

Bell Baxter High School



School Handbook Session 2019/2020



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Welcome to Bell Baxter High School

I offer you a warm welcome to Bell Baxter High School and look forward to working with you over the coming years.

In Bell Baxter we believe that our learners thrive when school and home work together to provide the best educational experience for our young people, therefore, we aim to develop positive working relationships with parents.

This booklet is designed to help you to become familiar with the life and work of the school and I hope you find it useful. If you wish any further information, please do not hesitate to contact the school.

Ms C. Penrose
Rector





Vision

To give all of our young people the best preparation for life.

Values

- Respecting ourselves and others.
- Providing a safe environment.
- Seeking the highest standards.
- Making work and learning enjoyable.
- Learning from others.
- Promoting equality, tolerance and understanding.
- Continuously improving.
- Celebrating achievement and success.

Aims

1. To promote and recognise ambition, improvement, achievement and attainment.
2. To offer a curriculum which enables pupils to be successful learners, confident individuals, responsible citizens and effective contributors to society and at work.
3. To deliver high quality learning and teaching, using up-to-date resources which enable pupils to achieve of their best.
4. To be an inclusive school where individual rights and responsibilities are respected and community partnerships promoted.
5. To provide pupils, parents and staff with support systems which are valued by them.

A Message from School Captains

The transition from primary to secondary school is an exciting time but, with a pupil roll of around 1,450 pupils, moving up to Bell Baxter may be nerve-racking. However, whether you come from a large primary school or one with a small handful of classmates, your fellow first years will have the same apprehension. Don't worry! We felt the same. However, with help from Prefects, staff and peer counsellors your anxiety will quickly disappear. You will receive a high level of support to ease your transition. Soon, you will settle into everyday Bell Baxter life, making new friends along the way.



Bell Baxter has a diverse range of extra-curricular activities. There are numerous clubs which help develop an extensive variety of skills. These groups vary from our string, brass and woodwind orchestras and drama productions such as 'Billy Elliot' and 'Darien' to several sporting teams. The school's wide range of sport facilities enables pupils to participate in a host of activities. These clubs provide both the chance to meet new friends and improve your fitness. In addition, there are many opportunities for pupils to become involved in various other groups at Bell Baxter. For example; the Pupil Council, Sports Council, the Eco Committee and the Fairtrade Committee allow pupils to play an active role in promoting and developing our school. Through the diverse range of clubs available to pupils, members of the Captains' Team have developed a wide range of skills while representing Bell Baxter. These include; competing in various Fife hockey leagues, playing for Scotland against England in golf and winning Fife's Battle of the Bands competition. All of these extra-curricular activities available to pupils in Bell Baxter are invaluable and enhance many key skills and qualities which will 'prepare pupils for life'.

There are also opportunities to partake in many rewarding school trips which venture further afield, allowing pupils to experience new cultures and societies. Throughout our time at Bell Baxter, members of the Captain's Team have benefited from these extensive opportunities which allowed us to discover more about ourselves and the places we visited. Exploring the glaciers (and chocolate factories!) of Switzerland, trudging the WW1 trenches of Northern France and Belgium, becoming entranced by the Bornean rainforest and trekking around Loch Ordie as part of the Duke of Edinburgh's Award Scheme are all experiences enjoyed by the Captains' Team.

One significant difference between primary and secondary school is that pupils move around the building to attend different classes. This may seem daunting at first, however, we can assure you that you will soon find your way around. Moving between faculties allows the opportunity to experience all the wonderful facilities the school has to offer. There is a large and well-equipped P.E. Department and an extensive Library, as well as our considerable Science Wing. The school also hosts many social events throughout the year, the highlight of which is our annual Christmas Dance. This event is particularly entertaining and provides the opportunity to get dressed up and enjoy yourself.

However, it is also important to discover how to effectively manage your workload, especially as the academic demands will increase throughout your time at Bell Baxter. As such, implementing effective revision strategies will be key to success. Although the demands of school may seem overwhelming at times, with hard work and determination you will receive the awards you deserve. From second year onwards you have a greater say in the subjects you take. So, choose wisely and pick subjects you are genuinely interested in. By doing this, you will engage and fully appreciate your learning.

Sam Jeffrey and Megan Easson

Our School

a. The School Week

Our school week consists of 32 periods of 50 minutes.

School starts at 8.45 a.m. every morning with a warning bell sounded at 8.40 a.m. The day is made up of 50 minute periods. Monday, Tuesday and Friday have 6 periods, Wednesday and Thursday have 7 periods. A 20 minute interval takes place at 10.25 a.m. and a 45 minute lunch starts at 12:25 p.m. each day.

A table of the school week can be seen in *Appendix 1*.

b. Catchment Area

Bell Baxter High School serves not only the town of Cupar itself, but a widely scattered catchment area, mainly rural in character, which extends from the River Tay in the north to the Lomond Hills in the south. A list of the associated schools within our catchment area is shown in *Appendix 2*.

c. History

The origins of the school can be traced back to the 13th Century. The Grammar School of Cupar, from which the present school is directly descended, was established in about 1635. Bell Baxter High School itself came into existence in 1889 when the Madras Academy - a school much improved by the generous financial support of Dr. Andrew Bell - combined with Sir David Baxter's Institute for Young Ladies. Further information about the history of the school is available on our website. In 2014 the school celebrated its 125th anniversary.

d. Roll

The total number of pupils in the school at 21st January, 2019 was 1370 made up as:

First Year	267
Second Year	261
Third Year	242
Fourth Year	255
Fifth Year	209
Sixth Year	136

The school is modern, comprising new and refurbished accommodation.

e. House System

The School has six Houses: Baxter, Bell, Dawson, Douglas, Westport and Howe. On arrival in Bell Baxter pupils are allocated to one of these Houses. A Principal Teacher Guidance/Year Head is responsible for each House and maintains an overview of all their pupils from S1 through to S6.

For a list of Principal Teachers Guidance/Year Head see *Appendix 3*.

f. Leadership Team

The Senior Leadership Team comprises the Rector, four Depute Rectors and a Business Manager. Together with Curriculum Leaders and Principal Teachers of Guidance, they form the Extended Leadership Team.

The Rector is responsible to the Education Authority for all matters of school policy and for the development and progress of the school. Depute Rectors hold responsibility for specific areas of work including learning and teaching, assessment and reporting, performance and improvement, inclusion and pupil support. Senior Leaders also support Curriculum Leaders/Principal Teachers in their management of the curriculum, staff and pupils. The Business Manager is responsible for school administration, personnel, property, and finance.

Curriculum Leaders lead teams of teaching staff and co-ordinate and manage Pupil Support Services with the support of a Pupil Services Manager.

g. The Staff

The staff consists of **107** registered Teachers. Seven Instrumental Teachers are attached to the Faculty of Expressive Arts, although some of them are shared with other schools in the area. The school also has a Pupil Services Manager, two Support Services Co-ordinators, two Pupil Support Officers, an Administrative staff of seven, plus eighteen Pupil Support Assistants and four Technicians. Four Janitors attend to the maintenance and security of the buildings: see *Appendix 2*.

h. Religious Studies and Observance

All pupils attend Religious Studies classes as part of their compulsory core curriculum. The Religious Studies course aims to promote sound spiritual and moral values. Pupils explore the beliefs and cultural values of their own society and those of others, and are encouraged to develop their own beliefs in a context of respect for those of other faiths. Assemblies are held regularly and at times these may have some religious content of a non-denominational nature. Christmas and Easter services conducted by the School Ministers are also held. Special arrangements are made for pupils whose beliefs prevent them from taking part in this aspect of school life.

Parents have a statutory right to withdraw their children from Religious Studies and observance, and any parent wishing to exercise this right should contact the appropriate PT Guidance/House Head or the Pupil Services Manager.

i. Bell Baxter Parent Council

The Parent Council meets regularly throughout the school session and provides invaluable support and advice to the school.

All parents are automatically members of the Parent Forum from which the Council is formed. The Council must be made up of a majority of parents although other individuals including staff can be co-opted. The positions of Chair, Secretary and Treasurer must be filled by parents. Further information relating to the work of the Council and their contact details can be found on our website.



Senior Leadership Team:

From left to right: Mr. D. Trowell (Business Manager), Ms. K. Manders (Depute), Ms. C. Penrose (Rector), Mr. B. Harris (Depute), Mr. M. Gibbons (Depute) and Mr. A. Lownie (Depute)

Working With Parents

a. Standards and Procedures

The school gives the promotion of good self-discipline and the maintenance of high standards of behaviour and conduct the highest of priorities. In terms of the Education Acts, parents themselves have a responsibility to ensure the good behaviour of their children and that their sons and daughters comply with our Code of Conduct and whole school Expectations. In Bell Baxter High School we aim to create a calm, purposeful and well ordered atmosphere and to gain the whole hearted support and co-operation of parents.

By building a positive ethos and encouraging an inclusive culture in the school we aim to minimise any potential behaviour problems. Pupils are supported and encouraged to act responsibly in all social areas, to take part in lunchtime and after school clubs and societies and to work with and support one another. Increasingly, and in line with CfE, we are moving towards recording and celebrating pupil achievement in the widest sense.

b. RESPECT in Bell Baxter

There are a number of classroom visuals that are displayed in all teaching areas of the school. These visuals explain what is meant by Respect in Bell Baxter, as well as giving information on Restorative Classrooms and Restorative Consequences when things go wrong. These can be found on the school website and at the start of every new session learners have assemblies where the school expectations will be explained. Learners are also given further opportunities to discuss expectations with subject teachers where there may be specific rules important for reasons of Health and Safety for example in CDT, Home Economics and Science.

The Respect in Bell Baxter visuals provide a framework for all learners to be successful, but there are other specific expectations that also need to be highlighted. As a result of the dangers to health and the risk of fire, it is forbidden for pupils to smoke/vape either in or on the way to or from school, or to carry smoking/vaping materials; there is also a complete ban on alcohol and other drugs. The whole-hearted support of parents in preventing the use of tobacco and similar substances is welcomed by the school.

It should be noted that the Respect in Bell Baxter expectations apply equally when pupils are engaging in extra-curricular or school social activities, representing the school in any capacity, or participating in residential events such as fieldwork excursions or tours at home or abroad.

c. Restorative Approaches

The school actively promotes and uses Restorative Approaches to build relationships, manage behaviour and resolve conflict between individuals or groups. Restorative work focuses on encouraging pupils to take responsibility for their actions, to be accountable to those they have offended or hurt and to repair relationships. This approach involves the use of structured, non-judgemental conversations which allow all parties involved to explore issues of concern and agree on a positive way forward.

However, sometimes things do go wrong and so in the early stages of a behaviour problem a pupil will be given the chance through a restorative conversation to put things right. Part of growing up is the making of mistakes and in the vast majority of cases this approach, and level of intervention, is sufficient to bring about the required change in behaviour. If a pattern of misbehaviour appears to be developing, or where the offence is of a serious nature - for example violence or theft - the approach is to seek the early involvement of parents in order that the school and home can work together to solve any issue. The school will also actively involve parents in any decision that requires the use of behaviour/attendance timetables and after school detention.

Bell Baxter's restorative approach is underpinned by the following principles:

- **Respect** the right to learn
- **Reflect** when things go wrong
- **Repair** any harm caused
- **Reconnect** relationships

For any very serious breach of our school expectations, the consequence may be exclusion and parents will automatically be involved in this process. Furthermore, a restorative meeting will be held to enable the pupil to move on upon return to school.

All staff in the school value the high degree of parental support which they have been receiving consistently for many years. We also place equal value on the good sense, positive attitudes and general sense of responsibility shown by the vast majority of our pupils.

d. Communication

Our Parent Communication System (Groupcall) was launched in August, 2013. We use this to send routine information such as letters about progress in the classroom, weekly updates and school events including Parents' Evenings. Parents can be contacted by text, email or automated voice messages to home telephone numbers. **It is important that we have all your current contact details on record, including home telephone number, mobile telephone number and email address.**

e. Health and Safety at Work

Schools, like any other place of work, are bound by the regulations laid down in the 1974 Health and Safety at Work Act. The provisions of the Act apply particularly to pupils at work in practical classes such as Science, Craft, Design and Technology and Home Economics. However, safety extends to other situations such as the corridors, the stairs and doorways, playgrounds and the streets near the school, especially the busy main road. In order to keep accidents even of the most minor kind to a minimum, safety is stressed in Social Education classes and at assemblies. However, it would be helpful to the development of responsible attitudes if parents encouraged children to think carefully and positively about safety.

Council policy on Health and Safety is briefly set forth in the paragraph which follows:

"Within the general policy laid down by Fife Council, the Education Service has prepared a series of statements on safety policy for all areas of its responsibility in accordance with the Health and Safety at Work Act, 1974. School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school."

Fife Council now operates a total ban on smoking in our school grounds and at our entrances. Anyone found smoking at school can now be fined by the Council. Parents are asked to ensure that their children comply with regulations.

The school has a Traffic Management Plan. The plan ensures safe movement of vehicles around the school grounds. This plan sets out expectations of staff & visitors.

f. Complaints Procedure

A leaflet outlining Fife Council's Complaints Procedure is available from the School Office. However, any parent wishing to make a complaint, express a concern, or pay us a compliment should contact the school in the first instance.

Attendance and Absence

a. Attendance

Parents are responsible for ensuring that their children attend school promptly and regularly. Attendance is checked and recorded during each period throughout the day. Where there is reason to suppose that a pupil does not have genuine reason for absence Pupil Services staff will contact parents. If non-attendance is persistent, parents may be asked to attend a formal meeting in school. Fife Council has statutory responsibilities with regard to defaulting parents, including the power to refer extreme cases to the Sheriff Court or the Reporter to the Children's Panel.

b. Absence

Explanations are required to cover all absences. If a pupil is absent parents should contact the school by telephone, email or text. Where contact is made by telephone, a written note is required on the pupil's return to school. Where no explanation is received after three days' absence, school staff will try to make contact with the home to ensure that all is well. Such contact is usually made by telephone. It will be obvious, therefore, that early contact from parents avoids this additional work and gives support staff immediate knowledge that parents are aware of the absence.

In the case of long term absence, the school will be pleased to meet requests for homework to help the individual keep up with the rest of the class. In such cases, parents should contact the School Office.

c. Requests for Leave of Absence

Pupils requiring time off school - for example, for medical or dental appointments - should provide the School Office with an appointment card or a note from parents giving at least one day's notice. While the school will make every effort to co-operate regarding unavoidable absences, parents are advised that approval cannot be given for absences of an unacceptable nature - for example, for employment during a school day, attendance at public social events, etc.

Where parents wish their children to be absent for non-medical reasons, a letter detailing the length of and reason for the absence should be sent to the school at least one full week beforehand. For obvious reasons, parents are advised to keep such requests to an absolute minimum. Requests should be addressed to the Pupil Services Manager.

N.B. The Scottish Executive has advised schools that only in exceptional circumstances, such as following a traumatic event, should approval be given for family holidays during term-time. The school, therefore, cannot approve term-time absences occasioned by, for example, the availability of cheap flights. Where parents themselves find difficulty in obtaining leave during school holiday periods, approval can be given, where evidence is provided by the employer that parental leave cannot be accommodated during school holidays without serious consequences.

d. Timekeeping

Pupils are expected to be in school no later than 8.45 a.m. every morning. Re-occurring lateness, including after lunchtimes, will be referred to parents for explanation and action.

BELL BAXTER SCHOOL UNIFORM

All schools are expected to have a dress code and there are a number of reasons for doing so:

- Learners are encouraged to take a pride in their appearance, a pride in their school and, correspondingly, a pride in their work.
- A dress code promotes a sense of belonging and enables learners to identify with the school. Moreover, in these days when there is a growing concern about school security, it is important that learners can be recognised immediately as belonging to Bell Baxter.
- On the practical side, uniform helps to keep down the cost of school clothing. Changes in fashion can be very expensive for parents.
- Many outsiders, including prospective and future employers, very often judge a school by the appearance of its learners.
- The importance of making a good impression, of presenting a favourable image of the school and of setting high standards cannot be over-emphasised.

ACCEPTABLE



- School tie
(all new S1 learners will have a school tie provided by the Bell Baxter Parent Council at their transition events).
- White shirt/blouse
- Smart black trousers/skirt
- Plain black jersey or cardigan with tie clearly visible
- Smart black shoes/plain black trainers
- Learners in S4-S6 must wear a blue school blazer with school badge
- Learners in S1-3 may choose to wear a blazer

Outdoor coats can be worn, but must be taken off in the classroom or left in lockers/school bags during the school day.



NOT ACCEPTABLE



- Jeans of any shade (including black jeans)
- Leggings/jeggings
- Designer logos/emblems
- Coloured or hooded tops
- Tracksuits/gym items (except for PE)
- Trainers apart from plain black (see photograph)
- Any denim or leather garments

PE – ACCEPTABLE KIT

Learners should bring appropriate kit for participation in a wide range of physical activities that take place both indoors and outdoors.

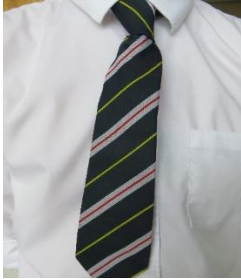

Basic Kit:




- T-shirts/polo shirts (no alcohol advertising or offensive slogans).
- Sweatshirts/hoodies (any brandings or logos should be small and not offensive).
- Shorts/tracksuit, jogging bottoms or leggings
- Training shoes



Additional Kit:

- Fleece/jacket
- Football/rugby boots – Learners will require footwear that is appropriate for use on outdoor grass and AstroTurf areas
- Use of shin pads and mouth guards for certain activities is advisable

School Uniform Guidance

		
School blazer	School tie	Black jersey

		
White shirt/blouse	Black trousers	Black skirt

		
Plain black shoes	Plain black trainers	Plain black footwear

The following uniform items can be purchased from the School Office:

School Tie	£4.50
Polyester Blazer	£26.00/£30.00
Wool Blazer	£65.00/£70.00

We have a range of blazer sizes in stock. However, we advise that arrangements are made to purchase blazers prior to summer to ensure that any which require to be ordered are supplied by the start of the new session.

Bell Baxter branded PE kit is available to order from:

<https://www.pslteamsports.com/Bell-Baxter-High-School.html>

The Parent Council have a small supply of second-hand school blazers which can be accessed by enquiry at the School Office.

Health & Welfare

a. Immunisations

Health Service policy allows children under 16 who read and understand the facts about immunisation programmes to sign consent forms themselves. Parents are encouraged to sign the form as well, but this is not seen as essential. Pupils over 16 sign their own consent forms.

b. Disabilities and Medical Conditions

Parents are asked to provide the school with details of disabilities or medical conditions which affect their children. In order to ensure the accuracy and relevance of information held, parents should inform the school of any changes or developments. Such medical details are passed to teachers in confidence to enable any necessary action to be taken.

If a pupil is following a course of treatment requiring regular medication, parents should contact the Pupil Services Office if the school's co-operation is necessary, in order that a formal agreement is established.

c. Illness at School

Pupils who are unwell in the morning should not be sent to school in the expectation that they will be able to receive medical attention. The school operates a basic first aid service only.

Pupils who become unwell during the school day are not allowed to go home without permission. The school will contact parents to discuss appropriate arrangements for the young person to be sent home or collected. A pupil will only be sent home unaccompanied after the school has been in touch with parents or the family's emergency contact to ensure that a responsible adult is available to take charge.

In cases where pupils become unwell at lunchtime and do not return to school, it is important that parents inform the school immediately that the youngster is at home. Similarly, where pupils return home unwell at lunchtime without permission, parents are asked to contact the school at once. In this way, unnecessary concern can be avoided.

Occasionally, pupils require urgent medical treatment and in such cases an ambulance will be called and parents contacted immediately.

d. Emergency Contacts

Parents are asked to provide the school with details of home address, home telephone number, mobile phone numbers and place of contact during normal school hours. In addition, parents are asked to provide the name and address of a friend or relative who can be contacted if they themselves are unavailable. Details of the family doctor will also be requested by the school.

For obvious reasons, it is of vital importance that such information is accurate, and parents are asked to contact the school at once should a change occur in any of the details mentioned above. Annually, parents will be asked to confirm the information held on school records.

e. Parental Consent Forms

Before pupils can take part in school outings and certain extra-curricular activities, parents are required to give their permission by signing a consent form brought home by the pupil. In addition to being a necessary part of school safety arrangements, the consent form is also a useful means of keeping parents informed of excursions or activities in which their child may be involved with as part of their curricular or extra-curricular commitments.

Indeed the consent form provides an effective means of two way communication as the forms provide a way for parents to let the school know any personal or medical information which may be relevant to their child taking part in the activity.

f. Lost Property

Parents/pupils are asked to name all equipment/clothing.

The Office maintains a log of lost/found valuable property, e.g. purses, wallets, jewellery, mobile phones, mp3 players. Items of clothing and school bags found around the building will be placed in the lost property bins and pupils will be asked to check for their missing items. Clothing/school bags will be retained for a maximum of two months before being disposed of.

P.E. retains clothing found in the Faculty for two weeks before it is passed to the School Office. Valuable property is passed to the School Office weekly. All valuable property which is not claimed is passed to the Police.



Learning Beyond the Classroom

a. Homework

Homework provides an essential link between home and school and is an integral part of pupils' learning. Many of our pupils come to Bell Baxter High School with well-established homework habits and we aim to capitalise on these habits from entry into S1 right through to the stage at which a learner leaves school.

Homework is the responsibility of the pupil and refers to work that takes place outwith the classroom – either at home or using school facilities such as our Library Resource Centre.

The traditional view of homework is one of written assignments and essays. As our curriculum has developed there now exists a whole range of activities designed to encourage home study, including directed work set by the class teacher who defines the tasks to be undertaken (including timescales for the completion of tasks) and independent study where the learner sets his or her own targets as part of their "learning beyond the classroom".

Homework is set to help promote the practice of independent learning. It enables learners to check their understanding of work undertaken in the school environment and allows them to revise, practise and develop what they have learned in school but at their own pace. Additionally, it promotes self-discipline and encourages the development of responsible attitudes. It provides parents and carers with an insight into work undertaken at school and most importantly involves them in the learning process.

b. Learning Beyond the Classroom

Additionally as part of our "Learning Beyond the Classroom" programme we provide a range of other activities designed to raise achievement, build self-confidence and enable young people to become responsible for their own development and progress - but on a voluntary basis! Participation in a range of activities beyond the classroom not only helps raise achievement in young people but also helps develop skills for later learning, life and work.

Study Support and out-of-school-hours learning activities at Bell Baxter High School include:

- Formal Study Support classes.
- Informal lunchtime revision classes.
- An Easter Revision Programme for S4/S5/S6 (subject to demand and availability of staffing).
- Revision of support materials via our school website. (Links to Faculties and support materials are clearly displayed on this site.)
- Provision of materials via **GLOW**. (GLOW is the world's first national safe and secure online community for pupils, parents and teachers and gives access to information and activities including interactive educational games, revision papers, links to other sites and news features. These resources support pupils to learn in innovative and exciting ways.)

c. Parental Assistance

At Bell Baxter High School we are very much aware of the important influence of the home in promoting positive attitudes towards the school and schoolwork. Parents themselves can do much at home to ensure that pupils make the best of the opportunities their schooling provides. The following suggestions are offered:

- i. Take an interest in your child's school work and homework by discussing it with him/her. Show your child your concern for clarity of presentation, neatness and the quality of his/her work.
- ii. Help to promote good study habits at home by ensuring that a quiet area is available and time is set aside for schoolwork.
- iii. Encourage your child to make use of materials available at home - e.g. books, television (many excellent programmes of general educational and cultural value are available) - and to join and use local public libraries.

- iv. Encourage your child, from S1 through to S6, to participate in the school's Study Support Programme. A guide for parents is issued to pupils; the programme and parental information is available on the school's website.
- v. Encourage your child to access **GLOW** and other means to support learning beyond the classroom, including materials available on our school website.

Parental Assistance (continued)

- vi. When at all possible take your child to places and events of educational interest.
- vii. Support the activities of the Parent Council.
- viii. Talk to your child about their future aspirations.

In these and many other ways individual families can lend their support.

d. Library/Resource Facilities

The school's Library Resources Centre (LRC) is available to all pupils through regular visits with subject faculties. The LRC is available to pupils before Registration, during morning intervals, at lunchtimes and after school when browsing, reading, study and I.C.T. facilities are available.

The LRC consists of a lower level encompassing work areas, laptop bench and comfortable soft seating areas. The upper level provides two glass walled work areas and an I.C.T. facility. The LRC has a wireless network allowing pupils to work/study throughout the facility using laptops, and pupils are able to make use of the three Smartboards.

Pupils are also able to borrow laptops, netbooks, iPads, Kindles, animation kits, webcams, podcasting kits, digital cameras, card readers and video cameras for use in the school from the LRC.

The LRC co-ordinates the Study Support Programme which runs throughout the session.



Learning and Teaching

a. The Curriculum

Curriculum for Excellence has been running in Scottish Secondary Schools since 2010 and has had an impact on the ways in which schools plan and organise their curriculum. This major reform in education has set out to ensure that young people are prepared for life in the 21st Century and are equipped with appropriate skills and knowledge in order that they can become:

- Successful learners.
- Confident individuals.
- Responsible citizens.
- And effective contributors.

A *Curriculum for Excellence* sets out entitlements for learners which include:

- A Broad General Education from S1-S3 across eight learning areas.
- A Senior Phase of Education from S4-S6 which provides the opportunity for pupils to obtain a portfolio of qualifications and the recognition for wider achievements.

b. Bell Baxter Curriculum Rationale

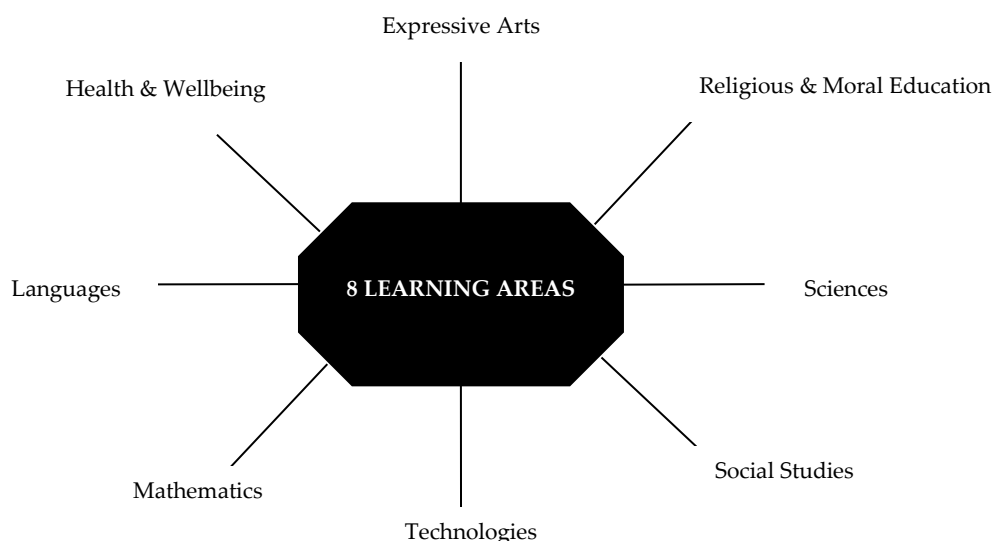
By providing a rich learning experience and developing skills for learning, work and life, the curriculum within Bell Baxter has been set to realise our vision:

"To give all young people the best preparation for life"

c. Broad General Education

In S1 and S2 pupils follow a curriculum which is made up from each of the eight learning areas set out in a Curriculum for Excellence: Languages (English and Modern); Mathematics; Health and Wellbeing; Expressive Arts; Technologies; Sciences; Social Studies and Religious and Moral Education.

In S3 opportunities are built into the curriculum for increased specialisation within the eight key curriculum areas. The end of S3, however, marks the transition from a Broad General Education into the Senior Phase.



d. Senior Phase

In the Senior Phase of the curriculum (S4-S6), learners will in the main be working towards the National Qualifications (National 2 to Advanced Higher) which were first introduced in Session 2013-2014. In addition, Baccalaureates, currently available in Science, Social Sciences and Languages, are available to S6 learners.

The School-College Partnership (Fife College, SRUC and Open University) has been developed to offer a wide range of opportunities for learners to recognise wider achievements and continue to develop skills for later learning, life and work. Skills for Work courses are offered in areas such as Early Education and Education and Hospitality. Some learners may also choose to undertake Foundation Apprenticeships in areas such as Engineering, Civil Engineering and Children and Young People. Opportunities to undertake work experience are co-ordinated by our Employability and Work Experience Co-ordinator.

In the Senior Phase, a smaller number of subjects will be studied but in more depth. **Pupils are therefore asked to make choices at the end of S3 which reflect their interests and future aspirations.**

At Bell Baxter High School we aim to ensure that pupils and parents develop a shared understanding of how each individual is coping with the demands of each part of their curriculum in order that we can offer detailed guidance as to which pathway will lead to success in S4 and then to progression in S5 and S6. Third Year reports and course choice advice form part of that guidance. Each S3 pupil also receives a one-to-one Careers Interview supported by Skills Development Scotland staff.

In addition, each pupil in the Senior Phase will follow a core curriculum comprising of the following elements:

- Physical Activity; and
- Personal and Social Education/Religious and Moral Education.

The Physical Activity programme sets out to inspire and challenge learners to experience the joy of movement and to develop positive attitudes both individually and as part of a team. Learning through the core curriculum in the Senior Phase develops in young people the knowledge and understanding, skills, capabilities and attributes required for mental, emotional, social and physical wellbeing both now and in the future.

It is recognised that the development of Numeracy and Literacy skills across learning is a means of improving outcomes for young people and an emphasis is placed on this at all stages within a young person's curriculum.

Parents can get further information about the Qualifications by visiting the S.Q.A.'s site at <http://www.sqa.org.uk/cfeforparents>.

Note: The school aims to promote a close link between school activities and the world of work and to foster initiative, expertise and self-reliance in pupils. Industrial visits, work-experience placements, the study of the impact on life and work of new advances in technology, and opportunities to develop enterprise skills are essential parts of the curriculum.



Extra-Curricular Activities

a. Sport

The school has extensive playing fields, a full-sized Games Hall, three gyms, fitness suite and an all weather pitch. Inter-school fixtures or competitions take place midweek or on Saturday mornings. These provide pupils with opportunities to represent the school in activities such as football, hockey, rugby, athletics, cross-country, curling, badminton, swimming, golf, basketball, tennis and dance. Extra-curricular practices take place at lunchtime and after school and include football, hockey, athletics, cross-country, rugby, netball, basketball, tennis, badminton, curling and dance. There are also inter-House competitions.

b. Clubs and Societies

In addition to the sporting activities mentioned above, staff offer a variety of extra-curricular activities on a voluntary basis, either at lunchtime or after school.

Most faculties involve their pupils in activities and inter-school competitions which are connected with the work of the subject. This is also true of excursions which are designed not merely to provide variety, but to demonstrate that learning is not confined to the classroom.

c. Foreign Travel

Opportunities for organised travel abroad are frequent. For many years, the History staff have taken parties of pupils to the battlefields of Flanders. More recently, groups have travelled to the U.S.A., Italy, India, Spain and France. An increasing number of pupils are taking part in World Challenge expeditions with recent trips to South America, Africa and Asia.

The full costs of such tours have to be met by parents. However, as the tours are generally planned well in advance, payments can be made over an extended period.

d. Music – Instrumental Tuition

Teachers of brass, woodwind, piano, violin, viola, cello, double-bass, guitar, recorder and percussion are attached to the staff of the school and provide pupils with tuition in these instruments. Since the great majority have started their tuition at primary school, the opportunities for pupils to start tuition in S1 are limited. However, all S1 pupils are given an aptitude test and new pupils who are interested in starting instrumental tuition should ask their Music teacher for information regarding their availability of new starts in S1. Charges for instrumental tuition at present are set at £125 per annum, however, this is subject to review. Those pupils involved in S.Q.A. courses/units are exempt from payment.

Music staff organise several large ensembles who meet regularly after school, notably a Senior String Group, Senior Windband, Junior String Ensemble, Jazz Ensemble, as well as smaller ensembles in brass, woodwind and strings and choir.

All orchestral and band pupils who receive instrumental tuition in school are expected to support the Faculty's extra-curricular ensembles. As well as supporting the Faculty's extra-curricular groups, pupils are expected to support Fife Groups. Non-attendance can result in instrumental lessons being stopped, but such action will not be taken without prior warning and consultation with parents.



Assessment and Reporting

a. Supporting Pupils' Learning

At Bell Baxter High School our Assessment and Reporting systems are designed to support learning, provide feedback to pupils, parents and other teachers and to young people to identify their next steps in learning.

As a school we are committed to:

- Pupils knowing and understanding where they are in relation to their learning and progress.
- Pupils knowing what steps they have to take to improve.
- Pupils having realistic expectations of their levels of attainment.
- Parents being aware of their children's progress and likely attainment.

How do we do this?

- All pupils from S1-S6 can expect to be involved in a formal dialogue with their teachers in relation to progress targets and next steps.
- This information is recorded in our Monitoring and Tracking System.

What can parents/carers do to support the process?

- Take time to read the Reports and discuss with your son/daughter the next steps they have to take to improve.
- Do not hesitate to contact the school if you have any comments/concerns in relation to progress.

b. Assessment

Assessment is used to meet a variety of purposes:

- Formative assessment, as part of the ongoing teaching and learning process, allows teachers and pupils to identify areas of individual strength and plan next steps.
- Summative assessment provides a snapshot of attainment and is no longer restricted to the traditional end of term test or formal examination.
- Continuous assessment; many of today's courses are divided into short units with different aspects of work being assessed both during and on completion of each unit.

c. Reporting and Parents' Meetings

- All pupils in S1-6 will be issued with three Tracking Reports over the year.
- S1 Parents' Meetings are held in December to inform parents of how pupils have settled into their courses.
- S2 Parents' Meetings are held in February to support S3 course choices.
- S3 Parents' Meetings are held in February to support S4 course choices.

S1-S3 reports provide information on Curriculum for Excellence Level, Progress, Attitude and Homework in addition to a Next Steps Comment, highlighting what the child needs to focus on to make improvements.

S4/S5/S6 Parents' Evenings take place in November. S4/S5/S6 reports provide information on Working Grade, Progress, Attitude and Homework as well as a Next Steps Comment.



d. Certificate Examinations

The Scottish Qualifications Authority (S.Q.A.) is the principal examining body. Pupils completing each stage in the Senior Phase are presented for National Qualifications which are available from National Levels 1 to 5 through to Higher and Advanced Higher. **In Sixth Year Scottish Baccalaureate courses are also available and enable learners to build on prior learning at Higher level.** The system of presentation for S.Q.A. certification is increasingly becoming more flexible in response to pupil needs.

The range of subjects in which accredited presentation is currently made is shown in *Appendix 4*. It should be noted that there is no guarantee that a subject offered now will automatically continue to be available at a future date or that it can continue to be taken at all levels. Factors such as staffing, accommodation and pupil demand often require alterations to be made.

e. Results 2018 Examinations

See *Appendix 5*.

Social Education and Careers

a. The Social Education Programme

The school's Social Education Programme is developed and taught mainly by the P.T.s Guidance. The broad aim of Social Education is to allow pupils and teachers to discuss, and without the pressure of examinations, the personal, social, vocational and moral issues which confront young people as they grow up. Social Education aims to inform pupils of their rights and responsibilities within the school and the community, and to make pupils aware of the opportunities, experiences and resources available to them. Social Education endeavours to instil in pupils a sense of their personal worth and value. It also aims to encourage pupils to develop positive attitudes towards the school and community, and to promote tolerance of, and respect for, the views of others.

A feature of the Social Education Programme is the study of personal relationships which includes consideration of social, emotional and sexual development. Parents who wish further information on this aspect of the school's work are asked to contact the school. An outline of the course content is available on request. Health Education is also an important part of the Programme and at appropriate points, issues such as drugs, contraception and STIs (Sexually Transmitted Infections) will be raised and discussed. The programme also tackles the issues of bullying (including cyber bullying), personal safety and, increasingly, finance and enterprise.

b. Careers Education

Careers Education is another important part of the Social Education Programme. PT's Guidance have responsibilities in this area, including the organisation of Work Experience Schemes and the development of links between the school and industry - a responsibility shared with curriculum staff, PT Employability and Skills Development Scotland Careers Advisors.

Skills Development Scotland is committed to working with young people, partners, parents and teachers and plays an important role in the joined up approach to ensure the needs of all young people in the school.

All pupils have access to an offer of **Universal Support** through My World of Work website (MWofW) and for others there is a **Targeted Offer**. Parents can access information through the My World of Work website and Parent Zone.

Careers Coaches are usually available at Curriculum Evenings held for S3-S6 pupils where information about CfE and course choice is presented.



Pupil Support

a. Additional Support Needs

All teachers have a responsibility for both the learning and care and welfare of all our pupils. However, some pupils will require additional support. We fully support the aims of the Education (Additional Support for Learning) (Scotland) Act 2004 ("the Act") which provides for children and young people who require some additional help with their learning. The Act aims to ensure that all children and young people receive the necessary support to help them work towards achieving their full potential. It also promotes collaborative working among all those supporting children and young people.

Definition of Additional Support Needs:

The Act introduced a framework for supporting children and young people in their school education, and their families. This framework is based on the idea of additional support needs. This term will apply to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education. Children and young people may require additional support for a variety of reasons and may include those who:

- Have a motor or sensory impairment.
- Are particularly able or talented.
- Have experienced 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.

The above list is not exhaustive nor should it be assumed that inclusion in the list automatically implies that additional support will be necessary.

How Do We Meet Additional Support Needs?

Our Integrated Model of Pupil Support is managed by a Depute Rector and consists of a Principal Teacher (PT) of Additional Support Needs, Additional Support Needs Teachers, a Pupil Services Manager and Pupil Services Team. P.T.s Guidance staff have a responsibility for a year group and pupils will remain with the P.T. Guidance as they move through the school.

Support is co-ordinated in school at a regular meetings of school staff and through a fortnightly meetings which co-ordinate support between agencies and within the school.

Teaching staff are supported in school by Pupil Support Assistants and School Support Officers. We have close links with: Educational Psychologists; Careers staff, health specialists and other agencies as appropriate.

Additional support in school for pupils may include:

- Individual mentoring or Co-operative Teaching, i.e. where a second teacher is with the class.
- Short-term support, e.g. in cases of illness or where there is an emotional or social need.
- Individual/group work to support issues relating to attendance/behaviour/under achievement.
- A particular approach to teaching: for example, as used with children and young people with autistic spectrum disorders, dyslexia or sensory impairments.
- The deployment of personnel from within the school and Education Psychological Services, as well as from other agencies: Teacher or Pupil Support Assistants, health, Social Services or voluntary agency staff.
- Provision of particular resources: including Information and Communications Technology (I.C.T.), and

particular teaching materials.

Additional support from agencies outwith Education Service may include:

- Communication programme drawn up by speech and language therapist and teacher, for implementation in the classroom.
- Counselling provided by a voluntary agency for a child coping with bereavement.
- Counselling provided by a voluntary agency for a child affected by drug or alcohol use.
- Psychological/psychiatric support for a child with mental health issues.
- Youth Justice Worker to support young people who have committed offences.
- Social Work support to help a young person who is looked after.
- Specialist equipment support from Physiotherapy or Occupational Therapy.
- Group or individual career support to encourage choices for education, training or employment in preparation for leaving school.

At all stages the pupil and parent/carer are fully involved in planning and review meetings and Records of Decisions.

Parents with any queries/concerns should regard the PT Guidance as their first point of contact with the school. If the PT Guidance is unavailable, a member of Pupil Services may deal with enquiries or refer matters to appropriate personnel within our integrated support team.

b. Communication with Staff

As indicated earlier, the PT Guidance should be regarded by parents as the routine contact point between home and the school. Letters on other matters concerning a pupil can be addressed to the PT Guidance or other appropriate member of staff.

c. Appointments

Parents wishing to discuss school arrangements on their son/daughter's progress should write or telephone for an appointment. Such requests will be directed to the most appropriate member of staff. It is not advisable to come in to school without making an appointment since the member of staff you wish to see may be teaching or otherwise unavailable.

d. Transfer from Primary School

In November an open meeting is held for all parents of P7 pupils who are considering the school for their child's secondary education; pupils may also attend the evening. This meeting focuses on the aims of the school and its curriculum. Towards the end of the summer term, parents of children due to transfer from primary to secondary school at the start of the new session are invited to an evening meeting, the main purposes of which are to explain the school's system of pastoral care. At about the same time, the youngsters who will form the new intake spend two days in the school, meeting staff and finding out about their subjects for the following session. Pupil Support teachers and Learning Support staff also undertake a series of visits to our associated primaries to meet and speak to the youngsters and to discuss pupils' needs with primary colleagues.

e. Parents' Meetings

At appropriate points in the session, the school holds a number of meetings for parents (see Assessment and Reporting). At these meetings, parents have the opportunity to meet individual teachers and discuss pupils' progress and problems. The full programme of Parents' Meetings is published at the beginning of each session and is available on our website. Parents will be contacted approximately two weeks in advance and asked to make appointments using our online booking system, support is available for parents with no access to the internet. The school places great importance on contact with parents and seeks to extend a warm welcome to all who attend.

In addition to the pupil progress meetings, additional meetings are held to provide parents with information about curricular changes and to seek parental comment and advice.

f. Weekly Updates

A weekly update is put together by staff across the school to keep the school community up-to-date with news, events and information. This is printed and posted on every faculty noticeboard and displayed on the screens in the dining hall. This is also emailed to parents on a Sunday evening for the week ahead. It is also available on our website (www.bbhs-online.co.uk/weeklyupdate), Facebook (@BellBaxterHS) and Twitter (@BellBaxter_HS). Often other information from our school partners is attached to the weekly update as a way of sharing information.

g. Newcomers to the Area

Families who move into the area who wish children to attend this school are asked to make an appointment to visit the school to meet the Depute Rector responsible for enrolments. The school is always pleased to welcome newcomers and to provide families with all the information they require.

h. Separated Families

Where a pupil's parents are separated, the school has a responsibility to recognise the continuing responsibilities of both parents in the education of their child. Our practice is to deal principally with the parent who has actual custody of the child - usually this is the parent with whom the child normally resides. Upon receipt of a written request the non-custodial parent will receive copies of reports on the pupil's educational progress and activities, including invitations to Parents' Evenings. Where both parents wish to attend Parents' Evenings, the school endeavours, where possible, to have both parents share/divide appointments.

Where there is a Court Order restricting the rights of the non-custodial parent, the parent with custody should ensure that the school is made aware of restrictions. As a general rule, the school is unable to allow any non-custodial parent to have access to the child during school hours.

Where there is a dispute between parents on the question of custody, the school will require written evidence, e.g. a Court Order to substantiate any claim. The school will be entirely neutral in such matters and will aim to maintain the rights of both parents and the rights of the child.

i. Placing Requests from outwith the Catchment Area

Parents living outwith the school's catchment area who wish their children to attend the school must make a formal Placing Request.

All such requests should be addressed to the Rector by 15th March.

School Transport

a. Entitlement to Free Transport

School transport is provided for those pupils attending the local school from homes within its catchment area where the distance between the home and school, as measured by the shortest reasonable walking route, is more than two miles from the school. In general, the parents of pupils attending the school from outside the catchment area have to pay for transport, although exceptions are made by Fife Council if parents have to move out of the area at a time when the pupil is at a crucial stage of a certificate course.

b. Travel Passes

All pupils who start at Bell Baxter will be issued with a travel pass in addition to their MyFife card. Further information will be issued to parents prior to their child commencing at Bell Baxter.

There is a charge to replace lost/damaged cards. Moffat & Williamson season tickets are not valid on Fife Scottish service buses. Special arrangements are made for pupils taking part in extra-curricular activities after school. (See (c) below: "Late Passes".)

As a result of domestic arrangements, parents sometimes ask for their children to be allowed to travel on a regular basis to visit some relative at a destination different from the usual home address. Unless there are quite exceptional circumstances such as prolonged illness, Council regulations do not permit the granting of these requests.

c. Late Passes

Pupils taking part in extra-curricular activities or being detained after the normal school day can request late passes from the Pupil Reception/teacher-in-charge to enable them to travel on service buses. Pupils are asked to remember that the school Offices close at 4.40 p.m. daily and will not be available to issue passes after this time.

Late passes should be used in conjunction with travel passes.

d. Behaviour on School Buses

Fife Council takes a direct interest in the behaviour of pupils using school transport and issues a "Getting to School Guide". The Guide lays down clear expectations regarding behaviour on buses and is concerned primarily with the safety of all travellers. The school welcomes the publication of the Guide as a reinforcement of the standards we have always tried to maintain (see "Guide to Good Conduct" below). While responsibility in the first instance for supervision lies with the bus companies, the school gives them full support in the investigation of any complaint. It is our normal practice to bring any serious misbehaviour on school buses to the attention of parents in an effort to effect a solution. However, where the Guide to Good Conduct is persistently breached after the imposition of school sanctions and liaison with parents, we will be prepared to remove passes and bring the matter to the attention of the Education Service.

At the end of the school day, pupils boarding buses are supervised by staff. There is thus a low safety risk in the afternoon. In the morning, however, pupils are more at risk when boarding buses unsupervised and often in large numbers. Please emphasise to your children the importance of sensible and responsible behaviour at all times, not only in the interests of safety but also out of consideration to other pupils and members of the public who use several of the school's buses.

Guide to Good Conduct

- Pupils must take care to do nothing which might distract the attention of the driver. Where they have seats, they must remain seated throughout the journey. They must also wear seat belts on vehicles where these are fitted.
- On no account should pupils be moving about on the bus, and they must not congregate around the driver during the journey.
- Pupils are expected to behave considerately towards others. Bullying of other pupils is unacceptable, as is giving verbal abuse to drivers or other adults on the bus.
- We expect pupils to respect the property of others. We will co-operate with contractors to identify those responsible for acts of vandalism and contractors may well decide to prosecute offenders.
- Smoking on school transport is illegal.
- Pupils are responsible for ensuring that they have their bus passes ready for inspection. Passes must be given up to the driver or other representative of the operator on request.
- Acts such as spitting or throwing objects about the bus are unacceptable on Health and Safety grounds.

e. Operational Difficulties

There are three main types of operational difficulties which occur from time to time and it must be emphasised that the school has no control over any of them, and indeed may even be unaware of them.

- In the event of the non-arrival of a bus bringing children to school, the bus operators will send out a relief bus as soon as one is available. While it is appreciated that it is undesirable for children to have to wait at the bus stops under adverse weather conditions, every effort will be made to get them to school either by the relief bus, a later service bus or by alternative transport. Parents should try to avoid allowing the non-arrival of a bus to be an excuse for a day off school.
- In the event of non-arrival of buses at the end of the school day, pupils will be retained in school and supervised by staff on duty until a relief bus arrives or a suitable service bus is available. Pupils will also be given the opportunity to telephone home and, if necessary, information will be passed on through the local Police, through arrangements made with community representatives and through the news service of local radios. (See below and also under heading "Early Closing - Unforeseen".)
- Breakdown sometimes occurs after the pupils have been boarded and the bus has left the school. In this case the responsibility is the bus operator's and the school is unlikely to have information.

Note: Parents sometimes complain about overcrowding on buses. The aim of the Council is to provide a seat for each child. It is on that basis that the capacity is provided by the operators. It should be noted that a single decker bus with 53 seats can carry an additional 24 standing passengers. Thus a bus with 12 standing passengers may appear to be full but is operating well within its legal capacity. The bus operators readily investigate complaints passed to them by the school or Council.

Early Closing

Unforeseen

If, as sometimes happens, there is a heavy snowfall after the school day has begun and pupils have to be sent home early, every effort is made by the school to ensure that pupils arrive home in daylight. Contingency plans have been drawn up in consultation with the bus companies. If pupils have to wait in school for buses to arrive, parents can rest assured that pupils will be adequately supervised by staff.



SEVERE WEATHER

INFORMATION FOR PARENTS/CARERS

This document gives Parents/Carers answers to questions about school closures. If your question is not answered here, please email schoolestate.enquiries@fife.gov.uk.

What kind of school closures are there?

- **Emergency** - where the building cannot open as there is no hot water, the heating is not working or power failure.
- **Planned** - Where the school building is closed for elections, industrial action or when utility companies are doing planned maintenance work to gas, water or electric services in the area and all services are to be shut off. Schools are notified in advance of these closures and Headteachers will notify Parents/Carers of these closures.
- **Severe Weather** - Headteachers will make the decision locally to close where severe weather prevents the school from opening.

SEVERE WEATHER

What can Parents/Carers expect in cases of severe weather?

The Education Service aims to maintain service delivery during severe weather and to minimise disruption to pupils and Parents/Carers

How will I find out if my child's school is closed?

- The best way for you to be informed is by text direct to your mobile phone or by email. To receive these you will need to sign up for this service via Fife Direct. To sign up for text or email alerts, please enter your contact details via www.fifedirect.org.uk/alerts, click on Alerts and under Alert Services click on Register with fifedirect.
- You may also be informed by the school directly through their Groupcall text and email service. Please make sure that your school has up to date contact details from you.
- Headteachers will make the decision as early as possible on the day of the closure. If you have registered for School Closure Alerts on Fife Direct and are set up to receive messages from Groupcall, any closure alerts will be automatically sent to your mobile phone and/or email account.
- Schools may also use other methods of contacting Parents/Carers, such as school bag mail.
- Please note that text alerts and email issued via mobile network providers, may be delayed where there is high volume on mobile networks or the internet. Therefore, you should also make use of the other communication channels referred to in this document.

When will I receive further email or text alerts?

- You will only receive text alerts when the status of a school changes. The first text/email will be sent when the school closes and a further text/email will be sent only once the school reopens. If a school remains closed over more than one day, there will be no further automatic alerts until the school reopens.

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To receive these you will need to sign up for this service via Fife Direct. To sign up for text or email alerts, please enter your contact details via www.fifedirect.org.uk/alerts, click on Alerts and under Alert Services click on Register with fifedirect.

• You may also be informed by the school directly through their Groupcall text and email service. Please make sure that your school has up to date contact details from you.

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- Where necessary, Headteachers will close their school as early as possible on the first morning of severe weather, to allow text/email alerts to be issued as quickly as possible.
- Janitorial staff will prioritise the clearing of one pathway per school as an access route for all building users. **This may not be your usual route into the school and it may not be the quickest route through the building.**
- Where there is heavy snowfall in Fife, resources will be deployed to the worst hit areas and therefore the clearing of playgrounds and car parks will not be a priority until all schools are open.
- It may not be possible to have all School Crossing Patrol Officers on duty during the worst of the weather. You should make arrangements to ensure the safety of your child to and from school.

What are the main channels of communication during severe weather?

- **Online** - All the news and information you'll need is online. Visit www.fifedirect.org.uk/closures for up to date information. Also, check the website of your own school.
- **By text or email through Fife Direct** – To sign up to receive text or email alerts, please enter your contact details via www.fifedirect.org.uk/alerts.
- **By text or email through your school** – make sure that your mobile number and email address details to the school so that they can contact you by Groupcall.
- **Follow-us** on facebook.com/fifecouncil and twitter.com/fifecouncil
- **Listen** to Kingdom FM, Forth One and Tay FM.
- **Check TV on Sky** – channel 539, press red or Virgin channel 233, press red.

My child is transported to school by bus, will the services still operate?

- For those pupils who are transported to school by bus, please check www.fifedirect.org.uk, Facebook or Twitter for information which will be received from local bus companies.
- Further details on the status of your school bus may be obtained by calling your bus operator direct. The telephone number is available from your timetable or from the QR code on your bus pass.
- Buses may not be able to enter housing schemes to collect pupils from designated bus stops and will only stop at the main road to pick up pupils. Pupils should therefore make their way to main roads and congregate at the nearest bus stop.
- Should a bus become stranded or experience engine failure en route, **pupils should remain in the bus** or on the roadside as instructed by the driver. The driver will contact the depot and arrange for relief transport or repair so that the journey can continue. The depot will make contact with the

school so that parents can be made aware of the situation and the action being taken.

- Pupils transported by taxis/mini-bus, will also possibly experience disruption during severe weather.

In extreme weather conditions, the operators may not be able to provide transport from some or all the addresses on their route. Operators are expected, as far as possible, to make an attempt to contact these parents to advise them.

School Meals

a. Lunches

School Meals operate a counter service in the main Dining Room. A main course is available for those who wish it but there is also a wide variety of healthy salads and snacks. All of these and the main course are individually priced. Thus the total cost varies according to the cost of the items selected. Sandwiches and snacks are also available from other service points. Payment is by a cash or My Fife Card. My Fife cards can be topped up electronically by parents using the online payment system.

b. Entitlement to Free Meals

Entitlement to free meals is restricted to pupils whose parents are receiving Income Support or Income-Based Job Seekers' Allowance. Applications can be made online at www.fifedirect.org.uk or the Fife Council contact centre 03451 55 11 55. Once you have made an application you will be asked to provide evidence to support your claim. The school will be notified once the claim is confirmed and school meal entitlement will be set up in school with the MyFife card being credited daily with £2.10 for your child from that date forward.

c. Special Diets

Special diets can be supplied. Requests for arrangements of this kind should be made through Pupil Services in the usual way.

d. Packed Lunches

Packed lunches may be eaten in the school Dining Halls and other designated areas.



Appendix 1

Bell Baxter High School

Pupil School Week 2019/2020

Week Day	Warning Bell	1	2	Interval	3	4	Lunch	5	6	7
Monday	8:40	8:45-9:35 (50)	9:35-10:25 (50)	10:25-10:45 (20)	10:45-11:35 (50)	11:35-12:25 (50)	12:25-1:10 (45)	1:10-2:00 (50)	2:00-2:50 (50)	
Tuesday	8:40	8:45-9:35 (50)	9:35-10:25 (50)	10:25-10:45 (20)	10:45-11:35 (50)	11:35-12:25 (50)	12:25-1:10 (45)	1:10-2:00 (50)	2:00-2:50 (50)	
Wednesday	8:40	8:45-9:35 (50)	9:35-10:25 (50)	10:25-10:45 (20)	10:45-11:35 (50)	11:35-12:25 (50)	12:25-1:10 (45)	1:10-2:00 (50)	2:00-2:50 (50)	2:50-3:40 (50)
Thursday	8:40	8:45-9:35 (50)	9:35-10:25 (50)	10:25-10:45 (20)	10:45-11:35 (50)	11:35-12:25 (50)	12:25-1:10 (45)	1:10-2:00 (50)	2:00-2:50 (50)	2:50-3:40 (50)
Friday	8:40	8:45-9:35 (50)	9:35-10:25 (50)	10:25-10:45 (20)	10:45-11:35 (50)	11:35-12:25 (50)	12:25-1:10 (45)	1:10-2:00 (50)	2:00-2:50 (50)	

Appendix 2

Bell Baxter High School Associated Primaries

Auchtermuchty
Balmullo
Castlehill
Ceres
Craigrothie
Dairsie
Dunbog
Falkland
Freuchie
Gateside
Kingskettle
Ladybank
Letham
Newburgh
Pitlessie
Springfield
St. Columba's
Strathmiglo

Appendix 3

ENGLISH (KM)	EXPRESSIVE ARTS (MG)	HEALTH & WELL BEING (BH)	INTERNATIONAL LANGUAGES (KM)	MATHEMATICS (MG)	SCIENTIFIC STUDIES (AL)
Mrs L Martin CL	Mr D Beckett CL	Mr D Lowrie CL	Mrs P McLay CL	Mr A McCormick CL	Dr J Parker CL
Ms S Stuart	Ms S Forbes 0.6	Miss F Wallace	Miss A Aitken	Mrs A Duncan 0.8	
Mrs S Beattie 0.4	Ms M Kennedy 0.4	Mrs E Wight 0.4 T	Ms E Common 0.6	Mr P Egan	Mrs S Small
Mrs L Harvie	Ms H Silvera	Vacancy	Mrs A MacConnachie	Mr K Hall	Mrs J McKeown 0.2
Mrs J Kerr	Ms J Braggins		Mr D Ritchie	Mr J Killeen	Dr L Sutherland
Ms A McArthur	Ms N Bradwell	Mr D Baillie	Vacancy	Mr S Markham	Miss S Black
Mr I McCarron		Miss G Kinmond		Miss N West	Mrs M Headrick
Mrs I McIntyre	Mr K Borland	Miss T Pollock		Vacancy (Probationer)	
Miss K McGrath	Mr R Robb	Miss P Rollo		Vacancy	Miss M McNeill
	Mrs K Simcock	Miss F Rae 0.6			Mr C Sugden
		Mr P Young			Mr E Varghese Vellaram
	Miss J Hutchison	Miss J Hodge			Mrs R Cameron
	Mr C McNicol	Vacancy (Probationer)			
					Mr A Dykes
					Mr F Rossiter 0.8
					Mr S Boyd

SOCIAL STUDIES (AL)		TECHNOLOGIES (MG)		ADDITIONAL SUPPORT NEEDS (BH)	
Ms C Burgoyne CL	Mr R Graham	Mr N Ritchie CL	Ms A-L Cunneen	Mrs C Orkney CL DAS	Mrs S Bowie
	Ms R Matheson 0.4			Vacancy CL ASN	Ms K Tidd
Mr E Kellichan	Ms A Fulton	Mrs C Clunie			Vacancy
Mrs G Munro 0.4		Mr N Duncan	Mr K Cameron	Miss L Hughes PT	
	Mr R Allan	Miss J Hughes	Mrs K Cunningham	Mrs L Jeffrey PT	
Mrs C Brown	Mr R Gordon	Miss C Thomson	Mr C Lambrou		
Mrs R Pindar	Mr N Wimberley	Mr A Bakshi 0.4 T	Ms E Thomson	Mrs J Callaghan	
	Miss L Aitken 0.6		Mr F Giove	Mrs F Sutton	

Appendix 4

Summary of National Qualifications - Courses on Offer – 2018/2019

Accounting (Nat. 5, H)	Media (Nat. 3, Nat. 4, Nat. 5, H)
Administration & I.T. (Nat. 4, Nat. 5, H)	Modern Studies (Nat. 3, Nat. 4, Nat. 5, H, AH)
Applications of Mathematics (Nat. 4, Nat. 5)	Music (Nat. 3, Nat. 4, Nat. 5, H, AH)
Art & Design (Nat. 3, Nat. 4, Nat. 5, H, AH)	Music Technology (Nat. 4, Nat. 5)
Biology (Nat. 4, Nat. 5, H, AH)	Philosophy (Nat. 5, H) (S5/S6 only)
Business (Nat. 4)	Physical Education (Nat. 4, Nat. 5, H, AH)
Business Management (Nat. 5, H, AH)	Physics (Nat. 4, Nat. 5, H, AH)
Chemistry (Nat. 4, Nat. 5, H, AH)	Politics (H)
Computing Science (Nat. 4, Nat. 5, H)	Practical Metalworking (Nat. 4, Nat. 5)
Dance (Nat. 5, H)	Practical Woodworking (Nat. 4, Nat. 5)
Design & Manufacture (Nat. 4, Nat. 5, H, AH)	R.M.P.S. (Nat. 3, Nat. 4, Nat. 5, H, AH)
Drama (Nat. 3, Nat. 4, Nat. 5, H, AH)	SFA Refereeing Award (AH) (S5/S6 only)
English (Nat. 3, Nat. 4, Nat. 5, H, AH)	Sociology (H)
English for Speakers of Other Language (Nat. 3, Nat. 4, Nat. 5, H) (Pupils will be targeted for this)	Spanish (Nat. 3, Nat. 4, Nat. 5, H, AH)
Environmental Science (Nat. 5, H) (S5/S6 only)	Sports Leaders (SCQF Level 5 Sports Leaders UK Awarding Body) (S5/S6 only)
French (Nat. 3, Nat. 4, Nat. 5, H, AH)	Statistics (AH)
Geography (Nat. 3, Nat. 4, Nat. 5, H)	Travel & Tourism (Nat. 5)
German (Nat. 3, Nat. 4, Nat. 5, H, AH)	Early Education & Childcare (Nat. 5) (delivered by Fife College staff)
Graphic Communication (Nat. 4, Nat. 5, H, AH)	N.P.A Sport and Fitness (Level 5 – available to S5 and S6 pupils only). Delivered by S.R.U.C. staff
Health, Food and Technology (Nat. 5, Higher)	N.P.A. Computer Games Development S5/6 only - delivery to be confirmed at time of going to press - Fife College staff
History (Nat. 3, Nat. 4, Nat. 5, H, AH)	Year One Apprenticeships: Engineering, Software Development, Children and Young People, Business Skills – available to pupils entering S5 only
Hospitality Practical Cookery (Nat. 3, Nat. 4, Nat. 5)	Hospitality Skills for Work: Events and Organisation and Planning (Nat. 4, Nat. 5) – delivery by S.R.U.C. staff
Mathematics (Nat. 4, Nat. 5, H, AH)	Year 2 Foundation Apprenticeship Business Skills and Engineering (delivered by Fife College staff) – available to those who completed year one in session 2017/2018

*Courses in bold are delivered by Fife College, S.R.U.C. or Fife Council Consortium Arrangements.

Appendix 5

Results 2018 Examinations

School leavers' attainment in Literacy and Numeracy

Bell Baxter Level 4 or better	Virtual Comparator Level 4 or better	Bell Baxter Level 5 or better	Virtual Comparator Level 5 or better
86.21%	89.59%	68.28%	67.34%

School leavers' attainment in Literacy

Bell Baxter Level 4 or better	Virtual Comparator Level 4 or better	Bell Baxter Level 5 or better	Virtual Comparator Level 5 or better
95.17%	94.17%	84.48%	81.69%

School leavers' attainment in Numeracy

Bell Baxter Level 4 or better	Virtual Comparator Level 4 or better	Bell Baxter Level 5 or better	Virtual Comparator Level 5 or better
87.93%	91.41%	69.66%	69.52%

Percentage of school leavers gaining SCQF accredited awards

Award Count	SCQF level 1 or better	SCQF level 2 or better	SCQF level 3 or better	SCQF level 4 or better	SCQF level 5 or better	SCQF level 6 or better	SCQF level 7 or better
10 or more awards	5%	4%	4%	4%	1%		
9 or more awards	14%	14%	14%	14%	7%		
8 or more awards	34%	33%	33%	33%	21%	1%	
7 or more awards	55%	54%	54%	54%	37%	8%	
6 or more awards	76%	76%	75%	74%	54%	19%	
5 or more awards	84%	83%	83%	82%	61%	29%	
4 or more awards	88%	88%	88%	86%	69%	38%	
3 or more awards	92%	92%	92%	90%	76%	46%	3%
2 or more awards	96%	96%	96%	93%	82%	56%	13%
1 or more awards	97%	96%	96%	95%	88%	64%	27%

Appendix 6

2019-2020

Teachers return on Monday 19th August, 2019, pupils return on Wednesday 21st August, 2019.

1. Terms

Autumn: Monday 19th August–Friday 4th October, 2019
Winter: Monday 21st October–Friday 20th December, 2019
Spring: Monday 6th January–Thursday 3rd April, 2020
Summer: Monday 20th April–Thursday 2nd July, 2020

(all dates inclusive)

2. Holidays

Autumn: Monday 7th October–Friday 18th October, 2019
Christmas: Monday 23rd December 2019–Friday 3rd January, 2020
February: *Thursday 13th and *Friday 14th February, 2020
Spring: Monday 6th April–Friday 17th April, 2020
May Day: *Monday 4th May, 2020
June: *Monday 1st June, 2020
Summer: Friday 3rd July–Friday 14th August, 2020

(all dates inclusive)

3. In-service Days

Monday 19th August, 2019
Tuesday 20th August, 2019
Friday 15th November, 2019
Monday 21st October 2019
Monday 6th January 2020
Wednesday 12th February 2020
Tuesday 2nd June, 2020

Appendix 7

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the S.Q.A. and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- Plan and deliver better policies for the benefit of all pupils.
- Plan and deliver better policies for the benefit of specific groups of pupils.
- Better understand some of the factors which influence pupil attainment and achievement.
- Share good practice.
- Target resources better.
- Enhance the quality of research to improve the lives of young people in Scotland.

Data Policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the S.Q.A. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.