



Welcome to Coltness High School

Dear Parent/Carer

On behalf of the pupils, staff and members of the wider Coltness High School community I would like to offer you a warm welcome to our learning community. I trust that you will find our handbook, in conjunction with the school website, an informative and useful reference through which you may find out a lot more about our activities.

We are now a four years into our new improved environment and visitors are still amazed by the fantastic facilities that North Lanarkshire Council have provided for the children of the greater Coltness area. As part of the refurbishment a significant investment has been made in new technologies with Wi-Fi now in place across the whole council estate. The enhancements in the surroundings along with effective teaching and learning incorporating the "Coltness Lesson" have both played their part in improving attainment at the school. When combined with the wonderful ethos that greets you when you enter the building you will undoubtedly hear from our pupils what a great sense of belonging and pride they possess through their association with Coltness High School.



As the Head Teacher I believe in following the simple principle of

"Three Rs" - respect, responsibility and rights. If pupils show respect to all members of the wider school community whilst showing responsibility then they will be afforded many rights. With staff respecting pupils mutually, you will understand the vision I have for the ethos within Coltness High School.

I fully believe in inspiring the best of every young person and the greatest way to do this is working in partnership with yourselves, making sure that you truly are "parents as partners". I would encourage you to become actively involved with your young person's education through attending parents' nights, participating in dialogue with our Guidance Staff and working with the PTA and the Parent Council.

Please enjoy reading this publication, referring to it often as our pupils make their way through their school careers. If however you still have questions, please contact the school's Guidance Staff who will be only too happy to assist in answering your queries.

John McGilp

Head Teacher



SCHOOL AIMS

Coltness High School Staff working in partnership with pupils, parents and the local community to:

- deliver a curriculum which, by having a range of appropriate courses, teaching methods and well - resourced learning experiences, ensures that all pupils realize their full potential.
- promote a caring environment in which our pupils are actively encouraged to take responsibility for themselves as members of our community.
- communicate effectively with all partners in the learning process: pupils, parents, staff and the community.

Learning and Leisure Services North Lanarkshire takes as its motto:

Service and People First

And pledges to do this by:

- improving learning and teaching
- raising achievement
- encouraging lifelong learning
- working with communities for a better future
- listening and learning together
- celebrating success
- respecting the dignity and value of all
- giving pupils and staff a safe, happy and attractive place to work



Education, Youth & Communities, North Lanarkshire, Municipal Buildings,
Kildonan Street, Coatbridge





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SCHOOL INFORMATION

Coltness High School
Mossland Drive
Wishaw
ML2 8LY

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E-mail enquiries@coltnesshigh.n-lanark.sch.uk

Coltness High School is a non-denominational, co-educational, comprehensive, health promoting, eco school serving the north side of Wishaw. It takes pupils from S1 through to S6 and currently has a roll of approximately 860 pupils at December 2016. The school population projected for next year should be made up as follows:

S1	150	S4	150
S2	180	S5	130
S3	180	S6	80



Our pupils are drawn from three associated Primary Schools:

Cambusnethan Primary School, 53 Branchal Road, Cambusnethan, Wishaw
Cleland Primary School, Main Street, Cleland
Calderbridge Primary School, Coltness Road, Wishaw

Under the Education Act, parents may choose to request that their children attend a school out with their zoned area. In our current S1, we have pupils from 12 Primaries over and above the associated Primary Schools.

The school was opened in 1966 and was a very compact building consisting of a main teaching block with two wings. In 1997 a new PE Block was opened and this has greatly extended the sports facilities offered in the school. In April 2011, the new Science and Technology wing along with new gymnasium and dining area opened. The main teaching block has been totally remodeled and opened in August 2012. The 3G sports pitch opened in October 2012. The school facilities are now second to none.





SCHOOL COMMUNITY LINKS

We believe that our school is part of a much wider community, extending through Wishaw to other parts of the country. Pupils, parents and staff work hard throughout the session to support the wider community through fund raising events. Last session our prefects raised a lot of money for various charities. In December senior pupils are organising a Christmas Tea and concert for the elderly of the area. In September pupils and staff combined to take part annually in a sponsored 6k run around Strathclyde Country Park to raise money for St Andrew's Hospice. This year pupils completing the ASDAN qualification have been involved in the Shoebox Appeal. Arran, Lewis and Skye Houses regularly fundraise for Vision Africa to provide essential items for educating many young Kenyan children. In February this year for the second time, the school organised a Sportspersons' Dinner and in January the PTA are organizing a Race Night.

Links with local industry are well established through curricular activities such as Work Experience, Enterprise Education across the curriculum, World of Work Skills Days and Challenge of Industry Conferences. Informal links continue through Mock Interview Evenings and extended Work Experience for Senior Students. We have developed an exciting business partnership with Reel Time Music and the NHS through 'Doctors against Postcodes.'

We have a very successful Peer Tutoring programme where senior pupils work with junior pupils and work towards the Millennium Volunteer Award. A number of the senior students involved in this programme have also had their work recognised with the presentation of the Diana Award. Pupils have other opportunities through their work as Prefects, Buddies and through CSLA to contribute to the wider community.

Community groups extensively use the new exciting facilities. School lets are processed by Community Education whose address can be found at the end of this handbook.

THE SCHOOL DAY

We operate at present a 33 period week that is split as follows:

<u>Monday, Tuesday, Thursday</u>		<u>Wednesday and Friday</u>	
Early Warning Bell	8.52am	Early Warning Bell	8.52am
Period 1	8.55am - 09.45am	Period 1	8.55am - 09.45am
Period 2	9.45am - 10.35am	Period 2	9.45am - 10.35am
Interval	10.35am - 10.50am	Interval	10.35am - 10.50am
Period 3	10.50am - 11.40am	Period 3	10.50am - 11.40am
Period 4	11.40am - 12.30pm	Period 4	11.40am - 12.30pm
Lunch	12.30pm - 1.15pm	Lunch	12.30pm - 1.15 pm
Early Warning Bell	1.12pm	Early Warning Bell	1.12pm
Period 5	1.15pm - 2.05pm	Period 5	1.15pm - 2.05 pm
Period 6	2.05pm - 2.55pm	Period 6	2.05pm - 2.55pm
Period 7	2.55pm - 3.45pm		

We ask that all pupils are in school for 8.45 am every day so they make it to class in plenty of time for 8.55am



THE SCHOOL YEAR 2017 - 2018

August 2017

In-service day (all areas): Tuesday 15 August 2017

In-service day (all areas): Wednesday 16 August 2017

Pupils return to school: Thursday 17 August 2017

September 2017

September weekend holidays: Friday 22 September 2017 and Monday 25 September 2017

October 2017

October break: Monday 16 October 2017 to Friday 20 October 2017

November 2017

In-service day (all areas): Monday 20 November 2017

December 2017 - January 2018

Christmas and New Year holidays: Monday 25 December 2017 to Friday 5 January 2018 (inclusive)

February 2018

Mid-term break: Monday 12 February and Tuesday 13 February 2018

In-service day (all areas): Wednesday 14 February 2018

April 2018

Spring break: Friday 30 March to Friday 13 April 2018

Good Friday 30 March 2018

Easter Monday 2 April 2018

May 2018

May Day holiday: Monday 7 May 2018

In-service day (all areas): Tuesday 8 May 2018

Mid-term holiday: Friday 25 May and Monday 28 May 2018

June 2017

School closes Thursday 28 June 2018

ENROLMENT

In the case of Primary – Secondary transfer parents are issued with information by their son/daughter's primary school, usually in December of the transfer year, and asked to indicate the secondary school of their choice. This information is then forwarded to the Education Department who contact Coltness High School sometime in April with a list of our new intake. In the case of a placing request as soon as the school is made aware of the pupils transferring you will receive a letter from the school telling you of the two day visit and the parents' evening which follows. This will either come to your home or be sent via your son/daughter's primary school. Usually it will be just after the Easter holiday period.

Within the school, Primary – Secondary transfer is organised by Mr Farr, Depute Headteacher.

For all other enrolments, parents should arrange an appointment with the Headteacher. It is helpful if details of the pupil's address, previous school record and subjects being studied are brought to the meeting.



STAFF LIST

Head Teacher - Mr J McGilp

Depute Head Teacher (Arran House) - Ms S Kelly

Depute Head Teacher (Lewis House) - Mrs K Anderson (Acting)

Depute Head Teacher (Skye House) - Mr D Farr

EXPRESSIVE ARTS

Art and Design / Music

Mr D Johnston - Principal Teacher

Mr D Farr - DHT

Mrs C Beattie - Art & Design

Mrs D Martin - Art & Design

Ms T Prentice - Art & Design

Mr I Dignall - Music

Mr P Henderson - Music

Instrumental Staff

Mr M Cooper - Monday (Guitar)

Mr J Woods - Monday (Brass)

Mr A Donald - Tuesday (Keyboard)

Ms K Lang - Wednesday (Woodwind)

Mr D Calder - Wednesday (Percussion)

Mr R Cowan - Wednesday (Bagpipes)

LANGUAGES

Mrs M Fitzpatrick - Principal Teacher

Ms M McAndrew - PT Pupil Support (English)

Mrs L Duncan - PT Pupil Support (English)

Mrs A Mullen - English

Mrs J McAdam - English

Ms C Fagan - English

Ms S Johnson - English

Ms K MacLeod - English

Mrs F Coan Smith - French & Spanish

Ms K Hastie - French & Spanish

Mrs A Millar - French

Mr F Bel Abbes - French

TECHNOLOGIES

Technical / Health Food & Textiles

Ms L Canning - Principal Teacher (Acting) HFT

Mrs K Anderson - DHT (Acting) HFT

Ms S McNicol - PT Pupil Support HFT

Ms G Forrest - HFT

Ms G Tullis - HFT

Mr A Conn - Technical

Mr M McDonald - Technical

Mrs R McKernan - Technical

SCIENCE

Biology / Chemistry / Physics

Mr D Miller - Principal Teacher (Physics)

Ms J McNally - Chemistry

Mrs L Scoular - Chemistry

Mrs A Hamilton - Biology

Ms C Forsyth - Biology

Ms L Feighan - Biology

Ms S Rielly - Physics

Ms M MacDonald - Physics

BUSINESS/ ICT

Mrs M Bennie - Principal Teacher

Mrs L Cole

Mrs K Bihet

Ms J Welsh - Computing

NETWORK MANAGEMENT

Mr S Stratton - Principal Teacher (Computing)

LEARNING SUPPORT

Mrs E McQuaid - Principal Teacher

Mrs C McLeish

Assistants:

Ms M Malone

Mrs E Buchanan

Mrs E Stark



MATHEMATICS

Mr C Barnstaple - Principal Teacher
Mr J McGilp - HT
Mr R Early
Mrs C Paton
Ms D Wilson
Mr J Donaghy
Mrs M McKendrick

SOCIAL SUBJECTS & R.M.E & CITIZENSHIP

Mrs A Craig - Principal Teacher (History)
Ms S Kelly - DHT (Modern Studies)
Ms S Robertson - PT Pupil Support (History)
Ms B Hillen - PT Pupil Support (Mod Studies)
Mr A McInally - Geography
Mrs P Jarvis - Geography
Ms L Mackie - History
Ms L McLeod - R.E.

PHYSICAL EDUCATION

Mr C Rae - Principal Teacher
Mr B Pettigrew - PT Pupil Support
Mr D MacPherson - PT Pupil Support
Mrs C Allan
Ms C McCrory
Ms S Ramage

OFFICE STAFF

Mrs I McKenna - Admin & Finance Assistant
Mrs R Thomson - Admin Assistant
Mrs K McCormack
Mrs A Hamilton
Mrs A Laird
Ms S Harrison

PARENT PARTNERSHIP OFFICER

Mr G Swinton

LIBRARIAN

Mrs A Leckie

CLASSROOM ASSISTANT

Mrs L Gunn
Mrs S Ohare
Mrs E Sharkie

TECHNICIANS

Mr G Coutts - Senior Technician
Mrs J Creelman - Science Technician
Mr M McKay - ICT Technician
Vacancy - Technical Technician

JANITORS

Mrs R Nicol - Senior Janitor
Mrs E Pavlovic
Mr D Barrett





SENIOR MANAGEMENT TEAM

The Senior Management Team (SMT) consists of the Headteacher and three Depute Headteachers. This group of staff is responsible for the overall management of the school.

RELENTS

Head Teacher – John McGilp

The Headteacher's task is to manage the affairs of the school to the benefit of the pupils and the wider community.

Specific responsibilities include:

- Management of school finances, resources and inventory
- Management of non-teaching staff
- Giving information and advice to the Parent Council
- Liaison with external agencies and the community at large including Public Relations
- Submissions and returns to North Lanarkshire council
- Departmental Links Expressive and Social Subjects
- Pupil admissions
- School Educational and Leisure excursions
- Co-ordination of the work of the Senior Management team
- School Handbook
- Health and Safety arrangements
- Equal opportunities and Social Inclusion
- Staff Representative Group
- School Improvement Plan and Report
- Responsibility for school prefects

Depute (Arran) – Susanne Kelly

- Deputising for the Head Teacher
- Head of House, with discipline and related matters
- Departmental links – Languages and PE
- School Timetable (including ALL options forms production and collation plus electives, college & consortia arrangements)
- Management of staff cover arrangements and absence procedures. Information for temporary staff
- Staff development and CPD arrangements (in conjunction with all Curricular PTs)
- Overview of the Tracking & Monitoring system in the Senior Phase
- Setting up Reporting & Tracking within Click and Go and issue of Reporting Calendar, Reporting and Assessment
- Extended Leadership Team Meetings
- Education Coltness Committee





Acting Depute (Lewis) – Kathryn Anderson

- Deputising for the Head Teacher
- Head of House, with discipline and related matters
- Departmental links – Business ICT and Science
- SQA Coordinator
- Broad General Education including such things as IDL, Tracking and Monitoring of the Es and Os in the lower school and other such matters

Depute Head (Skye) – Dominic Farr

- Deputising for the Head Teacher
- Head of House, with discipline and related matters
- Departmental links – SfL, Guidance, Home/School Link/Inter Agency and Mathematics.
- Work Experience DHT Link to PT Pupil Support in charge of this
- Pupil Support Coordinator
- Child Protection
- NQTs & Student Regent
- Primary Liaison Programme and transition arrangements
- INSET day programmes (with a committee)
- Parent Council
- School Show





EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

The school's policy on equality of opportunity comes from its commitment to offer education of the highest quality to all pupils. The school is committed to assessing all policies and practices to ensure there is no negative impact on any group of people. It includes the following points:

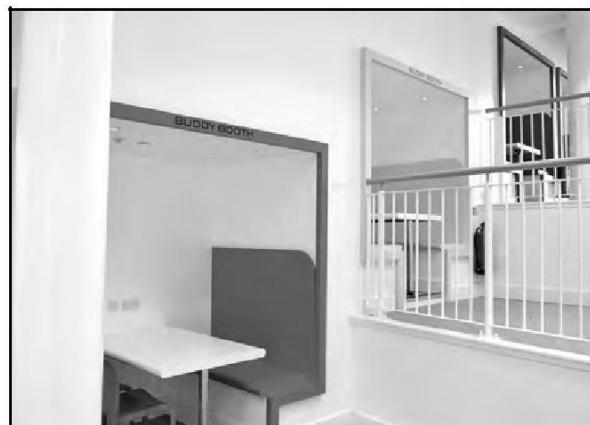
- There should be no administrative distinction between pupils based on sex, religion, race, colour, sexual orientation, or learning needs
- Disciplinary sanctions should be applied equally to all pupils
- Resources which include stereotyping should be avoided
- In class tasks should be allocated equally
- Inclusive language should be used

Pupils identified as having specific needs, which may affect their learning, are monitored by Support for Learning Staff and resources are provided to encourage them to achieve all that they can.

Supported Study is provided to allow pupils to get extra help with their revision in the run up to SQA Examinations. Pupils also have the opportunity to attend Easter School, held in Coltness High School, to assist them with exam preparation. This was run for the first time in 2006 and has proved to be very effective. Pupils are able to follow a timetable to suit their needs.

In August prior to P7 pupils coming to the school, identified pupils are invited to take part in a "Summer Chill" programme. The programme runs for four days and aids the transition for a group of approximately 40 pupils.

We work hard to create an atmosphere of respect for each other within the school as we feel that this is the key to maintaining good relationships. If these break down for any reason there are procedures in place for dealing with any incidents including racial harassment and bullying and these can be obtained from the Headteacher. Each pupil in the school has a Lead Person and in most case this will be their PT Pupil Support. This is the person that should be contacted in the first instance in relation to a pupils learning or health and wellbeing.





RAISING PUPIL ATTAINMENT & ACHIEVEMENT

A key target in our school is to raise the attainment and achievement of all pupils. In order to forward this aim we have developed a number of strategies targeted at specific year groups both in the formal and informal curriculum.

Wider Achievement is a hugely important part of life at Coltness High School and is the responsibility of Mr MacPherson. Achievements outside of the classroom afford our young people the opportunities to develop the skills and qualities they will need for learning, life and work. These skills - leadership, teamwork, initiative, flexibility and commitment – are of real value to our pupils as they grow up and when it comes to getting a job or going to college or university.

We want to make sure that young people get full recognition for all their achievements - not only their exam results. To this end we offer our young people opportunities for wider achievement from S1-S6. Our young people have opportunities to gain awards such as The Diana Award; Dynamic Youth; Youth Achievement; Saltire; Duke of Edinburgh: CSLA and many more. Many of these awards involve pupils giving up their time to help other young people and contributing something positive to their community.

The following outlines some of the strategies already in place:

Supported Study

Supported Study is offered to pupils sitting SQA examinations. It covers revision work, looking at past papers and working at producing the type of answers which will get top marks, using computers to improve presentation of written work and encouraging good study habits. A comprehensive leaflet is given out to pupils and parents to encourage them to opt into subject areas where they feel the need.

Scholar Programme

Students in Biology, Chemistry, Maths and Physics take part in this programme in conjunction with Heriot Watt University. Each student is given access to printed study guides and a password to access a computer assisted learning package via the Internet. They can gain instant access to chart their progress and plan further study.

List of courses:- Biology, Chemistry, Computing Science, Maths, Physics, Accounting, Art & Design, Business Management, Economics, Psychology, French, Spanish.

Peer Support

This is now well developed across the school. Senior pupils support younger pupils at lunch time at after school clubs and in class across the curriculum. They work with the younger pupils supporting them in a subject that they have a flair for to improve literacy, numeracy, health and wellbeing and practical skills. The younger pupil has a mentor that can help in many different aspects of school life. The commitment of senior pupils is recognised by the prestigious Diana Award.

Pupil Target Setting

The aim of this initiative is to encourage pupils to set themselves challenging, but realistic, targets for SQA examinations through negotiation with Guidance and Subject Staff. It is hoped that this will encourage





pupils to improve on their performance over the course of the year. We want to involve parents in the process and therefore all parents are informed of their son/daughter's aspirations by letter and encouraged to provide support at home. Staff work together to encourage pupils to attain targets set. Regular target setting and monitoring reports are sent home throughout the year to the Senior Phase pupils.

Mark Scott Foundation

Pupils from St. Aidan's and Clyde Valley High Schools work along with Coltness S6 pupils on a mutually agreed project for the benefit of the local community.

Wishaw Secondary Schools Football Select

A team made up of pupils from the three Wishaw schools travelled to Belfast for the first time in June 2015 to compete at S1 to S3 age groups for the Jock Tamson's Bairns Shield. In June 2016 the schools from Belfast will travel here.

Mentoring

We recognise that some pupils may need additional assistance to help them meet their targets and we have developed a system of identifying and supporting these pupils. We have found that this has helped raise their performance in the final examinations. Each year by targeting certain pupils we hope to help raise their attainment in the external exams.

Easter School/Summer Academy

This year a group of pupils attended Easter School in Coltness High School reinforcing subjects for their exams. Pupils are encouraged to attend the various summer schools that are available at universities.

Additional Awards Ceremonies

We recognise that praise is an effective way to encourage pupils to improve their performance in all areas of the school and therefore in addition to our annual prize-giving we have introduced awards ceremonies which recognise good attendance, good learning and achievement in subject areas (although not in sufficient numbers to be included in the prize-giving ceremony). Some departments run their own reward schemes to encourage pupils in the subject. In English pupils are awarded reading certificates to promote private reading or may be awarded a 'Star Writer' and have work displayed. The BGE Prizegiving is in June with the Senior Phase in early September to allow us to award the School Dux on actual SQA exam results.

Outward Bound

This North Lanarkshire Initiative has been very successful in the school. This year, around 30 of our S3 pupils will attend. In consultation with Pupil Support Staff they select and work with the pupils prior to their attendance on the week's course in order that the pupils get the most from this experience. The course is run at Loch Eil, Fort William. Its intention is to develop pupil confidence and introduce them to new skills.

Competitions

Once again S3/S4 pupils took part in the Scottish Enterprising Maths Challenge. In Music there is an annual Young Musician of the Year Competition. Football and netball teams are annually entered into Lanarkshire and national competitions.

REACH & "Doctors Against Postcodes" programmes

The school is part of the FOCUS WEST REACH programme which gives our pupils the opportunity to attend this event which will broaden their experience in events within healthcare and engineering to name but two, and will hopefully motivate them into a career in these specialisms. The "Doctors Against Postcodes" programme was first piloted in Coltness High School and is run by consultants within NHS Lanarkshire who are trying to widen access to medical jobs to all pupils within the country but in particular medicine.

Extra Curricular Activities

We are extremely fortunate in the school that so many staff are willing to give of their time to work with pupils out with the normal timetable. The range of activities can be seen elsewhere in this handbook. We would encourage all pupils to get involved in at least one activity. It is a really good way of getting to know other pupils and helps develop social skills, both of which help to build confidence and ultimately raise achievement.





ART

This session only one pupil took up a creative residency at Kilbowie, which is very unusual as normally we have multiple pupils involved. Liam Brown was involved in the musical aspect of the week.



This year's Christmas card was designed by Andrew Russell and features one of his fantastic nature shots



National 5 Portfolios



***School Photograph Trips
Senior Phase***



Airdrie Exhibition

S2 looks at Pop Art – Fashion Show Eclectic





SUPPORT FOR LEARNING

This year 106 boxes were filled for the Shoe Box Appeal! Our ASDAN pupils wrapped and collated donations followed by an organised coffee morning for staff.





EXTRA CURRICULAR ACTIVITIES

We pride ourselves in the fact that we offer a wide range of extracurricular activities which we feel help develop and widen our pupil's experience and develop their ability to work with others, a skill in great demand when they enter the World of Work. Many of the activities are offered at lunch time, after school and on week-ends. A weekly timetable of events is printed in the weekly Pupil Bulletin which is read out at registration and displayed around the school notice boards.

In the area of SPORTS the following are on offer: football, netball, basketball, trampolining, gymnastics, badminton, fitness training, rugby, table tennis and Girls' Football are also available within our P.E department.

Trips to Scottish Parliament, Edinburgh Dungeons, Summerlee Heritage Centre, Dynamic Earth, London, Rome, Paris and New York are examples of subject specific trips our young people have the opportunity to engage in. Pupils have also taken part in a variety of RE based visits to Glasgow Museum for Religion and the Conforti Institute where they looked at international issues linked to our Interdisciplinary Learning on The Environment. The school this year is also involved heavily with the Vision Africa Charity.



Health, Food and Textiles pupils and staff run after school textile and baking clubs.

In Music we have many ensembles such as choir and wind band. A sizeable group of talented musicians each year also joins the North Lanarkshire Ensembles and Choirs.

June 2015 School Show

Pupils in S1 to S5 were involved in a very successful show, "Schools Will Rock You" in June 2015. The pupils were involved in the stage management as well as the performance. The main characters, dancers and chorus all performed to an exceptionally high standard. The show was enjoyed by all who attended. This show has set a high standard for all future shows. Book early for next year. In June 2016 the school production of 'Little Shop of Horrors" will take place.

The Pupil Support Team along with other staff organise and run the Christmas Dances, day trips, charity events and reward trips.

The House Officials and Prefects are involved in organising and running many events within the school such as House reward trips for S1.

In addition throughout the session many departments run excursions linked to their subject. Participation in any activity is dependent on good behaviour and pupils may be prevented from attending any of the above if their conduct in school gives cause for concern.

In April 2015 five pupils from Coltness accompanied by five pupils from our sister school St. Aidan's travelled with the Polar Explorer in Residence Craig Mathieson to undertake a ten day Polar Expedition across Greenland. This activity was the first of its kind in Scotland, possibly in the UK and maybe even the world. Craig got involved with the school after giving a motivational talk through Active Schools.





PRIMARY/SECONDARY TRANSFER ARRANGEMENTS

In order to make the transfer of pupils from primary to secondary school as smooth as possible we take the following steps:

- Regular meetings are held throughout the session at which the Depute Headteacher, the Principal Teacher Support for Learning and the Headteachers of the three associated primaries are present. There are discussions on curricular matters and the procedures for transfer.
- Subject PTs link with the Primaries to ensure smooth progression from P7 to S1.
- In September we hold an informal Parents' Evening for P7 pupils and their parents when all departments put on displays which are designed to give everyone an indication of what is ahead of them at Coltness High.
- In February/ March members of staff from Pupil Support, Support for Learning and Guidance visit the primary school and meet with the Primary 7 teacher to identify the needs of pupils and discuss the progress of pupils coming to Coltness.
- In April/May a similar exercise is carried out in the primary schools from which pupils have made placing requests.
- In April/May the Home School Partnership Worker visits the Associated Primaries to carry out workshops and team building exercises.
- In May all pupils attend a two-day Induction period in Coltness. They are allocated to classes. The purpose of the visit is to let the pupils become familiar with the layout of the school as well as meeting their new classmates.
- In June we hold an information evening for parents at which they have the opportunity to speak with those staff who will be most involved in monitoring their son/daughter's progress i.e. Guidance Staff and members of the Senior Management Team.
- In June a Primary 7 Activity Evening is held to allow the pupils from all the primaries to meet together for the first time and take part in organised house activities.
- In August prior to the start of the session a 'Summer Chill', a programme of team building activities, is organised for identified pupils to ease the transition process. This is organised by Mr Gordon Swinton, Home School Partnership Worker and Mr Farr DHT. School staff volunteer to take workshops along with other agencies.
- P7 pupils will be involved in transition projects in Social Subjects, Home Economics, PE, English and Maths. Sometimes the pupils will visit the high school or the teacher from CHS may visit the primary. Pupils are involved in projects based on literacy, numeracy and health and wellbeing.
- Throughout the session P7 pupils are invited to take part in various competitions.

We aim to make the move to High School as enjoyable as possible for all pupils.





CURRICULUM FOR EXCELLENCE

What is Curriculum for Excellence?

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 – 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful in life, learning and work.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity. The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

What are the curriculum areas in Curriculum for Excellence?

There are eight curriculum areas:

Expressive Arts	Religious and Moral Education
Health and Well Being	Sciences
Languages & Literacy	Social Studies
Mathematics & Numeracy	Technologies

Importantly Literacy and Numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach Literacy, Numeracy, Health and Wellbeing and Political Literacy.

Learning is divided into two phases.

The BROAD GENERAL PHASE is from nursery to the end of Secondary School Year 3. Learning is divided into levels. The new levels are as follows:

LEVEL	STAGE
Early	the pre-school years and P1 or later for some
First	to the end of P4 but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third and fourth	S1-S3, but earlier for some

Broad General Education

When pupils transfer from primary school they follow a common course based on the curricular areas and over the three years will cover Experiences and Outcomes in these areas as well as Literacy, Numeracy, Health and Wellbeing and Political Literacy across all the curriculum.



Classes are organised on a mixed ability basis in House groups of up to a maximum of 33 pupils or 20 in practical sections. Pupils are allocated to a section based on information from the primary and where possible, follow any siblings. The 'House' names are Arran, Lewis and Skye. Within each House are two Principal Teachers Pupil Support (PT PS). Each pupil through GIRFEC will have a "Named Person" in our school this is their PT PS

Pupils will experience a variety of teaching methodologies across the curriculum and we would expect some part of the learning to be active. We encourage our pupils to take ownership of their learning. Throughout their learning pupils will become:

Confident individuals
Responsible citizens
Effective contributors
Successful learners

Personalisation and Choice

During S2 pupils will have the opportunity to make choices to suit their individual needs. In order to help pupils and parents make informed choices the following will take place:

Pupil workshops to explain personalisation and choice

Parent information evening

Pupil interview with Guidance Staff

Personalisation and Choice Booklet

Pupil full report

Career work in PSE

Careers Convention in Coltness High (every two years, the most recent in February 2015)

Parents' evening to talk to staff

Please note that the Personalisation and Choice form may vary from that published in the appendices.

The SENIOR PHASE is from Secondary School Year 4 and beyond

Senior Phase S4 – S6 and college or other means of study

Senior Phase

Pupils in S4 will complete courses leading to SQA awards at National 3, National 4 and 5 depending on their ability.

Your child's progress will be carefully monitored with five tracking reports sent home throughout the year via schoolbag mail.

In S4 pupils have the opportunity to take part in a Work Experience Week in September to further develop valuable skills, although this is under review authority-wide.

In S5/6 we offer a wide range of courses at different levels to offer continued progression for all. The courses are tailored to suit the full range of needs and interests of the large number of pupils who now stay on at school to complete a fifth and often sixth year. These courses involve consortia arrangements with other schools and also a close working relationship with New College Lanarkshire.



In order to assist senior pupils to make informed choices they will receive a choice book, guidance interview, pupil information meeting and work in PSE. Pupils are also able to attend the Careers Convention and university/college open days.

Please note that the Personalisation and Choice form may vary from that published in the appendices.

HOW WILL MY CHILD'S LEARNING BE ASSESSED?

The school now has produced policies in Literacy, Numeracy and Health and Wellbeing and these are now implemented throughout the school. Short Life working groups continue to review and evaluate policies. Interdisciplinary projects are organised and personal learning planning is taking place.

Curriculum for Excellence embraces the opportunity to give young people the opportunity to be engaged in their own learning by working together and having their ideas included in our classwork.

A transition project is planned for each year based around the principles of a curriculum for excellence bringing together the associated primary P7 pupils along with S1 Coltness pupils.

How will my child's learning be assessed?

There will be new ways of assessing each child's progress to make sure that their potential is achieved. New qualifications have been developed:-

National 3, 4 and 5 qualifications from 2015 onwards will be the SQA standard in S4.

In S5/6 Higher and Advanced Higher are added to the above, also known as National 6 and National 7 respectively.

In classrooms staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.

Each year your school will let you know what is being done to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

Implementation of a Curriculum for Excellence

Assessment is an important and integral part of the learning process. We assess pupils for the following reasons:

- to check on their understanding
- to find out if they are performing as they should be
- to encourage them to learn
- to help them make choices later on
- to show where strengths and weaknesses lie and to offer next steps
- to see if our teaching approach and materials are correct
- to evaluate course and work.





AIFL - Assessment is for Learning

Our young people are assessed in a variety of ways that focus on:

Active Learning

Self and Peer Evaluation

Constructive Feedback

In the Senior Phase assessment is an on-going feature of the SQA courses. Successful completion of these internal assessments as well as creditable performance in the external examination will both be necessary before the award of an SQA Certificate in August. Most subjects set a prelim exam in December and the SQA examinations start at the end of April. Preliminary examinations can no longer be used for appeal purposes but will be required for submitting estimated grades to the SQA.

In addition we assess personal qualities, though less formally. We believe that initiative, perseverance, ability to get on with each other, co-operation, self-reliance, self-discipline and punctuality are also important and encourage our pupils to develop these skills by taking responsibility for their own learning.

Through the Government's new INSITE tool the school and wider world is becoming increasingly interested in wider achievement. The school actively recognizes awards such as the Saltire and Duke of Edinburgh Awards, amongst others and is working hard to increase opportunities in this area for all our pupils.





REPORTING TO PARENTS

All pupils in the Broad General Education will receive a full report once a year. Pupils in S1 also receive a 'Settling-in' report at the end of October. The report allows pupils and parents to monitor performance.

S4, 5 and 6 will receive six Tracking and Monitoring reports at regular intervals throughout the year.

Any questions arising from the report can be raised with staff at the Parents' meetings or by appointment with the your son/daughter's Principal Teacher Pupil Support (PT PS)

Timetable of reporting

S1- October, January, May	S4- Interim reports throughout the year
S2- February	S5/6- Interim reports throughout the year
S3- October, April	



Over the year Parents' Evenings take place from 4pm- 6.30pm or 7pm- 9.30pm. The winter nights tend to be 4pm- 6.30pm to allow people to return home at a reasonable hour safely.

FREEDOM OF INFORMATION

Freedom of Information (Scotland) Act 2002 came into force on the 1st January 2005. The Act allows for anyone to ask for information from the Council and imposes a very tight time-scale for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the backing of an officer in each Service. The Services contact for freedom of Information is Margaret Kean, who can be reached by telephone on 01698 524712

DATA PROTECTION ACTS

Information on pupils, 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 Data Protection Acts and may only be disclosed in accordance with the Codes of Practice.

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data protection Act 1998 you are entitled to access the information held. Applications for this can be made to the Information and Records Management Officer at Municipal Building, Kildonan Street, Coatbridge, ML5 3BT.

Education authorities and the Scottish Government Education Portfolio (SGEP) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.





What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SGEP. The data collected and transferred covers areas such as date of birth, postcode, registration for free school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SGEP. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SGEP.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you to understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up-to-date data about pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up to date data allows SGEP, education authorities and schools to:

- plan and deliver better policies for the benefit of the pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors that influence pupil attainment and achievement
- target resources better

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1988). 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. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SGEP works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority. On occasion we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which 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.

Concerns

If you have any concerns about the ScotXed data collections you can email school.stats@scotland.gsi.gov.uk Or write to The ScotXed Support Office, SGEP, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available on request from the ScotXed Support Office in other languages, audio tapes, Braille and large print.

Want more information?

Further details about ScotXed data exchange are available on the ScotXed website, www.scotxed.net.

CHILD PROTECTION

Every adult in Scotland has a role in ensuring all children and young people are safe and protected from harm at all times and in all situations.

The Headteacher is responsible for the school's actions in response to Child Protection concerns.

If there are any Child Protection concerns the Headteacher or the Child Protection Coordinator in school will follow the North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Coordinator is Mr Dominic Farr 01698 274920

As part of GIRFEC (Getting it Right for Every Child) each pupil has a "Named Person" and in this school that is the pupil's Principal Teacher Pupil Support (PT PS).



HOMEWORK

The school's approach to homework is based firmly on the beliefs of staff, pupils and parents. We believe that homework has an important part to play in a well-structured curriculum from S1 -S6. Through homework the school can work with parents to develop a positive attitude to study which will allow all pupils to achieve their potential.

We intend that all homework will be meaningful and useful. It will take various forms and could include:

- reading
- traditional tasks such as essay writing or calculations
- gathering resources for classwork
- carrying out investigations or research
- revising work completed in class

We think that homework should allow pupils to:

- develop independence in their learning
- develop important study skills
- prepare for lessons in advance
- improve in areas of weakness and build on strengths and interests
- reinforce classroom learning

Early in the session all parents and carers of pupils in S1 - S6 will be given a leaflet outlining examples of the type of homework given in each subject and an indication of the amount of time it may take to complete. Parents are encouraged to monitor their son/daughter's progress. They can assist by checking the homework organiser and by looking at completed tasks. Letters and texts are sent home should homework not be completed.

HOME SCHOOL LINKS

We wish to involve parents in all aspects of their child's progress through the school. It is in everyone's interest to establish good home/school links. We do this in a variety of ways, some formal and some informal.

<input type="checkbox"/> Parents' Evening	These can either be Information Evenings or arranged to discuss your child's progress report.
<input type="checkbox"/> Newsletters	These appear once a term with details of "what's on".
<input type="checkbox"/> Telephone	This is especially useful when it is important that we get in touch with you quickly e.g. in matters of attendance or behaviour. It is important that the school has the correct information about your telephone number as well as that of the emergency contacts. Please notify us of any changes.
<input type="checkbox"/> Interviews	If we feel it is necessary or indeed if the parent feels it necessary we can arrange an interview. At times there is no substitute for personal contact.
<input type="checkbox"/> Questionnaires/ Evaluations	To find out your views on various aspects of the school.
<input type="checkbox"/> Website	To find out school information
<input type="checkbox"/> Twitter	To find out school information
<input type="checkbox"/> Texts	To alert you to various aspects of the school.





PUPIL SUPPORT

Within Coltness High School we have an extended Pupil Support Team working together for the benefit of all pupils.

The school is committed to assessing all policies and practices to ensure there are no negative impact on any group of people.

The team consists of:

Three House Depute Heads

Support for Learning Staff, including a Principal Teacher

Six Principal Teachers Pupil Support (two per house)

Home School Partnership Workers

PUPIL SUPPORT – SUPPORT FOR LEARNING

The Support for Learning Department is run by Mrs E McQuaid who works with staff, classroom assistants and support assistants to offer individualised support for identified pupils. Almost all pupils will experience difficulty with some aspect of their learning at some time or other. Sometimes this is short term, perhaps caused by absence. In other cases, the difficulty may be more severe and support may be needed over a longer period of time. In Coltness we have a range of support strategies available to help your child's learning. In line with the new framework for supporting children in their school education and their families introduced by the Education (Additional Support for Learning) Scotland Act 2009.

North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the School. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.

Subject departments ensure that pupils are provided with work which is appropriate. A variety of methods may be used e.g. whole class lessons, group work, co-operative teaching.

In recent years there has been a change of emphasis in the Support for Learning Department. They may work with subject staff as co-operative teachers, review or develop materials or assist in developing new teaching approaches. They may also provide direct tuition for pupils, sometimes out with the department.

Where pupils are struggling within the school the following staged intervention model is used:

Level 1 – Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing **classroom**.

Level 2 – Internal support, where education staff identify that a child or young person needs support or planning from within the **school**.

Level 3 – External support from within learning & leisure services, where it is identified that the child or young person requires support or planning from beyond the school setting but within **educational services**.





Level 4 – **External support** provided on a **multiagency basis**, where the child or young person's needs are identified as requiring support or planning from multiagency services and these support needs will **last for more than one year**.

Bilingual pupils are given the support of a language specialist.

SFL

Looked After Children are deemed to have Additional Support Needs unless assessment determines otherwise. Parents and pupils are an essential part of the assessment, planning review processes and your views will be actively sought. Parents and young people can request of the authority to establish whether a child has additional support needs. They can also request an assessment at any time.

Planning

Additional Support Plans (ASPs) enable staff to plan for children with Additional Support Needs. Some children may require significant support from education and at least one other agency, such as health, social work, voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered.

Parents and young people can, if they wish, request a CSP and are very much part of the process. A CSP may be initiated by the school or another agency. Parents will receive letters from the Education Authority throughout the process of producing a CSP. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.

If the matter cannot be resolved with the Education Authority you have the right to request **mediation**. An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application for **Independent Adjudication** (see contact details at the back of this handbook) can be made by parents free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The Additional Support Needs **Tribunal** has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans and placing requests. If you disagree with any decision relating to your child's Co-ordinated Support Plan or the content of it you may be able to refer to the Tribunal.

HOW CAN PARENTS HELP?

By working in partnership with the school. We would want parents to contact us if they have any suggestions as to how their child's needs might be met. In return, we shall do our best to keep you informed of your son/daughter's progress. We may seek to involve parents in a particular part of the learning programme by inviting you to the school to discuss the programme and attend meetings to evaluate the programme of work.



PUPIL SUPPORT / GUIDANCE

When your child comes to Coltness he/she will be allocated to a Pupil Support Teacher (a promoted member of staff who has responsibility for your child's welfare). They are your first point of call for all matters relating to your child's education, and in GIRFEC terminology are their "Named Person".

THE PUPIL SUPPORT (GUIDANCE) TEAM

Depute Head Teacher with overall responsibility: Mr D Farr

Principal Teachers Arran House: Mr B Pettigrew, Mr D MacPherson

Principal Teachers Lewis House: Miss S Robertson, Miss S McNicol, Mrs L Duncan

Principal Teachers Skye House: Miss M McAndrew, Miss B Hillen

The Pupil Support Staff support pupils by:

- regularly seeing each of their pupils in a classroom situation (PSE classes)
- interviewing each pupil at least once per session
- acting as a main link between home and school
- helping pupils with important educational decisions e.g. at times of transition
- working with the pupils in setting targets.

The Pupil Support staff support parents by:

- being available through arranged interviews to meet with you to discuss your child's progress and any worries you may have
- providing reports to check your child's progress
- assisting at major decision periods e.g. Transition from P7 to S1 and S2, S3, S4 and S5 Personalisation and Choice.
- working with outside agencies to support your child e.g. Social Work Department, Attendance Officer, Careers Office etc.

Please feel free to contact your child's Pupil Support Teacher via the school office. We would urge parents to make full use of the Pupil Support Staff service offered.

PUPIL SUPPORT – HOME SCHOOL PARTNERSHIP WORKER

Mr Gordon Swinton works as part of the team. He links with school and home to offer the best support for identified pupils. He works with pupils on an individual basis as well as conducting group work. He is involved in XL, a vocational option for pupils working towards an SQA qualification. He is part of the link team to make transition from Primary to Secondary less threatening. He helps organise and run the training for 'Buddies', Peer Tutors, Prefects, Captains and Vice Captains. He runs the 'Buddy' Club two lunchtimes per week, works and organises the 'Summer Chill' for P7 pupils. Along with teaching staff, Mr Swinton runs Parenting Workshops.



LATECOMING

We make strenuous efforts to ensure that pupils have a good time-keeping record. It is a habit to be encouraged, as it is important for later life. If a pupil is late, he/she should report to their current Period Teacher who will mark them late on the school database.

A copy of the attendance (and late-coming record) is attached to all formal reports. If Guidance Staff are concerned about your child's late coming they will be in contact by letter or by phone. We have various strategies which we employ to deal with persistent late coming.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption 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. We shall keep you in touch by using the press and on local radio. More recently the school website has proved helpful and informative to families and a texting service is also possible in emergencies. Please keep us up to date on any change to your contact details. The North Lanarkshire website can also be used in such circumstances.

ATTENDANCE

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their children attends school regularly. **Parents should inform the school office on the first day of an absence by phone and give an indication of the likely duration.**

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc., Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: i.e. approved by the authority, or unauthorised: i.e. unexplained by the parent (truancy) or temporarily excluded from school.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/guardians should inform the school by letter of the dates before going on holiday. Such absence will be authorised only in exceptional circumstances. Such circumstances may include: a family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

A family holiday classified under the 'authorised absence' category will not include such reasons as: availability of cheap holidays or desired accommodation, poor weather experience during a school holiday, holidays which overlap beginning and end of term, parental difficulty obtaining leave. These holidays will be classified as unauthorised. Where the Head Teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.





Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will be authorised under circumstances such as: extended overseas education trips not organised by the school, short-term parental placement abroad, family returning to its country of origin (for cultural reasons or to care for a relative), leave in relation to the children of travelling families.

Parents may request permission for leave in writing in the case of exceptional domestic circumstances and the school may authorise such requests. Circumstances – the period immediately after an accident or illness, a period of serious or critical illness of a close relative, a domestic crisis which causes serious disruption to the family home, causing temporary relocation.

The absence rates shown in the appendices are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

Where figures or percentages based on a number of pupils under any particular heading are between 1 and 4 no information is given and *** is inserted in place of the figures.

Adults attending day school classes are excluded.

The figures for North Lanarkshire and Scotland include all education authority and Grant-aided secondary schools, but exclude all special schools.

UNEXPLAINED ABSENCE

If a pupil is absent, Pupil Support Staff may contact parents, by letter or telephone to find out why the pupil is absent. A standard automated text message is sent out asking you to contact the school office. It is therefore very important that we have a note of your current telephone number. If there is no satisfactory explanation and/or the absence is prolonged we would ask the Attendance Officer to call. Please remember that we want pupils to attend school on a regular basis to enable them to take up the opportunities offered. If the pupil's attendance does not improve a referral may be made to the Reporter of the Children's Hearings, if necessary.

If you suspect your child may be truanting please contact his/her Principal Teacher Pupil Support at an early stage before a pattern can become established. The Pupil Support teacher can arrange to put strategies in place to try to help support their attendance.

ABSENCE NOTES

A note signed by the parent/guardian should be returned by the pupil on the first day after an absence. Stating why the pupil was absent this note should be dated to cover all absent days.

This applies to all periods of absence, even if the pupil has been sent home from school or the parent / guardian has telephoned the school to explain the absence.





PROMOTING POSITIVE RELATIONSHIPS

It is important that all members of our school feel safe, valued and respected. It is important that as a school we actively promote positive relationships within our community. Positive relationships are characterised as those which foster mutual respect, co-operation and a sense of personal worth. This will develop the pupil's self-esteem and will ultimately have an effect on their future success.

The most reported cause of unhappiness in any school is bullying and to support our promotion of positive relationships, we have an anti-bullying policy which is followed whenever bullying is suspected. In S1 PSHE pupils are involved in developing an anti-bullying campaign.

We allocate part of the PSE programme to this problem and we encourage pupils to report any incidence of bullying to staff, senior pupils or parents. We seek to involve parents of pupils at an early stage in the expectation that this will stop the behaviour continuing.

Bullying is classified as the **on-going deliberate** use of power to hurt, frighten or belittle an individual and can take many forms, e.g. name calling, threats, and damage to property or physical abuse. It thrives on silence and the best way to stop it is to report it. Anyone affected by bullying should be confident that they will be listened to and that their concerns will be taken seriously. Our anti-bullying policy is contained in the appendices.

Pupils can promote positive relationships by:

- Treating one another with respect
- Including and not isolating others from friendship groups
- Not ridiculing others
- Being polite and not abusive to others
- Listening to others and not interrupting
- Encouraging others to behave in a positive way
- Looking after and supporting one another
- Not ganging up on others
- Making sure they use social media positively and in an appropriate manner.
- Being prepared to support the school's anti-bullying policy.





DISCIPLINE

The school would like to be afforded the opportunity of dealing with any issues that occur within its jurisdiction, which includes travelling to school. In certain circumstances we reserve the right to contact Police Scotland or NL Social Work if we feel that a situation warrants their input. The school is of the belief that pupils should take responsibility for their actions, including terms of damage to property. In line with this the school has a policy of asking pupils to pay for any damage they cause either through horseplay or malice. Pupils have a **collective responsibility** to each other and the school community in general. An example of this would be in relation to litter. If one of a group of pupils is littering in public then the group has an obligation as a collection of responsible citizens to ask their friend to stop doing this. If the person does not rectify their actions and subsequently a member of the public identifies them as a group, then it is not for the school to identify the sole perpetrator. Collective responsibility indicates that the group together, must accept the consequences of their actions as a whole. It would be the schools hope that the individual concerned would come forward or be coerced to do so. If this did not happen then the whole group carries the responsibility for the one culprit's actions. All large organisations - Girls/Boys' Brigade, Guides, industrial companies - need codes of behaviour which are necessary to ensure that everyone benefits from being part of that organisation. Schools are no different and we are fortunate in Coltness that the majority of our pupils follow our Positive Behaviour Code.

Positive Behaviour Code

The school's positive behaviour code is designed to ensure that all pupils and staff can work in a pleasant and ordered society. The code requires pupils to show respect, self-control and a sense of responsibility to teachers and other pupils.

- Always** show respect to yourself, others and to the school
- Always** be on time for classes
- Always** follow the dress code and remove jackets
- Always** listen and follow instructions
- Always** do your best, be prepared and take pride in your work



- Be prepared for school with all the correct equipment
- Remember that good behaviour in school means good references for work!
- Be polite to everyone in school – we are all part of a team
- Eating is only allowed at intervals and lunchtimes and only in the foyer or packed lunch area.
- Wear your school uniform everyday (tie, shirt, trousers/skirt, blazer and shoes)
- Make sure your mobile phone is switched off and out of sight
- Our school is very full and this creates difficulties in moving around

We ask all pupils to obey rules on stairs and in corridors for the safety of all people who use the building.

- **Do not run**
- **Keep to the left**
- **Follow the rules of movement**
- **Line up in single file outside classrooms**
- **No pushing**

Occasionally some pupils behave in an unacceptable way inside or outside the classroom and this is dealt with in the most appropriate manner using a variety of approaches. These may include the issue of a punishment exercise which is the copying of the Positive Behaviour Code.

An adult presence is provided at break times in terms of the Schools (Safety and Supervision of Pupils Scotland) Regulations 1990.





Some departments operate an informal 'detention' system at intervals and lunchtime but pupils should not be kept behind at the end of the school day without the permission of their parent/guardian. Whilst staff are reminded of this each session occasionally a pupil has missed school transport home because a member of staff has asked to speak with them at the end of the day. If this occurs pupils should go to the school office and alternative arrangements will be made to ensure they are taken home safely.

The senior staff in the school operate a formal system of lunch and after school detention but after school detention is only in conjunction with parental approval.

Please note that any pupil who receives school transport should always report to the school office if they 'miss the bus'. They should never walk home.

Minor difficulties are overcome by counselling (class teacher or Pupil Support teacher) or by traditional sanctions. Punishment Exercise forms are issued where appropriate and we ask parents to sign these and the pupil returns it to the main office. The sheet is filed to alert Pupil Support Staff, Senior Management Team, Principal Teachers to difficulties:

- when the indiscipline arises through difficulties with learning, the Support for Learning Department may offer extra support
- outside agencies e.g. psychological services may be involved if appropriate. Interviews may be arranged between parents and staff to discuss concerns
- however, where a pupil's behaviour is such that the work of others is continually being disrupted, or their well-being is being threatened and the measures above are not proving successful, more serious action will be taken. Ultimately a pupil may be excluded from Coltness. This is our final and most serious sanction.

The Depute Headteachers are responsible for discipline in the House to which they are attached.

Miss S Kelly	Arran House
Mrs K Anderson	Lewis House
Mr D Farr	Skye House

If you are concerned about any aspect of discipline the staff named above are those whom you should contact in the first instance.

As always we seek the co-operation of parents in all matters of discipline and we make every effort to resolve discipline matters before they reach the latter stage. We wish to maintain the good disciplinary record associated with Coltness High School. Staff and pupils have recently been working within a code for Learning and Teaching and we hope that this will continue to encourage good working relationships.





SCHOOL DRESS CODE

In accordance with the directive from North Lanarkshire Council we have drawn up a School Dress Code. We believe that this:

- readily identifies pupils as belonging to Coltness High School. This is especially important for school security
- gives all pupils a sense of belonging to our community and a pride in the school
- identifies the school in the local community
- protects children from the effects of social distinction and competitive dressing.

We discourage pupils from wearing outdoor clothing in classrooms, as we do not feel this is conducive to a working atmosphere.

DRESS CODE

- school **tie** must be worn and be clearly visible
- school colours for clothing are **black/grey**
- tie to be worn with **white** school shirt
- school trousers or skirt of an **acceptable length**
- plain 'V' necked pullover to allow tie to be visible
- **school blazer**
- where a 'winter' jacket is worn, it should be in school colours and not carry any slogans or logos
- black footwear
- P.E. – royal blue shorts (available from school), white T shirt / polo shirt, trainers



Not Acceptable

- sportswear or leisurewear including football colours
- clothes which carry blatant advertising, messages or slogans
- denim or cord in any colour
- hooded tops of any colour
- headgear inside building
- dangling earrings and excessive rings, in particular double or three finger rings
- large name chains, no necklaces visible over shirt
- training shoes, coloured boots
- dress shorts, combat trousers, leggings

Additional Note

- when representing the school at visits, sports and other external events, uniform must be worn.

Stockists

National Schoolwear (Main Street, Wishaw) or Academy Uniform service (available at specified times in the school)

Senior and Junior School ties are also available from the school during term time as long as our stocks last. Prices from the office.





NORTH LANARKSHIRE COUNCIL'S

STATEMENT ON CLOTHING AND UNIFORM

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, pupils and staff were fully consulted. It is the expectation of the education authority that parents will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances. This would include items which:

- could potentially encourage factions (e.g. football colours)
- could cause offence (e.g. anti-religious symbolism or political slogans)
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings and other potentially dangerous jewellery
- are of flammable materials which may be a danger in certain classes (e.g. science)
- could cause damage to flooring
- carry advertising in particular for alcohol or tobacco, and
- could be used to inflict damage on other pupils or to be used by others to do so.

Parents in receipt of a grant for footwear and clothing from the council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the director of education. Information and application forms may be obtained from any school or area office. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: income support, job seeker's allowance (income based), housing benefit, council tax rebate.

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code might be deemed to be a serious challenge to the Headteacher's authority and be detrimental to the wellbeing of the whole school community. In such circumstances a Headteacher could justify the use of the school discipline procedure.

The council wishes to minimize claims arising from the loss of pupils' clothing and/or personal belongings. Parents/ guardians are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery etc. are not brought to school. Parent should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.



EMA

Education Maintenance Allowance

Students who have reached the statutory school leaving age of 16 may be eligible for an Education Maintenance Allowance (EMA) to enable them to remain at school.

EMA – In session 2016/2017 students who are born before 1st March 2001 will be eligible to apply for EMA. All applications are individually assessed.



EMA is a weekly allowance requiring 100% attendance although students are entitled to 5 days self-certification in an academic year. Any other absence must be covered by a medical certificate or authorised by the school. Late coming is also monitored in relation to EMA, the parent/carer must inform the school of the absence on day 1.

Successful applicants must sign a Learning Agreement. Payments cease if the agreement is not upheld. Forms should be submitted to the EMA office as soon as possible, even if pupils are not eligible for support until the January term.

The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid throughout the year. Application forms and guidance notes are only available from schools, Area Registration Offices and First Stop Shops.

SCHOOL SECURITY

In recent years various measures have been introduced to the school in an attempt to make our premises as secure as possible while trying to retain a welcoming atmosphere for visitors to the school. Our security policy is on display in the school entrance hall. The main measures are:

- Pupils' ties must be visible at all times. As a result we ask that all pupils wear V-necked jumpers
- Visitors to the school must sign in at the School Outer Office where a badge will be issued. This badge must be carried by visitors whilst on the premises
- CCTV cameras monitor the school grounds
- External doors are locked during the school day
- The school can accept no responsibility for any lost, suspected stolen or damaged property.
- All staff wear identity badges





HEALTH PROMOTING SCHOOL

Coltness High School is a Health Promoting School and our aim is to promote Health and Wellbeing across the curriculum.

We have a Health and Wellbeing committee that is made up of pupils, staff, health agencies and parents. The committee organises many Health events during the school year.

Our aim is to promote health across the curriculum and school community.



TRANSPORT

The council has a policy of providing free transport to secondary pupils who live more than two miles from their local school by the shortest safe walking route. **This policy is more generous than the law requires. The provision could be reviewed at any time.** Parents who consider they are eligible should obtain an application form from the school or the education department. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. There is discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parent's responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.

The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.





SCHOOL MEALS

The school operates a web-bite café serving hot meals, salads and snacks, cooked on the premises. The provision of special diets can be arranged on receipt of a letter detailing the nature of the complaint. A medically prescribed diet form must be completed by the child's registered Dietician or GP. Staff are on duty in a supervisory capacity in all areas. Pupils who bring packed lunches use the Theatre. These areas are expected to be kept clean and tidy and are supervised by prefects and staff. Failure to keep the premises tidy may result in the temporary closure of this facility.

Children of parents receiving income support or job seeker's allowance (income based) Employment and Support Allowance are entitled to a lunch without charge. Information and application forms for free school lunches may be obtained from schools, the education department and area offices. Information and application forms for free school lunches may be obtained from schools, from area registration offices, first stop shops and Municipal Buildings, Coatbridge. Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income support, Job Seekers allowance (income based) Employment and Support allowance (income based), housing benefit or council tax rebate.

All pupils are given a Young Scot card which is 'charged' to purchase their meal. The cards must be kept in good condition. Replacements are available. All pupils are expected to form an orderly queue outside the Web-bite café. If the pupil forgets their card, they will still be served but will need to come in at the end of the queue.

MEDICAL AND HEALTH CARE

Medical Examinations

A routine medical examination is carried out on pupils in S3 by the school medical service. Parents are given notice of this and are welcome to attend. Parents may refer their child to the school nurse or the medical officer at other times for examinations or advice.

Dental Inspection

Pupils can be seen at the Dental Clinic within the local Health Centre. Appointments can be arranged by telephoning the Health Centre.

Vaccinations

S1/S2 – HPV given at three times throughout the year
S3 – Low dose diphtheria, tetanus and polio boosters
S3-S6 – MenACWY vaccine

What happens if my child is ill at school?

We do not have a school nurse on site and therefore parents should consider carefully if their child is well enough to come to school if they feel unwell in the morning. If we feel that you should be contacted during the day we will contact the parent/guardian at the telephone number which we have on file. If this proves unsuccessful we shall contact the named emergency contact. **It is therefore vital that these telephone numbers are accurate and any changes should be notified to the school office.**

Please note that if your child has a known medical condition you should inform the school.





On the rare occasion that your child requires to take prescribed medication at school e.g. inhalers/ antibiotics/migraine relief tablets, you must:

- a) Advise the school of this by filling in the relevant form.
- b) Deposit the medicine with the school office.

No child must carry medicine with them while on school premises except for pupils who have a severe allergy and carry an Epipen.



DENTAL/DOCTOR APPOINTMENTS

Parents should advise the school of any such appointment in advance whether by letter or by the production of an appointment card. The pupil should take the note/card to the Reception where it will be recorded. Pupils must report to the Reception prior to leaving for the appointment and immediately on return.

It is important that all pupils know where they should go if such an emergency arises. **We would also ask that you keep the school informed of up-to-date telephone numbers both of parents/guardians and emergency contacts in case any emergency arises.**

INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption 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. We shall keep you in touch by using letters, announcements in the press and on local radio, by posting information on the school website, texting and on Twitter.

PARENT TEACHER ASSOCIATION

We are very fortunate in the school in having a very active PTA a sub group of the Parent Council. They work tirelessly to raise funds for the school for the benefit of all pupils in the school.

In recent years the money raised has been put to improving our environment in consultation with staff, pupils and parents. The Entrance Foyer has been redecorated with the help of parent volunteers; a new sound system was installed in the Assembly Hall and display boards added around the school to display pupil achievement and new lockers have been provided in the foyer.

They host fayres, race nights and various other fund raising activities. As a school community we would urge all members to get involved in the PTA to raise much needed finances.

The AGM of the PTA is held in June of each session.



PLACING REQUESTS

You have the right to make a placing for your child to be educated in a school other than the local school. In December each year, the Authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home, to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parents' wishes, but you should note that it is not always possible to grant every placing request to a particular school.

Once the pupil has reached the school leaving age the pupil, not the pupil's parents may choose which school to go to.

Placing requests to Primary School does not necessarily ensure that your child will have direct entry to the associated secondary. Advice on this must be sought from the Primary School Headteacher. All placing requests details and procedures are available from the school or the Council's website.

Parents and Young People have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school, special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.



THE PARENT FORUM

As a parent or carer of a child in the school you are automatically a member of the Parent Forum. As a member of the Parent Forum you can expect to:

- get information about what your child is learning
- get information about events and activities
- get advice on how to help or support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a Parent Council
- be invited to identify issues for the Parent Council to work on with the school

PARENT COUNCIL

The Parent Council rights and duties include:

- supporting the work of the school
- representing the views of the parents
- consulting with parents and reporting back
- promoting contact with the whole school community
- fundraising
- taking part in the selection of senior promoted staff such as the Head and Depute Head teachers
- receiving reports from the Headteacher and Education Authority
- receiving an annual budget for administration, training and other expenses

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school exceeds the number of places available.

The Parent Council is made up of the following parents. The Headteacher Mr J McGilp has a right and duty to attend all meetings of the Parent Council.

Linda Strachan (Chairperson)

David Waddell (Vice Chairperson)

Glenda Henry (Treasurer)

Robin Hughes (Secretary)

John McGilp (Co-opted Member)

Dominic Farr (Co-opted Member)

Hazel Taylor (Member)

Anne Wilkie (Member)

Nicola Rae (Member)

Lynsey Rafferty (Member)

Lee McGowan (Member)

Cllr John Taggart

Cllr Alan Clinch

Rev Iain Murdoch (Co-opted Member)

Francesca Walker (Member)

Paul Carty (Member)

Fiona Brayson (Member)

Cllr Robert McKendrick

Cllr Nicky Shevlin





SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

Religious Moral Education is an integral part of the school curriculum and is taught from S1 to S6 and allows for a comparative study of other faiths and religions.

Church services conducted by the school chaplains take place in Cambusnethan Old Parish or Cambusnethan North Church three times per year, Christmas, Easter and Summer. We welcome all parents and friends to all services.

Parents/guardians from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

PUBLIC EXAMINATIONS

Policy with regard to entering pupils for public examinations.

All pupils in S4 will automatically sit the new National 3/4/5 qualifications in their chosen subjects. Pupils in S5 and S6 will have individual interviews after the results of their preliminary examinations to discuss and assess their likely performance in the Scottish Qualifications Authority (SQA) Examinations in May. Schools in consultation with pupils/parents normally decide on presentation for examinations. However in the final analysis, the school will accede to the wishes of the parents.

At National 3 and 4 level awards are pass or fail. At National 5 they are graded A - D.

At Higher level the qualifications are reported in terms of 3 bands A to D.





COMPLAINTS PROCEDURE

Our complaints procedure is in line with the Authority procedure.

In most cases a telephone complaint will be dealt with within 24 hours of the complaint by the appropriate personnel and every attempt will be made to resolve the matter. If further discussion is required a face to face meeting will be set up. In most circumstances a written response to a complaint will be received within 10 days.

If no resolution is reached then the appropriate procedure will be explained to you.

IN CONCLUSION

We hope that we have answered any questions you may have about our **school but we would remind you that we are only a phone call away if you need more information**. Our telephone number is 01698 274920

Please note that although the information in this handbook is correct at the time of printing, there could be changes affecting any of the matters dealt with in this document

- (a) before the commencement or during the course of the school year in question
- (b) in relation to subsequent school years.

All authorities are required by law to issue a copy of the school handbook incorporating current policies and practices of both the council and the school to certain parents in December each year for their use as appropriate.





NAMES AND ADDRESSES

Mrs Vicki Peters
Headteacher,
Cambusnethan Primary School,
53 Branchal Road,
Wishaw
Tel: 01698 352548

Mrs Jan Barclay
Headteacher
Cleland Primary School,
Main Street,
Cleland
Tel: 01698 860354

Community Education
Coltness High,
Mossland Drive,
Wishaw
Tel: 01698 274918

Learning and Leisure Services
Municipal Buildings
Kildonan Street
Coatbridge, ML5 3BT
Tel: 01698 403140

Skills Development Scotland (Careers),
Motherwell College,
1 Enterprise Way
Motherwell
Tel: 01698 212840

Ms Pauline Clarke
Headteacher
Calderbridge Primary School,
Coltness Road,
Wishaw
Tel: 01698 274918

Civic Centre,
Motherwell
Tel: 01698 302222

Continuous Improvement Officers
Mr John French & Mrs Allison Cameron
Municipal Buildings
Coatbridge, ML5 3BT
Tel: 01236 274343

LOCAL COUNCILLORS

Mr Nicky Shevlin	(Murdostoun)
Mr John Taggart	(Murdostoun)
Mr Robert McKendrick	(Murdostoun)
Mr Alan Clinch	(Murdostoun)

Contacts in relation to Support for Learning

Mr Robert Duncan Additional
Support Manager c/o
Muirhouse Primary School
66 Barons Road
Motherwell ML1 2NB
Tel. 01698 252041



Enquire – Scottish advice service can also offer independent confidential help. Tel. 0845 123 2303
info@enquire.org.uk

Resolve – 07760753049 (Independent Adjudicator)

Scottish Independent Advocacy Alliance
London House
Edinburgh EH7 4BQ Tel. 0131 556 6443

Reference to Additional Support Needs Tribunal (Scotland)
ASNTS Europa
Building
Glasgow G2 8LH Helpline: 0141 302 5860
ASNTS@scotland.gsi.gov.uk

NHS Lanarkshire
Wishaw Health Centre
Tel 01698 355511

Social Work
Kings House
Wishaw ML2 8BS Tel. 01698 348200





GLOSSARY

Assessment

The way in which a pupil's progress is monitored. This involves a variety of techniques including observation, discussion and listening as well as written assignments.

Option / Personalisation and Choice

A choice of subjects which are studied in depth from S3 through to S6. The option process involves pupils, parents and staff.

Mixed Ability

Teaching groups which are composed of children who represent the full range of ability.

Placing Request

The request made by parents on behalf of their child which will allow him/her to attend a school other than their zoned school.

PSE

Personal and Social Education

SQA

The Scottish Qualifications Authority is the body which oversees National Qualifications, Higher and Advanced Higher Qualifications which encompasses the Scottish Qualifications Framework.

UCAS

University and Colleges Admissions Service

Assessment is for Learning

Strategies used to involve our young people in the assessment process

The appendices which follow contain information from the Scottish Office and the Scottish Qualifications Authority about our school. In addition there are examples of our Option Sheets as they were last session plus copies of relevant school policies.





APPENDIX 1

INFORMATION FOR PARENTS SECONDARY SCHOOL Examination Results (Within Scottish Credit and Qualifications Framework)

	2009	2010	2011	2012	2013	2014	2015	2016
% of S4 roll achieving 1+ at level 6 by S5	37.4	40.6	40.6	48.2	44.0	56.8	50.7	59.1
% of S4 roll achieving 3+ at level 6 by S5	22.6	22.8	23.5	31.1	27.7	28.8	27.5	30.3
% of S4 roll achieving 5+ at level 6 by S5	10.7	7.2	11.2	12.8	9.2	12.9	10.6	9.8
% of S4 roll achieving 1+ at level 6 by S6	34.3	30.7	47.8	43.3	55.5	50.4	59.0	63.4
% of S4 roll achieving 3+ at level 6 by S6	22.3	29.9	31.1	30.5	38.4	37.6	39.6	37.3
% of S4 roll achieving 5+ at level 6 by S6	14.9	18.6	20.0	19.8	28.7	25.5	27.3	23.9
% of S4 roll achieving 1+ at level 7 by S6	6.9	8.5	7.8	9.1	11.6	8.5	10.8	9.9



APPENDIX 2

COLTNES HIGH SCHOOL S3 PERSONALISATION & CHOICE FORM 2016/2017



PUPIL NAME PUPIL SUPPORT CLASS

Pupils going into S3 must choose 1 subject from column C, D, E, F & G. Pupils should also choose a reserve option in columns D, E, F & G.
 In column H pupils can choose any 2 subjects. Please also choose 3 reserve subjects. These 5 subjects should be ranked 1 – 4 in order of preference.
 The school cannot guarantee that all of these courses can be met. Please note that the school reserves the right not to run any course that fails to attract sufficient pupils to make a viable section.

COLUMN	Language	Numeracy	Language	Social Studies	Sciences	Expressive Arts / Health & Wellbeing	Technologies / Health & Wellbeing	Personalisation	
	A	B	C	D	E	F	G	H	
PERIODS per WEEK	4	4	3	3	3	3	3	2 x 3	
COURSES AVAILABLE	English	Mathematics	French	Geography	Biology	Art & Design	Administration & IT	Administration <input type="checkbox"/>	Art & Design <input type="checkbox"/>
			Spanish	History	Chemistry	Dance	Computing	Biology <input type="checkbox"/>	Business <input type="checkbox"/>
		Modern Studies		Physics	Hospitality	Design & Manufacture	Chemistry <input type="checkbox"/>	Computing <input type="checkbox"/>	
				Music	Graphic Communication	Dance <input type="checkbox"/>	Spanish <input type="checkbox"/>		
				Physical Education	Fashion & Textile	Finance <input type="checkbox"/>	Practical Woodworking <input type="checkbox"/>		
				Health and Food Technology	Practical Woodworking	Graphic Communication <input type="checkbox"/>	Geography <input type="checkbox"/>		
						History <input type="checkbox"/>	Italian <input type="checkbox"/>		
PUPIL CHOICES	1 English	2 Mathematics					Modern Studies <input type="checkbox"/>	Music <input type="checkbox"/>	
				Reserve Choice	Reserve	Reserve Choice	Reserve Choice	Reserve Choice	Physical Education <input type="checkbox"/> Physics <input type="checkbox"/>
									Choice 1 Choice 2 Reserve Choice 1 Reserve Choice 2
									Career Choice
Pupil Signature Date									

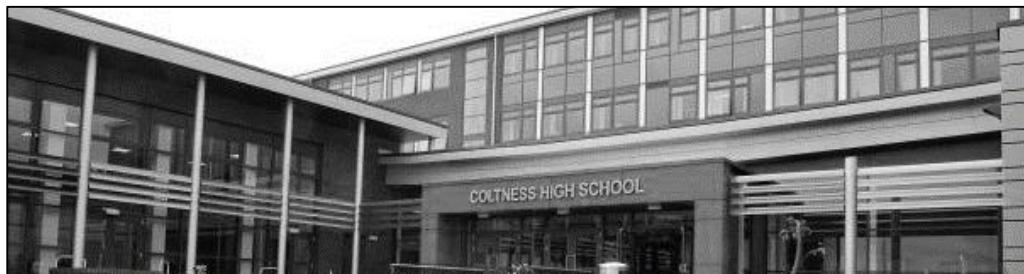
S5/6 DRAFT Option form 2016/17

LEVEL	Column A	Column B	Column C	Column D	Column E
Nat 4	English Environmental Science Early Education CC	Maths Life skills maths NPA computer gaming Beauty Care	English Maths Geography Modern Studies PE	History Dance Travel and Tourism Make up Artistry	Rural Skills Geography History Chemistry
Offsite Nat 4	Automotive Rural Skills	Hairdressing Uniformed Services	Automotive Beauty Care Early Education & CC Hairdressing	Automotive Beauty Care Early Education & CC Hairdressing	Beauty Care Early Education & CC Make Up Artistry Rural Skills Uniformed Services
Nat 5	English Media Hospitality Metalworking Early Education CC	Maths Life skills maths Economics Music with Technology	English Maths Geography Modern Studies Accounts	Travel and Tourism Biology Physics Dance Graphic Communication History Admin and IT Digital Media	Geography History Art and Design Chemistry Woodworking
Offsite Nat 5	Engineering	Engineering Hairdressing	Construction Early Education & CC Hairdressing	Construction Early Education & CC Hairdressing	Construction Early Education & CC
Higher	English Psychology	Economics Art and Design Maths Computing Science Music with Technology	English Maths Geography Music Human Biology French Accounts Modern Studies	Design and Manufacture History Graphic Communication Physics Photography Chemistry Admin and IT	Geography History Art and Design Chemistry PE Spanish Computing Science Health and Food Human Biology
Offsite Higher	Psychology		Psychology Sociology	Psychology	Dental Studies HNC in Social Sciences
Advanced Higher	English	Art and Design			
Offsite Advanced Higher	Chemistry Maths	English Biology Maths Music Physics	Art & Design Biology Music	Art & Design Chemistry Maths Music	Chemistry French Maths Music Physics
Leadership				CSLA	
Fashion & Retail at Glasgow Caledonian SQCF Level 7 on a Wednesday. Higher Dance by New College Lanarkshire by negotiation.					

Offsite venues could be: New College Lanarkshire, Glasgow Caledonian St Aidans, Clyde Valley, Calderhead, Brannock, Braidhurst, Our Ladys, Dalziel or Taylor



APPENDIX 3

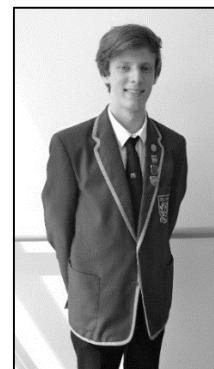


In Coltness High School pupils are expected to take pride in their appearance and their school. The vast majority of Coltness High School parents and pupils have expressed their wish to see School uniform. We believe that it enhances the learning atmosphere and ethos of the school and as such we positively encourage all pupils to wear school uniform.

In support of many parents' wishes, North Lanarkshire Council also encourages school uniform as it helps promote the identity of the school in the local community and fosters an ethos of sharing and pride in the school.

We ask all parents/ carers to support the school by encouraging your child to adhere to the agreed dress code and the wearing of our school uniform.
Thank you for your support and cooperation.

John McGilp
Head Teacher



Coltness High School Uniform

- School tie must be worn and be clearly visible
- School colours for clothing are black/grey
- Tie to be worn with white school shirt
- School trousers or skirt of an acceptable length
- Plain 'V' necked pullover to allow tie to be visible
- School blazer
- Where a 'winter' jacket is worn it should be in school colours and not carry any slogans or logos
- Plain black footwear
- PE- royal blue shorts (available from school), white T shirt/ polo shirt, trainers

S1-S3 tie



S4-S6 tie



School uniform has a number of benefits

In accordance with the directive from North Lanarkshire Council we have drawn up a School Dress Code. We believe that this:

- Readily identifies pupils as belonging to Coltness High School. This is especially important for school security
- Gives all pupils a sense of belonging to our community and a pride in the school
- Identifies the school in the local community
- Protects children from the effects of social distinction and competitive dressing

The following items are not acceptable as school uniform

- **Sportswear or leisurewear including football colours**
- **Clothes which carry blatant advertising, messages or slogans**
- Denim or cord in any colour
- Hooded tops of any colour
- Headgear inside the building
- Dangling earrings and excessive rings (in particular double or three finger rings)
- Large name chains, no necklaces visible over shirt
- Training shoes, coloured boots
- Dress shorts, combat trousers, leggings
- We discourage pupils from wearing outdoor clothing in classrooms, as we do not feel this is conducive to a working atmosphere
- Other items as agreed

Support for parents/carers

In certain circumstances the Council provides support to parents/carers for the purchase of school wear. Application forms for clothing grants are available from the Council's website: www.northlanarkshire.gov.uk

Coltness High School Contact Details

Coltness High School

Mossland Drive

Wishaw

ML2 8LY

Tel: 01698 274920

Email: enquiries@coltnesshigh.n-lanark.sch.uk

Website: <http://www.coltnesshigh.n-lanark.sch.uk>





APPENDIX 4

THE COLTNESSE LESSON



I have noted/understood my
LEARNING INTENTIONS



I am involved in the lesson using
ACTIVE LEARNING STRATEGIES

I understand & use
ASSESSMENT for LEARNING
in the lesson

My LEARNING is SUPPORTED
in class through various
methods to suit my needs



I have REVIEWED the
MAIN POINTS of the lesson &
understand what will FOLLOW

Good Teaching as agreed by staff in Coltness High School

- Know our young learners and what they need to succeed.
- Be consistent, teach actively and co-operatively, using modern methodologies to enhance young learners experiences.
- Share learning intentions and success criteria with our young learners.
- Have high expectations. Set clear targets and provide strategies to help achieve these.
- Set achievable and challenging tasks using differentiated resources and ICT.
- Use praise, feedback and recognise achievement to build confidence and encourage independent thinking and initiative.
- Use self evaluation and flexibility to inform lesson planning.
- Build regular small-scale revision into our teaching.

Good learning as agreed by pupils of Coltness High School

- Everyone is on time and ready to learn together.
- We show respect for each other.
- We are encouraged to ask for help, do our best and not give up.
- We get the chance to discuss tasks with our neighbour as this helps our understanding and builds our confidence.
- We are all given time to discuss our work with the teacher.
- We spend time at home doing homework and revising what we have learned.
- We take pride in our work and our new school building.
- We feel part of Coltness High School.





APPENDIX 5 Anti-Bullying Policy

There are many complex reasons for the presence of bullying in society in general and in schools in particular, but these should not deter us from attempting as much as possible to make its presence unacceptable in our school. It is our aim that everyone in the school, staff and pupils, should be treated with the respect which they deserve and that courteous behaviour is observed towards all members of the school community – both pupils and all school staff.

Bullying is defined as the use of power to intimidate others in a variety of different ways. This makes itself known in many ways

- Verbal name calling
- Physical hitting, assaulting others
- Social isolation from a group
- Mental coercion into behaving in a certain way
- Posting of comments or videos on social media

We deal with bullying in the following ways

By acknowledging that it exists

- Treating it seriously
- Creating a climate in the school where everyone feels valued
- Discourage bystanders from ignoring it
- Encouraging those being bullied to speak to someone about the situation

School Structures to deal with it include

PSE Programme	Various units are included in the programme which are appropriate to different stages e.g. S1: getting to know you, friendships: S3: relationships
Pupil Support Staff	Teach the PSE programme to the group of pupils for whom they are responsible and are therefore in regular weekly contact
Peer Tutors	Senior pupils who are assigned to assist S1/S2 and who consequently build up a relationship with younger pupils
Register Teachers	As far as possible, register teachers maintain contact with a group of pupils for most, if not all, of their school career. This enables them to get to know these pupils really well
'Buddies'	Senior pupils who are assigned to assist S1 pupils and meet with them on a regular basis.

Practical Procedures

- Identify those being bullied
- Identify the bullies
- Comfort and restore the confidence of the person being bullied
- Council and restore to acceptable behaviour the bully (including punishment if and where appropriate)
- Tackle the general situation via Guidance classes





Role of those involved:

Pupils	If the pupil is a victim of any form of bullying, he or she should tell someone as soon as possible. This person can be a Named Person, any other member of staff, another pupil, such as a Prefect and of course their parent. In order to allow the situation to be dealt with, we need to know what is happening. Any other pupil who witnesses an incident of bullying or knows of someone who is being bullied should report this either to their Named Person (ie. Principal Teacher Pupil Support) or any other member of staff.
Pupil Support Staff	If a pupil reports an incident of bullying, the Named Person will listen sympathetically and investigate the circumstances. It is important that pupils know that any such complaints will be taken seriously and dealt with appropriately.
Teaching or other staff	If a pupil reports that he or she is being bullied or a member of staff witnesses some form of unacceptable behaviour, this should be reported to the Named Person as soon as possible. It is important that all such reports are treated seriously and sympathetically.
Parents	Parents are encouraged to communicate to the school any concerns which they have about the treatment of their children within the school. The first contact should be with the pupil's Named Person (i.e. Principal Teacher Pupil Support) so that the situation can be speedily and sensitively resolved.

Please remember that we need to know what is happening and the sooner we know the easier it is to deal with situations. Pupils must not be afraid to let teachers know what is happening and they need not feel that they are 'grassing'. If they do not like to speak out in school we hope that they would tell their parents and then they can contact the school.

Pupil Support Staff

Arran House (Miss S Kelly, Depute)

Mr B Pettigrew

Mr D MacPherson

Lewis House (Mrs K Anderson, Depute)

Ms S Robertson

Miss S McNicol / Mrs L Duncan

Skye House (Mr D Farr, Depute)

Miss M McAndrew

Miss B Hillen

Mr G Swinton – Pupil Parent Partnership Worker

Mrs E McQuaid – Support For Learning



APPENDIX 6

Coltness High School Improvement Plan 2016 – 2017

Coltness High School staff, working in partnership with pupils, parents and the local community will:

- Deliver a curriculum which inspires and enables all pupils to realise their potential via well-resourced and appropriately-paced learning experiences, a motivating range of courses and well-designed learner pathways.
- Promote a caring environment in which our pupils experience a strong sense of belonging, are proud of their school, and are actively encouraged to take responsibility for themselves and for each other as members of the community.
- Communicate effectively with and strive to actively engage all partners in the learning process: pupils, parents, staff and the community.

PRIORITIES FOR 2016 – 2017

LEADERSHIP	To create an ambitious, excellent school by developing leadership and increasing the school community's capacity for improvement. <ul style="list-style-type: none">• Staff and pupils will benefit from leadership opportunities and joint ownership of improvement plan.• Pupils will have access to a range of placement opportunities, taster course and work related opportunities in the Senior Phase.
SELF EVALUATION	To analyses all aspects of our learners experience to ensure continuous school improvement and a high quality education provision for our learners <ul style="list-style-type: none">• We will deliver consistently high quality learning experiences for pupils to enable them to develop the skills and next steps in learning.• Pupils will be aware of and able to discuss the skills they are developing and next steps in learning.• We aim to develop a culture where 'Learner Voice' and 'Parent Voice' is valued and impacts on school improvement.
CURRICULUM	To ensure that all learners access their entitlement through changes to our Curriculum <ul style="list-style-type: none">• Pupils will experience a curriculum which is tailored to their needs and have high quality learning experiences during their time in Coltness High school.• Pupils will have opportunities to be involved in a breadth of activities for personal achievement, which will be recorded and celebrated• Pupil progress will be tracked and monitored throughout transition to Secondary and throughout the Broad General Education (S1-S3)• Pupils will have explicit and regular opportunities to develop skills in Literacy / Numeracy / HWB across all areas of the curriculum.• Pupils will participate in Inter Disciplinary Learning activities which will help to develop important skills for learning, life and work.• All S1- S3 pupils will complete an e-Portfolio showing their achievements in BGE.
LIFE AND ETHOS	To ensure that all learners feel a strong ethos of inclusion and achievement. <ul style="list-style-type: none">• To continue to build a culture of wellbeing, equality and inclusion through embedding principles of GIRFEC.• Pastoral support programme will reflect the needs of pupils and our community and encourage pupils to develop a sense of identity and belonging to Coltness High School.



