a Cluster steering group. The main functions of this steering group are as follows:

- Produce a Cluster Plan consistent with schools' plans and with East Renfrewshire improvement objectives.
- Manage the Cluster budget and allocate resourcing as appropriate to service the requirements of the Cluster Plan.
- Manage and monitor the working of the Cluster subgroups in achieving the aims of the Cluster plan.
- To promote partnership working to enhance the quality of education within the Eastwood Cluster.

Each Head Teacher/SLT member of the steering group chairs a curricular subgroup within the Cluster thus securing a strong link between strategic management and operational activity. The steering group/subgroup links are currently:

SUBGROUP	PERSONNEL
English Language/Literacy	F McKay (Uplawmoor PS) and J McCombe (Neilston PS)
Mathematics/Numeracy	S Maxwell (Eastwood HS)
Health & Well Being	S Clark (Isobel Mair)
Science	C Dillon-Ruddy (Mearns PS)
Modern Languages	M McCartney (Eastwood HS)
Assessment & Moderation	F Loudon (Crookfur PS)
Early Years Forum	V Devlin (Madras Nursery)

These subgroups provide the opportunity for representatives from the primary schools and secondary departments to work together to achieve the targets and actions outlined in the Cluster Plan securing better articulation and progression, and to raise attainment.

In addition to the curricular subgroups mentioned above the management group can set up ad-hoc short life working groups to carry forward particular cross-curricular initiatives arising from the Cluster Plan.

The main focus of the Cluster Plan is always

- To ensure curriculum coherence and progression,
- To ensure consistency in approaches to learning and teaching,
- To share practice and standards in assessment through discussion and moderation
- To support all pupils at key transition points

A major outcome of this way of working is that the primary and secondary practitioners work together. Staff from both sectors undertake focussed visits to each others' classrooms to evaluate the impact of aspects of the Cluster Plan and share best practice. Secondary staff have taught lessons in the Primary Schools and Primary staff have visited S1 classes to discuss pupil progress with S1 teachers and to advise on progression through moderation of pupil work. To promote Health and Wellbeing and physical activity in Cluster primary schools Eastwood PE staff deliver lessons to primary classes. Cluster staff also provide CPD for colleagues in a number of curricular areas eg Media Education.

Senior pupils also act as ambassadors in Cluster primary schools and S1 pupils are part of a GLOW based transition group where they can communicate with Primary 7s about primary to secondary transition.

As well as partnership working in curricular and cross curricular areas the Cluster organises a range of activities to ensure seamless transfer from P7/S1 via pupil support. These are outlined in Appendix 1 but include, visits to the primary schools by secondary pupil support staff throughout P7 (this includes staff with particular responsibility for pastoral support, additional support needs and behaviour needs). These discussions relate to all aspects of support and culminate in the transfer of profiles and tracking information about levels of attainment.

In the autumn term an open evening for P7 pupils and their parents is held annually in Eastwood High to familiarise pupils and their parents with the school and its staff. The aim of all of these activities is to ensure that P7 pupils in the Eastwood Cluster have an educational experience in Eastwood High and appropriate support in preparation for transfer. The aim of these activities is, as far as possible, the achievement of a seamless transition.

There is also an annual parents evening for pupils who have Additional Support Needs. This takes place at the start of April and allows pupils and their parents to have another opportunity to meet support staff and the DHTs with responsibility for S1 and Pupil Support. It also allows for discussion about their child's individual needs and another tour of the school should they wish to have one.

Induction Days for P7 pupils are held in Eastwood High in early June where pupils will follow a timetable and take part in a sports day. These 2 days will be organised in such a way that pupils will be in the classes they will be placed in for August. This will allow pupils to form friendships with other pupils out-with their primary school. This will be particularly important for pupils who are coming to EHS as a result of a placing request.

There is also partnership working in the area of extra-curricular activities with a Sports Coordinator working with the Cluster primaries to ensure a wide range of extra-curricular experiences. There is also collaboration in Music to ensure continuity and progression for pupils receiving Music Instruction and Eastwood Science Staff also run a Science club for children in Crookfur PS and hold a Science Event in Isobel Mair School.

4. MANAGEMENT RESPONSIBILITY

Overall responsibility for Cluster working lies with the Management Group and the Cluster Chairperson. Within the Eastwood High School overall responsibility for Primary/Secondary liaison lies with the Head Teacher, however this responsibility is delegated to the Depute Head Teacher S1/2. Principal Teachers, or their nominees from their department, have a key role to play in the effective working of the subgroups. As subject specialists they bring an expertise to these groups which can enhance the groups' operation and in many instances they perform a lead role.

5. RESOURCING

There is a dedicated Cluster budget provided by East Renfrewshire Council to service the resourcing needs of the Cluster Plan. There is also access to central funds to resource specific targets within the Cluster Plan which coincide with National/ Local Authority initiatives eg Curriculum for Excellence. If the Cluster Management Group deem it appropriate to bid for such funding it is the responsibility of the Cluster Chairperson to prepare a Cluster bid after discussion and consultation. Eastwood High, like all other schools within the Cluster, can utilise its own budget to assist with the development and implementation of Cluster Plan targets. Similarly departments can utilise their budgets to aid Cluster initiatives.

6. MONITORING AND EVALUATION

The responsibility for monitoring progress and resourcing the Cluster Plan lies with the Management Group. Each Cluster working group evaluates its own work and its impact in May/June and feeds that information into the audit of the Cluster Plan. Within Eastwood High School overall responsibility for ensuring that progress towards agreed targets is met is delegated to the DHT S1/S2. It is the responsibility of the Management group representative on the working subgroups to monitor their work and report back to Management Group meetings.

Within Eastwood High School Primary/Secondary provision is monitored in the same way as other cross-curricular themes picked up via HGIOS Thematic Review and QIs using "How Good is our School – Taking a Closer Look at Primary Secondary Liaison".

7. DEVELOPMENT PLAN

See attached appendix 2 – The Eastwood Cluster Plan.

8. ASSOCIATED POLICIES

- Curriculum
- Development Planning
- Budget Management
- Assessment and Reporting
- Quality Assurance
- Pupil Support
- Support for Learning
- Equality, Inclusion and Additional Support Needs (GIRFEC)
- Behaviour Support
- Staff Development
- Learning and Teaching



Eastwood High School Cluster Transitions Framework

Transitions Policy Programmes



Introduction

A Curriculum for Excellence has at its core the aspiration that all children should benefit from continuity and progression in their learning, particularly through transitions. The *Education (Additional Support for Learning) (Scotland) Act 2004* introduced a new framework for planning transitions as children and young people enter and progress through the educational system and finally leave school.

All pupils should benefit from well-planned transition processes. For young people who have additional support needs, an extended and individualised planning process may be required. The Act requires education authorities to consider for which children and young people, with additional support needs, transitional duties should apply. However, it is expected that transitional duties will apply to all children and young people with additional support needs where one, or more, of the following circumstances apply. They:

- Have a coordinated learning plan
- Are in a specialist placement such as a specialist unit or a day or residential special school
- Have additional support needs arising from a disability within the meaning of the Disability Discrimination Act 1996
- Are otherwise at risk of not making a successful transition.

The Act requires education authorities to take specific action in helping young people, with additional support needs, to make transitions into school, between schools and to post school life. Education authorities are required to involve other professionals and agencies to ensure that the transition process is effective for all young people. Other agencies include Health Services, Social Work services and post schools services (eg Skills Development Scotland).

Transition Principles

Within the Eastwood Cluster, robust procedures are in place to support **all** pupils during transitions. This is essential in ensuring continuity in learning, the progressive development of the four capacities and to the realisation of the authority's vision of Inclusion, Achievement, Ambition and Progress for All.

The following principles are central to transition planning within the Eastwood Cluster (adapted from the Code of Practice) for pupils who experience additional support needs:

- Transition planning is embedded within policies and procedures for children and young people with additional support needs.
- The views of children, young people and parents are sought and taken into account when discussing and planning transitions through their active participation in the transition process.
- Other partners, as appropriate, such as social work, health services and post school services actively involved in transitions where required.
- Early consultation takes place with all relevant agencies through Staged Intervention processes. Joint Support Team meetings and case management meetings are the appropriate forums for early discussion and planning, with arrangements fully integrated into the pupil's STINT plan.
- The planning process commences in advance of a twelve-month period (six months in preschool) to be effective in supporting the young person.
- A lead person known to the young person and their family coordinates transition planning.

Recognising Achievements

The achievements of children and young people who successfully engage in activities that lead to successful transitions are recognised and celebrated within the Eastwood Cluster, through a variety of activities. These achievements are recorded and, during the pre-5 to primary and primary to high school transitions, are passed on. This process is being reinforced via the use of e-portfolios.

Irregular transitions

Where children and young people experience a more irregular change in school placement (eg transfer to another school, break in education, transfer from an alternative education system) the stated principles and practices should be promoted, within the relevant timescales. Where transitions are not known early enough to meet transitional duties then action should be taken as soon as possible.

Transition programmes

The following programmes set out arrangements within the Eastwood Cluster for key transitions, including specific guidelines for young people who have significant additional support needs.

Due to the variety of transitions and the fact that Nurseries are organised on a neighbourhood basis it would be impossible, and undesirable, to have an identical set of transition procedures. What is attached are guidelines illustrating Pre 5 - P1 transition practice in the various Cluster nurseries and primaries. Likewise the P7 - S1 transition is complicated at Mearns Primary by the fact that it is also in the Mearns Castle Cluster. Consequently the transition guidelines attached may vary slightly in relation to P7 - S1 transfer from Mearns Primary School to Eastwood High.

EASTWOOD CLUSTER
SUMMARY PRE-SCHOOL TRANSITION PROGRAMME GUIDELINES

Month	Transition Activity	Personnel/ Agency	All pupils/ ASN
6-12 months prior to start date	Identify children with additional support needs requiring extended transitions	Lead Agency Partner agencies	ASN
6-9 months prior to start date	Transition planning meeting/Case management meeting <ul style="list-style-type: none"> ▪ Invite pupil, parents, relevant staff members and partner agencies ▪ Where agreed, devise and implement individual transition plan – including dates for additional transition planning meetings. 	Lead Agency (eg Madras FC/IMFC, PreSCAT, SW, Health) ASN Coordinator	ASN
3–6 months prior to start date	Family Centre staff attend pupil planning meetings (Transition/LAC/CLP/STINT/IEP), where agreed	ASN Coordinator	ASN
0-3 months prior to start date	Additional visits (family centre staff) to current educational provision and or family home	ASN Coordinator	ASN
0-3 months prior to start date	Additional visits (parent/pupil/other education provision/other professional) to the various Nurseries/Family Centres	ASN Coordinator	ASN
0-3 months prior to start date	Other additional supports implemented <ul style="list-style-type: none"> ▪ Transition passport, social stories, graded transition 	ASN Coordinator Partner agencies	ASN
May (or Dec)	Parent enrolment night <ul style="list-style-type: none"> ▪ Enrolment forms and birth certificates checked ▪ Transition arrangements discussed 	Family Centre staff	All pupils
June (or Dec)	Children visit family centre with parents	Family Centre staff	All pupils
June (or Dec)	Home visits carried out	Family Centre staff	All pupils
0–3 months prior to start date	Case conference/professional development for Nursery/Family Centres	ASN Coordinator Partner agencies	ASN
Aug/Jan	Parents support children to settle in nursery using graded exposure, if required	Nursery/Family Centre Staff and Parents	All pupils
0–3 months following start date	Case management meeting/transition review	ASN Coordinator Partner agencies	ASN

**EXTENDED TRANSITION GUIDELINES FOR PUPILS WHO HAVE SIGNIFICANT ASN
HOME TO NURSERY/FAMILY CENTRES**

6-12 months prior to starting date	<p>Children who have identified additional support needs and who receive additional support from within education (eg Isobel Mair Family Centre, PreSCAT, Psychological Service) and/or from partner agencies (eg health service, social work) should be considered for a supported transition.</p> <p>This should be coordinated through the existing pupil planning forum or the Joint Support Team, following parental permission, within Isobel Mair/Madras Family Centres or Mearns Nursery – if no existing pupil planning forum is available. Consideration should be given to the possible need for environmental adaptations and discussed with relevant QIO.</p>
6-9 months prior to starting date Existing pupil planning forum/ Joint Support Team	<p>Transition should be an agenda item.</p> <ul style="list-style-type: none"> • ASN Coordinator invited from Nursery/ Family Centres • Agencies involved with pupil invited. • Active participation of pupil and parents, with views clearly represented. • Consider involvement of other professionals for transition. <p>Individual transition plan devised (incorporate into STINT plan where appropriate)</p> <ul style="list-style-type: none"> • Nursery/Family Centre lead person identified (contact person for pupil/parent) • Specific transition arrangements, timescales and responsibilities clearly agreed and recorded. • Frequency of additional transition planning meetings to be agreed. • Nursery/Family Centre staff invited to all future meetings regarding pupil (ie LAAC, CLP, IEP, STINT) • Minute of meeting and revised STINT plan (where appropriate) circulated. • Programme to support transition agreed.
3-6 months prior to starting date	<p>Transition plan implemented, reviewed and modified (where necessary) at least 3 months before starting date with active involvement of pupil, parents, education staff and other agencies. Agree date for case management meeting/review.</p>
0–3 months following start date	<p>Review pupil progress in Nursery/family centre and evaluate STINT plan. Pupil, parents, staff and other professionals to be invited.</p>

EASTWOOD CLUSTER
SUMMARY PRE 5 - PRIMARY TRANSITION PROGRAMME GUIDELINES

Month	Transition Activity	Personnel/ Agency	All pupils/ ASN
Aug-Dec	Nursery/Family Centres Joint Support Team meeting <ul style="list-style-type: none"> Identify pupils with additional support needs requiring extended transitions Nursery/FC profiles discussed by Primary DHT and Class teacher During Parents evenings at Nurseries/FCs possible deferrals and early entries are discussed with parents 	Family Centre ASN Coordinator, Partner agencies	ASN
		Nursery HT/FC HTs and Parents	All pupils
Jan	Transition planning meeting/Case management meeting <ul style="list-style-type: none"> Invite pupil, parents, relevant staff member from high school and relevant partner agencies Where agreed, devise and implement individual transition plan – including dates for additional transition planning meetings. P1 Registration when initial information is gathered on pupils 	Family Centre and Primary ASN Coordinator, Partner agencies	ASN
		Primary Staff responsible for registration	All pupils
Jan-Jun	<ul style="list-style-type: none"> Primary school staff attend pupil planning meetings (Transition/LAC/CLP/STINT/IEP), where agreed In Feb/Mar Moving to school meetings with parents 	Family Centre ASN Coordinator, Primary School staff	ASN
		Nursery/FC Staff	All pupils
Jan-Jun	Additional visits (pupil/parent) to Primary School, where agreed	Nursery/FC and Primary ASN Coordinator	ASN
Jan-Jun	Primary school staff carry out additional visits to family centre	Primary School Staff	ASN
Jan-June	Other additional supports devised and issued eg <ul style="list-style-type: none"> Transition passports 	Nursery/FC and Primary ASN Coordinator	ASN
April-June	Where relevant children placed within friendship groups based on primary school to be attended <ul style="list-style-type: none"> Variety of activities carried out in friendship groups Additional assessment information gathered Primary School Buddies identified and begin to build relationships with Pre 5 pupils 	Nursery/FC Family Centre staff	All pupils

EASTWOOD CLUSTER

SUMMARY PRE 5 - PRIMARY TRANSITION PROGRAMME GUIDELINES CONTINUED

May	School staff visit Nurseries/family centre <ul style="list-style-type: none"> Observations – playroom and playground Circle time activity 	Primary school staff, Family Centre staff	All pupils
	Children visit primary school in friendship group <ul style="list-style-type: none"> P1 teacher to plan and lead activity (nursery teacher to take P1 class) 	Primary school staff, Family Centre staff	All pupils
	School staff visit nursery <ul style="list-style-type: none"> Observation of literacy, circle time and playground 	Primary school staff, Family Centre staff	All pupils
	Children visit primary school in friendship group <ul style="list-style-type: none"> P1 teacher to plan and lead activity (nursery teacher to take P1 class) 	Primary school staff, Family Centre staff	All pupils
	School staff visit nursery <ul style="list-style-type: none"> Observation of numeracy, circle time and playground 	Primary school staff, Nursery/FC staff	All pupils
	Case conferences/professional development on ASN (where appropriate)	Primary ASN Coordinator Partner agencies	ASN
June	Parent/Child Induction Sessions within primary school	Primary School staff	All pupils
	Learning and Development meeting <ul style="list-style-type: none"> Nursery teacher, key worker, Primary HT and P1 teacher meet to discuss summative reports, pupil profiles, STINT forms, Pupil Support and any Child Protection issues in order to jointly plan next steps in learning. 	Primary school staff, Family Centre staff	All pupils
	Where relevant - tie ceremonies <ul style="list-style-type: none"> P1 teacher to present school ties to nursery children 	Primary school staff, Family Centre staff	All pupils
July/ August	Family Centre summer activities	Family Centre ASN Coordinator	ASN
August P1	Further discussion of Nursery/FC profiles and work samples passed on from Nursery	Primary ASN Coordinator Partner agencies	All pupils
Sept-Oct P1	<ul style="list-style-type: none"> Baseline Assessments carried out Primary School analysis of Baseline Assessment results for use in identifying next steps in learning including where appropriate differentiated groups for literacy (reading and writing) and numeracy 	Primary DHT/HT, P1 teachers, Nursery/FC staff and Primary ASN Coordinator/Partner agencies where appropriate	All pupils
Sept-Oct P1	Case management meeting/transition review	Primary ASN Coordinator Partner agencies	ASN

PRE 5 TO PRIMARY SCHOOL EXTENDED TRANSITION GUIDELINES FOR PUPILS WHO HAVE SIGNIFICANT ASN

Preschool year (October)	ASN Coordinator/JST identifies pupils with additional support needs requiring extended transitions. At this stage, the name of the primary school to be attended (advise parent if this involves a placement request and implications on transition procedures), key staff from primary school and other professionals should be identified. Consideration should be given to possible environmental adaptations and discussed with relevant QIO.
Preschool year Case management meeting/review (January)	<p>Primary School transition should be an agenda item.</p> <ul style="list-style-type: none"> • ASN Coordinator invited from Primary School • Agencies involved with pupil invited. • Active participation of pupil and parents, with views clearly represented. • Consider involvement of other professionals for transition. <p>Individual transition plan devised (incorporate into STINT plan)</p> <ul style="list-style-type: none"> • Nursery or Family Centre/Primary School lead person identified (contact person for pupil/parent) • Specific transition arrangements, timescales and responsibilities clearly agreed and recorded. • Frequency of additional transition planning meetings to be agreed. • Primary School staff invited to all future meetings regarding pupil (ie LAAC, CLP, IEP, STINT) • Minute of meeting and revised STINT plan circulated. • Programme to support transition agreed.
January-June	Transition plan implemented, reviewed and modified (where necessary) at least 3 months before leaving date with active involvement of pupil, parents, education staff and other agencies. Agree date for P1 case management meeting/review (term 1).
P1 Case management meeting/review (term 1)	Review pupil progress in Primary school and evaluate STINT plan (including Pre 5/P1 transition arrangements). Pupil, parents, education staff and other professionals to be invited.

EASTWOOD HIGH SCHOOL

SUMMARY PRIMARY/SECONDARY TRANSFER PROCEDURES

Updated process for 2015/16 - Timeline (Continued)

August / September/ October	<p>Evaluate and update procedures for 14/15</p> <ul style="list-style-type: none"> - Agenda for Cluster Meetings - Discussion with Support and Subject PT's - Cluster Staff reminded of Eastwood Cluster Staff Shared Area on Glow - Secondary DHT for following year's S1 identified to Primaries - P7 Standardised test Scores for new S1 issued to inform learning targets across the curriculum 	<p>HTs PS Team HTs and DHT DHT DHT</p>
September	<p>S1 Pastoral support "settling in" interviews. From middle of September JST and STINT meetings review identified pupils' progress</p>	<p>DHT PSTs PSTs</p>
October	<p>Meeting of ASN Cluster Group. This group focuses on pupils with significant ASN who require extended transition. Primary school staff discuss plans for pupils requiring extra support for transition. Pupils with significant needs to be given opportunities to take part in classes/small groups at secondary.</p> <p>Glow Pupil Transition Groups set up in primaries for use throughout the session allowing dialogue between P7 and S1 pupils</p>	<p>Relevant staff</p> <p>Primary Staff</p>
November	<p>P7 Open night All departments in school open doors to visiting parents and pupils. Parents given presentation on Glow and E-Portfolios and informed of Transition News section of Eastwood High website. S1 Parents Night 'Transition' questionnaire for parents - collect information on parent view of transition arrangements. Results published on website. S1 Reviews -Support team conducting Transition Survey with pupils and parents of those who previously in P7 received extended transition.</p>	<p>DHT and PTs</p> <p> DHT</p> <p>PS Team</p>
November onwards	<p>Pupil specific visits by support staff. Including direct contact with parents and outside agencies. (Psychological Services)</p> <p>Throughout year transfer meetings for specific pupils are held involving parents, senior school staff, support staff and relevant partner agencies.</p>	<p>PSTs</p> <p> Relevant Staff</p>
October/ November	<p>Visits to EHS by primary staff to engage in S1 Maths/English lessons. Discuss pupil progress and pace of learning.</p>	<p>Relevant Staff</p>
December	<p>Pupil questionnaire 'Continuity and Progression' (Pupils view of differences between primary and secondary)</p> <ul style="list-style-type: none"> - collect information about teaching approaches - collect information about homework - collect information about pupil perception of subjects. 	<p>DHT</p>
December/ January	<p>Primary Schools complete 'Early Information sheet' Collects both P6 and P7 info. ('sheet' revised on annual basis) Information made available to all EHS support staff and Subject PT's as necessary</p>	<p>DHT and relevant staff</p>
January	<p>Primary Schools make contact with Social Communication Outreach at St John's to define list of pupils who have communication difficulties who require extended transition.</p>	<p>Relevant staff</p>

EASTWOOD HIGH SCHOOL SUMMARY PRIMARY/SECONDARY TRANSFER PROCEDURES Updated process for 2015/16 - Timeline (Continued)		
January onwards	Tailored visits to EHS for pupils with particular needs. Includes Primary staff and parents. Extended transition for pupils with social communication difficulties begins.	PS Team
January	School Handbook available for new intake Pupils appropriate for the SW summer transition group identified	DHT PS Team
February	Transition JST Meetings. - One for each PS - Early involvement of all support agencies with ASN pupils	PS Team
March	Informal visit by DHT and Pupil Support to meet P7 pupils in class. Explanation to pupils of what to expect regarding Secondary contact throughout summer term.	DHT and PSTs
March	Extended transition for pupils with social communication difficulties begins	PS Team
April	ASN Open Evening in EHS aimed at parents and pupils who require additional/specific support	PT SfL and PS Team
	Formal visit by DHT and Support staff - to introduce secondary school support systems - To collect 'social' information about pupils to help build a profile of class allocation to inform PST - Identify siblings	DHT and PSTs
April onwards	Close attention paid to potential 'placing request pupils' to ensure they are included in May/June programme for new intake.	DHT
April-June	Extended transition for vulnerable pupils and those with social communication difficulties begins. Run by School Social Worker and Alina Spence Social Communication Outreach for pupils who are anxious about transition – referrals made by primaries	PS Team and external agencies
Mid May	P7 Dyslexia Study Support Group. Referrals from Primary Schools. Pupils from variety of primary schools come together to take part in two sessions devoted to looking at secondary supports for pupils with dyslexic difficulties. Programme run by P Law	Relevant support staff
May	Placing request pupils and parents given tour of school	DHT
May 28 and 29	Athletics event - designed to promote early identification with EHS - Allow pupil friendships to form - Pupils in probable class groups for event.	PT PE DHT
	Induction day for P7 pupils - follow secondary school timetable - Pupils in (likely) class groups - Meet with PST	DHT and relevant staff
Beginning of June	Evaluation of Induction days and minor adjustments made to class allocations made following discussions with parents Second of ASN Cluster group meeting to review and evaluate transition of pupils with ASN. Support staff need all relevant information about pupils with 'needs' so that planning can be completed in time for August. Standardised test scores in Reading and Maths issued to all Principal Teachers to further inform class organization	DHT PT SfL and relevant staff DHT and PTs

<p style="text-align: center;">EASTWOOD HIGH SCHOOL SUMMARY PRIMARY/SECONDARY TRANSFER PROCEDURES Updated process for 2015/16 - Timeline (Continued)</p>		
June	<p>Throughout this time information is transferred to EHS</p> <ul style="list-style-type: none"> - ERC Database English/Maths Standardised Tests – relevant information circulated to subject departments - All report cards - Pupil e-portfolios updated and transferred to EHS in August - English P7/S1 work books - Pupil details data base updated (Medical Records) - Pupil levels in all curricular areas 	Relevant staff
Throughout Year	<p>Focus on ‘Continuity and Progression of Learning and Teaching’</p> <p>Cluster Staff share information though Glow Eastwood Cluster Staff Shared Area</p> <p>Continued development of pupil transition groups in Glow</p> <p>Primary/Secondary Transition News on EHS website</p> <p>Direct contact between Secondary and Primary staff takes place throughout the year both by convenient arrangement and as directed by Cluster Operational Plan.</p> <p>Cluster working groups established in - English/Literacy, Maths/Numeracy, Health and Well Being, Science, Modern Languages, Assessment and Reporting and Early Years Forum</p> <p>Visits by primary pupils to Science department</p> <p>EHS PE Staff teaching all stages in all associated schools throughout year delivering aspects of H&WB programmes</p>	Relevant Staff
June/August	In-Service for staff if necessary regarding pupils with very particular needs.	PS Team
August	<p>Personal information held in Primary school follow pupils to EHS and is distributed to relevant departments.</p> <p>E-Portfolios ‘transferred’ to EHS</p>	Relevant Staff

PRIMARY SCHOOL TO HIGH SCHOOL EXTENDED TRANSITION GUIDELINES FOR PUPILS WHO HAVE SIGNIFICANT ASN

Updated process for 2015/16 - Timeline

Primary 6 (Term 2)	Primary School ASN Coordinator/JST identifies pupils with significant support needs requiring bespoke extended transition arrangements. At this time discussions often involve key ASN support staff from primary school, secondary school and partner agencies, and relate to whether EHS building is the most appropriate place to continue a pupil's education. If a decision is taken to proceed with an Eastwood High transition, consideration should be given to possible environmental adaptations required and discussions opened with Head of Service.
Primary 6 (Term 3)	Individual bespoke transition plan devised <ol style="list-style-type: none"> 1. Primary/High school lead person identified – contact name for pupil and parent. 2. Specifice extended transition arrangements, timescales and responsibilities agreed 3. Schedule of Transition agreed 4. High school “lead person” invited to attend all future meetings regarding the pupil eg LAAC, CLP, STINT etc 5. STINT Plan shared 6. Programme of support agreed
September	S1 Pastoral support “settling in” interviews. From middle of September JST and STINT meetings review identified pupils' progress
October	Meeting of ASN Cluster Group. This group focuses on pupils with significant ASN who require extended transition. Primary school staff discuss plans for pupils in P7 requiring extra support for transition. Pupils with significant needs to be given opportunities to take part in classes/small groups at secondary. Glow Pupil Transition Groups set up in primaries for use throughout the session allowing dialogue between P7 and S1 pupils
November	S1 Parents Night ‘Transition’ questionnaire for parents - collect information on parent view of transition arrangements (including ASN transition). Results published on the school website
November onwards	Pupil specific visits by support staff. Including direct contact with parents and outside agencies. (Psychological Services) Throughout year transfer meetings for specific pupils with ASN are held involving parents, senior school staff, support staff and relevant partner agencies.
December	Pupil questionnaire ‘Continuity and Progression’ (Pupils view of differences between primary and secondary) <ul style="list-style-type: none"> - collect information about teaching approaches - collect information about homework - collect information about pupil perception of subjects.
December/January	Primary Schools complete ‘Early Information sheet’ Collects both P6 and P7 info (‘sheet’ revised on annual basis). This highlights pupils who may require extended transition for social or emotional reasons

**PRIMARY SCHOOL TO HIGH SCHOOL
EXTENDED TRANSITION GUIDELINES FOR PUPILS WHO HAVE SIGNIFICANT
ASN**

Updated process for 2015/16 - Timeline

January	Primary Schools make contact made with Social Communication Outreach at St Johns to define list of pupils who have communication difficulties who require extended transition.
January onwards	Tailored visits to EHS for pupils with particular needs. Includes Primary staff and parents. Extended transition for pupils with social communication difficulties begins.
January	School Handbook available for new intake Pupils appropriate for the SW summer transition group identified
February	Transition JST Meetings. - One for each PS - Early involvement of all support agencies with ASN pupils
March	Extended transition for pupils with social communication difficulties begins
April 1 st	ASN Open Evening in EHS aimed at parents and pupils who require additional /specific support
April onwards	Close attention paid to potential 'placing request pupils' to ensure any ASN needs are discussed and addressed and that they are included in May /June programme for new intake.
April - June	Extended transition for vulnerable pupils and those with social communication difficulties begins. Run by School Social Worker and Alina Spence Social Communication Outreach for pupils who are anxious about transition – referrals made by primaries
Mid May	P7 Dyslexia Study Support Group. Referrals from Primary Schools. Pupils from variety of primary schools come together to take part in two sessions devoted to looking at secondary supports for pupils with dyslexic difficulties. Programme run by P Law
May	Placing request pupils and parents given tour of school
Beginning of June	Evaluation of Induction days and minor adjustments made to class allocations made following discussions with parents. Second of ASN Cluster group meeting to review and evaluate transition of pupils with ASN. Support staff need all relevant information about pupils with 'needs' so that planning can be completed in time for August.
August	In-service day 1 or 2 meetings held with teachers of pupils with specific ASN to share information and provide CPD. These sessions are led by EHS Learning Support staff and staff from partner support agencies

EASTWOOD CLUSTER

POST SCHOOL MCMC TRANSITION PROGRAMME

Year	Transition Activity	Personnel	All pupils/ ASN
S1	Transition Joint Support Team meeting <ul style="list-style-type: none"> Identify pupils with additional support needs who may require extended post school transitions Include actions in pupil's STINT plan, where agreed 	Joint Support Team, DHT	ASN
S2	Pupils at risk of negative destinations (MCMC) are now identified by interrogation of the Click and Go database filtering for those with less than 85% attendance and/or underachieving in 3 or more subjects. Experience shows that those most at risk are those who have poor or erratic attendance and are underachieving academically. The resultant list plus the names of those who are "looked after" are then flagged to the pupil support team SLT and SDS. Their progress is also monitored by the DHT with responsibility for MCMC. <ul style="list-style-type: none"> Post school transition to be discussed: views of young person and parents, earliest and latest leaving date, S3 Options, agencies to be involved in transition planning. Include actions in pupil's STINT plan, where agreed 	Pupil Support Team	ASN/ att < 85% Under Achieving> 3 areas
S3	Case management/Transition planning meetings There is continued monitoring of pupils identified as at risk of being MCMC as above. <ul style="list-style-type: none"> Consideration given to S4 vocational courses in term 3. After consultation with certain young people (generally the most disaffected) their pastoral support staff, and parents their timetables are modified to allow them to take a vocational course in S4. 	Pupil Support Team DHT	As above
S4 onwards	Case management/Transition planning meetings as required, including 6 months prior to leaving date. <ul style="list-style-type: none"> Consider other additional supports – Activate, Amended curriculum, college visits, extended work experience. Consideration given to the possible benefit to certain winter leavers applying for a full time college course and supporting them in any application. Close monitoring of pupils on vocational courses 	Pupil Support Team Work Experience Coordinator Partner Agencies DHT	As above
6 months before leaving date	<ul style="list-style-type: none"> Date and time identified for post school placement interview and persons responsible for coordinating review. Liaison with SDS 	Pupil Support Team SDS Partner Agencies	As above
Post School	Partnership working with Skills Development Scotland to track destinations	PST Partner Agencies SDS	As above

CLUSTER PLAN TO FOLLOW

EASTWOOD HIGH SCHOOL



HEALTH AND WELLBEING

Introduction

Much has been written of the health crisis that faces Scotland and its young people. Currently Scotland has the highest rates of cardio vascular death in the world and in some less advantaged areas of West Central Scotland in particular life expectancy is more akin to the developing world than the rest of the UK. A combination of poor diet, lack of exercise, social circumstance and genetic predisposition has put Scotland in the forefront of the fight against degenerative and debilitating illness. In addition to this Scotland also has one of the highest rates of mental illness in the world and there is an unacceptable level of young teenage pregnancies.

Eastwood High School serves a diverse catchment in West Central Scotland. We accept that as a school we have a crucial role in educating young people about health and healthy living and in providing opportunities to put that education into practice.

Eastwood High School gained recognition as a 'Health Promoting School' in 2007.

'A Health Promoting School' is one in which all members of the school community work together to provide children and young people with integrated and positive experiences and structures which promote and protect their health – this includes both the formal and the informal curriculum in health, the creation of a safe and healthy school environment, the provision of appropriate health services, and the involvement of the family and wider community in efforts to promote health'.
(World Health Organisation 1995).

The national and local authority guidelines and policy directives taken into account in the development of this policy are to be found in App 1.

Aims

At Eastwood High School we hope to achieve our aim of providing a healthy, safe and nurturing environment for our pupils and staff by creating a culture of shared aims and values throughout the school and also with partner agencies.

Curriculum for Excellence has an important role to play in all aspects of school life. The 'principles and practice' shared in the documents 'Health and Wellbeing' and 'Health and Wellbeing across learning: responsibilities of all' clearly describe what we wish for pupils.

Learning through both the formal and informal 'Health and Wellbeing' curriculum at Eastwood High School should ensure that Eastwood pupils are able to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

How are our aims achieved

Within the formal Health and Wellbeing curriculum all experiences and outcomes are covered to level 3 by the end of S2. By the end of S3 pupils will have covered most outcomes and experiences to level 4.

An audit of this coverage is presented in App 2. Some subjects take on particular responsibility in certain areas, for example PSE in dealing with 'Relationships and Sexual Health'. Home Economics in dealing with 'Food and Health' and Physical Education in dealing with 'Activity and Sport' however all subjects have a contribution to make, breadth and depth of provision being important.

Important to this curricular provision is the understanding that as courses evolve the coverage of 'Experiences and Outcomes' will not remain static.

A curricular audit of 'Experience and Outcome' coverage is required every 2 years.

Our provision and evaluation of the informal 'Health and Wellbeing' curriculum makes full use of the SHANARI Wellbeing wheel.

Throughout each year opportunities are created, events and trips are organised, visiting speakers and groups are invited, clubs and teams are run and our school environment and relevant procedures are examined to ensure (taking account of 'responsibility for all') our aims are achieved.

Continuous update and monitoring of our SHANARI audit (App 3) provides evaluation of our informal curriculum.

Management of Health and Wellbeing

The ultimate responsibility for health promotion, in all its facets, in the school lies with the Head Teacher. This responsibility is however delegated to a Depute Head Teacher who chairs a School Health Committee. It is the responsibility of the Depute Head Teacher to provide regular updates on progress to the SLT relating to health promotion within the school development plan. In addition it is the responsibility of the Depute Head Teacher and the members of the Health Committee to coordinate health promotion across the school and organise events to facilitate this goal. This includes provision of CPD for staff.

Monitoring and Evaluation

Health Promotion is audited as part of the schools three year cycle of evaluation. It is carried out as a thematic review outwith the normal HGIOS and is the responsibility of the Depute Head Teacher.

The quality indicators which bear particular scrutiny are:

- 1.1 The engagement of staff in the life and work of the school
- 5.1 The curriculum
- 5.2 Teaching for effective learning
- 5.5 Expectations and promoting achievement
- 5.6 Equality and fairness
- 5.7 Care, welfare and development
- 8.1 Partnerships with the community, educational establishments, agencies and employers.

Resources

Targets within the school development plan relating to health promotion are allocated funding from money top sliced from the budget to support priorities within the development plan. Also money can be bid for from other budget lines such as QED etc.

The funding for health promotion within the school is complex with fractions of budgets from within and outwith the school being used to support progress eg the PE Department budget can buy equipment to support fitness, the PSE budget can be used to purchase new course materials and money from partner agencies can be used to support events held in school. The school has also received generous support from outside sources of funding to promote health and fitness in the school via the school sports coordinator eg NOF funding for cross trainers or the donation of cricket equipment from the Lords Taverners.

By its nature it would be impossible to itemise all the sources of funding utilised to support health promotion in the school in any one year. Suffice to say any of the School Development Plan priorities relating to Health Promotion are funded as indicated at the beginning of this section.

Associated Policies

Curriculum Policy
Learning and Teaching Policy
Pupil Support Policy
Quality Assurance Policy
Citizenship Policy
Health and Safety Policy

Hungry for Success – A Whole School Approach to School Meals	Scot Exec 2002
Two health issues – Education about Drugs, and Education about Responsible Relationships and sexuality	HMIE HGIOS series 2003
Here's Health – Promoting health in East Renfrewshire schools and nurseries	ERC 2004
Being Well, Doing Well- A Framework for health promoting schools in Scotland	L & T Scot 2004
The Report of the Review Group on Physical Education	Scot Exec 2004
Health for all Children 4 – Guidance on implementation in Scotland	Scot Exec 2005
Safe and Well – Handbook for staff, schools and local authorities	Scot Exec 2005
Children and Young Peoples Mental Health – A framework for promotion, Prevention and care	Scot Exec 2005
Supporting Children's Learning (Code of Practice)	
Hungry for Success – Benchmarks for self evaluation	HMIE HGIOS series 2006
How Good is Our School The Journey to Excellence Part 3	HMIE 2007
Health Promotion Guidance	Scot Gov 2008
CfE Health & Wellbeing, Principles and Practice	Scot Gov & HMIE 2009
CfE How Good is Our School across learning: Responsibility of All	Scot Gov & HMIE 2009
Included, Engage and Involved	Scottish Government 2011
Beyond the School Gate	Scottish Government 2014
Better Eating Better Learning	Scottish Government 2014

Appendix 2

[illegible]

SHANARRI WHEEL

SAFE	HEALTHY	ACTIVE	NURTURED	ACHIEVING	RESPECTED & RESPONSIBLE	INCLUDED
<p>Baldy Bane Theatre Company - S1 Cyberspyder for internet safety.</p> <p>ICT Lessons on Internet Safety</p> <p>Police talks to pupils on knife crime etc..</p> <p>Numerous inputs with child safety message within PSE programme eg S5/6 "Dangers of Alcohol" etc, anti bullying etc</p> <p>Pupil led anti bullying assemblies</p> <p>SMT supervision rotas and Campus Police officer patrol</p> <p>Use of support bases and library</p>	<p>Health Committee</p> <p>PSE/ASDAN Programmes S1-S6 eg - topics include Alcohol, Drugs, Smoking, Good Mental Health, Sexual Health, Organ Donation, Blood Transfusion etc</p> <p>Postponing Parenthood Group - S3/4/5 girls</p> <p>Massage/reflexology/homeopathic sessions for pupils - PSA</p> <p>Access to school counsellor (Mental Health Support)</p> <p>Referral to CAMHS via JST/Educ Psychologist</p> <p>Access to school nurse</p> <p>Promotion of Clarkston Clinic</p>	<p>ASDAN Award - Residential.</p> <p>PE programme secondary. Broad activity base, narrowing towards S6. Includes core and certificate courses. Large element of choice for pupils throughout</p> <p>PE programme primary Activ8 programme plus extension material</p> <p>Lunch Clubs.</p> <p>-Cricket</p> <p>-Volleyball</p> <p>-Practical supported study</p> <p>-Champions league Fitness Challenge</p> <p>-Football</p> <p>-Basketball</p> <p>-Dance</p> <p>After school clubs</p> <p>-Football</p>	<p>Chance to buy PE kit</p> <p>Clean PE kit provided for some pupils</p> <p>PE kit kept and cleaned for some pupils</p> <p>PSA working with pupils in PE</p> <p>Senior pupils supporting pupils in PE classes</p> <p>Medical and personal details available to class teachers in PE to ensure appropriate attention and support.</p> <p>Extra curricular opportunity includes both 'clubs' and 'teams' to ensure inclusion.</p> <p>Pupils have access to school based social worker</p> <p>Strategies for use with pupils with ASN issued to teaching staff.</p>	<p>Sports Awards. Evening event with buffet, presentations and guest speaker.</p> <p>Colours Ceremony. In school includes sport and performing arts</p> <p>School 'sports Ties and Performing Arts ties' available to pupils</p> <p>Club/team members allowed to purchase club/team 'hoodies'</p> <p>Prize Giving event. Evening event with categories-academic, special, citizenship, sports and performing arts</p> <p>Annual Sports report published to coincide with prize giving</p> <p>Charity events - sponsored swimming, walking etc.</p> <p>Reduced timetables for</p>	<p>Pupil Council for S1 - S6.</p> <p>Pupil Committees - Human Rights, Charities.</p> <p>UCAS - extensive support for pupils.</p> <p>S1 SFL Consultation Forum</p> <p>Show Racism the Red Card - S1 equality event</p> <p>Refer pupil to Partners In Advocacy</p> <p>Malawi Trip fundraising events</p> <p>Charity events - S3 SVS</p> <p>Assemblies led by senior pupils for Ramadan and other festivals</p> <p>Arrangements made for Muslim pupils during Ramadan. Links with Islamic Relief</p>	<p>Easter Transition Group - Sports Dev Officer/PSMT, for badminton etc.</p> <p>Summer Transition Group - Social Work/ Pupil Support Officer.</p> <p>Info to staff - ASN lists and info out to all staff in August with regular updates throughout the year. All info held on staff shared area for ease of access for staff.</p> <p>Peer Mediation.</p> <p>Angling/Fishing for Youth Development (AFYD).</p> <p>Pond group.</p> <p>Allocation of staffing deployed to specific areas to support inclusion (RW in BS)</p>

as havens for vulnerable pupils at intervals and lunchtimes	Health Sessions to pupils	-Rugby -Badminton -Netball -Basketball -Swimming -Athletics -Cricket -Jogging -Hockey -Fishing -Golf -Tennis -Curves Fitness club targeting Girls -Dance 'Girls on the Move'	Dyslexia Awareness displays in Learning Centre & Library.	Athletes, (National standards)	Holocaust assemblies led by senior pupils and involving S2 pupil participation - Links with Lessons from Auschwitz Project	Well-Meadow Lodge Project.
Pupils Councils active in improving safety eg. Pedestrian Crossing	Health Policy			COPE ASDAN Award for a group of pupils who either have significant dyslexia or emotional/social/confidence issues. Extracted from French in S3/4 to get this award.	Eco Committee work	Enterprise in Jewellery Making.
Campus Police Officer arranging drugs awareness input at Parents Evenings	Health Promoting Schools Status (evidence available)		Acquisition of the Investors in People Award.		House System	Lifeskills Group - SFL working on everyday skills with a small group of girls to help them become more confident in the community.
PCTA organizing a safe young drivers evening for senior pupils and parents	Individual care programmes for pupils requiring regular, or potentially regular, medical attention	-Hockey -Dance 'Girls on the Move'	Referrals to Young Carers.	S1-6 Interviews after reports are issued to target next steps in the pupils progression through school	Senior pupils working in primary schools	Visits to Police Dogs/Horses.
Safe young drivers covered in PSE	Regular staff training on health related issues e.g. use of epipen, hearing impairment, Downs Syndrome etc	-Table Tennis	Keep HE/PE kits in bases for next lesson for pupils.	IMPACT Awards - reward/incentive scheme for S1/2, partnership with parents	CSLA senior pupils deliver activity/sport sessions for primary and junior secondary pupils	ASN organisational folders - particularly for pupils with these types of difficulties.
CCTV campus coverage	Healthy food in canteen. Pupil Council discussions with canteen staff on this matter. Removal of vending machines selling sweets etc	School Teams -Boys Football -Girls Football -Cricket -Basketball -Netball -Rugby -Hockey -Judo -Karate -Handball	Pupil Post boxes outside Guidance Bases - helps pupils make contact with staff at anytime of the day	IMPACT mentoring - staff mentor pupils who do not get the award	Prefects Head Boy/Girl & their extensive duties	Support cards - progress, attendance
Door security system and security badges for visitors	Curricular areas - Home Economics - healthy eating/nutrition as well as food safety (In addition HE ensure that food meets the requirements of religious observation when necessary)	-Basketball -Netball -Rugby -Hockey -Judo -Karate -Handball -Badminton -Horse riding -Swimming -Go Karting -Golf -Cross Country -Athletics	Friendship Group - Sept every year for boys and girls S1 Settling-in interviews	S1 Maths/PE Christmas Competition	House Captains and Vice Captains and Year group Reps.	ASN S1 Reviews - Oct every year
The full range of transition activities to ensure vulnerable pupils receive the correct support			Christmas party and summer outing for Lunch time club Feed pupils throughout the day in the Pupil Support Base	PSAs shadowing S1 pupils for first few weeks of term to keep an eye on the whole year group to see if we have missed anyone in transition	Fund raising for African school by pupil with significant ASN.	Peer Mentoring of S1 pupils by Senior pupils in and out of class.
Specialist			Bring clothing in for pupils Bring toiletries in for pupils	SVS coffee mornings	Supported transition to further education for pupils with ASN.	'Early Information' sheets - BH sends out to Cluster.
		Sports events throughout year	Take pupils shopping to show them appropriate/normal	Introduction of ESOL at Intermediate and Higher	Visits to Westacres Nursing Home to engage OAP's by members of Life Skills classes	Early intervention with P6 & P7 pupils - liaison over pupils on

<p>assemblies on Train safety for Train pupils - British Transport Police and Scotrail</p> <p>School website contains information on keeping safe on line.</p> <p>Fire Reach Project</p> <p>Visits to Sexual Health Centre with pupils.</p> <p>Referrals to Children First etc.</p> <p>Staff Training for Child Protection/Looked After/ sexual Health input in PSE etc..</p> <p>School Values, Code of Conduct and Classroom Rules all jointly designed by staff and pupils in consultation</p> <p>Attendance Officer alerts parents via text message if pupil</p>	<p>Biology - nutrition and BMI etc PE - nutrition for sport English - Mental Health Issues (this will increase with CfE as department embrace the Health and Wellbeing Outcome)</p> <p>Study Skills and the Learning Game help pupils manage their work and deal with the stress of studying to help promote successful, confident learners who have good mental health</p> <p>Peer Support Days - First Aid/Heartstart Relaxation Aromatherapy Peer Support HIV/AIDs Health Eating Alcohol - RCA Drugs - Police</p> <p>SMT/PSMT open door policy allows young people to come and discuss health issues if they have any concerns</p> <p>Health Notice Board/Use of Plasma</p>	<p>-County cross country -National Go Cart competition -National Athletics -National Swimming -Coca Cola Football -Various Rugby Sevens</p> <p>Sports Trips -OYT day and residential -Horse riding -Windsurfing -Sailing -Kayaking -Go Ape</p> <p>Sports trips abroad -USA skiingX2 -Netball Spain -Football SpainX2</p> <p>Support for pupils engaged in clubs/sports outside school -Swimming -Ice Dance -Ice Hockey -Athletics</p> <p>DETAILS OF ALL CLUBS/TEAMS/ TRIPS AVAILABLE</p> <p>Motivation through Sport - Educational Psychologist/Sport person working with S3 potential MCMC boys.</p>	<p>everyday lifeskills</p> <p>Adult mentors from world of work for pupils in S3/4</p> <p>Staff flexibility, caring approach to all pupils throughout the school to nurture them to come to school</p> <p>Extensive support given to vulnerable pupils</p> <p>Support for pupils with dietary requirements and health needs</p> <p>Provision for pupils with health needs in classes (special chairs etc)</p> <p>Pupil birthdays celebrated in Support Base/Learning Centre</p>	<p>levels of attainment to ensure pupil progression to further and higher education.</p> <p>Extra Qualifications for A' level/GCSE Japanese/Russian/German etc...</p> <p>S6 Graduation</p> <p>Attendance Officer/PSMT make referrals to Attendance Council (if pupil not in school then pupil can not achieve)</p> <p>Pupils given house badge once they have 'represented house' in any capacity or competition.</p> <p>PE notice boards provide results and personal achievement information.</p> <p>Sports Wall of Fame photographs</p> <p>Introduction of courses at Access 2 level.</p> <p>SQA Assessment Arrangements for pupils in SQA exams</p> <p>Heartstart Certificates for COPE participants</p>	<p>Independent Travel training for pupils with ASN</p> <p>Charity fundraising activities as part of COPE course</p> <p>Visits to Fire Service as part of COPE course</p> <p>Senior pupils take lead roles at Enterprise Events</p> <p>SVS days out</p> <p>Yearbook - pupil led</p> <p>School Show - any pupil can join in no matter what their acting ability is</p> <p>Support staff help and encourage pupils to make phone calls and write letters in applying for work experience or college courses</p>	<p>'Early Information' sheets.</p> <p>P6/7 open Evening - PSMT presentation to pupils/parents.</p> <p>P7 ASN Parents Night - every March.</p> <p>ASN Cluster Group - meet regularly to discuss transitions, chaired by AK/DG.</p> <p>Transition JST - March.</p> <p>Pupil specific visits by support staff, including direct contact with parents and outside agencies.</p> <p>Transfer meetings throughout the year for specific pupils.</p> <p>Tailored visits to EHS for pupils with particular needs. Can include primary staff and parents.</p>
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not in school	Screen			SVS coffee mornings		
Attendance Officer alerts support staff via email if pupil not in school (hit list)	Heartstart programme for staff to allow them to teach pupils how to use CPR	Football Academy – P6/7 team building through football.		Monthly newsletter		Extended visits Feb each year but starting earlier next year.
Attendance Officer makes home visits to ensure pupil is safe at home if not in school.	Ladies Health Night – Zumba Dancing, Healthy Eating, Bollywood Dancing, Head Massage, Chiropractic Checks, Yoga etc. (hopefully followed up with Dads and Lads Health Night)	Kelvin Hall Sports Day for all P7 pupils.		Spelling Competitions		
Attendance Officer phones parents if no response from initial text	Amanda McAllister (S5 pupil) involved with Sexual Health Conference, anti-smoking and other community projects	Whole school staff and pupil House System, Various sporting and other competitions		Vocational curriculum		SFL visit primaries with an S1 pupil who has dyslexia to relieve the fears of the primary pupils with dyslexia.
Attendance Officer alerts other agencies (s/w) if she has concerns after home visit	S1 and S2 personal fitness profiles	Activities in Life Skills Group eg walking and cookery.		International Competitors get sponsorship money from the school		Transition Group – group work with S1 pupils who are finding it difficult to settle into high school.
Attendance Officer takes sick pupils home if parents not able to collect pupils	Sex Ed programme designed for pupils with ASN.	Sponsored walks and swim by pupil with Downs Syndrome- PSA		Home tuition in place to allow pupils to complete SQA/5-14 levels of attainment		“Seasons for growth” group work centred around bereavement / loss.
PE staff hold extra qualifications where necessary (Swimming, Trampolining)	3 Year Home Economics Course developed for use by any pupils with Phenylketonuria (PKU).	Residential Dreams Come True Weekend for pupils with ASN- SfL and EAL		Free CDs given out to pupils with all SQA Past papers on it (paper copies available for pupils who do not have a computer)		Both Support for Learning and Behaviour Support have an open house policy during breaks to support vulnerable pupils. School refusers are accommodated in the pupil support base.
	Promotion of good	Outward bound week for S3 pupils on outdoor pursuits		ASDAN Award in PSHE, PSHE Award for SCQF points for all S2/3 pupils		Home visits to school refusers.
		Escorted walks for pupils who use Support Base to keep them active		Youth Achievement Award for S4/5 pupils coming in to S4/5 PSHE		Clean sports kit, school uniforms,
		Pupil Council – Successful implementation of new bike sheds		ASN pupils achieve SQA Access Awards in Support Bases		
				PSAs use stickers to acknowledge pupils work and effort		

In house CPD within PE department	nutrition within Life Skills Group (eg using tasting sessions)	End of term sports activity for pupils who use Support Bases				calculators, aprons and containers for Home economics. With other sundry stationery items are available on loan from support base.
Curricular safety work	Promotion of fresh air and exercise within Lifeskills Group. (walks on campus and at local park).					
Health and Safety is standing item on PE/Science/He/Tech etc Department Meeting Agenda	Monitoring and support of pupils with diabetic condition- PSA					"Motivation through sport" course for S3 boys at risk of -ve destination post school in partnership with Educational Psychologist
Procedures for sharing Medical information	Monitoring of protein levels and support of diet and differentiation of HE Courses for pupil with PKU-PSA, HE and canteen staff					Life Skills group - basic shopping cooking etc for pupils with ASN. (Including support at school dance).
Procedures for club/game/excursion cancellation.	Monitoring and administering of medication for pupils with ADHD					Pupils who are struggling with demands of Intermediate 1 classes work on Access 3 in the support base.
Use of radios by staff teaching in isolation	Heartstart lessons delivered by PSA as part of COPE curriculum					CPD for staff to ensure awareness of needs of EAL pupils.
Training for pupils with ASN for safe independent travel to FE college	Recording and monitoring of catheterisation and liaison with specialist Nurse					Residential stay for small group of pupils with SEBD.
School uniform in place for all pupils, makes it easier to spot	Liaison with physiotherapist and					Lunchtime clubs eg Computing/Art/Dram

intruders	setting lunchtime use of gym equipment for pupil with Cerebral Palsy					a/Library
Extra first aiders in place to support pupils						Links with college for pupils with ASN who need support when the leave EHS
SMT presence on trains to Neilston	Encouragement of healthy eating habits in the Learning Centre Lunch time club					All pupils provided with Leaflets informing them about school clubs. Information also posted on notice boards
Alternative transport for pupils with ASN	Promotion of exercise and Sexual Health education for pupils with ASN in Life Skills class					Pupils receiving free school meals or clothing benefits do not pay to join school clubs
One way system in place on stairs for pupils safety	Pupils using Support Base are encouraged to eat healthily					Subsidise trips for pupils
Various leaflets for pupils with information on anti-bullying etc...	Adhoc counselling sessions to promote good mental health					Supported transition to further education for pupils with ASN.
Suicide Intervention (self-harm) co-ordinator in place	P6/7 Open Evening has a healthy eating input					Implementation of research findings to support inclusion in Modern Languages eg translators gender cards, viewing films in English with French subtitles.
	Pupils encouraged to drink water in class (not practical sessions)					Promotion of inclusion friendly use of interactive boards viz
	Protective film on building to reflect sun to keep pupils in an environment which is conducive to learning					

						<p>pale coloured backgrounds and comic sans script.</p> <p>Individual tutorials on spelling programme.</p> <p>Acquisition of the Dyslexia Friendly Schools Award.</p> <p>Acquisition of specific resources to promote inclusion eg electronic translators, Barrington Stoke readers, reading rulers etc.</p> <p>CPD for NQTs, student teachers and teaching staff re ASN issues.</p> <p>Individual Visual timetables for pupils with significant ASN</p> <p>Dyslexia Awareness Card for pupils</p> <p>Staff training on GIRFEC etc</p>
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EASTWOOD HIGH SCHOOL



SKILLS FOR LEARNING, LIFE AND WORK POLICY

EASTWOOD HIGH SCHOOL
ENTERPRISE in EDUCATION POLICY

Introduction

“Encouraging enterprising values - a ‘can do, will do’ attitude - in our schoolchildren is not just about producing the business people and entrepreneurs of tomorrow. It is the route to a more enterprising Scotland, where all our people understand the contribution they can make as citizens, both to society and the economy. And where individuals have the self-confidence and belief in their own ability to succeed in whatever they choose. That means it is a fundamental element in ensuring Scotland’s future competitiveness. It is also central to our goal of a more inclusive Scotland, where we are narrowing the opportunity gap” - Ministerial Foreword in **DETERMINED TO SUCCEED: ENTERPRISE IN EDUCATION (2003)**

Eastwood High School’s Enterprise in Education Policy reflects the continuing prominence given to this sphere of education as outlined in recent national documents such as:

How Good Is Our School at Education Industry Links, SOEID (1997)

Education for Work, Work Experience a consultation paper, SCCC (1998)

Education Industry Links in Scotland, A National Framework, revised (1999)

Standards in Scotland’s Schools etc. Act (2000)

Determined To Succeed: Enterprise in Education, Scottish Executive (2003)

Quality Indicators in Enterprise in Education, HMIe (2004)

A Curriculum for Excellence, Scottish Executive (2004)

Excellence through Enterprise: National Guidance and A Paper for Professional Reflection, Learning and Teaching Scotland (2005)

Improving Scottish Education, HMIe (2006)

How Good is our School 3, Scottish Government (2007)

Developing Scotland’s Young Workforce, Scottish Government (2014)

The Policy makes a significant contribution to the promotion of the Principles of A Curriculum for Excellence and Developing Scotland’s Young Workforce as outlined in the Aims of the policy.

The Rationale

Eastwood High seeks to be an 'enterprising school' whereby education becomes more purposeful and meaningful for all our young people. We strive to provide a consistent, well-balanced, whole-school approach to education which will help develop well-rounded, responsible young people with positive values who will be well prepared for the life challenges in work, citizenship and family.

The publication of "*A Curriculum for Excellence*" in 2004 established clear values and purposes and principles for curricular reform, with implications for what is learned, how it is taught and what is assessed. Experiences of enterprise in education lie at the heart of promoting the 'can do', confident attitude that is promoted in "*A Curriculum for Excellence*". In fact enterprise in education makes a significant contribution to various elements within the four capacities in "*A Curriculum for Excellence*" which we are trying to develop in all young people as outlined below:

Successful learners

With

Enthusiasm and motivation for learning
Determination to reach high standards of achievement
Openness to new thinking

And able to

Use literacy, communication and numeracy skills
Use technology for learning
Think creatively and independently
Learn independently and as part of a group
Make reasoned evaluations
Link and apply different kinds of learning in new situations

Confident Individuals

With

Self-respect
A sense of physical, mental and emotional wellbeing
Secure values and beliefs
Ambition

And able to

Relate to others and manage themselves
Pursue a healthy and active lifestyle
Be self aware
Develop and communicate their own beliefs and view of the world
Live as independently as they can
Assess risk and take informed decisions
Achieve success in different areas of activity

Responsible citizens

With

Respect for others
Commitment to participate responsibly in political, economic, social and cultural life

And able to

Develop knowledge and understanding of the world and Scotland's place in it
Understand different beliefs and cultures
Make informed choices and decisions
Evaluate environmental, scientific and technological issues
Develop informed, ethical views of complex issues

Effective contributors

With

An enterprising attitude
Resilience
Self-reliance

And able to

Communicate in different way and in different settings
Work in partnership and in teams
Take the initiative and lead
Apply critical thinking in new contexts
Create and develop
Solve problems

A major recommendation in "*A Curriculum for Excellence*" is the provision of skills-for-work courses for 14-16 year olds. Eastwood, in conjunction with the local authority, have instigated pre-vocational courses which are extending choice and increasing young people's motivation and enthusiasm for learning.

Consequently enterprise in education is an approach to as well as a context for learning and prepares young people for life by developing the whole person. It includes not only knowledge and understanding of the world and career planning, but also the development of enterprising attitudes, skills and behaviour. It involves learning across the curriculum in the core skills and employability skills, promotes good teaching practice and connects closely with citizenship, social entrepreneurship and creativity.

In Eastwood we look to embed enterprise in education throughout the curriculum in all aspects of learning and teaching, and developing cross-curricular experiences such as career education and enterprise activities, and education industry links (EIL) activities such as work experience and extra curricular activities. All of these enhance the learning experience and form an entitlement for all secondary pupils and help to raise attainment and increase motivation.

The endeavours of the school in the field of enterprise has been recognised by a number of awards:

Strathclyde University, in association with Motorola, Award for Excellence in Enterprise in Education (2004)

East Renfrewshire Gold Award for Enterprise in Education (2005)

East Renfrewshire Platinum Award for Enterprise in Education (2006)

AIMS

- * To establish a coherent and comprehensive range of Education in Enterprise activities which form an integral part of the curriculum at all stages and across the whole ability range (N.P. 1, 3 & 5)
- * To promote the personal and social development of young people with a view to increasing their motivation, self-confidence and achievement by active involvement with the world of business, commerce and industry (N.P. 4 & 5)
- * To develop the skills, including ‘core skills’, which are essential for all pupils to improve their understanding, motivation and opportunities in relation to work and enterprise (N.P. 1)
- * To help pupils be better prepared to take crucial decisions about courses and careers (N.P. 3 & 5)
- * To provide a range of events and activities for pupils of all year groups to enhance their understanding of the world of work and enterprise (N.P. 4 & 5)
- * To encourage the contribution of all departments to enterprise in education through the integration of enterprising approaches to learning and teaching (N.P. 1)
- * To contribute to the continuing personal development of all teaching staff in enterprise (N.P. 2)
- * To develop partnerships between the school and Skills Development Scotland and business to promote education for work and enterprise opportunities for pupils (N.P. 5)
- * To encourage the role of parents in supporting their sons and daughters as key partners in their learning (N.P. 4)
- * To regularly monitor and evaluate all enterprise in education activities in the school (N.P.2)

Those aims which form an entitlement for all young people are to be delivered through a comprehensive programme covering the following areas:

- Core Skills
- Subject Courses
- Personal and Social Development
- Careers Education and Guidance
- Enterprise Activities
- Work Experience
- Extra Curricular Activities

In line with recommendation 1 from “*Education Working for All! Developing Scotland’s Young Workforce*” Eastwood High School alongside East Renfrewshire Council have an established vocational pathways programme offering courses in conjunction with local FE providers to broaden the curriculum available to our senior phase students in order to provide these young people with the necessary skills for Life, Learning and Work in partnership with our colleagues from Skills development Scotland (SDS).

Range of EiE Activities

A range of activities associated with EiE are carried out in the school and a brief summary of each is provided.

Enterprise in the Curriculum

Since 2005 there has been a drive to encourage all subject departments to recognise existing enterprising approaches within learning and teaching and to develop new initiatives in this field. To this end the Enterprise Committee instituted a Departmental Award Scheme in 2006 to accredit enterprising lessons and projects within each department working towards embedding these practices in the curriculum. An enterprising approach centres round work which involves the pupils in taking the lead in planning, decision making, taking responsibility for own learning, using their initiative, being creative and making use of core skills, and, where possible, linking with business and the world of work.

Vocational Programme

Eastwood High School, in conjunction with East Renfrewshire Council, has a skills-for-work programme for S5 pupils. The courses on offer include construction skills, health and fitness, hair and beauty, horticulture, music and administration. All courses lead to National Qualifications and pupils attend college or other work placements one to two-and-a-half days a week.

Enterprise in the Social Education Programme

A comprehensive careers education programme available to all pupils is built up progressively through S1 to S6.

S1 & S2 Programme

There are careers' lessons in S2 to assist in course choice for S3, including the use of IT for career matching and the use of the Careers Library. S1 pupils are prepared for their S1 Enterprise Event. Pupils record their achievements and the development of their core skills in their e-portfolios.

S3 & S4 Programme

In S3 and S4 there are further careers lessons including CV Development and employability skills. S3 pupils are briefed and debriefed in relation to the Industry Awareness Day and S4 pupils are prepared for their S4 Work Experience which includes information on health and safety at work. Pupils prepare draft CVs and further work relating to job applications and the world of work. The SDS Careers Coach targets S4 pupils through the risk matrix and S4 classes are given lessons on option choices.

S5 Programme

In S5 pupils continue to refine their job application skills through a CV and Letter Writing Pack which culminates in mock interviews carried out by business people organised by our P.T. Guidance responsible for Careers. S5 pupils make use of IT programmes such as "My World of Work" to help refine possible future careers and / or higher education pathways.

S6 Programme

In S6 pupils are given further advice on UCAS and FE applications as well as Modern Apprenticeship/job opportunities.

Work Experience

This is organised by the Principal Teacher of Enterprise in conjunction with SDS. All S4 pupils are offered a period of one week in a place of work, observing and learning as much as possible about working life in a real working environment. The pupils gain real experience of the world of work and are encouraged to think about possible employment opportunities after school. This may also assist pupils in making more informed vocational choices or in applications to Further and /or Higher Education courses. The work experience week normally takes place during February.

Pupils may also undertake a period of work experience at other times in their school career where appropriate eg pupils studying National 4/5 Personal Development or predominantly National 4 pupils who have additional time during the SQA exam period.

Careers Advisers

Eastwood currently has the services of a Careers Coach who is in school 1½ days a week. She currently provides a very full service of interviews to our pupils as well as regular talks to Social Education classes, particularly prior to pupil curricular choice. The Careers Coach is in attendance at S2 and S4 Parents' Evenings for parents and pupils to request information or advice.

The Careers Coach targets selected pupils, identified by Guidance Staff whom they believe require further assistance in relating the relevance of their school to the world of work. More intensive help is given to pupils through additional programmes such as Buzz, these are generally organised in consultation with the DHT in charge of MCMC..

Our Careers Advisers have been very successful in gaining Further Education places for some of our pupils most disaffected with school.

On a needs driven basis, the school have purchased additional employability coaching for young people from an outside company (Resource 3) who utilise the SAPHIR programme. Many young people on the MCMC focus have benefited from this programme.

Careers Library

A comprehensive and up to date Careers Library is maintained in the school with a wide range of resources and IT access designed to cater for pupils of all abilities and talents.

Enterprise Events

S1 Enterprise Event

Similar to the Industry Awareness Day Eastwood has run an Enterprise Event for all S1 pupils. The pupils work on a variety of tasks in groups with senior pupil advisers who have received mentoring training. The activities are competitive and help to build awareness of the world of work, foster creativity, develop teamwork, build self-confidence and are fun.

S2 Champions in Schools

A recent introduction, the Champions in Schools programme is targeted at selected S2 pupils. It is a role-model programme from Winning Scotland Foundation that places Scotland's top international athletes in the classroom to deliver a series of inspirational workshops on the topics of goal-setting, fitness and nutrition, and winning attitudes.

S3 Industry Awareness Day

This is run annually for S3 pupils, organised by the EiE Coordinator and his team, when advisers from industry come into school to work with pupils in small groups on activities related to the world of work and enterprise. It is designed to provide a progression in terms of skill development from the S1 event.

S5 Survival Skills Conference

This event aims to ensure a positive transition for pupils moving from S4 into S5. Various activities are run that aim to help pupils with what can be a daunting and stressful move into the pressures of an S5 course.

Extra Curricular Activities

Young Enterprise

For several years there has been a Young Enterprise group of Senior Pupils who have formed their own company to market, produce and sell a variety of goods and services.

Enterprise Competitions

The school regularly enter various Enterprise Competitions run by a wide variety of organisations..

Peer Mentoring

S6 pupils volunteer to mentor vulnerable pupils who attend the Buddy Club every lunchtime. They are trained by Careers Scotland.

Other clubs

There are a number of clubs in the school where the pupils themselves are the prime movers and organisers. These include the Computer Club, the SALT religious group, the Human Rights Committee and many others.

Management and Delivery of Policy

A member of the Senior Leadership Team has overall responsibility for coordination of all Education for Work and Enterprise activities.

The coordinator ensures that:

- * school policy and strategies are developed and implemented for Enterprise in Education within the school in line with national advice and local authority objectives
- * quality standards are adhered to, e.g. via service level agreements with Careers Scotland and in relation to the school development plan
- * clear and effective communication procedures are set up between external organisations, the school main contact and the internal staff of the school responsible for EiE activities
- * the school provides accommodation fit for the purpose for appropriate EiE activities and adheres to Health and Safety requirements
- * appropriate opportunities for staff development are afforded to all staff involved in EiE initiatives

The following sets out good practice guidelines which should be applied by those members of staff in carrying out the above responsibilities:

- * EiE activities have clearly defined outcomes and mechanisms are put in place to evaluate the skills and knowledge gained from the activity
- * pupils receive the briefing and de-briefing required for each activity as appropriate
- * all interested participants are informed, where appropriate, of the results of any evaluation
- * contributors from business and Careers Scotland are formally thanked for their input as a matter of best practice
- * supporting agencies are given adequate notice for requests for assistance
- * the school calendar includes all EiE activities taking place on an annual basis
- * For each EiE activity, clear procedures for contact, administration, etc. are set up and documented to ensure continuity for subsequent staff adopting this remit.

Enterprise Committee and P.T. Enterprise

An Enterprise Committee and a Principal Teacher of Enterprise will assist the coordinator in carrying out his/her roles and responsibilities. The P.T. of Enterprise has particular responsibility for:

- organising work experience
- liaising with Primary Schools in our cluster to promote enterprise

All Staff have a responsibility to contribute to the development of pupils' education for work and enterprise. Hence staff should:

- * ensure they adopt an enterprising approach to their pupils' learning experiences wherever possible
- * make connections between the world of work and the core skills they deliver through the curriculum

* where possible, make these connections explicit for young people through subject courses, work experience, enterprise education and personal and social development

Progression In Education for Work and Enterprise

This will be addressed by the use of “Education Industry Links in Scotland, A National Framework”. The framework gives a clear guide to progression in education for work and enterprise at all stages. EiE activities showing the range of provision for all year groups appear in the whole school calendar.

Staff Development

The school should ensure that its staff development provision and in-service training activities make allowance for identified needs in the area of EiE. Teachers should be offered the opportunity to engage in a focused industry placement.

Improvement Planning

The school’s Improvement Plan contains, whenever relevant and appropriate, aims, audit and action sections relating to EiE.

The planning of EiE activities should take account of a number of issues including:

- * consistency with the National Priorities and the whole school plan
- * staff development needs
- * the aims, interests and resources of the local community
- * promotion of equal opportunities
- * support available from partner agencies, in particular Careers Scotland

Communication

Communication of any policy is vital to its successful implementation. Hence all staff have a responsibility to make their pupils aware of enterprising approaches within their learning experiences and point out links to its relevance to real life situations.

The EiE Coordinator and PT. Enterprise will seek to promote all aspects of the policy to staff, pupils and parents. Staff will be reminded of the contents of the policy on an annual basis in August in the school staff handbook. Pupils will be reminded at whole school events of the importance of enterprise, as well as through classroom activities.

Parents will be kept informed through the monthly Head Teacher’s newsletters and on the school website which will include a summary of the policy and regular updates on enterprise in the stop press section (www.eastwood.e-renfrew.sch.uk).

Monitoring and Evaluation of Policy

Clear procedures for assessing progress towards stated goals which are contained within the development plan are described within “How Good Is Our School at Education Industry Links” and the National Framework document. This self-evaluation will take place as part of the school’s ongoing programme as part of our Learning and Teaching Policy and will be undertaken approximately every three years.

However each of the main EiE activities are evaluated on an annual basis as follows:

Social Education Programme - Tutors and pupils are regularly asked about the effectiveness of the careers programme they have undertaken. Staff responsible for teaching resources take account of these views and amend the programme where appropriate;

Curriculum - All departments are expected to review their teaching materials and therefore would be evaluating their contribution to EiE and look to embedding enterprising approaches, particularly when developing new teaching materials;

Work Experience - Both employers and pupils are asked to complete evaluation forms on Work Experience which are collated by the Principal Teacher of Enterprise;

Careers Coaches— there is an assessment of the previous years provision and discussion on improvements to the service. However, any problems will be addressed as soon as they arise;

Enterprise Events - All events have formal evaluation procedures following each event involving the pupils, staff and outside participants;

Mentoring - There are meetings of mentors with the Careers Scotland Coordinator, the EiE Coordinator and the Pupil Support Staff of the pupils involved. These meeting help keep mentors and Pupil Support Staff informed of the progress of these pupils. The pupils themselves are also asked to complete evaluation forms about their experience with their mentor and how they feel it has benefited them;

Other events - there is a more informal evaluation of other events normally through conversation with pupils and staff involved.

Resourcing the Policy

The school is responsible for ensuring that appropriate resources are allocated - both financial and the provision of staff - to enable the EiE agenda to be taken forward.

Since June 2006 there has been a permanent P.T. Enterprise.

There are a number of different sources of funding which contribute to EiE:

EIL - There is a small budget normally used to buy resources for enterprise events run in the school;

Careers - The PT. responsible for Careers has a small budget which goes towards keeping the Careers Library up to date;

IT - The IT budget can occasionally make a contribution to the Careers Library in terms of replacement of out of date computers and toner for the printer in the Careers Library

Pupil Support - The Pupil Support budget is used to provide teaching materials for the Social Education Programme

Local Authority – The school benefits from resources given by the Scottish Executive to promote the recommendations in the “*Determined to Succeed*” Report

Links with other Policies

The Enterprise in Education Policy ties in closely with other policies such as the Pastoral Support Policy, the Learning and Teaching Policy and the Education for Citizenship Policy enabling and preparing young people to :

- * face the challenges of life in a rapidly changing society
- * live successful lives both now and in the future
- * operate confidently and effectively in the changing world of work and the flexible labour markets of the future

Education in schools has an important role in helping to develop knowledge, skills, dispositions and capabilities which young people need in order to live purposefully in society and contribute effectively to it, not least through the work in which they engage. Work-related learning needs to be at the heart of the curriculum at all stages of education.

EASTWOOD HIGH SCHOOL



POLICY ON PROMOTING RESPONSIBLE CITIZENS

EASTWOOD HIGH SCHOOL

POLICY ON EDUCATION FOR CITIZENSHIP

1. Introduction

“Educating young people in ways that prepare them for living effectively and responsibly as members of local, national and global communities is vital to the well-being of humanity, now and in the future” Ministerial preface to Education for Citizenship in Scotland (2002)

Citizenship embraces many aspects of school life and the policy reflects this by referring to other key school policies. Eastwood High School’s Citizenship Policy also reflects the continuing prominence given to citizenship within Curriculum for Excellence i.e. developing responsible citizens.

2. Aims

Citizenship involves enjoying rights and exercising responsibilities in the various types of community in which we belong. It involves making informed decisions and taking action both as an individual and as part of a collective process. Citizenship involves contributing effectively in a variety of ways to the future health and wellbeing of communities and the environment.

The aims of the Policy on Citizenship are to ensure that young people gain knowledge and understanding; develop skills and competencies; acquire positive values and attitudes; and develop creativity and enterprise. (links with school aims shown in brackets)

- Citizenship should be developed through subject learning (1)
- Assemblies should be used to address issues of citizenship (5)
- The school should promote an ethos of respect for others (8)
- Pupil Councils should be elected for all year groups and should meet frequently (5)
- Pupils should be consulted frequently through the use of surveys – on the curriculum, the ethos, the school aims etc (5)
- There should be opportunities for pupils to take on responsibility within the school – prefects, mentors, buddies, careers and library monitors, train monitors (5 & 8)
- There should be a planned programme for education-industry links (1 & 5)
- The school should be involved in a variety of charity events (5)
- There should be a wide range of activities and events for pupils (5)
- There should be opportunities to be involved in activities beyond the school community (5)
- The school should promote health (1)

- The school should encourage environmental awareness (1 & 5)
- Awards should recognise the importance of citizenship (2 & 8)

3. Activities undertaken to achieve the aims

a) Citizenship is developed through subject learning

Citizenship is developed through the acquisition of knowledge and understanding, the development of skills, the development of attitudes and values and the encouragement of creativity and enterprise.

Though some specific issues are only taught by one department, all departments contribute to some aspect of the development of Citizenship. An audit of the curriculum identifies the contributions subjects make.

The DHT (Citizenship) is responsible for auditing and monitoring the curriculum.

b) Assemblies are used to address issues of citizenship

The school should develop the use of assemblies to educate pupils on different aspects of citizenship.

c) The school promotes an ethos of respect for others

The school *Code of Conduct* which was written by pupils and staff emphasises the importance of respect and care for others. The various religions in the school are valued and recognised by displays related to religious festivals. Policy and practice in areas such as Promoting inclusion and equality should also reflect the promotion of respect.

d) Pupil Councils are elected for all year groups and meet frequently

The aim of the Pupil Councils is to encourage good communication between pupils and staff and to allow for pupil involvement in the decision making process of the school.

Each class elects representatives. Pupil elections are held at the start of session for S1 and S3 and S5. The Pupil Councils for S2 and S4 remain as for the previous year in order to allow some continuity. The Pupil Council for S6 is made up of the Captains and Vice Captains. Training is provided at the start of term for new pupil council members.

The S6 Council members are allocated responsibility for a year group Council. Their tasks are to arrange meetings; to help pupils draw up their agenda; to help with minute taking.

Each term the Councils have a discussion meeting with SMT. Each Council normally meets separately. Tasks are also undertaken by each group. For the task, groupings might vary. Minutes are made at each meeting and are later discussed by SMT. Each member of the Pupil Council should speak to their class about the meeting.

The Pupil Council groups are the main focus for links with Young Peoples Services.

The DHT (Citizenship) is responsible for managing the Pupil Councils and linking with authority support.

e) Pupils are consulted frequently through the use of surveys – on the curriculum, the ethos, the school aims etc

Pupil surveys are carried out each session and a report is collated. This allows comparison from year to year.

Other surveys are carried out to provide evidence for whole school evaluations (according to the rolling programme) eg Support for Pupils, Curricular. Departments also carry out surveys to evaluate courses

Specific surveys are used to evaluate new developments

The information from surveys is used to inform the Standards and Quality Report and the development planning process.

The DHT (HGIOS) has an overall responsibility for these surveys.

f) There are opportunities for pupils to take on responsibility within the school – prefects, mentors, buddies, careers and library monitors, train monitors.

Prefects are appointed from S5/6 and as a team they are led by the Head Boy and Head Girl and the Vice Captains. Prefects are appointed after election by their peers and by staff. Prefects have duties of welcoming visitors to all school functions. They play an important part in welcoming primary pupils. They are organised into groups and attached to each year group. They help with the administration of school events such as Dress as You Please Days and are encouraged to get to know the pupils in each year. The Captains and Vice Captains each has a responsibility to a year group Pupil Council. The Prefects also run events in the school such as the Christmas party for Senior Citizens.

All S5/6 pupils who travel by train are asked to be train monitors. They agree to monitor a particular carriage and report any problems to the school.

The DHT (S5/6) has overall responsibility for prefects and train monitors.

S6 pupils have the opportunity to become mentors and peer tutors to younger pupils or to support the work of the Buddy club. A training day is held in June.

The DHT (EIE) and the Guidance staff are responsible for making the arrangements.

Senior pupils help with the work of the Career's Library keeping it tidy and being on hand to help pupils if needed. There are also general Library monitors often from younger year groups. The PT Support (Careers) and the Librarian are responsible for making arrangements.

Senior pupils volunteer to assist teachers in a number of departments and in other Cluster schools.

g) There is a planned programme for education-industry links

There is a full programme from S1 – S6. This is set out in detail in the *Education for Work and Enterprise Policy*.

The DHT (EIE) has strategic responsibility for the programme and the operational management is carried out by the PT Development (EIE)

h) The school is involved in a variety of charity events

Senior pupils form a Charities committee which is supported by two staff. The committee chooses a different charity each year to be the focus for fundraising. This is publicised at

Assemblies. Funds are raised in a variety of ways – lunchtime events for pupils, staff/pupil nights, Dress as You Please Days.

Other charities are supported throughout the year – Poppy day collection, Unicef Day of Change, Dambo School Malawi, RSPCA etc.

The DHT (S5/6) is responsible for supporting the staff and pupils who run the Charities Committee

i) There is a wide range of activities and events for pupils

A wide range of extra curricular clubs is offered to pupils. For most of these activities pupils pay a contribution for taking part. A programme of clubs is published each term. In addition the PE department and staff from other departments run a number of school teams.

Evening events for pupils such as discos are run by the PTA, by school staff and by committees as part of their fundraising.

Lunchtime events such as talent shows are run as part of fundraising and to promote a good ethos.

The DHT (S5/6) manages lunchtime events.

j) There are opportunities to be involved in activities beyond the school community

Pupils are involved in a variety of activities beyond the school such as:

Sport activities

Sports teams frequently play fixtures with other schools. Athletic competitions and other sports event such as badminton and golf competitions bring pupils in contact with youngsters from other areas.

These are organised by the PE department and by other staff who take clubs.

Music activities

A number of pupils take part in authority choir, orchestra and music groups.

This is organised by ERC

Competitions, debates, conferences

Pupils of all ages take part annually in the Kelvingrove Art competition. S3 pupils take part in the annual Police Quiz. Senior pupils take part in local and national debates.

Pupils attend conferences eg Equal Futures conference.

These are organised by departments or SMT

Work experience and community placements

All S4 pupils have the opportunity to undertake work experience.

This is managed by the PT Development (EIE). The DHT (EIE) has overall responsibility for this.

All SVS pupils also undertake work experience.

This is managed by the department.

Parent Council

A pupil representative attends meetings

k) The school promotes healthy lifestyles

Health is promoted through the acquisition of knowledge and through practical experience. A curricular audit gives details of the contribution of subjects to health promotion and the other ways in which the school promotes health. The DHT (Health) manages health promotion.

l) The school encourages environmental awareness

Environmental awareness is promoted through many subjects eg Geography, Biology. The curricular audit demonstrates this. The school has a very active Eco Committee (staff and pupils) which meets regularly to consider innovations and progress made on environmental issues.

m) Awards recognise the importance of citizenship

Citizenship is one of the 4 elements in the imPACT award scheme for S1/2. Pupils gain points for showing good citizenship in the classroom and also for any additional service or commitment that they are involved in. The imPACT awards are prominently displayed and certificates are presented at Assemblies in the course of the year.

The DHT (S1/2) manages the imPACT scheme

At school prizegiving a large part of the ceremony is the presentation of certificates and prizes for service to the school. Pupils who have contributed in activities such as mentoring, the buddy club, the charities committee, the year book committee, the news team, the library and careers monitors, the computer monitors receive certificates. In addition the Ian G Macpherson trophy, the Rector's cup and the prizes for Head Boy and Girl recognise the very considerable service to the school community made by senior pupils.

The DHT manages the Prizegiving awards.

4. Management and delivery of the policy

All staff have a responsibility to the development of citizenship education and experience and staff development should take place to raise awareness of issues.

A member of SMT has overall responsibility for Citizenship in the school however, many aspects of the policy are managed by other staff as indicated in the previous section.

The school development plan states the current developments in Citizenship.

5. Monitoring and evaluation of the policy

The policy is monitored and evaluated in a number of ways:

- termly checks on attendance, latecoming, behaviour, uptake of activities
- annual ethos pupil and parent evaluation
- evaluations that are part of the HGIOS planned programme
- audit specific to Citizenship issues

Information from the monitoring and evaluation will inform the annual Standards and Quality report and the planning process for the following session.

The SMT Citizenship coordinator is responsible for monitoring and evaluating the policy.

6. Links with other school policies

The Citizenship Policy ties in closely with :

- Learning and Teaching Policy
- Guidance Policy
- Anti Bullying Policy
- Policy on Promoting Racial Equality
- Education for Work and Enterprise Policy
- Health Policy (under development)

EASTWOOD HIGH SCHOOL



ICT POLICY

(Revised January 2015)

1 RATIONALE

Information and Communication Technology (ICT) is developing at a rapid pace, and continues to increase its role in 21st century society. Within education, ICT tools have proved their worth in teaching and learning, supporting pupils and delivering management information systems, while providing a powerful tool for enterprise and creativity. ICT is now established as a core skill: those who use it effectively are likely to flourish, both in education and in the world of work.

In the context of society's ever-changing demands, and a growing understanding of the processes of learning, it is probable that in the longer term, ICT-based e-learning and e-assessment will contribute to a revolution in the educational experience.

The challenge for today, however, is to develop personal and professional ICT skills in our young people and their educators, in our efforts to enhance learning and teaching, raise attainment, and deliver lifelong advantage.

2 AIMS AND OBJECTIVES

Aims

- to fulfil the requirements of the School's Curriculum Policy
- to develop use of ICT in the curriculum, learning and teaching, and administration
- to address the needs of children of all abilities and capabilities
- to create an awareness of computers and ICT in society
- to encourage and develop positive attitudes to learning using ICT
- to develop the use of Glow to enhance primary/secondary transition

Objectives

- to develop knowledge and understanding of the applications of ICT in society
- to develop and consolidate skills such as problem solving, inquiry and communication
- to provide pupils with a variety of stimulating and supportive learning opportunities
- to promote positive attitudes to the acquisition and use of ICT facts, concepts and skills
- to use appropriate ICT in addressing the needs of pupils with specific learning difficulties
- to extend the range of ICT skills already acquired by teaching and support staff
- to ensure that ICT tools are used to support effective management and administration
- to make arrangements so that ICT facilities are not misused by any user
- to encourage and develop the use of Glow among staff and pupils

3 ROLES AND RESPONSIBILITIES

ICT Coordinator (DHT)

- to be responsible for development, monitoring and evaluation of ICT within the school
- to keep up to date with ICT developments, especially those relevant to learning and teaching
- to network with colleagues with similar responsibilities to share developments
- to maintain school ICT policy updated and in line with ERC policies
- to support staff in meeting the aims of the ICT Policy
- to promote the use of Glow and act as Accounts Services Manager
- to ensure that staff are aware of ERC Standard Circulars 2, 69 and 78
- to ensure that staff are aware of ERC Social Media Policy
- to coordinate ICT resource allocation
- to keep the responsible user agreement updated and in line with ERC policies
- to liaise with ERC ICT Network Team on operational matters:
 - ensuring that user lists are kept up to date
 - relaying account information and passwords to new users
 - advising support service of faults or support needs
 - discussing with support teams arrangements to deal with special occasions
 - advising support teams on suspected/actual misuse of systems or network facilities
 - taking suitable action when misuse of network systems is identified
 - ensuring that all users have completed a responsible user agreement
 - ensuring systems maintenance to level agreed with appropriate technician service

Subject Leaders

- to plan, implement and review the integrated use of ICT for enhancing learning and teaching and raising attainment in their own subject areas
- to encourage the use of Glow within departments
- to use available ICT systems to improve departmental administration

Subject Leaders and other Cost Centre Holders

- to ensure that any **hardware** proposed for purchase
 - will integrate with the existing network, hardware and software (ICT Technician) and has been cleared by ERC IT department
 - is notified to AV technician for etching with ERC identity
 - is recorded in the departmental hardware inventory, including serial number
 - is stored securely but accessibly
 - is accompanied by appropriate staff training
- to ensure that any **software** proposed for purchase
 - is not already under license to the school (check with ICT Coordinator)
 - is suitable for use with the intended hardware (check with ICT Technician)
 - is recorded in the departmental software inventory, including license number
 - is only used where legal licenses have been purchased by the school
 - is accompanied by appropriate staff training

Class Teachers

- to develop, where appropriate, effective use of ICT in the classroom, including Glow
- to identify their own strengths and areas for development in ICT and where appropriate to plan to provide for these as part of their own CPD
-

Librarian

- to be responsible for overseeing ICT facilities in the Library

ICT Technician (*employed by ERC ICT Network Team*)

- to provide technical support when Work Requests/Repairs are logged by staff

4 CURRICULUM

- As part of their Broad General Education all pupils in S1-S2 will have a broad awareness of ICT applications and implications through ICT delivered by ICT specialists as part of the rota of S1 subjects. This will be the equivalent of 1.5 periods per week but will be delivered in blocks of 3 periods per week.
- Students in S3 (still as part of the Broad General Education) and S4-S6 will be able to extend their study of ICT subjects (Computing Science, Administration and IT, Graphic Communication) in the S3/S4 curriculum, and within the S5/S6 curriculum.
- All departments will continue to develop the use of ICT within the S1-S6 curriculum.

5 RESOURCES

Hardware

- All hardware is regarded as whole-school hardware
- Hardware must be stored in a secure place, and be readily accessible for staff/pupil use
- ICT subjects will be allocated ICT rooms as required to deliver their curriculum
- A booking system will allow departments to plan access to ICT facilities for curricular use
- Guidelines will be issued to ensure proper care and maintenance of these facilities
- A fully resourced CPD area within the school library will be available for staff development of ICT skills and a dedicated ICT room will be made available as necessary for appropriate CPD sessions
- Work Requests/Repairs
- These will be carried out by the Central Technician Service
- Requests should be reported on-line and not directly with the Technician. Calls should be 'edited' if a suitable response has not been made as it is important that new calls are not made for outstanding requests.
- Procedure for purchase of new hardware (see Subject Leaders and other Cost Centre Holders section)

Software

- Departmental software will be purchased by departments in the normal manner (see Subject Leaders and other Cost Centre Holders section)
- Decisions on the purchase of whole school software, eg word processing packages, desk-top publishing etc will be the subject of a consultation process involving all concerned departments, QIO and ICT Coordinator

Accommodation

- 6 BECS classrooms
- 3 other Faculty ICT Rooms
- ICT area in Library
- Subject departments and bases
- Pupil/Behaviour Support areas

Borrowing Equipment

- Staff may book a laptop for an evening, weekend or period during school holidays, subject to proper logging of serial numbers with the technician
- Laptops will be lent on a 'first come first served' basis, as decided by the ICT Coordinator

6 STAFF DEVELOPMENT

- The use of ICT in the classroom requires an on-going programme of staff development and in-service training to ensure that all staff become competent and confident in using hardware and software appropriate to their own needs, and to their pupils' age and stage
- Glow mentors will be available within the school/Cluster to assist with the staff development of Glow
- Such support will be provided using CPD courses, area in-service days and, where appropriate, release to attend authority-based courses
- Staff will be given the opportunity to indicate their personal priorities before any in-service is arranged as part of their Performance Review and Development
- The introduction of new software, peripheral devices and computer systems will be matched with staff development opportunities
- Regular ICT updates will be provided by the ICT Coordinator
- Regular CPD updates relevant to ICT will be provided by the CPD Coordinator

7 SECURITY

Hardware and Software

- Security of hardware and software located in departments will be the responsibility of subject leaders;
- Other hardware and software will be the responsibility of the ICT Coordinator

Intranet and Internet

- Pupils found to be abusing the privilege of use should be referred to the ICT Coordinator who will take the appropriate disciplinary action
- The school accepts the firewall protection offered by East Renfrewshire IT Department as their protection from unsuitable Internet material and pupils will cover this and Internet Safety as part of their S1 and S2 ICT Course

8 ICT POLICY MANAGEMENT

Monitoring

- Annual review of School and Departmental Operational plans to ensure continued development of ICT
- Annual review of Staff PRD/CPD Records to also help ensure continued development of ICT

ICT Policy Review

- ICT Policy will be reviewed periodically within the normal school consultation process
- ICT Coordinator will initiate review in consultation with SLT

9 APPENDICES

Appendix 1

Eastwood High School - ICT Responsible User Agreement

Appendix 2 – Links to East Renfrewshire Policies (need to log into GLOW before clicking on SCs)

- [Standard Circular 2: 'Information Security within Educational Establishments'](#)
- [Standard Circular 69: 'Guidelines on the Safe Use of the Internet, Electronic Communications and Mobile Technologies'](#)
- [Standard Circular 78: 'Use of Information Technology Equipment and Systems Connected to the Education Network'](#)
- [Social Media Policy](#)

Appendix 3 - National Legislation relating to ICT

- Data Protection Act 1998
- Computer Misuse Act 1990
- Copyright Designs and Patents Act 1988 (*The Copyright (Computer Programs) Regulations 1992*)
- Freedom of Information (Scotland) Act 2002
- Health and Safety Regulations

EASTWOOD HIGH SCHOOL



ABSENCE COVER POLICY

Revised Jan 2015

1. INTRODUCTION

The Absence Cover arrangements detailed below are consistent with the implementation of revised Standard Circular 50 and the McCrone agreement.

The overall aim of this policy is to ensure that the effect of staff absence on pupil learning is minimised. Therefore, continuity of learning will be best achieved by ensuring that:

- As far as possible classes are taken by a subject specialist
- In the case of a planned absence, appropriate work is left
- In the case of unforeseen absence, work will be provided by the Principal Teacher or a member of the department

The need for staff cover will arise as a consequence of:

- Teacher illness
- Teachers on School or Authority Business
- Teachers' personal needs

2. COVER RESOURCES

- 1) Teachers' surplus time, outwith contractual preparation and marking time
- 2) School's absence cover budget
- 3) The Authority's central absence cover budget
- 4) Funding of cover from SQA and other agencies

3. ABSENCE COVER PROCEDURES

Internal Cover

1. Internal cover will be used for the absence or equivalent when teaching commitments are reduced e.g. during exam periods or where the teacher has limited class time.
2. The criteria for selecting the internal cover teacher are:
 - Continuity of subject specialist, with S5/6 & S4 classes being prioritised then S3 and so on.
 - The number of subject teaching periods a class has lost.
 - The number of non contact periods outwith contractual duties allocated to each teacher
 - The availability of staff with surplus time
 - The availability of staff for each period of the timetable
 - Legitimate staff commitments that conflict with the please take e.g. meetings
 - Staff welfare e.g. a member of staff returning after a long illness

Minimum non contact time will always be preserved.

External Cover

3. Supply teachers or pointage staff will be used to cover:

- Multiple absences arising from either illness, personal reasons, meetings or inservice
- Repeated short term absence
- SQA duties or other activities where cover allowance is provided
- Staff welfare reasons
- Whole school or departmental needs e.g. curricular development
- When other activities (e.g. school trips) place undue pressure on the timetable

Every effort will be made to secure the services of a supply teacher of the same subject.

Records

The Depute Head Teacher responsible for staff cover will maintain a record that shows:

- The number of please takes issued each week to each member of staff
- The number of 'please take' periods available for use per member of staff per Week

4. REPORTING AN ABSENCE

Unexpected Absence

A member of staff who is absent due to illness or some other reason must inform the school office, by telephone or messenger, between 8.20am and 8.45am. They should give the reason for the absence, unless this is confidential, and if possible, the duration of absence and any vital information regarding classes. Where the matter is confidential this should be discussed with the Head Teacher or the Depute Head Teacher. It is appreciated that it is difficult to gauge how long an absence might be, however, any indication is helpful. Where no definite statement is made about the following day(s) the member of staff must phone in again the following morning if they remain absent.

Planned Absence

Requests for leave of absence for inservice courses, meetings, SQA business and personal reasons (dental appointments, funerals etc) should be made to the Depute Head Teacher, other requests for leave of absence should be made to the Head Teacher.

Notification of the date(s), times and if cover is supplied should be made as far in advance as possible to the Depute Head Teacher.

Teachers should inform their Principal Teacher of the planned absence so that the necessary cover can be arranged.

Where the planned absence involves the Principal Teacher then they should inform a member of the department.

Teachers should ensure that they record the planned absence in the school folder held in the office.

Return from Absence

Staff returning from absence due to illness should report to the school office on return and the Depute Head Teacher. For absences of up to five school days a Sickness Certificate must be completed and returned to the school office. For absences in excess of five consecutive days a medical certificate is required.

5. PROCEDURES FOR COVERING CLASSES

Planned Absence

Where an absence is planned, the Principal Teacher should complete an 'Absence Cover Required' form, identifying any departmental cover preferences and pass to the Depute Head Teacher one week in advance. Where the absence warrants supply cover then the Depute should be notified as soon as this is possible. Teachers who know in advance that they will be absent must ensure that they leave appropriate work for their classes.

Unforeseen Absence

The school office will notify the Depute Head Teacher and the Principal Teacher of the absence. The Depute Head Teacher will allocate cover according to the criteria described in the section '*absence cover procedures*'. Where possible the Principal Teacher should consult with the Depute Head Teacher on the cover arrangements.

Principal Teachers should arrange:

- For work to be left for the absent teacher's classes
- For the class register to be left out along with any seating arrangements if available
- That either s/he or a member of the department checks that the cover teacher has arrived and is clear about the arrangements for that class.

Issuing of Cover Slips

The classroom assistant will deliver the please take slips at the beginning of period one. However, there will be occasions when slips are issued later, usually as the result of an emergency or re-arrangement of cover arrangements.

Time and Place

All staff are expected to report for duty at 8.45am daily unless by specific prior arrangement with the Depute Head Teacher and their line manager e.g. PT. For pointage staff the daily start time will be agreed according to timetable requirements.

Staff are able to sign out if:

- They have no class contact
- They have not received a please take by the end of period two. Staff wishing to sign out during period one must check with the Depute Head Teacher.
- Their immediate line manager is informed.
- They have recorded the details in the daily folder in the office.
- PTs have informed members of the department.
- PTs have made arrangements for another member of staff to cover their emergency planning duties e.g. evacuation duties

EASTWOOD HIGH SCHOOL



UNIFORM POLICY

SCHOOL TRIPS, EXCURSIONS AND OTHER EVENTS

Pupils will only be permitted to take part in school trips, excursions and other events if they wear school uniform (unless otherwise agreed with the Headteacher and trip organiser).

Uniform must be worn while taking part in such activities except in certain cases e.g. school organised holiday trips to fun parks. Pupils representing the school in any event will wear uniform.

GETTING THE UNIFORM

As a non-profit making service, the school, using the School Fund as a bank, is able to supply school ties all year round. Between 21st June 2014 & 28th June 2014 East Renfrewshire Council blazer supplier “Man’s World” Giffnock is offering a substantial discount on items of Eastwood High School uniform. Many items are also available from High Street stores.

Ties £7.50 (from school office)

Man’s World
204 Fenwick Rd
Giffnock
Tel: 638 7689

YOU CAN GET A CLOTHING GRANT TO BUY SCHOOL UNIFORM

East Renfrewshire Council operates a clothing grant scheme. The grant is worth £50 and you may be eligible to claim if you receive Income Support, Family Credit, Housing Benefit, Council Tax Benefit, Jobseekers Allowance, Child Tax Credit, Working Tax Credit or your gross income is less than £16010 pa.

Application forms are available from East Renfrewshire Council or the School Office.

Basic Uniform available from Man’s World or other suppliers

Tie - £7.50 (from the school)
White shirt/blouse - £5.00
Black trousers / skirt - £8.00
Black shoes £15 - £20
Blazer with badge £29 – £35 Man’s World or other suppliers without the badge



EASTWOOD

HIGH

SCHOOL



UNIFORM CODE

A PARENTS' GUIDE

WHY HAVE A UNIFORM CODE?

It is beneficial to parents, pupils and staff.

It is compatible with East Renfrewshire Council's Dressing for Excellence policy.

Parents

- Avoids disputes about what is to be worn to school
- Provides low-cost durable clothing
- Prevents the 'blackmailing' of parents into buying expensive fashion clothes for school

Pupils

- Provides security in knowing what should be worn and avoids "bullying" over clothes that are worn
- Helps to single out any intruders in school

Staff / School

- Improves safety and security by providing immediate identification of all pupils
- Avoids disputes over what is acceptable schoolwear
- Encourages a sense of loyalty and belonging to the school
- Safe in subjects like Home Economics, Science and Technical

THE EASTWOOD UNIFORM CODE

All pupils **must** wear the uniform in such a way as to clearly identify them as pupils of the school. The uniform **must** be worn everywhere in the school grounds – playground, corridors and classrooms. **It is compulsory.**

Uniform

- Blazer – black with badge (compulsory)
- White shirt / blouse with collar and school tie (which must be visible)
- A plain black cardigan or plain black V neck jumper (no logos)
- Dress black trousers or skirt – skirts **must** be knee or mid-thigh length minimum (**No** denim or “combat type trousers”, shorts or leggings are allowed)
- Some pupils have earned their own distinctive sports or performing arts ties
- Footwear – black dress shoes (**no trainers or converse style shoes**). Black laces.
- Shalwar Kameez and/or hijab – **plain black**
- Turban – **plain black**

PE Kit

- Separate top / tee shirt or school polo shirt (not football colours or those with offensive slogans)
- Shorts or gym skirt
- Trainers (not to be worn elsewhere in school)
- Tracksuit or jogging suit for outdoor activities (optional)
- PE Kit can be purchased via PE Principal Teacher (Mr Gibson)
- One piece swimsuit (girls)/swimming trunks or swimming shorts for boys

The uniform code is very simple and cheap with scope for parent/pupil choice. However, certain items, of clothing are not acceptable.

Yes ✓	No X
<ul style="list-style-type: none"> • White shirt & tie • Black dress trousers/skirt – skirts must be knee or mid-thigh length (no denim or combats) • Black V-necked sweaters or cardigans – no logos • Blazer • Rain Jackets • Dress black shoes • Black Ugg style boots only • School Scarf or winter hat available from school office 	<ul style="list-style-type: none"> • Tracksuit trousers • Jogging suit bottoms • Sports tops • Jeans/Combats/shorts/leggings • Tee shirts • Baseball caps • Scarves or hats except the school ones • Sweatshirts/polonecks which conceal the school tie • Trainers or converse style shoes • Non black laces

Outdoor jackets/anoraks must be removed in classrooms.

The school is not insured for damage or loss relating to clothing and jewellery. Expensive clothing and jewellery should not be worn at school.