



Mighty Oaks From Little Acorns Grow



RESPECT



AMBITION



KINDNESS

WILLIAMWOOD HIGH SCHOOL

SCHOOL HANDBOOK

2022/23



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SECTION 1: INTRODUCTION

INTRODUCTION FROM THE HEAD TEACHER

I would like to take this opportunity to thank you for your interest in Williamwood High School.

This handbook is designed to provide you with information which you will find helpful as your son or daughter transfers to this school.

The aims and values of Williamwood are outlined in our handbook and I hope you will gain a sense of what is important for us in the school community.

Together, I believe that we can work to reach the highest standards of attainment and achievement for our young people during the time they are in Williamwood and beyond.



Nicola MacGlashan
Headteacher
Williamwood High School

USING THIS HANDBOOK

This Handbook has been designed primarily to introduce new or prospective parents to Williamwood High School. However, we will provide regular contact with parents throughout their child's education at Williamwood High School. Information is communicated to parents in a variety of ways such as:

- Newsletters
- Information sheets
- Letters
- Texts
- Emails
- Options Booklets
- Standards and Quality Report
- School website and twitter

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



Welcome

The school website can be accessed at:

<https://blogs.glowscotland.org.uk/er/williamwood/>



SECTION 1: INTRODUCTION

WILLIAMWOOD HIGH SCHOOL

The new Williamwood High school opened in August 2006 in private partnership with BAM. The school is situated on Eaglesham Road between Clarkston and Waterfoot in the south side of Glasgow. The Street forms the central part of the school and is used as a communal area for dining and socialising. The building is equipped to the highest specification throughout. All classrooms have quality ICT facilities and there are a high number of dedicated ICT rooms. The library is also well equipped with ICT equipment. The music and drama facilities in our Performing Arts Faculty are of the highest contemporary standard and we also have first class physical education facilities, both indoor and outdoor. We have a well-equipped Pupil Support Suite and a range of specialist rooms for pupils with additional support needs. Our Art and Design department is a particularly impressive feature of the building. The first class facility in its delightful green-belt location will allow us to ensure that the learning experience we provide for our pupils will continue to be of the highest quality.

Williamwood High School is a six year, non-denominational, comprehensive school serving the town of Clarkston. It has three associated primary schools — Carolside Primary School, Netherlee Primary School and Busby Primary School.

It has a current roll of approximately 1770 pupils and a teaching staff equivalent to 119 full-time teachers. There are 6 Depute Head Teachers, 14 Curricular Principal Teachers, 9 Pupil Support Principal Teachers including a Communication Support Service.

The school is also fortunate to have strong parental support. The Parent Council plays an active role and helps shape and drive school improvement.

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

SCHOOL ETHOS, MOTTO AND VALUES

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

Staff expect pupils to achieve of their full potential, both academically and socially. Our pupils respond positively in the classroom and in whole school activities. There is a wide range of activities, sporting, cultural and educational, which the staff provide. Relationships between staff and pupils are excellent.

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

As young people progress through our school, existing skills will be further developed which will enable them to become

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

Our Motto & Values

Our School Motto relates to the meaning behind our school badge:

Mighty Oaks from Little Acorns Grow

Our new school values underpin this motto, and they are:

- Kindness
- Respect
- Ambition



Mighty Oaks From Little Acorns Grow

Respect

Ambition

Kindness



SECTION 2: THE CURRICULUM

CURRICULUM FOR EXCELLENCE

Our vision is to provide a curriculum which enables all pupils to achieve their potential; to allow them to fulfil their aspirations within and beyond school. We aim to deliver a curriculum which allows for breadth and depth of learning, offering challenge and enjoyment. Our curriculum will offer choice and specialisation as well as progression through levels, allowing the opportunity for attainment at the highest level. This will be achieved through excellence in teaching and learning.

At every level, an ethos of high expectation is encouraged and attainment and achievement is recognised and celebrated.

The Curriculum for Excellence documentation offers advice and establishes principles for the design of the curriculum. This guidance identifies four **contexts** in which learning takes place, six **entitlements** for pupils, seven **principles** for curriculum design and eight **curriculum areas** in which learning is organised. These contexts, entitlements, principles and curriculum areas are at the heart of decision making regarding our Curriculum for Excellence rationale.

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



BROAD GENERAL EDUCATION S1-3

In Scotland the period of education from pre-school to the end of S3 at secondary has been developed to ensure that each pupil is provided with a broad, general education. All pupils are entitled to experience this Broad General Education (BGE) which will include delivery of the experiences and outcomes across all curriculum areas up to, and including, the third level, as far as this is consistent with their learning needs and prior achievements. Almost all pupils will progress into the fourth level in many aspects of their learning before the end of S3 (and indeed S2 for some pupils), laying strong foundations for more specialised learning en route to qualifications and lifelong learning.

BGE Curricular Areas:

- * Languages (English and Modern Languages) and Literacy
- * Mathematics and Numeracy
- * Social Studies
- * Sciences
- * Expressive Arts
- * Health and Well-Being
- * Religious and Moral Education
- * Technologies

S1 – S3: Structure and Aims of the Broad General Education

The S1 and S2 curriculum offers a broad range of subjects covering all curricular areas and offering diversity and a rich variety of learning experiences. In S1 and S2 the school operates rotations for all practical subjects and social subjects. All pupils receive 3 periods of P.E. to meet the national target of 2 hours of physical activity a week.

Time allocation varies across curricular areas and all courses are planned around the Experiences and Outcomes and Significant Aspects of Learning. The Experiences describe the learning activities and the Outcomes state what the pupil can explain, apply or demonstrate. It is expected that all pupils will have covered the Significant Aspects of Learning within each subject area through the subject specific Experiences and Outcomes at third level by the end of S2. For some pupils, there are modified expectations based on their learning profile.



SECTION 2: THE CURRICULUM

BROAD GENERAL EDUCATION S1-3

Skills Development

Skills will be developed across all years through the delivery of experiences and outcomes and qualification delivery. The development of skills is essential to learning and supports young people to become successful pupils, confident individuals, responsible citizens and effective contributors. The skills and attributes which young people develop will provide them with a sound basis for their development as lifelong pupils in their adult, social and working lives, enabling them to reach their full potential.

All teaching staff, across all subject areas, have responsibility for the cross-cutting themes of Literacy, Numeracy and Health and Well-Being. At Williamwood High School, we have added Information Technology to support learning as a fourth cross-cutting theme, given the importance of digital technology in education and the wider world. Whilst it is anticipated that aspects of these themes will be delivered by key subjects, all departments will provide meaningful opportunities to deliver experiences and outcomes across these themes within their courses.

S3 Options Programme

In S3, most pupils in East Renfrewshire schools will continue to focus on 8,9 or 10 subjects which they will study over the next two sessions. S3 in particular will act as a bridge between completing the Broad General Education phase, described in terms of Experiences and Outcomes, that they have followed up to this point and prepare for certification through the Nationals in S4.

Pupils will choose their subjects through an options process taking into account their progress and achievements to date and their career intentions beyond school. They will be supported in making these choices by their Pupil Support Teacher. Further details can be found on the school website. Parents will have a vital role to play in supporting and helping their child to make the right choices. Information sessions are arranged at this time which are specifically aimed at parents.

S3 EXPERIENCE

S3 Experience

By the end of S2, pupils will have been exposed to the Third Level Significant Aspects of Learning and pupils will be offered the opportunity to introduce specialisation to their learning to pursue interests and personal preferences within the phase of Broad General Education. Pupils will then move on to National courses and to follow a suitable and appropriate level of challenge as they experience S3 and S4. This will allow for depth of learning and the opportunity to further increase pace and challenge. At the end of S2, pupils will make 8 choices of courses to study from each of the 8 curricular areas. We are keen to give pupils as much breadth as possible in S3 and S4 so have a column structure that ensures all the key areas of the BGE are still studied to give our pupils wider choices for courses in the senior school and allow further time to decide on university courses and careers. English and Mathematics are compulsory in S3, as are core entitlements of Physical Education, Religious Education and Personal and Social Education. At Williamwood High School, a Modern Language is also compulsory given the national impetus of support for the young people of Scotland to study Modern Languages. In addition to this provision, pupils select 5 other subjects. If a pupil, or a group of young people, has specific needs which are best addressed by following an alternative learning pathway, opportunities will be provided.

In S3, programmes of work are matched around the Experiences and Outcomes at Fourth Level and the new National Courses at Level 4 or 5, although some pupils may still be consolidating work at Level 3. It is possible that many of our pupils may stretch beyond Level 4 work into National 5 work dependant on their progress in S2. Subject areas will focus in S3 on richer, deeper learning within their subject, offering opportunities for personalisation, project work, added value skills, independent learning and research and collaborative tasks. This will provide a good foundation for qualification success in the Senior Phase. In situations where a subject has been discarded at the end of S2, work related to skills based significant aspects of learning may be undertaken in order to address any third level Experiences and Outcomes which still require coverage.





SECTION 2: THE CURRICULUM

SENIOR PHASE

S4-6

In S5/S6, pupils can continue their studies from S4, progressing on to various level 6 opportunities including NPAs, Highers and then Advanced Highers or continuing at National levels as appropriate. Pupils will normally focus on 5 subjects in S5.

In addition to P.E. and PSHE, all S5 pupils will also choose an elective subject from an extensive list, some of which are enrichment courses and some are subject specific additional support time. A large number of pupils choose to achieve a Sports Leaders Award or Dance Leader award as part of their S5 elective subject. In S5 all pupils are expected to have a full timetable. In the Senior Phase pupils may experience an increasing range of delivery methods including: in-school provision, partnership arrangements with other schools and colleges, community and youth work delivery, work experience, volunteering, community service and pupil-centred learning.

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

As pupils move into S6, a further review of learning takes place to consider learning pathways to support pupils into a positive destination post-school. In S6 pupils are expected to focus on 4 subjects. This allows them some freedom to have an involvement in the wider life of the school – for example the S6 committees, volunteering or peer mentoring as well as relevant work experience.

Our Personal, Social and Health education programmes for S4 and S5 contains important careers information to support this subject choice exercise and information about the range of courses available in Williamwood High School. Our school Careers Officer is available to help pupils at this time, as well as being available on a regular basis throughout the school session.





SECTION 3: ASSESSMENT & REPORTING

ASSESSMENT

Assessment is an integral part of learning and teaching. It helps to provide a picture of a pupil's progress and achievements and to identify the next steps in learning. As pupils move through the curriculum, they will experience a range of approaches to assessment.

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

Assessment in the Broad General Education (S1-S3)

Teachers will use a variety of methods to assess young people. This may include observation, coursework and tests to see how a pupil is progressing and what their next steps in learning should be.

In addition to school assessment, all pupils in East Renfrewshire will sit standardised tests in Literacy and Numeracy during S2. In August 2017, the Scottish Government introduced the Scottish National Standardised Assessments (SNSA) as part of the National Improvement Framework. The assessments have been designed to provide teachers with information about children's progress, as such, they should help inform professional judgements. The SNSA will be undertaken by all children in S3 and assess aspects of reading, writing and numeracy.

Assessment in the Senior Phase

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

Courses at **level 5, level 6, level 7 and level 8** can include work that is assessed by teachers and lecturers, but pupils will also have to pass a course assessment for these qualifications – usually a question paper and/or coursework which will be marked by SQA.

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

REPORTING

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

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

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

We will send home a report for each pupil at an appropriate time each year. The timing of these reports varies by year group and are issued at the start of each session. More information on the dates can be found in the school calendar on the school website.

Parents' Evenings

In addition to the written reports, there will be parents' evening for individual year groups each session. Where possible this is held at a different point in the session from the report to increase the quantity and value of communication. Parents will have an opportunity to speak to the specific subject teachers as well as a member of the senior management team if they have any additional questions.





SECTION 4: TRANSITION TO WWHS

TRANSITION FROM ASSOCIATED PRIMARIES

Arrangements are in place to facilitate a smooth transition for pupils in P7 to Williamwood High School.

By the time your child joins S1, information will have been passed on by their primary school to make sure that learning is continuous, and that any additional support needs are also known.



We maintain close links with all our primary schools—primary teachers visit Williamwood High’s classrooms and some of our teachers will already have worked with your child in P6/P7, for example in numeracy, literacy and science.

Staff from Williamwood High School will have visited your child’s school and talked to them about the transition. Your child will also have had at least two induction days to give them an opportunity to get to know the secondary school and its way of working. Parents will also have had the opportunity to visit Williamwood High School and hear more about the transition process.

TRANSITIONS AT OTHER TIMES

Pupils may join Williamwood High School at times other than the start of S1 and from schools other than our associated primaries.

Before a child enrolls in Williamwood High School, the Education Department will seek documentary evidence to validate a child’s entitlement to a catchment place at this school. If appropriate evidence is not submitted the Education Department will withdraw the offer of a place. Documentary evidence can be submitted to the Education Department via the school office; further detail on required documentary evidence is available in the Education Department’s school admission policy which is accessible on the Council’s website via [this web address](#).

When a child who was enrolled in the school as a catchment pupil ceases to reside within the Williamwood High School delineated catchment area and his/her parents wish the child to continue to attend the school the parent must submit a request to remain. Where it is found that a child is no longer entitled to a catchment place in Williamwood High School since they no longer reside in a property in the delineated catchment area associated with the school and a placing request to remain has not been submitted and approved, the Council may seek to exclude that child from the school.

A child’s parents(s)/carer(s) is/are responsible for providing the Education Department with full and correct information about their child(ren) and any changes to that information which may affect their status as a catchment child. In the event that parent(s)/carer(s) fail to do this, the Education Department will view this as a refusal to comply with the rules and regulations of the school; this lack of cooperation will result in the Council seeking to exclude the child(ren) from Williamwood High School.

If information that is submitted is found to be fraudulent the Council may pass the matter to the Procurator Fiscal’s Office. The Council will use all means available to it in order to investigate suspicions or allegations of fraud, including but not limited to, surveillance in cases where it is necessary and proportionate to do so.

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



SECTION 5: SUPPORT FOR PUPILS

HERE TO HELP

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

Office Staff

Many questions on day to day procedures can be answered by one of our office staff who will answer the phone on:
0141 577 2500

Principal Teacher of Pupil Support

The best person to talk to about issues relating specifically to your individual child will usually be their Principal Teacher of Pupil Support (see page 10). If they do not have the answer to your query to hand, they will know who to speak to and can act as a go-between yourself and the teaching staff. You can contact them on the phone number above.

Depute Headteacher

For more serious issues, you may require to speak with the Depute Headteacher for your child. You can contact them on the phone number above.

EXTRA HELP REQUIRED?

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

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

GETTING TO KNOW US: SENIOR MANAGEMENT TEAM

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

Senior Management Team

S1	Ben Harrison
S2	Christopher Mutch
S3	TBC
S4	Laura Ferguson
S5	Laura Miller
S6	Ryan McAllister





SECTION 5: SUPPORT FOR PUPILS

GETTING TO KNOW US: PUPIL SUPPORT TEAM

Pupil Support Teacher

The Pupil Support Team is a young person and parents first point of contact for all social, emotional and personal matters pertaining to their wellbeing and achievement in school. Pupils are allocated a Pupil Support Teacher in alignment with their support group. The Support Team are committed to ensuring that Williamwood provides a safe, nurturing and purposeful learning environment for all young people in line with the school's values.

Support staff provide universal and targeted support for young people; communicate with parents; lead support groups; facilitate interventions from partner agencies; plan and deliver the PSHE curriculum; and support the choosing for success agenda.

Support Staff also have a teaching commitment as subject specialists in their curricular area. Staff endeavour to respond to all parental queries as quickly as possible, but please allow five working days before re-contacting the school.

R Group	Laura Carswell
S Group	Marc Falconer
T Group	Nichola Penman
V Group	Aaron Thomson
W Group	Callum Hodgart
X Group	Sophie Smith <i>Kirsty MacPhee Maternity Leave</i>
Y Group	Alex Muirhead
Z Group	Jason Dundon
CSS Group	John Moffat

LEARNING SUPPORT

In Williamwood High School we have a team of teachers and other staff, who provide specialist support to pupils who may experience difficulties in their learning. Every opportunity is taken to establish the nature and extent of a pupil's learning difficulty as soon as possible: close liaison with our associated primary schools means that information on individual pupils is available to us before the pupils join us in August. For other pupils, already in Williamwood, individual subject teachers monitor closely the performance of pupils and are able to request additional support for any pupil from learning support staff. Pupils experiencing difficulties with their learning may be helped in a number of ways:

- Providing direct one-to-one help from a Learning Support specialist teacher
- Allocation of a Support for Learning teacher or Pupil Support assistant to a class
- Advice to classroom teachers by Learning Support staff
- Referral to specialist services, e.g. Psychological Services, through the school's Joint Support Team
- Arranging a case conference for pupils with additional support needs
- Providing specialist resources
- Liaising with the Scottish Qualifications Authority (SQA) so that special examination arrangements are made where appropriate
- Support for pupils with additional support needs to make positive transitions to Williamwood High School from primary and other schools, and from Williamwood High School to further education, employment or training
- Working co-operatively with other staff in the Pupil Support team

Contact the Principal Teacher of Pupil Support (learning) with any concerns: Mr C Steven.





WIDER SUPPORT TEAM

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

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

Joint Support Team

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

Enquire

The Scottish Advice Service for Additional Support for Learning

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

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

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



CHILD PROTECTION

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

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

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

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

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

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

The Child Protection Co-ordinator for the school is Mrs Miller , one of our Depute Headteachers. The Headteacher, Mrs MacGlashan, is the Child Protection Officer. If you wish any further information or a copy of the school policy, please contact the school office. If you wish to discuss this important matter further, please make an appointment to see either Mrs MacGlashan or Mrs Miller.

Clarkston Social Work Office: **0141 577 4000**

Police Scotland Family Protection Unit: contact Police Scotland 101

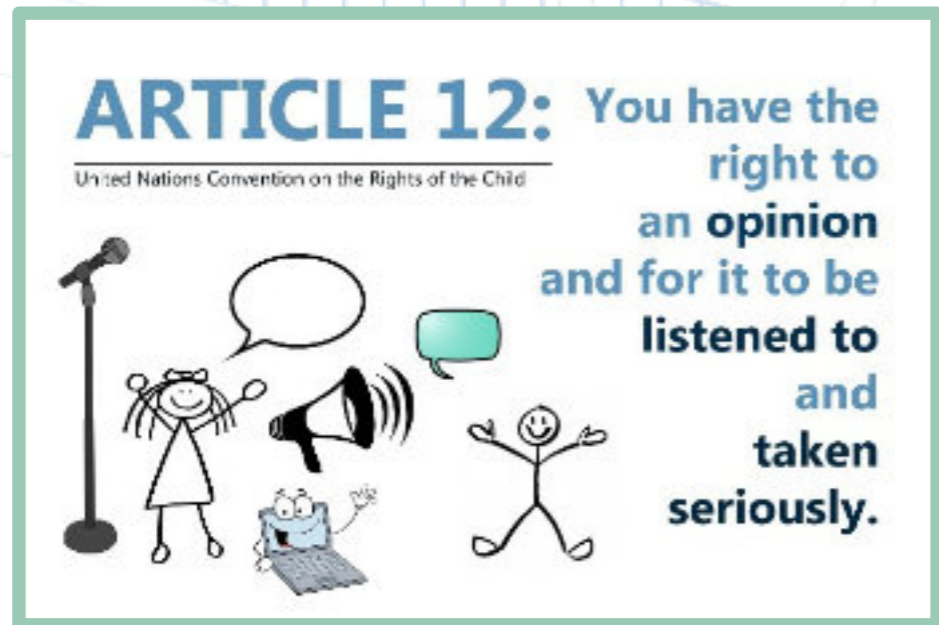
Standby Social Work Out of Hours **0800 811 505**



SECTION 6: PUPIL VOICE

LEADERS OF LEARNING IN PUPIL OUTCOME PARTNERSHIPS

Pupil voice is central to Williamwood High School and this is achieved through our team of LOLiPOPs (Leaders of Learning in Pupil Outcome Partnerships). LOLiPOPs is the umbrella name for two groups of young people within the school: LOLs and POPs. This is an integral part of us being a Gold Rights Respecting School.



LOLs

Leaders of Learning (LOLs) have a focus on improving learning and teaching at Williamwood. They're specialists in evaluating after rigorous training with both East Renfrewshire's Community and Learning Team and Education Scotland. Responsibilities of a LOL include welcoming visitors to our school community, organising key events in our school calendar such as sports day and evaluating learning and teaching. LOLs write an annual Standards and Qualities Report, reflecting on the academic year from a learner's point of view.



We are fortunate to be in partnership with the West Partnership, where Williamwood LOLs visit other schools to observe and help improve outcomes for all young people by feeding back to Senior Leaders on strengths and areas for development based on what they saw and heard. We also welcome LOLs from other schools to help with self-evaluation of our own school. From these learner visits, LOLs are responsible for sharing what they have observed with staff and young people alike to make positive change to our learning environment.

POPs

Pupil Outcome Partnerships (POPs) are broken into 3 different strands: Equalities, Health and Wellbeing and Skills. The equalities POP works on making Williamwood an equal place for all despite their age, race, religion or sexual orientation and ensure that every individual has an equal opportunity to thrive in school. Health and Wellbeing has a focus on mental and physical health as well as ensuring pupils have a say in decisions in things such as school dinners. The Skills POP work to embed skills consistently across all departments and celebrate these with events. POPs meet with staff leads during lunch times to discuss action points from their annual plan. Anyone can volunteer to join POPs. To ensure the views of all are taken into account, pupil consultation data is analysed by POPs to create their plan so it is representative of the whole school. POPs regularly write newsletters and update noticeboards to communicate their progress with the rest of the school community.





KEEPING IN TOUCH

The support of parents is vital to the success of Williamwood High School. We believe, therefore, that we should do everything possible to provide parents regularly with information and opportunities to visit the school to learn of matters that relate to their child's education. Parents are also invited to get in touch with us about any matter concerning their child's education; we encourage parents to do so and shall do our best to resolve any matters of concern.

At present, contact with parents takes many forms including:

- Pupils' reports (full reports and tracking reports)
- Meetings to discuss pupils' progress
- Consultation at times of transition
- Information evenings
- Workshops
- Conferences
- Meetings to consult with parents e.g. about school uniform and future school improvement
- Contact by Pupil Support staff (letter, telephone call or individual interview)
- Texts and e-mails
- Letters and handouts
- Parent council and PTA
- School website and twitter

We make extensive use of our website and Twitter to inform parents and pupils. They are updated regularly and contain a wealth of information about the school as well as important links to other sites of interest to parents. Most information is added as news items to the website. We also have good relationships with The Extra and they feature articles about the school.

We are always accessible by phone by contacting our school office. If the member of staff you need is teaching, a contact number will be noted and we will get back to you as soon as possible. Principal Teachers of subjects or Pupil Support may contact you directly. We also welcome parents into school for formal and informal meetings and value highly our working relationships with the school community.



GETTING INVOLVED

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

Parents make a difference

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

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

Parents in partnership with schools

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

We run a number of events aimed at parents in addition to the normal curricular parents' meetings. We regularly offer sessions to help parents support their child in their homework and study, whether the focus is on Maths in S1, helping with English homework, different ways of studying and preparing for exams in the senior phase or preparing for transition to university after school. In addition, we also have the very successful parent conference as well as an annual Careers Event.



SECTION 7: PARENTAL INVOLVEMENT

PARENT COUNCIL

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

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

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

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

The Parent Council for our school is known as:

Williamwood High School Parent Council

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

Chair:	Simon Cunningham
Vice-Chair:	Marie Owens
E-mail:	williamwoodpc@gmail.com

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

Meeting dates will be advertised on the school website at:

[Williamwood school website—Parent Council section](#)

The main focus of the Parent Council is to work in partnership with the school to decide on key priorities to take forward, provide a voice for parents in schools on issues that are important to them, support the school in developing strong home/school partnerships and Capture the unique and varied skills, interests, knowledge and experience that parents can offer.

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

PARENT TEACHER ASSOCIATION

Williamwood High School PTA is a very active group made up of volunteer parents and teachers. It is a recognised Scottish Charity, SC036644.

The PTA raises money to help school subjects and clubs purchase a wide variety of different resources and equipment to enhance the experiences of the pupils. Recent purchases have included football and netball strips, digital cameras, books by local authors, raspberry pis, interactive boards and musical instruments.

The PTA raises funds through a variety of different means. Each year they organise a Monthly Draw with prizes from local businesses and an Advent Raffle with twelve prizes throughout December. Tickets for both of these competitions can be purchased through ParentPay.

The PTA also aims to organise events throughout the year including S1 Discos and Quiz Nights for parents/carers. Additionally, the PTA provides tea, coffees and snacks at events such as Parents' Nights and Information Evenings.

The PTA meets one Tuesday a month at 7pm in the school. The dates of the meetings can be found on the school calendar.

If you are interested in joining or have any questions, the PTA can be contacted by email at: williamwoodpta@gmail.com





SECTION 8: POLICIES & PRACTICES

THE SCHOOL DAY

Warning Bell	8.42am
Period 1	8.45 - 9.35
Period 2	9.35 - 10.25
Interval	10.25 - 10.40
Period 3	10.40 - 11.30
Period 4	11.30 - 12.20
Lunch	12.20 - 1.00
Warning Bell	1.00
Period 5	1.05 - 1.55
Period 6	1.55 - 2.45 (W & F)
Period 7	2.45 - 3.35 (M, T & Th)

ATTENDANCE & TIME KEEPING

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

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

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

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

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

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

The Pupil Support team investigates all unexplained absences. If unexplained or unjustified absences persist, the matter is then referred to the Reporter to the Children’s Panel, which is made up of members of Parent Councils in the area.

If parents believe that their child may be truanting from school, they should not hesitate to contact us. Early contact may remove the parent’s fears and may help us to catch a problem at an early stage. Pupil absence is monitored each period and parents may be contacted by the school via a telephone call or text message to confirm pupil absences.

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

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





SECTION 8: POLICIES & PRACTICES

BEHAVIOUR AND ANTI BULLYING

In Williamwood High School, we are conscious that effective learning and teaching will only take place in a calm and ordered environment, characterised by respect for self and respect for others. We expect very high standards of behaviour and we have agreed a code of conduct with our pupils to help maintain good order so that effective learning and teaching may take place.

The school policy on discipline is based very firmly on this agreed code of conduct and on achieving good relationships between pupils and staff. Teachers are experienced in dealing with breaches of discipline when they occur, ranging from a quiet word of censure to potential exclusion from school. A copy of the school policy on discipline is available to parents on request.

In dealing with repeated misbehaviour, the support of parents is vital. Should a pattern of misconduct emerge, parents will be invited to discuss the situation with a member of staff.

Much attention has been focused in recent times on bullying and is often a concern for parents of children moving to a new school, although, in practice, it is not as prevalent as some might fear. Schools throughout the country have been required to create a climate in which bullying is frowned upon and to take firm action when bullying occurs. We support these national efforts to eliminate the scourge of bullying, which brings such misery for pupils who are subjected to it and for their families. Bullying also strikes at the very heart of what this school stands for and cannot be tolerated. We will take strong action, should bullying occur, to tackle it promptly and effectively.

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

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





SECTION 8: POLICIES & PRACTICES

DRESSING FOR EXCELLENCE

Given that there is substantial parental and public approval of uniform, schools in East Renfrewshire expect the wearing of full school uniform. This is outlined in East Renfrewshire's "Dressing for Excellence: A Policy on School Uniform".

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

Pupils, staff and parents working together can maintain excellent standards in uniform. The photographs illustrate acceptable school uniform at Williamwood High School.

In promoting the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals should be the subject of widespread consultation with parents and pupils.

As a school, we have an extensive supply of additional uniform items in a variety of sizes. Pupils will be able to borrow items if they do not have appropriate and acceptable uniform. A text message will be sent to parents for information.

We are confident that the pupils and parents of Williamwood High School support the wearing of our uniform. It is both practical and economical and brings a sense of common identity and pride. The uniform has been enthusiastically endorsed by the parent representative groups, the Parent Council and PTA. More information on our school uniform can be found on the school website.

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

- Black blazer with badge
- Black smart trousers
- Black skirts (knee length)
- White school shirt (buttons to the neck)
- Black v-neck jumper / cardigan
- Black shoes (all black)
- School tie
- Black outdoor jacket (as required)
- Shalwar Kameez (black)
- Headscarf (black)
- S6 Tartan Skirt

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

- Leggings, jeggings, shorts
- Jeans (including black)
- Skirts of an inappropriate length, also no lycra skirts
- Hooded or casual tops (any colour including black in classes)
- Shirts that do not button to the neck
- White or coloured trainers or shoes, including black trainers and canvas shoes
- Items with logos and football colours

All outdoor jackets and other coloured tops, other than blazers, will require to be removed inside the building.



For physical education, the following kit is required:

- Plain sky blue polo shirt or t-shirt
- Navy or black shorts
- Appropriate training shoes (clean footwear for indoor use)

Pupils should not wear:

- Items with large logos
- Football colours
- Plimsolls (i.e. converse)

All the above are obtainable from local school outfitters.



HOMWORK AND STUDY

Homework

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

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

All pupils are issued with a study planner and pupils are encouraged to use their planners to record their homework assignments and plan their studies. We would ask parents to check their child's planner on a regular basis, to sign it and to comment in it if required. The Headteacher, Senior Management Team and Pupil Support staff routinely examine pupils' planners to ensure pupils are receiving appropriate homework and that they are developing good organisational skills and recording their achievements.

Teachers will record the completion of homework and comment on it in reports or at parents' evenings. Teachers or Pupil Support staff will contact parents and carers should there be any concerns developing regarding homework. If parents have concerns about homework, they should contact their son/daughter's Pupil Support Teacher in the first instance.

Supported Study

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

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



SCHOOL CANTEEN AND FREE MEALS

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

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

Money can be credited to the account by inserting cash into the machine in The Street. However, we would encourage parents to make use of the online payment facility **ParentPay** to add money to the pupil's card (see page 24).

If pupils require special diets, their parents should obtain a diet sheet from their doctor or the hospital dietician and send it to the school meals supervisor. The supervisor will then contact the catering manager at the school and the matter will be dealt with discreetly.

Pupils who bring packed lunches to school may use the cafeteria and The Street to eat them.

Free School Meal Entitlement

Some pupils may be eligible for free school meals. This is a means-tested benefit dependent on parental income. Pupils are given a daily allowance (currently £2.30) which is automatically added to each pupil's account every day. If it is not used, it is then lost and cannot be cashed or built up.

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

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



SECTION 8: POLICIES & PRACTICES

PARENT PAY

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

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

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

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

You can get more information and log on at:

www.eastrenfrewshire.gov.uk/learning
or access it directly from the school website.



Using ParentPay

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



MEDICAL MATTERS

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

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

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

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

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

EMERGENCY PROCEDURES

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

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



SECTION 8: POLICIES & PRACTICES

EQUALITIES AND SOCIAL JUSTICE

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

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

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

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

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

Williamwood High School has clear guidelines and procedures for dealing with incidents of inequality, as advised by the Education Department. We encourage that any concerns be raised with us. Our Equalities Coordinator is Mr Ian Fisher (DHT) and can be contacted by email or by telephone.

DATA PROTECTION

Information on parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the General Data Protection Regulation 2018 and may only be disclosed in accordance with Codes of Practice. For further information please contact the school.



RELIGIOUS AND MORAL EDUCATION

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

Within the S5/S6 curriculum, pupils also have the opportunity to study religious, moral and philosophical studies, offering certification at Higher level.

Further relevant issues in relation to moral education will be addressed through our programme of Personal, Social and Health Education (PSHE) for all year groups, operated mainly by the Pupil Support teachers.

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

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

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

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

Such assemblies are handled in a sensitive manner to ensure that they are meaningful to all and are sensitive to individual spiritual needs and beliefs. They provide opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual and their contribution to the school and wider community. Again we would encourage all members of our community to participate fully in the programme.

Parents of children of ethnic or religious minority background may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Appropriate requests will be granted.

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



SECTION 8: POLICIES & PRACTICES

COMPLAINTS

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

We encourage our pupils to show respect for each other, our neighbours and the local community. For example, our pupils have been involved in a highly successful intergenerational project which involves older members of the community which has attracted numerous positive comments from various sources.

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

However, we do understand that sometimes things can go wrong. We value feedback and use the information from concerns and complaints to help us improve our services. If you have a concern, we would welcome hearing from you at an early stage, before it develops into a more serious concern or complaint. We will attempt to deal with all issues at the lowest level possible and often a quick call to the Pupil Support Teacher or even the year head will be enough to resolve the issue.

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

Stage One: Frontline Resolution:

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

Stage Two: Investigation:

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

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

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



WILLIAMWOOD HIGH SCHOOL

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0141 577 2500



<https://blogs.glowscotland.org.uk/er/Williamwood/>