

2018/19

Brannock High School



School Handbook

2018/19

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Although this information is correct at time of printing, it should not be assumed that there will be no change affecting any of the matters dealt within the document, either before the commencement or during the course of the school year in question or in relation to subsequent school years.



NORTH LANARKSHIRE COUNCIL

Education, Skills & Youth Employment



~ Welcome to our School ~

HEADTEACHER'S INTRODUCTION

WELCOME TO BRANNOCK HIGH SCHOOL

As Head Teacher of Brannock High School it is my sincere pleasure to welcome you and your child to our school. Brannock High School is a school with an excellent reputation and it is my intention to continue to lead our school in this mould, and bring further success to those we serve.

Brannock High School opened on the 18th August 1982 and continues to provide an educational service for children of secondary school age in the Carfin, Holytown, New Stevenson and Newarthill areas. The school is fully comprehensive in nature with an existing roll of six hundred and one students. The school building provides a pleasant working atmosphere and we continue to seek improvements to our facilities, to further enhance the teaching and learning experiences of our young people.

I believe a 'good school' is one where effective teaching and learning takes place. Within Brannock we continue to foster a positive school ethos built on trust, respect and well-being. The strength of partnerships between all staff, students and parents is critical to our success. Education continues to evolve and offer fresh challenges to schools. We are confident in Brannock High School that we will meet these challenges with energy and optimism. We will continue in our pursuit of preparing our young people well for life beyond school. It is important that we remain focused on high academic attainments, while recognising the significant value of wider achievements. In short, we wish our students to achieve their best !

I hope that the information within this handbook not only provides you with policies , facts and figures, but with the desire to be part of Brannock High School and have an influence in shaping its future, for the benefit of our students and the wider school community.

A warm welcome to all who are new to our school and I look forward to working with you in the future.

Robert Colquhoun

Head Teacher

January 2018

OUR SCHOOL STATEMENT OF INTENT

To enable pupils of all abilities to be successful learners, motivated individuals and responsible citizens through the provision, in a cooperative and supportive environment, of high quality learning and teaching.

AIMS OF THE SCHOOL

To offer high quality education to young people and adults through the provision of an appropriate curriculum and the use of a wide range of teaching methods and resources, and by matching support to needs within the framework of an extended family which cares for its own members and also plays an active role in the life of the wider community.

To enable all learners to develop their full potential in a learning climate characterised by mutual courtesy and respect; teaching staff lead in this area and encourage high but realistic expectations.

To work constructively with parents, the associated primaries, external agencies and all others who have a role in developing our pupils in order that their full potential is achieved.

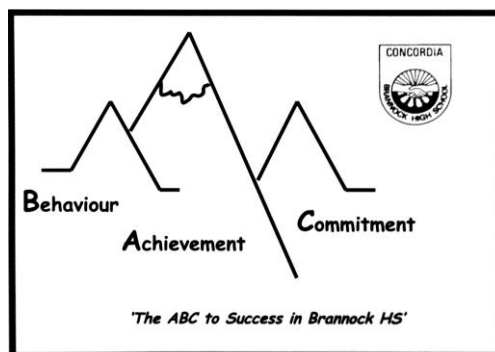
To ensure that pupils are educated in the broadest sense, academically, personally, socially and vocationally, but particularly in developing a sense of responsibility in order that they are equipped to take a positive role in modern society.

CORE VALUES

The overall vision for our school is entitled – **‘Enabling all to Achieve Success’**

We will enable pupils of all abilities to be successful learners, confident individuals, effective contributors and responsible citizens through the provision, in a co-operative and supportive environment, of high quality learning and teaching.

Our Core Values of **Achievement, Behaviour and Commitment** are embodied within the heart and soul of our school and come together in the one word school motto ‘Concordia’. The Core Values can be reflected upon as our ABC Rule to achieving excellence in all that we do.



GLOSSARY

ASSESSMENT:

The way in which a pupil's progress is measured.

CATCHMENT AREA:

The area from which all pupils attend the local comprehensive school.

COMMON COURSE:

A course of study followed by all pupils in a given year group which provides courses to suit all ranges of academic ability.

COMPREHENSIVE SCHOOL

A school, like this one, which caters for every range of ability in the secondary population.

CONTINUOUS ASSESSMENT:

The effectiveness of the teaching process can be measured by giving pupils a test at the end of a unit's work. This type of examination has its place in education at all levels. As the term implies, continuous assessment is an on-going process which includes a variety of different techniques, which allow the teacher to find out pupils' problems. It is regular and occurs continuously. The difficulties are recorded in a systematic fashion for corrective action to be taken. There are many techniques used in this kind of assessment.

CO-OPERATIVE TEACHING:

Simultaneous involvement of more than one teacher in the same class. It is often used to support pupils experiencing specific difficulties.

CURRICULUM

The total range of subjects available within a school.

EXTRA CURRICULAR ACTIVITIES

Clubs, events and activities organised outwith school hours.

MIXED ABILITY GROUP:

Pupils of a wide range of ability taught together as a class. The work of such a group is largely based on individual and group assignments.

OBJECTIVE TEST:

A series of questions or problems, accompanied by three, four or five possible answers, only one of which is correct. The correct answer is indicated by inserting a tick in the appropriate grid.

GLOSSARY (cont)

OBSERVATIONAL TECHNIQUES:

Some learning outcomes and skills are difficult to measure with a written test. They are, therefore, assessed and recorded by the teacher watching the skill being performed.

ORAL ASSESSMENT:

Since most people spend more time speaking than they do writing, greater emphasis is being placed on all subjects to assess speaking ability, both individually and in groups, and by doing so, improve such ability.

PLACING REQUEST:

A request made on behalf of a pupil for enrolment in a school other than the school in whose catchment area he or she lives.

PUPIL PROFILE:

A concise representation of a pupil's scores in many assessments of many skills covering a long period of time, kept updated regularly for consultation by teacher and parent. An ongoing record/representation of a student's progress, including achievements, in all aspects of their educational experiences.

SETTING:

Grouping pupils according to ability in a particular subject. Usually associated with subjects in third to sixth year, but now common in the lower school in English and Maths.

SQA - SCOTTISH QUALIFICATIONS AUTHORITY:

The external body which awards national certificates, as in National 4/5, 'H' Grade etc.

SUMMATIVE ASSESSMENT:

Assessment which comes at the end of a long course of work, perhaps half-yearly. It is designed to measure the extent to which all the course objectives have been mastered, and to place pupils in an order of merit.

SCHOOL INFORMATION

Brannock High School
Loanhead Road
Newarthill
Motherwell
ML1 5AU
Telephone 01698 274936
Fax Number 01698 734327

Head Teacher Robert Colquhoun

Brannock High School is a non denominational, co-educational comprehensive school. At present the school roll is 601 students.

S1 – 107 S2 – 125 S3 – 99 S4 – 115 S5 – 93 S6 – 62

It is anticipated that the roll will rise considerably in future, with our school originally designed to accommodate approximately 750 pupils.

The school is constructed with 18 standard classrooms, equipped to meet the special needs of modern teaching in English, Mathematics, Social Subjects and Languages. To facilitate modern developments in these and other subjects there are five well-equipped computer rooms. Stand-alone systems are available in most departments and most rooms in the school can be connected to our extensive computer network system. Computers are used to teach Information Communication Technology in Broad General Education and Senior Phase Courses, plus a variety of courses aimed at developing skills in computer applications like graphics, programming and word processing. Nearly all departments now make use of computers in their day to day teaching.

Music is catered for in two specially equipped classrooms, one electronic keyboard room and an instrumental practice room. The Music Department offers practical music-making throughout the school curriculum including tuned percussion and individualised learning programmes in recorders, drums, guitars and keyboards. There is a school band, a pop group and many talented individuals contributing to school occasions and community events. We also have our own professional standard music recording studio.

For Science there are seven laboratories and a Technician's Room. Art is catered for by a large Open Plan area capable of accommodating two classes and including areas for individual pupils working in specialised fields. A further Art Room is provided together with an area for pottery work. The Home Economics Department is also constructed on an Open Plan basis, there being two practical areas.

In Modern Languages the three rooms are equipped with listening facilities which allow pupils to work on an individual basis and at their own pace. A very pleasing feature of the school is the provision of a bright Library and Multi-Resource Area, incorporating a variety of ICT equipment.

In Physical Education the school has excellent facilities. The large Games Hall caters particularly well for indoor games with full-size courts for badminton, basketball, volleyball and tennis. The gymnasium is excellently equipped for gymnastics and is also furnished as a Dance Studio.

The school is very compact, all teaching accommodation being in one building on the Ground Floor and on Floors One to Three, the only exceptions being Music, Physical Education and Technical, which are housed in adjoining wings. The wide expanse of open areas surrounding the school incorporate a grass hockey/soccer area, and a 400-metre running track which encircles a large rugby field. A large tarmac area provides an alternative area for the indoor sports already mentioned, plus tennis, five-a-side soccer and netball. The immediate catchment area has ample soccer fields for the needs of the school.

Brannock High School's situation makes it ideal for utilising the Water Sports Centre at Strathclyde Country Park, where pupils can follow pursuits such as sailing and canoeing and land activities such as orienteering. Hill walking and outdoor pursuits are within reach of the school, with easy access to the Campsie, Clyde Valley and Lowther Hills. Swimming can be catered for with easy access to Bellshill and Motherwell Aquatic. Considerable use is made of the Ravenscraig Regional Sports Facility.

Office accommodation for Administrative Staff, Guidance Staff, Careers Service Staff and Medical Inspection is adequate. Our Cafeteria has been recently substantially refurbished, and offers a wide range of fare.

The school is proud to house within its ground floor a Language and Communication Support Centre, supporting students with communication disorders.

The school catchment area takes in Carfin, Holytown, New Stevenston and Newarthill, in which the associated primary schools are:-

Holytown Primary School Head Teacher: Mrs L. Brennan

Willow Grove, Holytown, ML1 4 SB

Telephone: 01236 757630

Keir Hardie Memorial Primary School Head Teacher: Mrs S Queen

Brannock Road, Newarthill, Motherwell, ML1 5DU

Telephone: 01698 274927

New Stevenston Primary School Head Teacher: Mrs L Simpson

10 Coronation Road East, New Stevenston, Motherwell, ML1 4HX

Telephone: 01698 352530

Newarthill Primary School Head Teacher: Mrs A Bradley

High Street, Newarthill Motherwell, ML1 5GU

Telephone: 01698 274958

TEACHING STAFF

HEAD TEACHER	MR ROBERT COLQUHOUN
DEPUTE HEAD TEACHER	MR ALLAN BAIRD
DEPUTE HEAD TEACHER	MRS JANICE CAMPBELL
DEPUTE HEAD TEACHER	MR CLIVE GIBB

SENIOR STAFF REMITS

HEAD TEACHER (MR COLQUHOUN)

The curriculum and all matters relating to quality of education for all learners. More specifically; all matters including welfare and appointments; partnership in the broadest sense but particularly with parents; principal adviser to the Parent Forum and Parent Council; overview of all communication involving the school; overview of behaviour management; DSM; improvement planning; equal opportunities; religious observance; links with selected departments. Promoting school values and leading school improvement and strategic and operational planning.

DEPUTE HEADTEACHER (MR BAIRD)

Deputising for the Head Teacher in his absence; all matters relating to S5 and S6, including curriculum development, assessment, and reporting; SQA co-ordinator; behaviour management in S5 and S6; links with external agencies ; health and safety ; joint preparation of the school timetable; school finance; links with non- teaching staff and selected departments. Promoting school values and contributing to school improvement and strategic and operational planning.

DEPUTE HEADTEACHER (MR GIBB)

Deputising for the Head Teacher in his absence; all matters relating to S3 and S4, including curriculum development, assessment, and reporting; behaviour management in S3 and S4; staff cover; ICT co-ordinator; joint preparation of school timetable; staff development coordinator; management of PRD/CPD; links with selected departments. Promoting school values and contributing to school improvement and strategic and operational planning.

DEPUTE HEADTEACHER (MRS JANICE CAMPBELL)

Deputising for the Head Teacher in his absence; all matters relating to S1 and S2, including curriculum development, assessment, and reporting; pupil support co-ordinator; behaviour management in S1 and S2; links with external agencies, including the Multi-Agency Support Team; school regent for students and probationers, support for learning, including Language and Communication Support Centre; primary transitions; links with selected departments. Promoting school values and contributing to school improvement and strategic and operational planning.

TEACHING STAFF

(EXPRESSIVE ARTS)

DRAMA - Mrs Irene Downie (Principal Teacher), Mrs Marianne Kerr, Mrs Stacey McRobbie (Principal Teacher Pupil Support)

MUSIC - Mrs Jennifer Bogie

ART - Mr Ian Ramsay

(LANGUAGES and LITERACY)

ENGLISH – Mrs Margaret Watson (Principal Teacher), Ms Val Coffield, Mr Desmond McAnally, , Mrs Louise Coghill, Ms Deborah Letford

MODERN LANGUAGES – Mrs Fran Cunningham, Mr Andrew Lockie

(HEALTH and WELLBEING)

PHYSICAL EDUCATION - Mr Desmond Bradshaw (Principal Teacher), Ms Jennifer Downs (Principal Teacher LCSC), Mr Allan Baird (Depute Head Teacher), Mr Christopher Sinclair, Ms Ashley Hill, Mr Kevin Lalley, Mr Daniel McRorie

(TECHNOLOGIES)

TECHNICAL SUBJECTS - Ms Kirsty O'Brien (Acting Principal Teacher), Mr Clive Gibb (Depute Head Teacher), Mr William Douglas, Mrs Heather Dow (also LCSC), Ms Carol McLaren

ICT – Mrs Elizabeth Murray, Ms Chloe Divers (Principal Teacher Pupil Support), Mrs Mary Osei-Oppong

(MATHEMATICS and NUMERACY)

Mr Jonathan Black (Principal Teacher), Mrs Christine Budge, Mrs Margaret Caldwell, Mr Graham Rennie, Mrs Wilma Elliott, Mrs Marie Earl, Mr Liam Donnelly

(SOCIAL STUDIES)

Mrs Catherine Dick (Principal Teacher), Mrs Janice Campbell (Depute Head Teacher), Mr Simon Lees, Mr Gerry Mullen

(SCIENCES)

Mr Edmund Kean (Principal Teacher), Mr Ian Lochhead, Mrs Margaret McNeill (Principal Teacher Pupil Support), Mrs Jacqueline McAuley, Mr David Harris, Mrs Frances Cameron (Principal Teacher Pupil Support)

(SUPPORT FOR LEARNING)

Mrs Marie Therese Bowie (Principal Teacher), Mr Ronnie Griffith

(LANGUAGE AND COMMUNICATION SUPPORT CENTRE)

Ms Jennifer Downs (Principal Teacher), Mrs Heather Dow (also Technologies)

NON-TEACHING STAFF

PARTNERSHIP OFFICER - Ms Lisa Crosbie

FINANCE - Mrs Michelle McComb

CLERICAL STAFF - Mrs Carole Morrison(Office Manager), Mrs Norah McNair, Mrs Janet Wilson

ASN AUXILIARIES - Mrs Agnes Douglas, Mrs Ruth McSherry, Mrs Isabella Simpson, Mrs Margaret Whelan, Mrs Jane Sneddon, Mrs Gillian Short, Mrs Elizabeth Donnelly, Ms Jeanette Bryan, Mrs Georgina McMillan, Mrs Bridie Marriott, Ms Christine Sneddon, Ms Catherine Burke, Mrs Lynn Falconer

TECHNICIANS - Mr Peter Bainbridge (Senior Technician), Mr Jim Mudie (ICT/AV), Mr Kenneth Kerr (Technical)

JANITORS - Mr William Donnelly (Senior Janitor), Mrs Kay McAviney, Mr Stephen McElroy

SCHOOL MEALS SUPERVISOR - Mrs Maria Carson

SCHOOL HOURS

a) School Day (33 periods of 50 minutes duration)

Monday / Tuesday / Thursday

Period 1 8.55 - 9.45

Period 2 9.45- 10.35

Interval 10.35 - 10.50

Period 3 10.50 - 11.40

Period 4 11.40 - 12.30

Lunch 12.30 - 1.15

Period 5 1.15 - 2.05

Period 6 2.05 - 2.55

Period 7 2.55- 3.45

Wednesday / Friday

As for other days with no period 7.

School closes at 2.55.

b) Pupils Attending other Educational Courses

Some pupils in the Senior Phase of Education will have the opportunity of attending courses in other educational establishments. Many of these will be of a vocational nature, often offered by Further Education establishments such as New College Lanarkshire.

The School continues to explore opportunities for pupils to gain from these experiences and we continually seek to find further sources of training in the field of Vocational Education. Attempts are made to minimise disruption to normal class teaching time for such activities.

SCHOOL CALENDAR AND HOLIDAY

ARRANGEMENTS FOR SESSION 2018/2019

First Term	Teachers return for duty Pupils return Holiday Holiday	Tuesday Wednesday Thursday Friday Monday	14 August 2018 15 August 2018 16 August 2018 21 September 2018 24 September 2018
Mid Term	Close Re-open Close	Friday Monday Friday	12 October 2018 22 October 2018 21 December 2018
Second Term	Re-open Holiday Holiday Close Open Good Friday Easter Monday	Monday Monday Tuesday Friday Monday Friday Monday	7 January 2019 11 February 2019 12 February 2019 29 March 2019 15 April 2019 19 April 2019 22 April 2019
Third Term	May Day Holiday Holiday Holiday Close	Monday Friday Monday Friday	6 May 2019 24 May 2019 27 May 2019 28 June 2019

ENROLMENT

It is normal practice for children from local primary schools to enrol in the local secondary school between the ages of 11^{1/2} - 12^{1/2}. If a parent wishes his/her child to enrol at a school outwith the catchment area, the parent may obtain information concerning rights and procedures by contacting the Head Teacher of the local secondary school.

Prior to the transition from primary to secondary school, meetings will be arranged to advise parents on "The Process of Transition." Contributions to these evenings (some of which are held in our associated primary schools and others in Brannock) will be made by senior members of staff who will be pleased to give advice and answer any question. The meeting at Brannock is normally followed by a conducted tour of the school.

In addition, parents are invited to two open evenings with displays of pupil work and demonstrations of parts of the S1 syllabus.

Throughout the session our associated primary schools are visited by a Depute Head Teacher and the Pupil Support Staff to discuss with the primary school staff the information required to effect a smooth and efficient transfer of pupils. At the same time the Depute Head Teacher and Pupil Support Staff will discuss the future with the Primary 7 children, explaining to them the differences they will experience in the new school. The children from each primary school are invited to the secondary school where they will meet the senior members of staff, and spend two complete days in the school following a First Year Timetable, with special inserts. The children will make their own way to school and have lunch in the school cafeteria. During the final year at primary school, every effort will be made to involve Primary 7 children in the activities of the secondary school.

ENROLMENT: OTHER THAN AT TRANSITION

FROM PRIMARY TO SECONDARY.

Parents wishing to enrol a child at school at any other time than transfer from primary to secondary should contact the school by telephone or in person and arrange an interview with the appropriate member of staff as noted below:

Years 1 and 2 Mrs J Campbell DHT

Years 3 and 4 Mr C Gibb DHT

Years 5 and 6 Mr A Baird DHT

During the interview it will be possible for parents to discuss in detail any aspects of school life which they feel requires further explanation. After the interview is over, a conducted tour of the school will be arranged to allow parents to see at first hand the facilities being offered. Once the parents have decided to enrol their child the various administrative forms relating to enrolment will be completed and parents informed of their rights under the Parents' Charter.

PLACING REQUESTS

You have the right to make a placing request 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 parental wishes, but you should note that it is not always possible to grant every placing request to a particular school. Once a 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 a direct entry to the associated secondary. Advice on this must be sought from the Primary School Head Teacher. All placing requests details and procedures are available from the school or the Council's website.

THE PUPIL SUPPORT SYSTEM IN BRANNOCK HIGH SCHOOL

Aims and Objectives of Pupil Support

- 1) To ensure that each pupil knows and is known personally and in some depth by at least one member of staff.
- 2) To consider the pupil's personal, social and intellectual development.
- 3) To help the pupil to be aware of his/her own development and to accept responsibility for it.
- 4) To identify and respond quickly and appropriately to the specific needs of the individual.
- 5) To foster the development of good relations between teachers and pupils.
- 6) To work well with the home in all aspects of pupil development.
- 7) To liaise with support and welfare agencies.
- 8) To systematise and make effective the recording and communication of information to the welfare of individual pupils.

Organisation of the Pupil Support System

Overall responsibility for the development of Pupil Support within the school rests with a Depute Head Teacher who heads a team of four Principal Teachers. The school is divided vertically into four houses - Arran, Bute, Lewis and Mull. Pupils are allocated to a house and to a Pupil Support teacher when they enter the school and, except in unusual circumstances, remain in that house and with that teacher throughout their school career. Family groups are usually allocated to the same house, but not necessarily to the same teacher.

Parents are encouraged to contact the Pupil Support Staff whenever there is a need to consult about any aspect of their children's progress in school.

Arran House:

Mrs F Cameron and Mrs S McRobbie

Bute House:

Ms C Divers

Lewis House:

Mrs M Kerr

Mull House:

Mrs M McNeil

REMIT OF PUPIL SUPPORT STAFF

Principal Teachers and teachers currently assuming pupil support duties on a volunteer basis

1. By frequent contact (both individually and in groups) establish a good working knowledge of, and relationship with, individual pupils.
2. Be responsible for all Pupil Support work in their own house.
3. Organisation of games, social and sporting events on a house basis.
4. Advise pupils on curricular and careers matters.
5. Keep pupils' files up-to-date.
6. Check register for patterns of absenteeism, prepare attendance cards for the Attendance Officer and deal with any truancy.
7. Pass on to members of the SMT any important information relating to pupils.
8. Maintain contact with parents and members of staff in matters affecting individual pupils.
9. Complete reports for external agencies such as Reporter to the Children's Panel, Social Work Department, Careers Officer etc., as required.
10. Produce references as required for employers or Further Education establishments.
11. Assume responsibilities within the school discipline system.
12. Prepare work for Personal and Social Education classes.
13. Other duties as the Head Teacher may from time to time require.

Additional Responsibilities of Principal Teachers

- 1) Play appropriate role in the school's discipline system as it applies to the Guidance Staff.
- 2) Be responsible for the pastoral work of the current volunteers in their own house.
- 3) Share responsibility with the other PT (Pupil Support) for the following range of activities:

a) Personal and Social Education Programme

Devising an appropriate syllabus for S1-S6.

Provision of relevant teaching materials.

b) Careers Education

Liaison with the Careers Service.

Careers input to PSE Programme.

Maintenance of Careers Library.

Organisation of visits to Careers Exhibition and HE/FE

c) Primary/Secondary Liaison

Organise visits to associated Primaries.

Construction of new S1 classes.

d) Requisition

Ordering and distribution of materials.

- 4) Other duties as the Head Teacher may from time to time require.

Personal and Social Education (PSE)

The Pupil Support Team have the responsibility of providing appropriate materials for the School's Personal and Social Education Programme. The PSE programme is taught by Pupil Support Staff with the help of a few members of the teaching staff.

Curricular Guidance

In the area of curricular guidance, support and advice is given via interviews and also through Personal and Social Education Classes. Our aim to provide courses and experiences to suit individual needs.

Careers Guidance

Careers Guidance will be offered to all pupils across the school, and will figure prominently within our overall PSE Programmes. Key transition periods, particularly from Broad General Education to Senior Phase, and when preparing to leave school, will see a more specific focus of attention being afforded to vocational and careers education. The School will work closely with staff from Skills Development Scotland to ensure that professional advice is available to students as they explore future career aspirations, , including work, Further Education, Higher Education and other ongoing learning opportunities. Annual agreements will be secured with Skills Development Scotland to provide personal and group advice / counsel to pupils as required.

Contact with Parents

Parents can contact the school by telephone or through their children to arrange to discuss any matter of concern with the appropriate member of the Pupil Support Staff. We sincerely hope that all parents will take advantage of this arrangement should the need arise.

EQUAL OPPORTUNITIES AND SOCIAL JUSTICE

Brannock High School is committed to genuine opportunity for all. Disadvantage will be reduced and the effect of deprivation on communities will be tackled. The school is committed to offer high quality education to all learners, and will take positive action to ensure that those experiencing disadvantage have their needs and aspirations addressed.

Education has the power to assist learners to break free from disadvantage.

Brannock High addresses this in numerous ways. Examples of some of these are;

- ✓ Study & Information Skills
- ✓ Extra classes at lunchtime and after school
- ✓ Pupil Councils
- ✓ Links with Motherwell College and other schools
- ✓ Adult learners in class
- ✓ Curricular visits by pupils to community facilities
- ✓ (e.g. Old Folks Homes)
- ✓ Community members used as a teaching resource
- ✓ Extended Guidance Team (to include Social Work Department,
- ✓ Psychological Services, Children's Panel, Careers Service)
- ✓ Multi Agency Support Team
- ✓ Parent Teacher Association
- ✓ Parent Council
- ✓ Parents Consultation Evenings

All staff are committed to equal opportunities and promote it within the curriculum.

CURRICULUM FOR EXCELLENCE (CFE)

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 when leaving school and entering the world of higher education, training or work. CfE is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity. The purpose of CfE 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 is the curriculum areas in Curriculum for Excellence ?

There are eight curriculum areas –

Expressive Arts
Health and Wellbeing
Languages (Literacy)
Mathematics (Numeracy)
Religious and Moral Education
Sciences
Social Studies
Technologies

Significantly, literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy.

Learning is divided into two phases.

The **GENERAL PHASE** is from nursery to the end of Secondary School Year 3. Learning is divided into levels. The 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.

SENIOR PHASE is from Secondary School Year 4 and beyond.

How will my child's learning be assessed ?

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

Literacy and Numeracy tests (at the end of S3).

National 4 and 5 Qualifications.

Access, Highers and Advanced Highers to be updated to reflect CfE.

In learning areas and 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 our school will let you know what is being done within CfE so that you can be confident that your child is receiving a high quality education.

CURRICULUM FOR EXCELLENCE - PROGRESS TO DATE

Brannock HS has been continually working towards the effective development of CfE, while remaining focused on sound learning and teaching experiences for all students. Existing courses continue and new curricular developments for future sessions are being planned within the auspices of our overall School Improvement Planning agenda. The CfE programme will be influenced by National and Local directives and it is important to note that the school will engage openly with members of our own school community to ensure we are effective in our overall curricular planning. Consultation and discussions will therefore involve, pupils, parents, staff, specialist working groups, etc.

CURRICULAR STRUCTURES

In line with the development of CfE the following curriculum areas, populated by subject disciplines, will be offered throughout S1 and S2. The experiences offered during these stages will progress into S3 and ultimately lead to a 'senior phase' of education in which students will have the opportunity to obtain formal qualifications.

Curriculum Areas (detailing some specific subject areas - others may exist)

Languages and Literacy

English

French

Mathematics and Numeracy

Mathematics

Sciences

Biology

Chemistry

Physics

Social Studies

Modern Studies

History

Geography

Religious and Moral Education

Expressive Arts

Art

Drama

Music

Technologies

Technical

ICT

Health and Wellbeing

Physical Education

Home Economics

PSE

ADDITIONAL SUPPORT NEEDS

The aim of the school states that students are encouraged through effective learning and teaching, geared to their individual needs, to reach their full potential. Brannock High School believes that every child should receive education suited to his /her particular level of ability. For some pupils this means that extra help is needed. This is generally offered through the Support for Learning Department, with some pupils with specific communication difficulties, receiving more targeted support from our Language and Communication Support Centre.

Both Departments are made up of additionally trained and qualified teachers and skilled support assistants, who provide support for pupils in the classroom, in small groups and individually. Within the school we have developed an 'inclusive' ethos of support, with additional supports often taking place within the normal classroom setting. We aim to help children become more independent and confident in their learning. The type of support provided for a child depends on their own individual need and is decided upon following consultation with the child and their parent / carer.

Across North Lanarkshire Council support is available for bilingual pupils by visiting specialists.

Careful planning is vitally important in securing effective services for young people and Additional Support Plans, Co-ordinated Support Plans, etc will be established as required.

Some pupils are identified formally as having very specific learning needs. The Educational Support for Learning Scotland Act 2004 introduced a new framework for supporting children and young people in their school education and for their families. 'Additional Support Needs' is the term that applies to children and young people who, for whatever reason, require additional support, long or short term. Through a process of staged intervention, the school will work to support these pupils and their families as follows –

Level 1 - Internal support will be provided by school staff where we identify that a child or young person needs support or planning which can be met within the existing classroom setting.

Level 2 - Internal support will be provided by school staff where we can identify that a child or young person needs support or planning that can be met within the existing school setting.

Level 3 – External support will be provided within Learning and Leisure Services, where it is identified that a child or young person requires support or planning from outwith the school but within educational services eg psychological support, bilingual support, etc.

Level 4 – External support will be provided on a multi-agency basis, where the child or young person's needs are identified as requiring support or planning from multi-agency services and these support needs will last for more than one year eg Social Services, Health Services, etc.

Within Brannock High school we are proud of our commitment towards all aspects of pupil support. Our services for those with additional support needs continues to be enhanced and we look forward to utilising new facilities for our Language and Communication Support Centre in future. Further information concerning aspects of Additional Support Needs can be acquired by contacting-

MT Bowie PT Learning Support

J Downs PT Language and Communication

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 Head Teacher is responsible for the school's actions in response to Child Protection concerns. If there are any concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

The Child Protection Co-ordinator for our school is –

Mrs J Campbell Tel – 01698 274936

ASSESSMENT

In line with Curriculum for Excellence, procedures and systems within our school for assessment of pupil progress are set out to support learning and raise standards. We strive to improve our learning and teaching approaches, while actively engaging learners and promoting a deep understanding in learning experiences. We also wish to develop personal skills. It is important that our assessment approaches (including those related to qualifications) should reflect these aims.

The purposes of assessment includes –

- supporting learning
- helping to plan next steps
- informing learners and their parents/carers of their progress
- summarising achievements (sometime through qualifications)
- monitoring the educational system and influencing future developments

Assessment procedures continue to be more sophisticated. The Assessment is for Learning programme has encouraged diagnostic and formative approaches that directly support learning. These remain at the heart of our practices. The following key ideas are worthy of note –

- Learner engagement in assessment is crucial
- Teachers need to use many approaches to assessment
(evidence of progress may be drawn from observations, records, tests, products, etc)
- Assessment should focus on breadth, challenge and application
- Evidence of learners progress can be gathered across the four contexts of learning
- Professional dialogue is central to agreeing standards
- Assessments should be reliable, valid and appropriate
- Curriculum for Excellence principles should underpin reporting
- Assessment needs to be quality assured

REPORTING TO PARENTS

It is vital that reports are regularly afforded to parents re – pupil progress. As a school we endeavour to continually improve our reporting structures and we encourage parents/ carers to seek updates on their child's progress as required.

Full reports are issued once yearly. These reports are supplemented by one consultation evening for each year group, apart from S5/S6 who share a consultation evening.

Tracking and monitoring reports have been introduced to offer more regular updates to parents/ carers and these will be issued to each year group once a term. Departmental 'progress update' letters may also be administered by Subject Principal Teachers to give early notice of difficulty.

All reports are collated within individual pupil files which are maintained by Pupil Support Staff.

Parents / carers are invited at any time to arrange an appointment with senior staff to discuss any aspects of their child's progress or behaviour at school.

HOMEWORK POLICY

Homework should make a contribution to the learning of all pupils. It should not be regarded as an add-on, but as an integral part of the learning process, and this point should be consistently made by all staff. In some cases, for example subject investigations, it may be regarded as an integral part of the course.

Pupils, teachers and parents all have a part to play in homework. It can help to enhance school/home links.

Homework can help pupils develop study skills and encourage them to take responsibility for their own learning.

The full homework policy will be issued to all S1 pupils, and is available to all others on request.

Our school website contains important information concerning Home Learning, including Homework, and pupils are encouraged to utilise the resources within it to support their daily school studies.

RELIGIOUS EDUCATION POLICY

The school supports the policy statements on Religious Education and Religious Observance from Local and National Government bodies and will actively work towards the implementation of the recommendations contained in the associated policy statements. These Policies adopted by North Lanarkshire have regard to national advice set out by the Scottish Office Education Department in Circular 6/91 and the Education (Scotland) Act 1980. The Guiding Principles contained in the policies are:

Religious observance:

- ✓ contributes to the whole school ethos and provides opportunities for the school to come together as a community;
- ✓ should be a valid educational experience potentially involving the whole school and the wider local community;
- ✓ should not simply be seen as the activity of a believing community but rather should be extended to include collective expressions of, for example, joy, sadness, reflections on shared values and concerns.

Within all schools there exists a broad spectrum of religious and non religious belief. In religious observance, schools should respect the different beliefs of pupils, teachers and parents.

Religious education:

- ✓ makes a distinctive contribution to the curriculum in helping pupils towards a consistent set of beliefs, values, attitudes and practices. Other aspects of the school ethos and curriculum also aim to help pupils in their search for answer to some of life's deepest questions;
- ✓ is concerned with the spiritual growth of the pupil, with those feelings and beliefs which arise out of experience and which influence the search for meaning, value and purpose of life. For some, namely the denominational schools, such experience will be interpreted within their own tradition;
- ✓ encourages pupils to become aware of a wide range of religious interpretations of personal experience and of their importance to believers; and fosters attitudes of open enquiry and awareness of prejudice. Religious Education helps pupils to appreciate that religion offers a distinctive interpretation of life. It also encourages them to think honestly for themselves about religions.

All pupils from S1 to S4 inclusive have one period per week in Religious Education during which they follow a syllabus based on material devised by school staff, and by Divisional and National working groups.

The School Chaplain is invited to conduct assemblies year groups and a whole-school service is held each session at Christmas and Easter. In addition, the Chaplain occasionally contributes to the teaching of lessons and special projects in school.

N.B.

1. It is recognised that the Education Act allows parents to withdraw their children from any instruction in Religious Subjects and from Religious Observance. Any pupil withdrawn in this way will not be placed at any disadvantage with respect to their instruction in other subjects. Any parent who does not wish their child to participate in either Religious Education or in acts of worship conducted in the school, should make this request in writing to the Head Teacher.

2. Parents 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.

EXTRA-CURRICULAR ACTIVITIES

The school provides a wide range of extra-curricular activities for pupils, some of which are detailed below: It should be noted that not all activities are available every session.

Team Sports:

Football, hockey, netball, rugby, volleyball.

Other Sports and Games:

Archery, athletics, badminton, cross country, skiing, table-tennis.

Musical Activities:

Junior choir, percussion group, pop group, school band.

Other Clubs:

Book club, video club, chess club, outdoor club

Other activities:

Discos, theatre outings, overseas visits, Inter-House Art Competition, residential stays at Outdoor Centres, Public Speaking competitions, charity fund-raising.

OUT OF HOURS LEARNING

Learning and teaching is supported in a variety of ways beyond normal daily classroom activities. A wide array of subject clubs operate at lunchtime and after school. In addition, special projects such as depicted by Outward Bound Scotland, Easter Schools and University Summer Schools, offer considerable support towards the enhancement of personal learning experiences for pupils. A 'Home Learning Initiative' continues to be developed across the school community to promote the involvement of parents / carers and partner agencies in our whole school strategies for raising achievements.

BEHAVIOUR MANAGEMENT

Positive Relationships at the Core of Learning and Teaching

Within Brannock High School we recognise the value of positive relationships, in ensuring that our learning and teaching experiences for young people are appropriate and effective.

Our statements on 'Positive Relationships at the Core of Teaching and Learning' are set within the context of North Lanarkshire Council's policies surrounding behaviour management and supports the delivery of Curriculum for Excellence. Where positive relationships are evident, sound behaviour management exists. The management of pupil behaviour influences learning and teaching, and impacts significantly on individual achievements. A positive ethos supports excellent learning. Mutual trust and respect, based on shared values promotes learning and helps establish whole school communities where everyone can be afforded opportunities to learn in a safe, caring and peaceful environment. Positive Relationships at the Core of Teaching and Learning offers direction and advice as to a range of strategies and approaches that may be deployed by teachers to promote positive behaviour.

- ✓ It recognises the inputs of key contributors to wider policy and practice, surrounding behaviour management, leading to the development of an ethos and culture conducive to good learning.
- ✓ It recognises the need for flexible curricular programmes that are inclusive and designed to meet the needs of individuals.
- ✓ It recognises the need for targeted and specific support for those with specific difficulties.
- ✓ It is set clearly within the context of CfE, GIRFEC and Additional Support for Learning.

Rewards and Consequences.

A range of positive rewards will be used across the school to reinforce and promote good behaviour. These can range from simple verbal praise to attendance / participation on special trips, excursions, events, etc. For those who unfortunately flaunt the rules and regulations of the school, the following sanctions will apply.

Sanctions will be applied for misconduct in the school or its immediate environment, on the way to and from school, or when pupils are involved in any activity associated with the school, either during or out with school hours, in the following categories:-

- a) Interfering with the health, safety and general welfare of any persons within the school.
- b) Interfering with the pupil's own education or that of others.
- c) Diminishing the reputation of the school.
- d) Damaging school property and environment.

SANCTIONS:

1. Written Exercises. These may take the form of extra homework, copying notes or passages from texts. These must be done at home, handed in on the school day following their issue, and signed by parents. Failure to comply involves lunchtime detention.

2. Letter to Parents. Parents will be advised of repeated misconduct by a letter carrying a tear-off slip, acknowledging receipt, which must be returned on the day following the issue of the letter. Other letters may request parents to accompany their child to school.

3. Segregation. This will occur either within class, or in more serious cases, the child will be segregated in a class of older pupils.

4. Behaviour Timetable. A pupil's conduct will be monitored for a period by the pupil carrying a timetable which has to be signed by each teacher, showing satisfactory behaviour or otherwise. This will be checked daily.

5. Sending Home. In serious individual instances of misconduct, a pupil may be sent home following contact with the parent. The parents will be requested to bring the pupil back to school as soon as possible to resolve the situation.

6. Exclusion. In the event of failure of the aforementioned sanctions, the pupil may be temporarily suspended from school for a limited period of time, during which parents must call at school to discuss the situation with the appropriate senior member of staff. If the grounds for referral are understood and providing the written assurance is signed, the pupil is re-admitted school. Continued indiscipline may result in further exclusions when the case will be referred to the Education Authority, and eventually the parents must have full discussion with an Education Officer prior to the pupil being re-admitted to the school.

Only in very exceptional circumstances should the full disciplinary procedure be invoked. Since the procedures depend heavily on the co-operation of parents, parents are encouraged to communicate with the school as early as possible, should a pupil display a pattern of misbehaviour which is unacceptable. It is only with closest parental and teacher co-operation that learning for all children can be carried out in a happy and disciplined environment.

ANTI-BULLYING STRATEGY - RESPECT ME

AIM

The aim is to support a learning climate of mutual courtesy and respect within which all learners can develop their full potential; within such a climate there can be no place for verbal or physical harassment.

INTRODUCTION

Any form of bullying is unacceptable and viewed as a breach of school discipline. Bullying is defined as any form of verbal, threatening or physical behaviour, which is intended to make the victim feel anxious. This can take many forms, including name-calling, malicious gossip, tripping up, intimidation, extortion and physical violence. All members of the school community have an important role to play in preventing and combating bullying. Pupils whether victims or onlookers are actively encouraged to report any incident of bullying, secure in the knowledge that the situation will be investigated, and that strategies will be put in place to support all concerned. Our strategy is also founded on an ethos of 'inclusiveness' for our school. We promote equality and respect for all, regardless of race and religion. We also recognise and value those with LGBT backgrounds.

STRATEGIES

Strategies in support of the victim may include:

- ◆ Regular interviews to ensure that the pupil is not experiencing further difficulties.
- ◆ Counselling to boost self esteem/assertiveness/the building of positive peer relationships.
- ◆ Peer group support.
- ◆ Offering a place of sanctuary at intervals or lunchtimes if desired.

Strategies to deal with the bully may include:

- ◆ Interviews which focus on relationships as opposed to the attributing of blame.
- ◆ Highlighting the fact that "having fun" can cause hurt and is therefore bullying.
- ◆ Isolation at intervals or lunchtimes if necessary.
- ◆ Communication with parents and/or external agencies.
- ◆ Appropriate disciplinary sanctions.

ROLES OF DIFFERENT MEMBERS OF THE SCHOOL COMMUNITY

Everyone has a role to play, both in adopting positive measures (a), and reacting to incidents (b). Our overall aim is -

- ◆ To attempt to resolve bullying situations which are serious or where previous strategies have proved unsuccessful.
- ◆ To support appropriately in such cases, including immediate communication with parents.
- ◆ To employ sanctions as appropriate, for example warnings, isolation, punishment exercises and school exclusions.
- ◆ To refer to the Multi Agency Support Team in order that all support may be provided to victims.
- ◆ To refer to the Multi Agency Support Team in order that all support may be provided to bullies to encourage them to abandon current ways of treating others.
- ◆ To inform parents and seek their support.
- ◆ To ensure that bullying incidents are appropriately documented.
- ◆ To ensure that all staff involved in bullying situations are kept informed of developments.

ROLE OF PUPILS

(a)

- ◆ To treat everyone with mutual courtesy and respect.

(b)

- ◆ To report all incidents of bullying from the perspective of either victim or onlooker.
- ◆ To avoid reacting to bullying in a violent way.
- ◆ To co-operate fully in any investigation of bullying.

ROLE OF PARENTS

(a)

- ◆ To remind their children that the rights and needs of others must be respected.

(b)

- ◆ To contact the school regarding any information or concerns relating to bullying.
- ◆ To support the school regarding any information or concerns relating to bullying.
- ◆ To accept offers made by the school to support victims and bullies.

ROLE OF NON-TEACHING STAFF

(a)

- ◆ To ensure that all pupils are educated in a safe secure environment by exercising vigilance.
- ◆ To use contacts with pupils to remind them that they are equal partners in the school community, where the rights and needs of others must be respected; there is no place for bullying of any kind.

(b)

- ◆ To contact teaching staff, Pupil Support Staff and SMT as appropriate regarding information and concerns relating to bullying.

HOME, COMMUNITY AND SCHOOL LINKS

No modern school can operate effectively without the active co-operation and support of the community in as many aspects of school life as possible. It is, therefore, school policy to develop such links to the fullest possible extent. A note is given below of areas where links are already established or are in the process of being developed.

1. Parent Forum

In line with current legislation all parents connected with our school are automatically part of our Brannock High School Parent Forum.

2. Home School Partnership Officer

Our Home School Partnership Officer works to promote partnership between the school, the home and the community, and tailors support and programmes for young people and their families.

3. Local Industry

Both school and industry can benefit from mutual contact in many ways. We have, therefore, established close links with as many local firms as possible and will continue to develop these links as the school grows. In particular, we shall be hoping to move further into areas of Work Experience for pupils, industrial visits related to the curriculum, talks in school given by local industrialists, and the provision for local industry of information about the courses given in school.

4. Police

General contact has been made with the local service and in particular close links are being forged with the Community Involvement Branch who can provide invaluable support in many difficult areas.

5. Social Work

In modern society the role of the Social Work Department is vital and they have a wide knowledge of the local community gained over many years in the area. We, therefore, find it most useful to have a very good working relationship with this service.

6. Local Church

We are grateful for the support from our local ministers, the Rev Caryl Kyle and the Rev Elaine McKinnon

7. Community Groups

We maintain close links with many of the groups who use the school for evening work and try to provide them with as much support and advice as possible.

8. Business Partnerships

The school is proud of its formal business partnerships, set up with the following organisations.

ST Andrew's Hospice Airdrie

The Moira Anderson Foundation Airdrie

All agencies contribute positively to the wider learning experiences of our young people. As the school continues to develop we will certainly hope to build many more aspects of school/community links into our normal curricular work. We also intend to be good neighbours to all who have young people's interests at heart and will be happy to be partners in any community activity of benefit to them.

Letting of Accommodation:

It is North Lanarkshire Council policy that school accommodation be made available as far as possible outwith school hours for use by the community. Applications will be in accordance with approved letting procedures and enquiries should be directed to the Area Letting Office.

SCHOOL ATTENDANCE

It is, of course, appreciated that the vast majority of parents/guardians show a very responsible attitude to school attendance and the staff of the school are grateful for that support.

However, from time to time difficulties may arise over school attendance and the notes below are given for general guidance.

When a pupil returns to school after a period of absence due to illness, he/she should bring an explanatory note from his/her parents or guardian. If it is known in advance that a pupil will be absent for any reason, then it would be most helpful if parents could notify the school in advance by letter or telephone.

In cases of unexplained absence, the school may seek the help of the Attendance Officer to visit the house and investigate the matter further. Parents will be kept well-informed of any action with regard to repeated unexplained absence, and may be called to school to discuss the matter with a view to the successful resolution of any difficulties involved.

If all attempts to resolve the situation prove unsuccessful, then the matter may be referred to the local Attendance Council which has the power to write to, interview, or prosecute parents, or to refer the pupil to the Reporter of the Children's Panel, if necessary.

Pupils will be registered on a period by period basis within their daily classes. This process will be administered electronically by teachers and logged within a school information management system (SEEMIS). The School Office will be alerted to any discrepancies surrounding individual pupil attendance matters and measures will be taken to follow this up with parents / carers. A text messaging system will be utilised to offer prompt alerts, as required.

N.B.

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

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, that is approved by the authority, or unauthorised, that is unexplained by the parent (truancy) temporarily excluded from school.

EDUCATION MAINTENANCE ALLOWANCE

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

In session 2018.19 students who were born before 1 March 2003 will be eligible to apply for an EMA

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.

The following notes will be helpful in giving information about the EMA Guidelines

ELIGIBILITY

1. All applications are individually assessed. Students must attend a school managed by North Lanarkshire Council, regardless of where he or she is resident.
2. The income used as the basis of the assessment is the gross household income for the preceding financial year. The income thresholds used in assessing applications for session 2017.18 are as shown below. These levels may be subject to change in session 2018.19
3. For applicants in single student households - £30 per week was paid where the income was up to £24,421; where the income was above that level no award was made.
4. For applicants in multiple student households - £30 per week was paid where the income was up to £26,884; where the income was above that level no award was made.

ATTENDANCE

Students in receipt of an EMA must attain 100% attendance in any week to receive payment for that week. Where the student is absent through illness a medical certificate must be submitted. In addition, self-certification forms are accepted for a maximum of 5 days sickness absence in the academic session. Any illness which would take the pupil over the 5 days self-certification would continue to require submission of a medical certificate.

APPLICATION FORMS

A letter will be sent to the parent or guardian of all students who are in the eligible age-band to apply for EMA in May each year, providing details of the main eligibility criteria.

Application forms and guidance documents are sent to all secondary schools and some special schools in North Lanarkshire in June each year. The school is also given a number of posters and DVD's publicising the scheme and advertising the availability of forms. Students who may be eligible should obtain an application form and guidance document from the school. Applications forms and guidance notes are only available from schools, Area Registration Offices and First Stop Shops.

Students who are eligible for EMA for the full academic session should apply as early as possible. Students who are eligible for EMA from January to June, should apply from November.

Any student who is unsure whether they meet the EMA criteria should contact the EMA Section for advice.

FAMILY HOLIDAYS DURING TERM TIME

Holidays During Term Time

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.

Absences will be classified as 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:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the head teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.

Extended Leave with Parental Consent

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Exceptional Domestic Circumstances

Parents may request permission for such leave in writing and the school may authorise such requests under the following 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.

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
- ✦ are of flammable materials which may be a danger in certain classes (e.g. shell suits)
- ✦ 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.

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 head teacher's authority and be detrimental to the well being of the whole school community. In such circumstances a head teacher could justify the use of the school discipline procedure.

The council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents 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.

The Brannock dress code is:

- ✓ Black self-coloured skirt or trousers;
- ✓ White blouse/shirt and school tie.
- ✓ Black zipper/v-neck sweater.
- ✓ Black blazer with Brannock HS Badge

Pupils should not wear casual trousers or tracksuit bottoms.

The school will provide information on the purchase of uniform.

SCHOOL MEALS

Our canteen service provides a full range of meals and we are proud of the many numbers of pupils who enjoy the wide variety of healthy options available to them. All pupils are actively encouraged to take their lunch within the school premises. A 'cash free / swipe card' system is in place to assist with an efficient, safe and quick service.

The availability of special diets.

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be assessed from the child's school or dietician, or from North Lanarkshire's catering service. Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with Head Teacher and school catering service to ensure appropriate food provision.

Special diets required for ethical, religious or cultural reasons should be requested in writing to the head teacher, who will liaise with the school catering service.

Canteen facilities are available for those who bring packed lunches.

Children of parents receiving income support or job seekers allowance (income based), Employment & Support Allowance (income related) are entitled to a lunch without charge.

Information and application forms for free school lunches may be obtained from schools, learning & leisure services, area offices and first stop shops. 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 & Support Allowance (income related), housing benefit, council tax rebate.

Please Note:

Job Seeker's Allowance (Contribution Based), Council Tax Discount or Council Tax Exemption and Working Families Tax Credit are NOT qualifying benefits. Family Credit is no longer a qualifying benefit.

TRANSPORT

General

The Authority has a policy of providing free transport to secondary pupils who live more than two miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This 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 in 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 your child losing the right to free transport.

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

COURSES IN OTHER EDUCATIONAL ESTABLISHMENTS

Where pupils in 5th and 6th year travel to another school or college for parts of their courses, travel expenses are paid by the Education Authority. In most cases, pupils will be transported by taxi, private hire car, or special bus - each case is assessed at the start of the session and appropriate arrangements made.

DISRUPTION TO NORMAL OPENING OF THE SCHOOL

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, dislocation of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio.

HEALTH AND MEDICAL CARE

The medical examination of children is undertaken during each child's school life, normally in the first year of primary schooling and then at ages of 10/11, and again 13/14 years, by staff of Lanarkshire Health Board and parents may refer their child at other times to the Clinical Medical Officer for examination or advice.

Dental examinations are also carried out on a routine basis in primary schools and parents are offered any necessary treatment for their child although they may choose to go instead to the family dentist; secondary school pupils receive examination and treatment at the local community dental clinic on request.

FIRST AID FOR PUPILS

If a pupil is taken ill during class he/she should be referred to the Office. If the pupil cannot be moved, the Office is contacted by telephone.

For minor injuries, First Aid materials are available at the following locations:-

1. Medical Suite
2. Home Economics Staff Base
3. Physical Education Staff Base
4. Social Subjects Staff Base
5. Technical Staff Base
6. Science Staff Base
7. Janitor's Office

If a pupil takes ill, the Office Staff may administer minor medication, e.g. Paracetamol, make the child comfortable and if necessary contact the parent(s) or guardian. Every effort will be made to arrange for the child to be taken home, if this is necessary. The Office, after consultation with senior staff, may decide to contact a doctor if deemed necessary. A member of the Senior Management Team is informed of any proceedings, and details are noted.

In the event of an accident, members of staff give such first aid or emergency treatment as they think is within their competence to administer. The Office is contacted as soon as possible and a member of the Senior Management Team is informed. If an ambulance is required or there is any suspicion that hospital treatment may be required, the emergency service is contacted immediately and parent or guardian informed. If the child has to be taken to hospital before the arrival of parent(s) or guardian at the school, then the child is accompanied to hospital by a member of staff.

All details of accidents or dangerous occurrences are recorded by the Depute Head Teacher, responsible for Health and Safety including exact time, place, cause and eye-witnesses.

If any injury occurs outwith normal school hours, during extra-curricular activities, then the child is conducted to hospital, if necessary, and parent(s) or guardian contacted. Parents should note that the school does not have a resident nurse, and therefore can only cope with emergencies which take place in school. Injuries or illnesses which occur out of school should be dealt with by the health services.

PHYSICAL DISABILITY

The school is specifically designed to cater for those with disabilities. A lift is installed in the main teaching block, and ramps replace stairs where necessary. The lift is also used occasionally by any pupil who has temporary difficulties in moving around the school.

In addition several departments (e.g. Technical Subjects and Home Economics) have available machines and equipment adapted especially for use by pupils with specific needs.

Medical Conditions Requiring Special Care

Some pupils suffer from conditions requiring special care in school. Staff are discreetly advised at the beginning of each session of the names of pupils who fall into this category and need special attention. Parents whose children fall into this category must inform the school of any particular medical requirement necessary.

SUPERVISION

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

BRANNOCK HIGH SCHOOL PARENT FORUM AND PARENT COUNCIL

All parents make up the Parent Forum of the school. Our Parent Council was established in 2008 and continues to function most positively for the benefit of our school and the wider school community. Contact with the Council can be made via the School Office or the Head Teacher. Brannock places a high emphasis on 'giving parents a voice'. The excellent efforts of our Parent Council and the general support of our parent body are recognised and it is hoped that we can build on this to develop further our communication links with all parents / carers attached to our school.

POLICY WITH REGARD TO ENTERING PUPILS FOR PUBLIC EXAMINATIONS

Any pupil who covers the syllabus of any course, attends school regularly and is deemed by the Principal Teacher to be capable of gaining an award in any public examination in that course will be eligible for entrance to the appropriate public examination.

In the case of pupils who have failed to cover the course through illness, due consideration will be taken of their overall state of preparation for the public examination, and advice given as to whether or not it is in the pupil's interest to enter the examination. After preliminary examinations have been undergone, the overall performance and workload of all the pupils will be examined by Senior Staff.

The school in consultation with pupils and parents normally decides on presentation for examinations. However in the final analysis, the school will accede to the wishes of the parents.

SUMMARY OF TIMES FOR CONTACT WITH PARENTS

Meetings with parents of individual children are encouraged at all times. Appointments with Senior Staff and Guidance Staff can be made by telephoning the school or through the school child. At such meetings, matters of an academic or behavioural nature may be discussed.

After Reports have been issued, parents may request an interview with a member of Staff, by returning the form which accompanies the Reports. Parents will be interviewed by appointments at Parents' Evenings set aside for this purpose.

A range of meetings will be scheduled within the school calendar such as – consultation evenings to report on pupil progress, information events re – course choices and open evenings focused on special events.

USEFUL ADDRESSES

Education, Skills and Youth Employment
North Lanarkshire Council
Kildonan Street
COATBRIDGE
ML5 3BT
Tele. : 01236 812222

Councillors whose ward covers part of the catchment area:

Ann Weir Scottish National Party
Olivia Carson Scottish Labour Party
Shahid Farook Scottish National Party
Pat O'Rourke Scottish Labour Party

School Careers Officer: James Corrie
Skills Development Scotland
Dalziel Building
Scott Street
Motherwell
Tel: 08009178000 (*my world of work*)

Community Education Officer: Mr S. Wright
Community Education
John Street
BELLSHILL
Tel: (01698) 844607

SCHOOL IMPROVEMENT PLAN

Responsibility for the operation of the School Improvement Plan rests with all staff. Senior Leaders and Principal Teachers oversee this business. They ensure that the opinions of all staff from varying levels of responsibility across the school community are heard.

Meetings with Principal teachers and the Senior Leadership Team take place on five occasions throughout the school year.

Improvement Planning continues to receive significant attention within our school. The process is ongoing and aimed at bringing real improvement to all aspects of our learning and teaching experiences for our students.

Priorities are set currently within our Plan as such –

- Improve young people's achievement, including attainment in national examinations
- Develop self-evaluation for school improvement
- Develop leadership of learning

Our Plan is set within the context of the overall vision for our school –

‘Enabling all to Achieve Success’

FREEDOM OF INFORMATION

Freedom of Information (Scotland) Act 2002 came into force on 1 January.2005. The Act allows 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 can be accessed by telephone on 01236 812308.

DATA PROTECTION

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 Data Protection Officer, North Lanarkshire Council, Civic Centre, Motherwell, ML1 1TW.

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Government Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme.

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 the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can 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 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 learning & leisure services need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SGEP, learning & leisure services and schools to:

- ✓ plan and deliver better policies for the benefit of all pupils,
- ✓ plan and deliver better policies for the benefit of specific groups of pupils,
- ✓ better understand some of the factors 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 (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use 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 tape, braille and large print.

Want more information?

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

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ATTAINMENTS, ACHIEVEMENTS AND NATIONAL EXAMINATION RESULTS

Information on these matters will be provided in a supplement to this Handbook.

The nature of information is sourced from 'Insight', a national benchmarking tool supported by the Scottish Government.

