



COLTNESS HIGH SCHOOL SCHOOL HANDBOOK 2023/2024

NORTH LANARKSHIRE COUNCIL

CONTENTS



Introduction to Coltneſs High School

Head Teacher Welcome	3
School Aims, Vision and Values	4 - 5
School Information	6
School Community Links	7
The School Day	8
The School Year	9 - 10
Enrolment and Placing Requests	11
Primary/Secondary Transition	12
Senior Management Team	13 - 14
Staff List	15 - 16
School Dress Code	17 - 18

Routine Pupil Matters

Pupil Late coming and Pupil Attendance	18 - 19
Unexplained Absence, Absence Notes and Medical/Health Care	20
First Aid, Dental Appointments, Emergency Procedures and Pupil Transport	21
School Meals and Clothing Grants	22 - 23
School Security and Campus Policing	23

Parental Engagement

Parent Reporting and Parent Groups	24 - 25
Home - School Links, Home School Partnership Officers	26 - 27
Home Learning	28 - 29

School Inclusion and Attainment

Equal Opportunities, Social Inclusion and Diversity	30 - 31
Raising Pupil Attainment & Achievement	32 - 33
Extra-Curricular Activities	34 - 35

The Nurturing School: Health and Wellbeing

Our Health Promoting School	36
Pupil Support	37
Child Protection, Safeguarding and GIRFEC	38 - 40
Support for Learning	41 - 42
Health Promoting School: Pupil Training Initiatives	43
Health Promoting School: Staff Training Initiatives	44
School Counselling and Psychology Services	45
Promoting Positive Relationships, Discipline and Anti-Bullying Strategy	46 - 49
Poverty Proofing the School	50 - 51
Spiritual, Social, Moral and Culture Values of the School	52

Teaching, Learning and Assessment

Curriculum for Excellence	53 - 54
Pupil Assessment	55
Public Examinations	56
Career Management Entitlements, Consortium Learning and Apprenticeships	57

Data Protection

Freedom of Information and Data Protection	58 - 61
Complaints Procedure and Conclusion	61

Appendix 1: Useful Names and Addresses

Appendix 2: Glossary

Appendix 3: Recent Examination Results

Appendix 4/5: Exemplars Personalisation and Choice Forms

Appendix 6: The Coltness Lesson

Appendix 7: School Improvement Plan



Welcome to Coltness High School



Dear Member of the Coltness High School Community

On behalf of the young people, 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. In addition to these the school has also put a lot of work into increasing our following on Twitter and using this as an avenue to showcase the great work of our staff and pupils.

The 2022/23 session was the first proper "normal" year post COVID with May 2022 seeing a return to the first proper SQA exam diet since 2019. This also saw us being able for the first time to return to various other normal activities such as having an end of year S6 Formal. I continue to have great pride in both my staff and young people and I am lucky to work here on a daily basis. Their resilience, endeavor and ability to run with whatever was thrown at them over this course of time, been nothing short of remarkable.



We are now eleven years into our new improved environment and visitors are still amazed by the fantastic facilities that North Lanarkshire Council have provided for the young people of the Wishaw area. As part of the refurbishment a significant investment has been made in new technologies for example 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 in their association with Coltness High. This is something that I also pick up through a lot of parents who are former pupils of the school. As a school and as part of the 50th Anniversary in 2016 we inaugurated the "Coltness High School Hall of Fame" which takes pride of place in the PE corridor. This is now littered with an array of Former Pupils who have excelled in their fields when they have left the school. The next time you are in the school I would suggest you take time to view this.

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

"Three Rs" - respect, responsibility and rights. If members of the school community show respect to all, whilst showing responsibility, then they will be afforded many rights within and in relation to the school. In 2022 we re-reviewed our "Vision, Aims and Values" of the school. Our vision is "Together we believe to achieve" which although simplistic underpins a huge message to the school community, "work with us, believe in your ability and we will achieve your goals". This is a message that resonates with our young people, parents and staff alike. Our values, in no particular order, are as follows: "Ambition, Endeavour, Resilience, Equality, Inclusion & Tolerance, Equity, Honesty Respect, and Kindness". These are values that will stand our young people in good stead for when they leave our secondary school environment in the wider and future world.

I fully believe in inspiring the best of every young person and member of staff. The greatest way to do this is working in partnership with yourselves, making sure that as members of the school community you truly are partners. If you are a parent reading this I would encourage you to become actively involved with your young person's education through attending parents' nights, participating in dialogue with our Principal Teacher Pupil Support (PT PS) staff and working with the Parent Teacher Association (PTA) and the Parent Council.

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

John McGilp
Head Teacher

SCHOOL AIMS, VISION AND VALUES

Coltness High School Staff are 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



SCHOOL VISION, AIMS AND VALUES

Coltness High School is committed to ensuring that all our pupils develop the knowledge and understanding, skills, capabilities, and attributes which they need for mental, emotional, social, and physical wellbeing, both for now and in the future

SCHOOL VISION

“Together we believe to achieve”

SCHOOL AIMS

- Safeguarding and knowing all our pupils
- Excellent learning and teaching
- Leadership at all levels
- Involving the wider community and maximising opportunities

SCHOOL VALUES

- Ambition
- Endeavour
- Equality, inclusion, and tolerance
- Equity
- Honesty
- Kindness
- Resilience
- Respect

SCHOOL INFORMATION

Coltness High School

Mossland Drive

Wishaw

ML2 8LY

Tel: 01698 274920

E-mail enquiries-at-coltnesshigh@northlan.org.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 **892** pupils in . The school population is made up as follows:

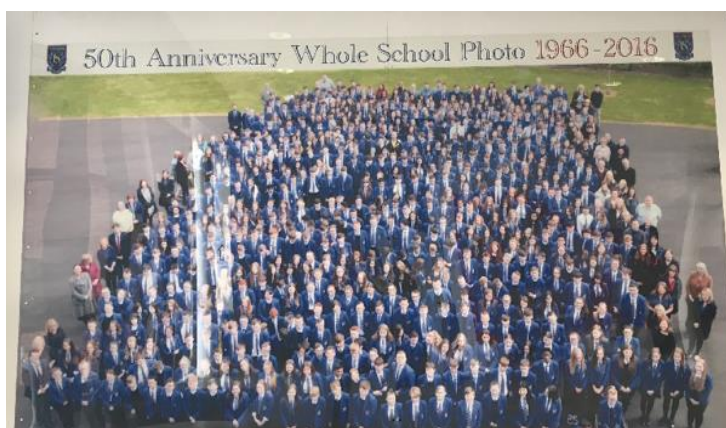
S1	179	S4	167
S2	171	S5	129
S3	164	S6	82

Our pupils are drawn from three associated Primary Schools:

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

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 over 50 years ago, 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 gymnasias and dining area opened. The main teaching block has been totally remodelled and opened in August 2012. The 3G sports pitch opened in October 2012. The school facilities are now second to none. In 2016 the school celebrated its 50th Birthday, the school photograph-mural tells the story of that day!



SCHOOL COMMUNITY LINKS

FUNDRAISING

We believe that our school is part of a much wider community, extending through Wishaw to other parts of Lanarkshire and beyond. Pupils, parents, and staff work hard throughout the session to support the wider community through fund raising events. Each session our senior pupils and prefects raise a lot of money for various charities. In September each year, 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 in December, pupils also are organising a Christmas Tea and concert for the elderly of the area. We also have an annual ASDAN Christmas Shoebox Appeal and regular Arran, Lewis, and Skye food bank donations and fundraising events and activities. Similarly, the Parent Council and PTS are active in promoting the school and coordinate a programme of charity events, throughout the school calendar such as dinners, race nights and fayres.

Due to covid restrictions, fundraising will all be virtually undertaken for the foreseeable future. This will not hold back the good staff and pupils of Coltness High School. Already we have completed a 'virtual teams quiz' fundraiser event for Macmillan Cancer Care, raising over £360 and a future 'virtual climb' of Tinto Hill is planned for later in October.

DEVELOPING OUR YOUNG WORKFORCE

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 also host a careers fayre bi-annually in the school.

We have a very successful **Peer Tutoring programme**, where senior pupils and staff work with targeted pupils. Several 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 the Community Sports Leadership programme, to contribute to the wider community. Community groups also extensively use the exciting new facilities.

COMMUNITY LEARNING DEVELOPMENT

Community Learning & Development (CLD) describes a range of community-based learning opportunities. The purpose of CLD is to empower people, individually and collectively, to make positive changes in their lives, and in their communities, through learning. North Lanarkshire Community Learning and Development section is part of Learning and Leisure Services. The service offers free learning opportunities in a range of settings, including community centres, schools, nurseries, and libraries.

CLD Staff can tailor individual or group learning programmes and provide a range of supports such as crèche, information, advice, and guidance. CLD's informal way of working also ensures that learning is relevant, interesting, and enjoyable.

Within North Lanarkshire, the NL Community Learning & Development Partnership brings together a wide range of CLD providers such as:

- Culture NL
- New College Lanarkshire
- NHS Lanarkshire
- Routes to Work
- Skills Development Scotland
- Voluntary Action North Lanarkshire

THE SCHOOL DAY AT A GLANCE

Monday, Tuesday, Wednesday, Thursday

Early Warning Bell 8.52am

Period 1 8.55am - 09.45am

Period 2 9.45am - 10.35am

Interval 10.35am - 10.50am

Period 3 10.50am - 11.40am

Period 4 11.40am - 12.30pm

Lunch 12.30pm - 1.15pm

Early Warning Bell 1.12pm

Period 5 1.15pm - 2.05pm

Period 6 2.05pm - 2.55pm

Period 7 2.55pm - 3.45pm

Friday

Early Warning Bell 8.52am

Period 1 8.55am - 09.45am

Period 2 9.45am - 10.35am

Interval 10.35am - 10.50am

Period 3 10.50am - 11.40am

Period 4 11.40am - 12.30pm

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



THE SCHOOL YEAR AT A QUICK GLANCE

August 2022

In-service days: Monday 15 August 2022 & Tuesday 16 August 2022

Pupils return to school: Wednesday 17 August 2022

September 2022

September weekend holidays: Friday 23 September 2022 and Monday 26 September 2022

October 2022

October break: Monday 17 October 2022 to Friday 21 October 2022

November 2022

In-service day: Monday 14 November 2022

December 2022 - January 2023

Christmas and New Year holidays: Friday 23 December 2022 to Friday 9 January 2023 (inclusive)

February 2023

Mid-term break: Monday 13 February and Tuesday 14 February 2023

In-service day: Wednesday 15 February 2023 (Cancelled)

April 2023

Spring break: Monday 3 April to Friday 14 April 2023 (inclusive)

May 2023

May Day holiday: Monday 1st May 2023

In-service day : Tuesday 2 May 2023

Kings coronation: Monday 8th May 2023

Mid-term holiday: Friday 26 May and Monday 29 May 2023

June 2023

School closes Wednesday 28 June 2023 1pm

Proposed Term and holiday dates for the forthcoming 2023/2024 session

August 2023

Teachers return and in-service day: Monday 14 August 2023

In-service day: Tuesday 15 August 2023

Pupils return: Wednesday 16 August 2023

September 2023

September weekend: Friday 22 September and Monday 25 September 2023 (inclusive)

October 2023

October week: Monday 16 to Friday 20 October 2023 (inclusive)

November 2023

In-service day: Monday 13 November

December 2023 - January 2024

Schools close: Friday 22 December 2023 at 2.30pm

Christmas and New Year holidays: Monday 25 December 2023 - Friday 5 January 2024 (inclusive)

February 2024

Mid-term break: Monday 12 February and Tuesday 13 February 2024

In-service day: Wednesday 14 February 2024

April 2024

Schools close: Thursday 28 March 2024 at 2.30pm

Spring holiday (Easter): Friday 29 March - Friday 12 April 2024 (Inclusive)

- Good Friday 29 March
- Easter Monday 1 April 2024
-

May 2024

In-service day: Thursday 2 May 2024 (to coincide with UK Parliamentary elections, but may be subject to change)

May holiday: Monday 6 May 2024

May weekend: Friday 24 May 2024 and Monday 27 May 2024 (inclusive)

June 2024

Schools Close: Wednesday 26 June 2024 at 1pm

ENROLMENT

In the case of Primary to 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.

Within the school, Primary – Secondary transfer is organised by Mrs Connell, 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.

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, or 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 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 a 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) or ASN provision by the home authority. In the event of a successful placing request the authority is 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.

PRIMARY/SECONDARY TRANSITION

Children, young people, their parents and carers are actively engaged in transitions at all stages in learning. Children and young people's mental, emotional, social and physical needs are taken into account when we are planning transitions. Our primary transition programme is comprehensive and well planned. Preceding enrolment in s1, the following activities will be undertaken:

- **SEPTEMBER:** Parent and pupil Open Evening, consolidated by a further final meeting for the same group the following June.
- **SEPTEMBER to DECEMBER:** Two themed visits addressing curricular areas such as Maths, Numeracy, English and Modern Languages etc. provide a chance for new P7 cohort to meet and establish positive relationships with pupils and teachers.
- **MAY:** An extended two-day visit takes place where P7 pupils follow a full timetable and experience ***life at high school***. Many other links exist and continue to take place annually such as the Sports Festivals organised by PE (involving pupils from P5-P7) "CSI Coltness" and the outdoor classroom organised by Science, Modern Languages providing training sessions to Primary staff and most recently links with the Social Subjects Department have been developed.
- **JANUARY:** the PT SfL, along with members of her team, meet with P7 Head Teachers and P7 staff of our associated primaries for initial discussions of curricular matters, specific pupils' needs and the procedures for transfer and discuss the progress of pupils coming to Coltness who have required enhanced transitions.
- **MARCH to MAY:** Our Pupil Support Team visit our associated primaries to build and further develop relationships with the P7 pupils. Similar exercises are carried out in schools from which pupils have made placing requests.
- **MAY to JUNE:** Our Home School Partnership Officers (HSPO) visit our associated primaries and carry out workshops and team building exercises. Also, as part of the extended transitions programme a small group of identified pupils will take part in the "Changing Days" event organised by SfL, where they will have the chance to meet staff and access a compilation of materials, which have been taken home for pupils to discuss and refer to over the summer holidays.
- **AUGUST:** Just prior to the start of the new session the "Summer Chill" programme will run. This is a programme of team building exercises and activities, again organised by HSPO and runs to further ease the transitions process for identified pupils. Over the course of a week, school staff volunteer to share their skills in various workshops, along with other guests, speakers and agencies, all for the benefit of the new S1 intake.
- An **Induction Day** to which we invite all pupils runs on the Friday at the end of the Summer Chill week. Previously over one hundred pupils have attended on this day and are able to meet staff and become more familiar with the school building, just prior to starting after the summer holidays. The day has a theme built around CfE and the pupils also have the opportunity to meet the senior pupils who will take on the role of Buddies.
- **Placing requests** are also managed at this time and will involve the head teacher and the management team liaising with families, schools and other partner agencies, to ensure that effective communication systems are in place, decisions are made on time, visits are arranged and that information is communicated to all parties.

SENIOR LEADERSHIP TEAM

The Senior Leadership Team (SLT) consists of the Head teacher and four Depute Head teachers. This group of staff are responsible for the overall management of the school.

HT – Mr J McGilp

- Curricular Specialism – Maths
- PE Link
- School Improvement
- Management of school finances
- Staffing and coordination of senior management team
- Committee chairmanship
- External agency liaison
- Public relations
- Pupil admissions
- School and educational excursions
- Health and safety
- Equal opportunities
- Social Inclusion

DHT – Mrs D Connell

- Deputising for the Head Teacher
- Absence Management
- DYW & Work Experience
- P7 Transition & School Cluster Lead
- Regent
- Staff CPD
- ELT, SRG & School Fund
- Charity Coordinator
- Nurturing School
- Review of Positive Behaviour
- Press Officer
- Emergency Evacuation Procedures
- Links – (includes management of non-teaching staff) Physical Education, Science, Future Fridays, DYW & SDS

DHT – Mr D Farr (Head of Skye House)

- Deputising for the Head Teacher
- Head of Skye House, with discipline and related matters
- Timetable includes ALL options form production and collation plus electives, college & consortia arrangements
- SP Tracking & Monitoring
- S4/5/6 includes Prize Giving, Parents' Nights, reporting, Captains etc and other such age specific matters.
- Political Literacy Link*
- SLT Member of Parent Council
- School Show link

Links – (includes management of non-teaching staff) Expressive Arts & Social Subjects

Depute – Mrs K Anderson (Head of Lewis House)

- Deputising for the Head Teacher
- Head of Lewis House, with discipline and related matters
- SQA
- Equity Agenda includes SAC & PEF
- BGE & SP Tracking & Monitoring
- Digital Literacy*

Links – (includes management of non-teaching staff) Business/ICT (includes Network Manager), Technologies & HSPO/Campus Police Officer

Depute Mr D MacPherson (Head of Arran House)

- Deputising for the Head Teacher
- Head of Arran House, with discipline and related matters
- Pastoral includes Child Protection, Inter Agency Link, an overview of Attendance and Exclusion and Nurturing School. Also Lockers, in conjunction with SfL
- BGE Tracking & Monitoring
- S1/2/3 includes IDL, Prize Giving, Parents' Nights, reporting and other such age specific matters.
- Education Coltness Committee (Learning & Teaching)
- e-portfolios
- SNSA (+SSLN)
- Literacy*
- Numeracy*

Links – (includes management of non-teaching staff) Languages, Mathematics, SfL & Teen Talk

STAFF LIST

SUBJECT TEACHERS

EXPRESSIVE ARTS

Art & Design/Music/Drama

Mr D Johnston - Principal Teacher (Music)

Mr P Henderson - Music
Miss N Flynn - Music
Miss T Prentice - Art & Design
Miss L Johnstone - Art & Design
Mrs Jen Rafferty - Art & Design
Miss S Dillion - Drama
Mr D Farr - DHT (Music)

+ Music Tutors

Mr M Cooper - Monday (Guitar)
Mr J Woods - Monday (Brass)
Mrs L Patten - Tuesday (Woodwind)
Mr R Cowan - Wednesday (Bagpipes)
Mr A Donald - Thursday (Keyboard)
Ms L Tring - Thursday (Drum kit)

BUSINESS ICT

Mrs M Telfer - Principal Teacher

Mr S Stratton - Principal Teacher - Network

Mrs L Cole - Business
Mr A Macredy - Business
Mrs J Welsh - Computing

TECHNOLOGIES

Health, Food & Textiles and Technical

Miss L Canning - Acting Principal Teacher

Miss G Houston - Health Food & Textiles
Miss G Currie - Health Food & Textiles
Miss C Adam - Health Food & Textiles
Mr A Conn - Technical
Mr M MacDonald - Technical
Mrs R McKernan - Technical
Mr J Morgan - Technical
Mrs K Anderson - Acting DHT (H,F&T)

MATHEMATICS

Mr C Barnstaple - Principal Teacher

Mrs C Paton
Miss D Wilson
Mrs M McKendrick
Mr C Heaney
Miss A Gilluley
Miss A Barr
Miss C Pringle
Mr J McGilp - Head Teacher

SCIENCE

Biology/Chemistry/Physics

Mr D Miller - Principal Teacher (Physics)

Mr K Bryson - Physics
Mrs L Scoular - Chemistry
Miss M MacDonald - Chemistry
Miss S Liddle - Chemistry
Miss R Brennan - Biology
Mrs S Philip - Biology
Miss S Clarkson - Biology
Dr M Nicol - Biology
Miss J St John - Biology

LANGUAGES

Miss C Fagan - Principal Teacher

Mrs S Osprey - PTPS - English
Mrs A Mullen - PTPS - English
Mrs J McAdam - PTPS - English
Dr N Graham - English
Mrs M Hughes - English
Mrs S Johnson - English
Miss E Erginsoy - English
Miss A Johnstone - English
Mrs A Anderson - French/Italian
Mr F Bel Abbes - French
Mrs F Smith - French/Spanish
Miss E Ciantar - French/Spanish

SUPPORT FOR LEARNING

Mrs E McQuaid - Principal Teacher

Mrs C McLeish

Support Assistants:-

Mrs M Malone
Mrs E Buchanan
Mrs C McKenna

SOCIAL SUBJECTS & R.M.E & CITIZENSHIP

Mrs A Craig - Principal Teacher (History)

Miss L Mackie - PTPS - History
Miss S Robertson - PTPS - History
Mrs P Jarvis - Geography
Mr A McNally - Geography
Mr S Noak - Modern Studies
Miss S McIlroy - Modern Studies
Miss R Jones - Psychology
Mrs G McDuff - Religious Education
Mrs D Connell - DHT (Modern Studies)

PHYSICAL EDUCATION

Mr C Rae - **Principal Teacher**
Mr B Pettigrew - PTPS
Mr D McRorie - PTPS
Miss S Ramage - Acting PTPS
Mrs C Allan
Miss C McCrory
Mr S Barr
Mr D MacPherson - DHT

OFFICE STAFF

Mrs I McKenna - Admin & Finance Assistant
Mrs K McCormack - Administrative Assistant
Mrs A Laird - Clerical Assistant
Mrs ML O'Reilly - Clerical Assistant
Miss K Robertson - Clerical Assistant
Mrs T Fowler - Clerical Assistant
Mrs G Holmes - Clerical Assistant
Mrs J Atwood - Clerical Assistant

JANITORS

Mr David Barrett
Mr Garry Harden
Mr Gerry Murphy

HOME/SCHOOL PARTNERSHIP OFFICERS

Mrs A Hyslop

TECHNICIANS

Mr M Gallcher - Senior Technician
Mrs M Howard - Science Technician
Mr M McKay - ICT Technician

CATERING SUPERVISOR

Mr D Muir

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.

ACCEPTABLE DRESS CODE

- **School Blazer** must be worn at all times
- 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 or cardigan to allow tie to be visible
- Winter jacket - (school colours -no 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
- Dress shorts, combat trousers, leggings
- Denims, cords, or hoodies in any colour
- No hoods worn inside the building
- No headgear inside building
- Dangling earrings/chains and/or excessive rings, double or three finger rings etc.
- Training shoes, coloured boots

Additional Note

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

Stockists

Logo express will be visiting the school to allow parents and carers to place orders however National School wear (Main Street, Wishaw) or Academy Uniform service can also assist with this.

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/carers, pupils and staff were fully consulted. It is the expectation of Education and Families that parents/carers will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances. Includes 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. shell suits)
- could cause damage to flooring
- carry advertising in particular for alcohol or tobacco,
- could be used to inflict injury to other pupils or to be used by others to do so.

PUPIL 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 Pupil Support staff are concerned about your child's late coming, they will be in contact with you by letter, phone or text. 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 either text or website/twitter. Please keep us up to date on any change to your contact details. The North Lanarkshire website can also be used in such circumstances.

PUPIL 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 attend 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.**

Section 30 of the 1980 Education Act places a duty on every parent/carer 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 or unauthorised: As defined by the Scottish Government.

At the start of each school session, parents/carers will be asked to provide contact details including at least one emergency contact number. Parents/carers are required to inform the school if these contact details change during the course of the school year.

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the school. In the interests of child safety, the police will be contacted if all attempts to locate the child have been exhausted.

Parents/carers should be asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence.

Family Holidays

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/carers 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/carers may request permission for such leave in writing and the school may authorise such requests under the following-

- 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.

It should be emphasised that the school investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents/carers, or to refer pupils to the Reporter of the Children's Panel, if necessary. A statement of the school's policy including procedures for the enforcement of attendance.

UNEXPLAINED ABSENCE

If a pupil is absent, Pupil Support Staff may contact parents, by letter, text 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. 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.**

MEDICAL AND HEALTH CARE

VACCINATIONS

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

PUPIL ILLNESS

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.**

PUPIL MEDICAL DATABASE

Annually the school will collate a medical database, recording all known medical conditions and allergies etc., therefore please note that if your child has a known medical condition, you should inform the school, to allow us to be keep this record up to date and keep staff and the pupil support team aware of any medical issues. Any confidential medical information will only be known by school management, and or your child's pupil support teacher.

PUPIL ABSENCE: TEACHING AND LEARNING

The school can support any long, (er) or unavoidable absence through **Microsoft Teams**, where your child will be able to look up, complete and submit schoolwork online. Pupil support staff will keep all classroom teachers aware of any pupil absence and this can quickly be put into place to support any child. School work can also be sent out, and/or collected for absent or ill pupils.

SCHOOL-BASED MEDICATING

On the rare occasion that your child requires to take prescribed medication whilst at school e.g. inhalers/ antibiotics/migraine relief tablets etc. you must: (1) Advise the school of this by filling in the relevant form and (2) Deposit the medicine with the school office.

FIRST AID

The school has 3 first aiders. These are volunteer teachers who are given annual training by St John's Ambulance Service. Their training is thorough and involves all key aspects of first aid. Top up training is also arranged annually.

The first aid team are also responsible for ensuring all school departments have a fully stocked first aid box. If a pupil requires medical first aid, staff will contact the school office to notify a first aider – the first aider will attend the location immediately.

The school also has a first aid policy – which can be viewed within the school office, or on the parent information section of the school website.

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.**

SCHOOL TRANSPORT

The Council has a policy of providing free transport to secondary pupils who live more than two miles from their catchment school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time.

Parents/carers who consider they are eligible should obtain an application form from the school or from Education and Families. These forms should be completed and returned before the end of February for those pupils beginning 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 certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

Application forms should be sent to ef.transport@northlan.gov.uk

Pick-up points - 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/carers responsibility to ensure their child arrives at the pick-up point in time. It is also the parent's/carers 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.

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

SCHOOL MEALS AND CLOTHING GRANTS

HEALTH AND WELLBEING - SCHOOLS (HEALTH PROMOTION AND NUTRITION) (SCOTLAND) ACT 2007

The Scottish Government introduced The Schools (Health Promotion & Nutrition) Act in 2007, to encourage health promotion in schools - Coltness High School adheres to the four key priorities:

- It ensures that food and drink in schools meets defined nutritional standards, both at lunchtime and out with lunch e.g. at breakfast service, tuck shops, vending machines or at events or after-school clubs etc.
- It promotes the uptake of school meals, particularly free school entitlement, ensuring anonymity.
- It adheres to nationally set nutrient standards and monitors them robustly.
- It provides an adequate health promoting environment, including provision of free drinking water and warm and welcoming school dining room/eating areas.

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.

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.

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), are entitled to a meal without charge.

Students aged between 16 and 18 and who are in receipt of any qualifying benefits can apply for free school meals in their own right.

Information and application forms for free school meals may be obtained from schools or downloaded from www.northlan.gov.uk

CLOTHING GRANTS

Parents/carers in receipt of a clothing grant 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 Executive Director of Education and Families. Information and application forms may be obtained from the Council website www.northlan.gov.uk

Parents/carers 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), Universal Credit (with an income below £660 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31 March 2023.

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 may be deemed to be a serious challenge to the head teacher's authority and to be detrimental to the wellbeing of the whole school community. In such circumstances a head teacher may 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/carers 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. Parents/carers 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.



SCHOOL SECURITY AND CAMPUS POLICING

In recent years various measures have been introduced to the school 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 always be visible. 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
- Staff wear identity badges

PARENT REPORTING

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 several 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 your son/daughter's Principal Teacher Pupil Support (PT PS)

UPDATE Timetable of reporting

S1- October

S2- September

S3- October

S4-S6 November and Interim reports throughout the year



Over the year Parents' Evenings take place. These can be face to face or virtual. More information on this can be found within the school calendar.

PARENT GROUPS

THE PARENT COUNCIL

- Parents make a real difference. Parents and carers are the most important influence throughout a child's education, their achievements and academic success. Therefore, when parents and schools work effectively together, everyone benefits.
- The Parent Council at Coltness High School is composed of parents, school staff and co-opted members of the community. The Head Teacher has a right and duty to attend meetings and acts as an adviser to the Parent Council. All Parent Council meetings are open, and all parents are welcome to attend.
- The aim of the Parent Council is to support the school in improving the quality and standards of education of the children in the school; by promoting parental involvement, representing parent's views and working in partnership with parents, staff, pupils and stakeholders.
- If you would like to join a parent group or receive additional information, contact: Euan Cameron, Coltness High School, Mossland Drive, and Wishaw.ML2 8LY. Tel: 01698 274920

PARENT COUNCIL REMIT AND STRUCTURE

The Head Teacher is the professional adviser to the Parent Council.

The Parent Council's rights and duties include:

- supporting the work of the school;
- representing the views of parents/carers;

- consulting with parents/carers and reporting back to the Parent Forum on matters of interest;
- promoting contact between the school, parents/carers, pupils, and the wider community;
- fundraising;
- taking part in the selection of senior promoted staff;
- receiving reports from the head teacher and education authority; and
- receiving an annual budget for administration, training and other expenses.
- Improving home school partnership and facilitating parental involvement

PARENT TEACHER ASSOCIATION (PTA)

- At Coltness High School we are very fortunate to have a very active PTA. The group work tirelessly to raise funds for the school and for the benefit of all pupils.
- In recent years, the money raised has been utilised to improve the school environment, in consultation with staff, pupils and parents. Recently they have supported: the redecoration of the school entrance; contributed to upgrading of the school sound system; purchased display boards and lockers and supported the school uniform bank initiative. The PTA team also regularly host fayres, race nights and various other fundraising activities.
- If any parent has an interest in joining either of these groups - please enquire at the school office on 01698 274920. Currently the PTA consists of parent and staff members. Meetings: these take place in the school at **7.00pm on the last Tuesday of each month**. Minutes are produced from each meeting and are publicly available on the school website.

The Parent Forum

As a parent/carer of a child at this school you are automatically a member of the Parent Forum. The Parent Forum is composed of all the parents and carers of children at the school.

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 at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a Parent Council to work on behalf of all parents/carers at the school
- be invited to identify issues for the Parent Council to work on with the school.

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.

Parents' Evening

These can either be Information Evenings or arranged to discuss your child's progress report.

Newsletters/Bulletin

These appear once a term with details of "what's on".

Telephone

This is especially useful when it is important that we get in touch quickly e.g. in matters of attendance or behaviour. It is important that the school has the correct information and telephone number, as well as that of the emergency contacts. Please notify us of any changes.

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.

Questionnaires

To find out your views on various aspects of the school.

Evaluations

Website: Twitter and Texts and the School App.

HOME SCHOOL PARTNERSHIP OFFICERS (HSPO)

The HSPO work as part of the pupil support team. They link with school and home to offer the best support for identified pupils. They work with pupils on an individual basis, as well as conducting group work. They are a highly integrated feature of our personal development programme and get involved in a broad range of activities – some of which are mentioned below:

- The achieve group, a vocational option for pupils working towards an SQA or wider qualification.
- They are also part of a Link team - to make transition from Primary to Secondary more enjoyable
- Organising training for 'Buddies', Peer Tutors, Prefects, Captains and Vice Captains
- Run 'Buddy Club'
- Nurture teaching and learning activities
- Organise 'Summer Chill' programme
- Offer Parenting Workshops
- Undertake pupil counselling and training

HOME SCHOOL PARTNERSHIP OFFICERS WIDER ACHIEVEMENT

HSPO in Coltness High School have their own film production Company - called the '**Cookie –Crew**'. Pupils in the crew are learning key skills in film production, lighting, editing and much more. Across the school year they produce several short films e.g. church services, retirement films and animation.

Pupils from Coltness, joined fellow pupils from St Aidan's, Clyde Valley and Calderhead High Schools to plan and create a wonderful film project, telling the story of footballer-turned war hero, Willie Angus. The Coltness HSPO produced the drama covering the life of the Carlisle Victoria Cross Medal recipient, who rescued fellow Carlisle soldier, James Martin, from almost-certain death while in France fighting in 1915.

The students have been involved in all aspects of the production from camera and lighting, to starring in it. An intense week of filming took place in various locations including North Lanarkshire Council offices, Bo'ness Railway Station, Summerlee Museum and Digging In, Glasgow, which provided the setting of the WW1 trenches.

The film was premiered in Motherwell Theatre, just days before the 100th anniversary of the Armistice, which brought an end to the world war bloodshed. The project received £9,100 from the Heritage Lottery Fund to complete the project. Willie Angus's grandson, Peter Buxton, was on board with the project from the onset and provided a great deal of family background.

Coltness High School pupil, Jennifer Henshaw described being part of the project as:

"The film was really fun to be part of. It was great to meet up with people from other schools and get to know them. We had made a film at school before, but this was different. The skills we have learned, gives us different opportunities and it could be something I could look to do, career-wise for the future."



HOME LEARNING

The school's approach to homework and home learning is based firmly on the collaboration of staff, pupils, and parents. We believe that home learning 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:

- Finishing off a task or activity **NOT** finished during the lesson.
- Revision for an assessment or class test.
- Mastery of a new skill e.g. vocabulary, where practise is required.
- Redrafting of an original work, to meet an established or examination standard.
- Reading or research of a topic.
- Practise or learning a practical activity e.g. musical instrument or drawing.
- Consolidation exercises e.g. memorisation of tables/information etc.
- Reading/interpretation or creative writing tasks.
- Creating or building a collection or portfolio.
- Making or designing e.g. artwork, models, cookery, and clothing etc.
- Any other relevant task or activity.

We think that homework should allow pupils to:

- Issued to all year groups, in all subjects, and to all pupils.
- Issued with clear instructions/guidelines, as well as in appropriate quantities, with acceptable completion dates.
- Carefully planned and be an integral part of course work and learning.
- Differentiated to meet the learning needs of individual pupils.
- Meaningful, stimulating, and purposeful.
- Discussed with pupils – with clear, constructive criticism, comment, or feedback.

Parents are encouraged to monitor their son/daughter's progress. They can assist by checking the homework diary and by looking at completed tasks.

Increasingly home learning tasks are being set online, using Edmodo, Google classroom or Microsoft Teams etc. It is therefore important that you try to familiarise yourself with these learning platforms, in order that you might be able to better support and assist your child at home. You can contact the school if you have concerns about your child's ability to successfully complete given home learning tasks. Letters and texts are sent home should homework not be completed.

A home learning policy will also be available to read on the parent section of the school website.

See home learning examples below.

Homework and Home Learning Examples

Faculty/Dept.	Main Contact	S1/2	S3/4	S5/6
Business/ICT	M Telfer	<ul style="list-style-type: none"> Research tasks throughout year 	<ul style="list-style-type: none"> Written tasks Research tasks to develop knowledge / understanding Practical applications and activities Exam style questioning 	<ul style="list-style-type: none"> Written tasks Research tasks Business case studies Practical applications/ activities Exam style questioning
Expressive Art Music Art and Design Drama	D Johnson	<ul style="list-style-type: none"> Instrument playing @ intervals and lunch club Sketching and drawing Collecting and recycling of materials for artwork development Professional tuition 	<ul style="list-style-type: none"> Instrument playing @ intervals and lunch club Revision tasks and activities - using web-based learning resources Professional tuition Art portfolio development work - exploring media Drawing and sketching @ intervals and lunch club 	<ul style="list-style-type: none"> Instrument playing @ intervals and lunch club Revision tasks and activities - using web-based learning resources Professional tuition Art portfolio development work Analysis and evaluation Exam style questioning Drawing and sketching @ intervals and lunch club
Technologies Home Economics Technical	L Canning	<ul style="list-style-type: none"> Simple written tasks on unit content e.g. cookery skills, safety/hygiene Problem solving Sewing and bakery clubs @ lunch and after school 	<ul style="list-style-type: none"> Written/ Research tasks Investigative tasks Problem solving Sketching and rendering Practical activities Chef/Design clubs Exam style questioning Design competitions 	<ul style="list-style-type: none"> Written and research tasks Investigative tasks Sketching and rendering Folio development Practical activities Exam style questioning Thematic presentation skills Industry visits/College links
Maths	R Early	<ul style="list-style-type: none"> Numeracy problem solving Web based research and challenges Numeracy challenges and competitions 	<ul style="list-style-type: none"> Numeracy problem solving Web based research and challenges Exam style questioning Numeracy challenges and competitions 	<ul style="list-style-type: none"> Numeracy Problem solving Web based research and challenges Exam style questioning
English Modern Languages	C Fagan	<ul style="list-style-type: none"> Home reading Written tasks Redrafting Preparation for solo talks 	<ul style="list-style-type: none"> Preparation of folio work Redrafting Research tasks Preparation for talks Close reading 	<ul style="list-style-type: none"> Scottish texts Writing and Reading essays Preparation of folio work Redrafting work Research tasks Preparation for talks Close reading
Physical Education	C Rae	<ul style="list-style-type: none"> Written tasks Revision Development of organisational skills Physical challenges and competitions 	<ul style="list-style-type: none"> Written tasks Portfolio research Physical challenges and competitions Exam style questioning Collection of assessment evidence Training diary 	<ul style="list-style-type: none"> Written/research tasks Folio development/revision Performance training Physical challenges and competitions Exam style questioning Collection of assessment evidence Training diary
Social Subjects History Modern Studies Geography Psychology Travel/Tourism Citizenship	A Craig	<ul style="list-style-type: none"> Family tree research Creative writing tasks: e.g. newspaper reports Current affairs and news research Home learning booklets Home learning using media resources 	<ul style="list-style-type: none"> Home learning booklets Independent research for topics e.g. WW1 Pupils use data resources to research their local community e.g. crime statistics 	<ul style="list-style-type: none"> Developing assessment and exam skills Personal assignment research Varied home learning tasks, relating to topics of choice
Science Biology Physics Chemistry	D Miller	<ul style="list-style-type: none"> Written tasks on unit content 	<ul style="list-style-type: none"> Written tasks Exam style questioning Field trips and visits 	<ul style="list-style-type: none"> Written tasks/Unit testing Problem solving Exam style questioning Use of scholar/Bite size Research assignments Field trips/School Visits
Support for Learning	E McQuaid	N/a	<ul style="list-style-type: none"> Research tasks Visual tasks Discussion groups 	<ul style="list-style-type: none"> Practical tasks Research tasks Life skills tasks

EQUAL OPPORTUNITIES, SOCIAL INCLUSION AND DIVERSITY

WHY IS A DIVERSE SCHOOL COMMUNITY IMPORTANT?

North Lanarkshire's ambition is to be a place to live, learn, work, invest and visit for **all** people, through addressing the disadvantage and inequality that some groups of people or pupils experience, because of societal prejudice, and direct or indirect discrimination.

North Lanarkshire and the school are therefore committed to understanding the causes and consequences of inequality and the need to protect its employees and pupils against it.

North Lanarkshire also employs an **equality champion**, this role demonstrates support for equality and diversity matters/initiatives across North Lanarkshire's communities. For further information use the following link for North Lanarkshire Equality Strategy 2019-24

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

SCHOOL POLICY

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

Staff and pupils at Coltness High School 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 pupil learning or health and wellbeing.

The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

DIVERSITY AD INCLUSION INITIATIVES

- The School has a **LGBT+ champion group** steer the school towards achieving Charter Status from LGBT Youth Scotland. This group is made up of staff and senior pupils.
- As an inclusive and rights respecting school, it is important that each member of the school community feels valued and respected for who they are, or who they wish to become.
- Noticeboards keep pupils and staff up to date with LGBT+ information and events.
- There is also a **Diversity Group** which meets at lunchtime on Wednesdays. This group offers friendship, support, and information for LGBT+ pupils and their friends. The group will undertake:
 - ✓ Awareness Events Fundraising Activities Pledge Signing Ceremony

WHAT DOES EQUALITY IN A SCHOOL COMMUNITY MEAN?

The Equality Act 2010 protects the schools' learning community from discrimination on the grounds of either:

- Age
- Gender Reassignment
- Marriage and/or civil partnership status
- Pregnancy/Maternity and breastfeeding
- Race
- Religion and beliefs
- Sexual Orientation

The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be accessed at <https://www.equalityhumanrights.com/en/publication-download/technical-guidance- schools-scotland>



RAISING PUPIL ATTAINMENT & ACHIEVEMENT

A key target in our school is to raise the attainment and achievement of all pupils. To forward this aim, we have developed several strategies targeted at specific year groups both in the formal and informal curriculum. Raising attainment and widening achievement is a hugely important part of life at Coltness High School and is the responsibility of a Deputy Head Teacher. 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 include:- 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.

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. A small team of teaching staff volunteer to give extra time and support through the mentoring system to identified pupils.

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 Prize giving is in June with the Senior Phase prize giving in early September, to allow us to award the School Dux on actual SQA exam results.

INTER-HOUSE AND INTER-SCHOOL 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 motivated 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 in the catchment.



EXTRA CURRICULAR ACTIVITIES

We pride ourselves in the fact that we offer a wide range of extracurricular activities which we feel help to strengthen 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 weekends.

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.

SCHOOL TRIPS

- Scottish Parliament
- Edinburgh Dungeons
- Summerlee Heritage Centre
- Dynamic Earth
- London, Rome, Paris, and New York.



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 programme of Interdisciplinary Learning.

THE MUSIC DEPARTMENT

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

The extra-curricular life of the music department continues to grow and develop, and we see many pupils take part in various aspects of extra-curricular activities on a weekly basis. The musical theatre group meets every Wednesday at 3pm and work towards school shows and/or showcase performances, as part of department concerts. In recent times, the school has been pleased to put on performances of We Will Rock You, Little Shop of Horrors, High School Musical and most recently a Summer Showcase 'Revue.' The group has also taken part in some carol singing and singing/performing for end of term services.



The school band meets every Thursday at 4pm and, since it was reformed in 2017, has gone from strength to strength. School band pupils have taken part in Christmas Caroling and School Concert and Senior Citizen's Performances. In addition to this, the school band went on a musical tour to Paris in the summer of 2019 and this was a huge success. Most recently, the School Band participated at the Glasgow regional competition of the **Scottish Concert Band Festival**, claiming a 'Gold Plus' award and qualifying to take part at the National Finals in Perth. Unfortunately, due to the recent Coronavirus Pandemic, this festival was cancelled but there will be lots of other exciting performance opportunities to look forward to in the future.

We also have several pupils who attend the North Lanarkshire Council music groups. These groups rehearse on a Friday evening at Coatbridge High School and involve pupils with an interest in music from throughout North Lanarkshire. School-based concerts are held at Christmas and just before the Easter holidays

PUPIL SUPPORT STAFF

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

INTER-HOUSE EVENTS

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.

WHERE DO WE CELEBRATE WIDER ACHIEVEMENT?

- School website and app.
- School twitter - <https://twitter.com>
- Glow blogs.
- Parent newsletter/bulletin.
- House competitions.
- Departmental display boards/wall of fame.
- Social media posts/local news



EXTRA CURRICULAR CLUBS

Sadly, in line with covid restrictions, most of these are currently Postponed:

- Sports
- Football
- Baking
- Chef
- Design



OUR NURTURING SCHOOL

HEALTH AND WELLBEING (HWB)

Coltness High School is committed to ensuring that all pupils develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing, both for now and in the future. Learning through health and wellbeing enables children and young people to:

- ✓ Make informed decisions in order to improve their mental, emotional, social and physical wellbeing.
- ✓ Experience positive aspects of healthy living and activity for themselves.
- ✓ Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle.
- ✓ Establish a lifestyle of positive health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

WHAT IS HEALTH AND WELLBEING?

Health and Wellbeing is about promoting positive, healthy attitudes and behaviours. However, it is not just about encouraging children and young people to eat well and exercise, it is also about young people forming the capacity to sustain good personal, social and working relationships.

To achieve their potential, school children must participate fully in educational activities. To do this they must be healthy, attentive and emotionally secure. (World Health Organisation 2000).

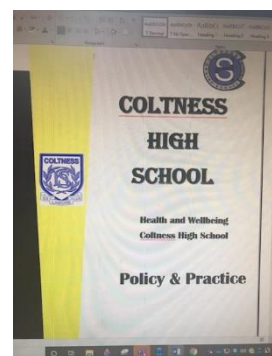
Therefore, when children and young people have good relationships, they are more likely to have greater levels of self-esteem and confidence, show resilience when faced with personal challenges and to show respect for others.

Health and Wellbeing experiences and outcomes provide opportunities for young people to develop their mental, emotional, social and physical wellbeing. These experiences are embedded within Coltness High School.

HEALTH AND WELLBEING SCHOOL POLICY

The HWB policy outlines how the school will implement and develop Health and Wellbeing across learning and in line with 'A Curriculum for Excellence'. It provides practical guidance for staff, parents and pupils to better understand HWB approaches across the school community. The policy should be used as a working document to inform and support. It can be used by individuals, departments, in whole school contexts and by our many partner agencies to support self-reflection, department planning and, in the monitoring, and evaluation of Health and Wellbeing. Parents can be assured that the policy is reviewed regularly to ensure that it continues to reflect educational developments and legislation.

A copy of the policy can be viewed in the parent section of the school website.



PUPIL SUPPORT TEAM

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 TEAM

Depute Head Teacher with overall responsibility: Mr D MacPherson

Head of Arran House – Mr D MacPherson

Principal Teachers of Pupil Support: Ms A Mullen and Mr B Pettigrew

Head of Skye House – Mr D Farr

Principal Teachers of Pupil Support: Mr D McRorie and Mrs S Osprey

Head of Lewis House – Mrs K Anderson

Principal Teachers of Pupil Support: Miss S Robertson and Ms L Mackie

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
- Delivering a focused HWB curriculum
- 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, and 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.



CHILD PROTECTION, SAFEGUARDING and GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

North Lanarkshire want all our child and young people to be safe, healthy, active, nurtured, achieving, responsible, respected, and included, so that they can realise their potential and make a positive contribution to society. North Lanarkshire adheres to the principles and values of the national Getting it Right for Every Child (GIRFEC) practice model.

All children and young people have a right to be cared for and protected from harm and abuse and to grow up in a safe environment in which their rights are respected and their needs met.

The Children and Young People (Scotland) Act 2014 ensures a collective response from all services aiming to promote, support and safeguard the wellbeing of children and young people and their families. The Act confirms it is everyone's responsibility to work together to identify the most relevant, proportionate, and timely support is made available to children and families.

Embedded within the Act is Getting It Right for Every Child (GIRFEC), legislating key components including strengthening children's rights, offering the potential of a Named Person and personalised educational, wellbeing and support plans.



WHAT IS GIRFEC

Getting it right for every child is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people, by offering the right help, at the right time, from the right people.

It supports child and families to work in partnership with the services that can help them. It puts the rights and wellbeing of young people at the heart of the services which support them, to ensure that everyone works together to improve outcomes for a child or young person.

COLTNESS HIGH SCHOOL GIRFEC APPROACH

- The child is the key focus.
- It ensures that the young person and their family is at the centre of decision making and are made aware of the support available to them.
- Based on an understanding of the wellbeing of a child. It looks at a young person's overall wellbeing – how safe, healthy, achieving, nurtured, active, respected, responsible, and included they are.
- It identifies barriers to a young person's wellbeing and any resources and help available, including any targeted, or additional help needed?
- Interventions and early warning systems are in place from primary school, to ensure a young person's needs are identified as early as possible, to avoid bigger concerns or problems developing.
- Explores a range of partnership working, which includes young people, parents, carers, and the services they need working together, in a coordinated way, to meet their specific needs and improve their wellbeing.

GIRFEC PLANNING

(GIRFMe) enable staff to plan effectively for children and young people when interventions are required to support their learning and improve outcomes. Parents/carers and pupils are an essential part of the assessment; planning and review processes and their views will be actively sought.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or 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. A CSP may be initiated by the school or another agency.

Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process.

Parents/carers will receive letters from the Education Authority throughout the CSP process.

Parents/carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

Where more intensive support for a child or young person needs to be planned for, usually when a number of agencies are involved in supporting their wellbeing then a Child's Plan may be developed. The plan will tell you what actions need to be taken and who will help with each action. It will usually be someone called a 'Lead Professional' who will have the job of making sure that the actions outlined in the plan take place and things get better for the child or young person..

Support for learning staff will help the child or young person to help write their own plan. They will use a 'Getting it right for me plan.' (GIRFMe plan) The plan will say what is being done to make things better for them. Parents and carers will also have the opportunity to share comments and ideas to support and develop each plan.

LEAD PROFESSIONAL OR NAMED PERSON

The Lead Professional will co-ordinate and develop a young person's plan and ensure accuracy and appropriate sharing of information, as per guidelines. They will also explain **what** information is to be shared, with **whom** and **why** the information is being shared and what hopes to be achieved by sharing the information?

PLANNING PATHWAY

In North Lanarkshire, agencies have come together under the GIRFEC umbrella and have agreed on a single pathway for planning and support. The pathway supports agencies to work together to assess, plan and assist children, young people, and their families to develop their wellbeing.

The pathway enables agencies across education, health, and social work to use the core components of GIRFEC, to ensure the timeliest and proportionate support is available to children, young people, and their families. The Children and Young People's Pathway for Planning and Support encompasses the five levels of GIRFEC support in a staged intervention approach e.g.

- **Universal**
- **Additional**
- **Joint**
- **Integrated**
- **Compulsory Intervention which are reflected within a Model of Staged Intervention.**

For more information see the following link.

<https://www.girfecinnl.com/wp-content/uploads/2018/05/Children-and-Young-Peoples-Pathway-for-Planning-and-Support.pdf>

HEALTH AND WELLBEING RESOURCE TEAMS (HART)

The HART team/approach is a multiagency support team which discusses information a young person, for whom, further analysis of their wellbeing is required, to support the planning process. It is usually co-ordinated by the depute head teacher with responsibility for pupil support, who will provide information about the process to parents and young people.

However, it may also be supported by other professionals such as: Educational Psychologist, Social Workers, School Nurse, Home School Partnership Officers, police Scotland or housing specialists.

Child Protection

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

The Head Teacher is responsible for the schools actions in response to Child Protection concerns.

If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines

Child Protection Coordinator in the school is Mr **David MacPherson - he can be contacted on 01698 274920.**

Adult Protection

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society. If there are any Adult Protection concerns the Head Teacher or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines.

Adult Protection Co-ordinator is: Mr **David MacPherson - he can be contacted on 01698 274920.**

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/carers and young people through Resolve (see contact details at the back of this handbook). Mediation is free through Resolve 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/carers 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/carers or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal

SUPPORT FOR LEARNING

The Support for Learning Department is managed by Mrs E McQuaid, with a teacher, Mrs C McLeish.

ASN Assistants

Mrs M Malone

Mrs E Buchanan

Mrs C McKenna

Coltness High School complies with the Additional Support for Learning (Scotland) Act 2004 as amended by the Additional Support for Learning (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017.

ADDITIONAL SUPPORT NEEDS (ASN)

Additional support means provision, which is additional to, or different from, the provision generally made for pupils of the same age. An additional support need comes from anything, which is a barrier to learning. Most or all schools will have some children with additional support needs of some kind.

- We believe that 'Additional Support Needs' arise from the personal characteristics, needs and circumstances of the individual learner at a given point in time.
- We recognise that it is the responsibility of all staff to promote effective teaching and learning for all pupils.
- We believe that all pupils have the capacity to learn and to make progress.
- We are committed to supporting pupils with particular needs.
- We know that pupils will learn best when there is a collaborative approach between professionals, pupils and parents/carers.
- We recognise that the curriculum may present difficulties and that a degree of flexibility is an essential aspect of providing the most appropriate educational experience for all pupils.

AIM

We aim to support the learning and personal development of students in accordance with school policy, and local and national priorities. We are closely involved with parents/carers, pupils, teaching staff and external agencies to ensure we meet the needs of and promote the inclusion of all students identified with an ASN, thus allowing them to reach their potential in all areas of the curriculum. The department is tasked with fulfilling the 5 roles of Support for Learning:

1. Consultancy
2. Individual/Group Tuition
3. Direct & Co-operative Teaching
4. Specialist services – testing, Assessment Arrangements, transition, curriculum development
5. Staff development

OVERVIEW OF DUTIES

Irrespective of ability, any student may encounter difficulties in learning. These difficulties may be long or short term and the Support for Learning department works closely with subject departments to ensure that pupils are supported appropriately. As far as possible, students are supported in class by Additional Support Needs Assistants (ASNA) or SfL teaching staff in order to promote inclusion. Other ways in which learning is supported include:

- Providing information on individual students
- Suggesting learning and teaching strategies for identified students (transferrable to other students)
- Setting and monitoring Individualised Learning Plans
- Implementing intervention programmes e.g. RWI, Sumdog, IDL.
- Assisting mainstream teachers in developing resources for learning
- Agreeing the use of the SfL base for students to support their learning as well as their wellbeing
- Responding to all Requests for Assistance from staff
- Assessing identified pupils – this may include classroom trails or observations and standardised testing.
- Involvement in review meetings and transition meetings
- Managing procedures relating to SQA Assessment Arrangements
- Managing the use of ICT for identified pupils
- Liaising with partner agencies such as English as an Additional Language service (EAL), Educational Psychologist, and health services.

IDENTIFICATION OF PUPILS REQUIRING SUPPORT

Effective identification and assessment of the additional support needs of pupils are essential for making effective provision for those needs. The school has a clear referral system whereby any member of staff may refer a pupil. Where a pupil is referred appropriate assessment will be undertaken by the Support for Learning staff.

Most pupils are identified prior to admission through transition processes during the summer term. This allows information to be provided to class teachers before they meet the pupils.

INTERVENTION STRATEGIES FOR PUPILS WITH ADDITIONAL SUPPORT NEEDS

Effective planning will enable us to provide the most appropriate and least intrusive levels of support to meet the needs of all pupils. There are several types of learning plans that can be implemented depending on the level of intervention. These include:

UNIVERSAL LEVEL

Pupil Support Forum – this raises awareness of short-term barriers to learning (family bereavement)

Girfme Part 1 – this is considered when longer term barriers to learning under any of the 4 areas in the well-being assessment: Social & Emotional, Family Circumstances, Learning Environment, and Physical Health Need. The plan will include specific strategies to support their learning.

Girfme Part 2 – this is considered when the pupil is unable to access the curriculum with previously identified strategies and further intervention is required (RWI/HSPO/School Counsellor). Part 2 will require specific objectives/ targets for HWB/ Literacy/Numeracy – not all 3 will be identified in all cases.

ADDITIONAL / INTENSIVE LEVELS

If well-being needs continue to be unmet and support that is more intensive is required usually, involving other agencies a Childs Plan may be considered. At this stage, the pupil should have gone through the HART process to identify the most appropriate additional support.

Childs Plan – this is considered when the pupil's wider world is affected and it is having an impact on their learning. Social Work are generally the Lead Professionals who will coordinate and write a Childs Plan.

CSP – A co-ordinated Support Plan will be provided for those pupils who require the support of other agencies. It is a statutory document for pupils with additional support needs that are likely to last for more than a year and require the intervention of one other agency other than education. The plan outlines the annual educational objectives and the methods by which other agencies will work together to meet the pupils' support needs.

Health Plan – A Health Plan will be provided for pupils who have ongoing health needs, which require additional arrangements. The plan will detail the full extent of the health condition(s) as well as the role of education thus allowing them to fully access all areas of the school curriculum.

Partnership with Other Agencies

Contacts have been well established with Health, Audiology Services, Psychological Services, Social Work, SDS Careers, Speech and Language Therapy, Visual Impairment Service and Bilingual Support Service. All of these will be maintained and nurtured and any other service, which may be required at any time, will be contacted.

Partnership with Parents

Parents have a vital role in ensuring that the individual needs of their children are being met. Their rights and responsibilities are respected and they have an active role in decisions made about approaches taken to meet these needs.

Involvement of Pupils

Pupils with additional support needs are involved in the setting up of GIRFMe Plans and Co-ordinated Support Plans. They are also involved in review meetings to action planning at various stages of their education.

HEALTH AND WELLBEING

PUPIL TRAINING INITIATIVES

Pupils benefit from a wide range of professional development and training initiatives throughout the year. See below for recent training initiatives.

MENTAL HEALTH AMBASSADORS

- The mental health ambassador's project aims to give young people the skills and knowledge they need to safeguard their mental health, and that of their peers. The projects focus on the success of young people supporting their peer group through mental health issues, within the school environment.
- Senior pupils are trained to deliver mental health lessons to younger pupils, challenging them to think about ways to stay well, how to seek help and support friends. Likewise, it informs young people about mental health myths, and helps them to face the many stigmas and discriminations associated with mental health and wellbeing.



MENTORS IN VIOLENCE PREVENTION PROGRAMME (MVP)

- This training programme is designed to facilitate pupils to speak out against rape, dating violence, sexual harassment, bullying and all forms of violent and abusive behaviour. MVP focuses on an innovative 'bystander' approach, which empowers each participant to take an active role in promoting a positive social and school climate.

SEE ME TRAINING

- Coltness High School has invested heavily in 'see - me' training - this has become one of our main resources to support both teachers and young people to learn about mental health and allow the development of skills and confidences, to tackle the stigma and discrimination often associated with mental health.
- During 2020 this became a regular school campaign and was successful at encouraging young people to speak about how they are feeling. The course was delivered in school, addressing key learning outcomes of the Health and Wellbeing Curriculum e.g. mental and emotional wellbeing, social wellbeing, physical wellbeing, and relationships. Follow up training will also be planned for next session.

SAFE TALK SUICIDE PREVENTION TRAINING

- Pupils and staff have received training through a Safe Talk course. The course raises awareness in schools about the need to talk about suicide, developing a model of sustainability, through peer and teacher support. The training aims to:
 - ✓ Reduce the risk of suicide in high risk (pupil) groups.
 - ✓ Tailor approaches to improve mental and physical health outcomes for young people.
 - ✓ Allow staff and pupils to better support those bereaved or affected by suicide.
- Allow staff and pupils access to research and current data on the subject.
- Build community capacity within the school - to help reduce the stigma and taboo associated with suicide.

HEALTH AND WELLBEING

STAFF TRAINING INITIATIVES

Staff benefit from a wide range of professional development and training initiatives throughout the year and during In-Service days. See below for recent training initiatives.

SENIOR PHASE PUPIL MENTORS

The school has developed a system of senior phase pupil mentoring. This is a dedicated staff group of approx. 20 - who volunteer to mentor senior phase pupils. These pupils have been identified as needing additional, focused, support to achieve and learn. Regular mentor meetings are scheduled, and feedback is given to pupil support staff, as well as parents.

NURTURE-BASED STAFF TRAINING: ENHANCED TRANSITION MENTORS

The enhanced transition mentors are a pupil equity funded (PEF) group of staff who have developed a Personal Programme to also work with young learners in SIMD1-2. Pupils requiring more personalised forms of mentoring to improve their attainment, are identified, and especially those pupils who have faced transition challenges. The staff work with small groups of pupils and in a one to one situation, to ensure improvements in literacy, numeracy and/or health and wellbeing.

MENTAL HEALTH AMBASSADORS AND SEE ME TRAINING

Staff are currently trained as mental health ambassadors and have completed see-me training, to help enable young people develop the skills and knowledge they need to safeguard their mental health, and that of their peers.

COLTNESS COUNTS

The Coltness Counts group is open to S1 pupils who are having trouble with their Math curriculum. Pupils work in a small group, once a week, with staff and follow a specially designed scheme of work, to fill any gaps in numeracy knowledge. Pupils may be part of this group for a few weeks or months, or for the whole of S1, if necessary.

BOXALL TRAINING

Boxall Profile training is widespread across the school. This is an invaluable resource for the assessment of children and young people's social, emotional, and behavioural development. It identifies the needs of pupils and prioritises, support for them. Progress is measured in stages, to assess impact on wellbeing.

READ, WRITE, INC. FRESH START MENTORS

Across North Lanarkshire, over 120 teachers have been trained to improve pupil literacy through the Read, Write, Inc. programme. This teaches pupils to read accurately and fluently with good comprehension. It teaches them to spell correctly and compose their ideas for writing, step-by-step. The courses are delivered by a trained staff team in Coltness High School. Learning takes place in small groups, as part of each pupils' main school curriculum. Pupils who would benefit from this enhanced literacy input are identified early, to maximise their attainment potential.

SOLIHULL APPROACH

Solihull training is an intense training approach which focuses on pupils' emotional health and well-being. The training centres on emotional, cognitive, and social development of the child. Parental Solihull classes are routinely also offered within the community.

ADVERSE CHILDHOOD EXPERIENCES (ACE'S)

All staff have also received training in Adverse Childhood Experiences. These are childhood experiences which refer to stressful events occurring in childhood. They could include:

- Abuse - physical, emotional, or sexual or Neglect – physical or emotional.
- Growing up in a household where there are adults experiencing alcohol and drug misuse.
- Growing up in a household where there are adults experiencing mental health conditions.
- Domestic violence or criminal behaviour or parental imprisonment.

This allows staff to become more aware of the complex issues affecting young people and help support them, as necessary.

SCHOOL COUNSELLING/ PSYCHOLOGY SERVICES

Teentalk Scotland (TTS) provide a Counsellor in Coltness High School 3 days a week. All the Counsellors are qualified to a minimum of PG Diploma or Master's Level, are members of COSCA - Counselling and Psychotherapy Scotland. They have extensive skills and experience of working with children, young people, and families. The school counsellor works with pupils, staff and parents and will refer on to Children and Adolescent Mental Health services, (CAMHS) or other agencies, as necessary and agreed. If you would like any additional information on school counselling please use the following link: <http://www.teentalkscotland.com/>

THE SCHOOL COUNSELLOR WILL:

- Provide an accessible counselling service for young people and their families within the school community.
- Manage crisis appropriately, reducing pressure for school staff and preventing escalation of symptoms.
- Reduce absence rates, supporting and exploring with young people reasons for non-attendance, focusing on creating positive solutions, to achieve a return to school.
- Support improvements in attainment, by working closely with schools and vulnerable pupils, at critical periods e.g. exam period etc.
- Reduce the levels of anxiety and stress within the school environment, which may have a significant impact on any pupil's ability to learn and/or develop.
- Recognise early signs of mental ill health and/or risk, offering support and timely intervention to further appropriate services.
- Provide counselling for teaching staff as required.
- Liaise and offer consultation to teaching staff and other professionals involved in the care of our young people.

WHAT CAN THE SCHOOL PSYCHOLOGIST HELP WITH?

The school based educational psychologist works within a range of local authority schools in partnership with pupils, their families, and other professionals, to help children achieve their full potential. If you would like further information about the role of education psychology in your child's schooling – please use the link. <https://education.gov.scot/Documents/EducationalPsychologyServicesInScotland.pdf>

The educational psychologist could offer professional support across the following e.g.

- **Consultation:** with pupils and families and multiple professional agencies.
- **Assessment:** of a pupil's wellbeing and /or needs.
- **Intervention:** coordinate assistance from other professional agencies and organisations.
- **Training:** for staff, school management or support workers.
- **Research:** provide backgrounds information on learning needs, conditions, or approaches etc.

PROMOTING POSITIVE RELATIONSHIPS

It is important that all members of our school feel safe, valued, and respected. It is also vital 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. These will develop the pupil's self-esteem and will ultimately influence their future success.

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
- Making sure they use social media positively and in an appropriate manner.
- Being prepared to support the school's anti-bullying policy.

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

Arran House	Mr D MacPherson
Lewis House	Mrs K Anderson
Skye House	Mr D Farr

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, pupils and the positive behaviour committee are all working hard to develop a revised policy and codes of conduct. These will be available soon and hope that this will continue to encourage good working relationships.

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.

DISCIPLINE AND COLLECTIVE RESPONSIBILITY

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 a person or their 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.

DISCIPLINE STRATEGIES

DETENTION: INTERVAL/LUNCH TIME, OR AFTER SCHOOL

Some departments operate an informal 'detention' system at intervals and/or 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 ALSO operate a formal system of lunch and after school detention, but after school detention, is again, only issued 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.

REFERRAL SYSTEM

The school operates a referral system where a member of staff or management can refer a pupil for conduct which is not considered to be acceptable. The referral form details any incidents which have occurred both in and out of the classroom environment and sets out which procedures are to be followed. The referral form is used to communicate information about incidents up to principal teachers for action, or and directly through to school management, house leaders or pupil support teachers etc.

ADDITIONAL STRATEGIES

- When behaviour issues or indiscipline arises as a direct result of difficulties with learning, the Support for Learning Department may offer extra support, tuition and or guidance.
- Partnership agencies and professionals e.g. school mentors, counsellors or psychological services may also be involved if appropriate. Interviews and meetings 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.
- Pupils can often be excluded from school for a set amount of days – this amounts to a reflective period of time at home, away from the teaching and learning environment. This is our final and most serious sanction. Occasionally, pupils are also allowed to complete their exclusions within school, especially if there are issues with childcare, or other home life matters to consider.

POSITIVE BEHAVIOUR COMMITTEE

This is an interdisciplinary group dedicated to improving the relationships of all participants within the learning community of Coltness. They advise staff on matters such as:

- Referral System
- Pupil House Discipline
- Codes of Conduct and Policy Development
- New Behaviour Initiatives

External Provider Staff

- School disciplinary policy & procedures should be invoked when there is an incident involving any member of external staff (not employed by NLC) within a NLC establishment.
- External staff with allocated classes in schools should be met by a school senior manager before the first lesson to confirm the policy and procedures on how disruptive behaviour will be managed.
- Any misconduct should be reported to a member of the school SMT before the close of the business day.

ANTI-BULLYING STRATEGY

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

Bullying is defined as the use of power to intimidate others in a variety of different ways.

Bullying is classified as the **on-going and deliberate** use of power to hurt, frighten, or belittle an individual and can take many forms. 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.

Common types of Bullying e.g.

- Verbal name calling
- Physical hitting or assaulting of others
- Social isolation tactics
- Mental coercion into behaving in a certain way
- Posting of comments or videos on social media - so as to embarrass, threaten or intimidate etc.

At Coltness High School we will:

- Acknowledge that bullying exists
- Treat each incident seriously
- Develop a school climate where everyone is valued
- Discourage bystanders from ignoring it (collective responsibility)
- Encourage those being bullied to speak to someone about the situation

SUCCESSFUL STRATEGIES

PSE PROGRAMME

Teaching and Learning units are included in the PSE programme which are appropriate to different year groups, to encourage pupils to speak up and notify staff of an incidents.

PUPIL SUPPORT STAFF

Pupil support staff are all highly trained members of promoted staff who will react immediately to information exchanged on any incident. They will communicate with parents, or other partners as necessary, to resolve issues e.g. campus police officer, social services, senior management or parents etc.

PEER TUTORS AND BUDDIES

Senior pupils are assigned to assist S1/S2 pupils and mentor them. They volunteer all year to build relationships with the younger pupils, allowing them to have peer conversations and discuss day to day school life etc.

HSPO AND ACTIVE SCHOOLS COORDINATORS

Home school partnership officers and active schools coordinators also work closely with pupils to resolve issues associated with settling into secondary school life, or allegations of bullying, or name calling etc. They work in small, safe, nurture groups to achieve their objectives.

PRACTICAL PROCEDURES

- Identify those being bullied
- Identify the bullies
- Comfort and restore the confidence of the person being bullied
- Restorative conversations
- Sanctions and exclusions where necessary

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 e.g. a pupil support teacher, member of staff, fellow pupil, buddy, or of course their parent, to allow the situation to be dealt with. Any other pupil who witnesses an incident of bullying or knows of someone who is being bullied should report this either to their pupil support teacher also.

PUPIL SUPPORT STAFF

If a pupil reports an incident of bullying, they 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 pupil support teacher as soon as possible. It is important that all such reports are treated seriously and sympathetically.

PARENTS

Are encouraged to communicate with the school any concerns which they have about the treatment of their children. The first contact should be with the pupil support teacher so that the situation can be speedily and sensitively resolved.

FINAL NOTE

Please remember that as a school community 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.

POVERTY PROOFING OUR SCHOOL

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 for alcohol or tobacco, and
- ✓ Could be used to inflict damage on other pupils or to be used by others to do so.

Parents/carers in receipt of a clothing grant 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 Executive Director of Education and Families. Information and application forms may be obtained from the Council website www.northlan.gov.uk

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 wellbeing of the whole school community. In such circumstances a Head teacher could justify the use of the school discipline procedure. The school 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.

SCHOOL UNIFORM BANK AND BORROWING

The school has a uniform bank facility which is available to parents. Please contact your child's Pupil Support teacher for information on how to receive any free uniform items. Parents are also encouraged to ensure that they are applying for the school clothing grant. Information on eligibility is available from the following web page <https://www.northlanarkshire.gov.uk/freeschoolmeals>. Similarly, the school offers a uniform borrowing service, should your child, for whatever reason, be missing, or have damaged, an item of their uniform. Pupils can borrow an item and return at the end of the day or next day.

POVERTY PROOFING OUR SCHOOL

EDUCATIONAL 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. 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.

In session 2023-2024 students who are born before 1 March 2008 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.

EQUIPMENT AND RESOURCES

Staff will ensure that they have an adequate supply of small equipment and resources in each classroom, which pupils can easily 'loan'. Likewise, pupils should be actively discouraged from having to bring items into school for education purposes, especially larger, or more expensive, items.

SCHOOL TRIPS

School trips form a major part of the life and educational experiences at school; however, acknowledgement must be made of the need for parents to have advance notice of trips and different payment options. Where pupils are out of school on day trips etc., a free packed lunch will be provided. The school will endeavour to ensure the best and most affordable options for both parents and pupils, when planning the cost of trips and outings.

HUNGER AND HOLIDAY HUNGER

Coltness High School is fully committed to providing pupils with the highest quality school meals provision. In addition, local charities and food banks operate within the area and more information can be found at the following link <https://basicsfoodbanklanarkshire.weebly.com/>. Further Information on 'free school meal entitlement' is also widely available through the school office. Parents may also wish to find out more about 'Children Thrive at Club365', which aims to eliminate holiday hunger - using the following link <https://www.northlanarkshire.gov.uk/club365>.

FUNDRAISING AND CHARITY EVENTS

The school acknowledges the need to ensure that donations, of any sort, are asked for infrequently, whether this be for school projects, or fundraising activities. Some fundraising is undertaken through the school calendar for a variety of different worthy and local charities. This involves pupils participating in a non-uniform day. This usually occurs prior to a holiday and where possible, pupils are asked to make a £1 donation or a non-perishable food donation for a local foodbank.

HOMEWORK AND OUT OF HOURS LEARNING

Where practicable, the school will provide most of the resources required for such activities. Pupils will also not be disadvantaged in respect of access to ICT facilities, as the school operates several open access ICT labs, where pupils can easily work and print off assessments and/or homework etc. See Homework Guidance document available on the school website.

SCHOOL PAYMENTS

The school also offers an IPay system for the payments of school trips etc., usually by pre-agreed instalments. Pupils can register for this facility by seeking an application form from the school office.

IPAY

The school also offers an online IPay system for the payments of school trips etc., usually by pre-agreed instalments. Pupils can register for this facility by seeking an application form from the school office.

SPIRITUAL, SOCIAL, MORAL AND CULTURAL (SSM&C) VALUES

At its heart, SSM&C values are about relationships, attitudes and the interactions between people and the way they care for one another. At Coltness High School we begin with the values projected by staff, pupils, parents and carers, as well as and all school management. This includes the quality of the physical environment, the range of opportunities provided by the school, both within the curriculum and beyond it, into the wider community.

Pupils' **spiritual development** is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for, different people's feeling and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

Pupils' **moral development** is shown by their:

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their school and private lives.
- Understanding of the consequences of their actions.
- Interest in investigating and offering reasoned views about, moral and ethical issues.

Pupils' **social development** is shown by their:

- Use of a range of social skills in different settings e.g. how they react and behave in classrooms, public spaces as well as in the wider community.
- Willingness to participate in, or cooperate with, their parents, teachers and/or other adults to be able to discuss, reflect, evaluate, build resilience or resolve conflict.
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

Pupils' **cultural development** is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own and others heritage.
- Willingness to participate in, and respond to artistic, musical, sporting, mathematical, technological and scientific learning opportunities etc.
- Interest in exploring and respecting cultural diversity and the extent to which pupils understand, accept and respect diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in their school or local/national communities.

The 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. School chaplaincy is a vital link to the wider community and at this current time we have **Mr David Ramage, Pastor of The Kings Church, Motherwell.**

Mr Ramage helps to provide spiritual support across the school community, wherever it is needed. He also works closely with a team of staff in organising assemblies throughout the school year Christmas and Easter.

Parents/guardians from ethnic minority or religious communities may request that their children be permitted to be absent from school whilst recognised religious events are being celebrated. 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.

CURRICULUM FOR EXCELLENCE

Curriculum for Excellence is Scotland's national curriculum. It provides a coherent and inclusive curriculum from 3-18 years wherever learning is taking place, including early learning childhood centres, schools, colleges and community learning. It places children and young people at the heart of Scottish Education. 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.

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.

Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing across all aspects of learning and every teacher will support learners with the development of these, including digital literacy skills.

Curriculum for Excellence is defined as:

The totality of all that is planned for children and young people throughout their education'.

The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fun.

These contexts are:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement.

What are the Curriculum for Excellence levels?

There are five levels and these are flexible depending on pupils' needs and abilities (some children and young people may achieve these levels earlier or later dependent on ability):

- Early level pre-school to P1
- First level to the end of P4
- Second level to the end of P7
- Third and fourth levels S1 to S3
- Senior phase S4 to S6 and other forms of study.

What is the Broad General Education?

The Broad General Education (BGE) is the first phase of two closely connected phases of education. The BGE phase stretches from age 3 until the end of S3 after which learners move into the Senior Phase which starts in S4.

Curriculum Areas and subjects

The BGE is delivered via 8 curricular areas which, in secondary school cover years S1 to S3, and may be subdivided further into individual subjects.

The 8 curricular areas are:

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

The Senior Phase

The senior phase curriculum, from S4 to S6, follows a young person's broad general education, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development such as awards and wider achievements. It is designed to support young people in moving on to positive sustained destinations, whether that is college, university, training or employment. In the Senior Phase, schools and their partners (such as colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners – including pupils who might previously have become disengaged from education.

PERSONALISATION AND CHOICE

During S2 pupils will have the opportunity to make choices to suit their individual needs. 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
- Parents' evening to talk to staff

PUPIL ASSESSMENT

Assessment is an important part of the Curriculum for Excellence, and at all levels, pupils' progress is closely monitored by teachers and staff.

In turn, teachers and staff work with pupils to reflect on their results, looking at their strengths and learning needs, agreeing next steps and action based on these. As they progress, pupils become more involved in this process, as they develop the skills to make effective judgments on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements.

The school is developing 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 always be new ways of assessing each child's progress to make sure that their potential is achieved. SQA qualifications have been evolving continuously, as well as the professional development of staff. 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
- Find out if they are performing as they should be
- Encourage them to learn
- Help them make choices later
- Show where strengths and weaknesses lie and to offer next steps
- See if our teaching approach and materials are correct
- Evaluate course and work

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.

PUBLIC EXAMINATIONS

All pupils in S4 will automatically sit the new National 3/4/5 qualifications in their chosen subjects, or above, if capable.

Pupils in S5 and S6 will also be presented at National 3/4/5 levels as well as higher or advanced higher. Schools in consultation with pupils/parents normally decide on presentation levels for examinations. However, in the final analysis, the school will accede to the wishes of the parents.

The Scottish Qualifications Authority (SQA) provide a wealth of information and guidance for parents in their website e.g. <https://www.sqa.org.uk/sqa/70972.html>

STUDYING FOR EXAMS

If your child is sitting exams as part of their National 5, Higher or Advanced Higher Courses, they may find the following resources useful when revising e.g. Specimen Question Papers, Exemplar question papers and Past Papers.

PREPARING FOR COURSEWORK

The subject pages contain a wide variety of coursework information. These documents give an overview of the task(s) your child will be asked to complete. The [Your Coursework page](#) also contains information on the rules your child needs to follow when submitting their coursework.

OTHER USEFUL RESOURCES FROM SQA

If your child is sitting exams, you will find our [timetable and exam apps](#) web page useful. Here, you/they can access our 'Your Exams' guides and create their own personal exam timetable and study plan using our handy apps.

Your child can also register for MySQA and receive their results by text on Results Day.

For further information use the following link for 2020 SQA Exam calendar.

https://www.sqa.org.uk/sqa/files_ccc/ExamTimetable2020.pdf

Additional – assessment-related resources

[Parent zone Scotland](#)

[National Parent Forum of Scotland \(NPFS\)](#)

[Exam results, what next?](#)

[My World of Work for Parents](#)



CAREER MANAGEMENT ENTITLEMENTS CONSORTIUM AND APPRENTICESHIPS

Children and young people in Coltness High School benefit from learning and teaching through partnerships with education, employers, creative industries and cultural sectors.

Many learners are confident and ambitious with high levels of self-esteem. Many children and young people take ownership of their learning and thinking. They are imaginative, open minded, confident and appreciate issues from different perspectives.

We have a Careers Advisor who is fully invested in the lives of our young people. The bi-annual careers event has always been a great success and is well attended by our own young people and others from the wider community. We have a "Pathways" event for our young people, parents and carers, where partners from industry and education engage with us and advise what their professions have to offer. This has ensured our pupils are better prepared for the world of work and potential employment. They are supported through times of transition and choice.

Coltness High School is committed to:

1. Developing a robust curriculum to support a broad range of senior phase pathways and learning experiences.
2. Ensuring a wide range of creative teaching and learning resources are available, and including, a whole school strategy to support the implementation of the DYW.
3. Advancing equalities – by providing teaching and learning opportunities which help develop a more diverse and representative pupil community, allowing them to achieve better outcomes, by addressing inequalities, especially those, relating to gender, disability, race and experiences of care.
4. Capacity and resilience building in pupils - through a range of collaborative and partnership working opportunities and experiences.

North Lanarkshire usually offer reciprocal arrangements in schools, where pupils can attend lessons in a school offering a subject, NOT on offer in their own school. Some transport is available to assist pupils with this, but many pupils, simply walk to a High School nearby. This has come to be known as consortium education or arrangements. Sadly due to covid considerations, this scheme is currently postponed. Please contact Ms Higgins the Depute Head Teacher, if you require any additional information on this matter.

Foundation and modern Apprenticeships are also offered across Coltness High School to help young people gain valuable, real-world work experience and access to work-based learning. They are designed to give young people 'exposure' to the world of work, whilst helping them to develop the skills, experiences, and knowledge.

These qualifications and courses offer young people a head start on their careers, by gaining an industry-recognised qualification, work experience on real projects and broadens their career options. Pupils attend special assemblies to learn more about these innovative qualifications.

Further information can also be gathered from the schools' careers adviser on 01698 274920.



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 timescale for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer. The contact freedom of Information officer can be reached by telephone on 01698 524712

GENERAL DATA PROTECTION REGULATION (GDPR)

General Data Protection Regulations (GDPR) Statement for Education

What is this statement?

This statement explains when and why we collect personal information about you, your child or young person and how this information is used, the conditions under which it may be disclosed to others and how it is kept secure.

Who are we?

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is located in Civic Centre, Motherwell ML1 1AB.

Why do we need your personal information and that of your child or young person?

The Council has a legal obligation to deliver an effective education service to all children and young people in North Lanarkshire. In order to do this we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

Legal basis for using your information

We provide this service as part of our statutory function as your Local Authority. Processing your personal information is necessary for the performance of a task carried out in the public interest by the Council. If the information we have asked for is not provided, then we will not be able to provide this service to your child or young person.

Your personal information

Education uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually.

We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances.

We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has requested assistance from educational staff outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

How will we use this information?

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education
- for teaching, assessment and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people

- to keep children and young people safe
- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education
- to allow us to process Education Maintenance Allowance (EMA) applications
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

Who do we share information with?

To support your child or young person's access to appropriate education and meet our legal obligations, personal information may be shared internally between Services of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

We also share information with Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning.

When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school.

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

How long do we keep your information for?

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can View this on our website at our website at <http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003> or you can request a hardcopy of this from Education, and Families, Civic Centre, Motherwell, ML1 1AB.

Your rights under GDPR

You can:

- Request access to your information – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
- Request a correction to your information – we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.
- Request the restriction of processing – this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
- Request the transfer – you can request the transfer of your information to another party.
- Deletion of your information – you have the right to ask us to delete personal information about you, your child or young person where:
 - you think that we no longer need to hold the information for the purposes for which it was originally obtained
 - you have a genuine objection to our use of personal information.
 - or, use of personal information is contrary to law or our legal obligations.

If you wish to update any personal information, retrieve it, or have it removed from records please contact your child or young person's head teacher or head of establishment in the first instance.

The Council's Data Protection Officer	
If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.	
Data Protection Officer (DPO)	
Civic Centre,	
Windmillhill Street,	
Motherwell ML1 1AB	
or by email to AITeam@northlan.gov.uk	

The Information Commissioner	
You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).	
Information Commissioner's Office,	
45 Melville Street,	
Edinburgh, EH3 7HL	
or by e-mail to	
casework@ico.org.uk	

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 education authorities 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 educational outcomes. Accurate and up-to-date data allows SGEP, education authorities 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 GDPR rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR 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 Education Scotland 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 subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

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, SEGP, 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, <http://www.scotxed.net>.

COMPLAINTS

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.

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

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.

APPENDIX 1

USEFUL NAMES AND ADDRESSES

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

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

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

Mrs Diana Osborne
Headteacher
Calderbridge Primary School,
Coltness Road,
Wishaw
Tel: 01698 274918

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

LOCAL COUNCILLORS

N. Shevlin	(Murdostoun)
C.W. McManus	(Murdostoun)
R. McKendrick	(Murdostoun)
L. Roarty	(Murdostoun)

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
ASNTSinquiries@scotland.gsi.gov.uk

NHS Lanarkshire

Wishaw Health Centre
Tel 01698 355511

Social Work

Kings House
Wishaw ML2 8BS Tel. 01698 348200

APPENDIX 2

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 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.

UNDERSTANDING SEXUAL ORIENTATION

Heterosexual this might be considered a more medical term used to describe someone who has an emotional, romantic, and/or sexual attraction towards someone of the opposite gender.

Bisexual refers to a person who has an emotional, romantic, and/or sexual attraction towards more than one gender.

Gay refers to a man who has an emotional, romantic, and/or sexual attraction towards men. Also, a generic term for lesbian and gay sexuality – some women define themselves as gay, rather than lesbian.

Homosexual this might be considered a more medical term used to describe someone who has an emotional, romantic, and/or sexual attraction towards someone of the same gender.

Lesbian refers to a woman who has an emotional, romantic, and/or sexual attraction towards women.

UNDERSTANDING GENDER IDENTITY

Non-binary an umbrella term for a person who identifies outside of the 'gender binary'. In other words, outside of 'male' or 'female' norms.

Trans an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more, of a wide variety of terms, including, (but not limited to) transgender, cross dresser, non-binary and/or gender queer.

Transgender man is a term used to describe someone who is assigned female at birth but identifies as a man. This may be shortened to trans man, or FTM.

Transgender woman a term used to describe someone who is assigned male at birth but identifies as a woman. This may be shortened to trans woman, or MTF.

Transsexual this was used in the past as a more medical term, (similarly to homosexual) to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some, although many people prefer the term trans or transgender.

Questioning the process of exploring your own sexual orientation and/or gender identity.

Qualifying Statements

Although this information is accurate at time of printing, there could be changes affecting any of the matters dealt within the document

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

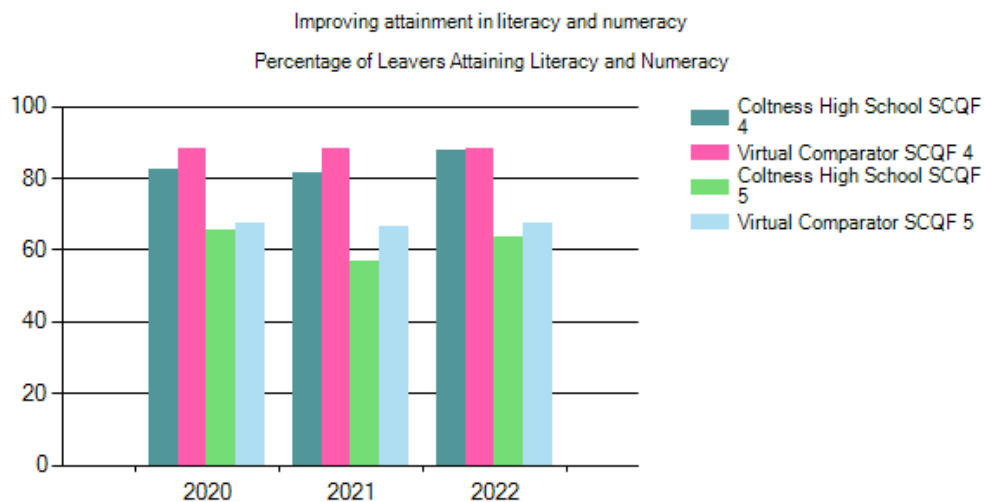
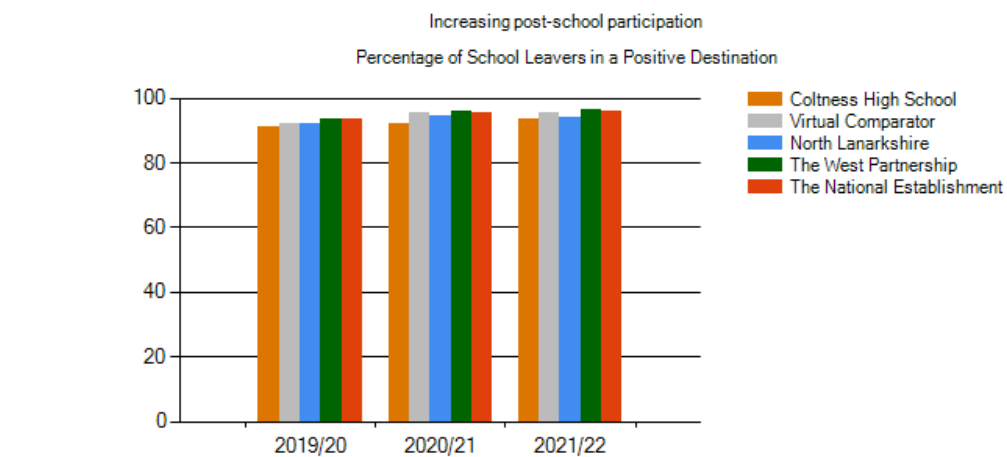
Education Authorities are required by law to issue a copy of the school handbook to certain parents/carers in December each year.

It details the current policies and practices of both the council and the school.

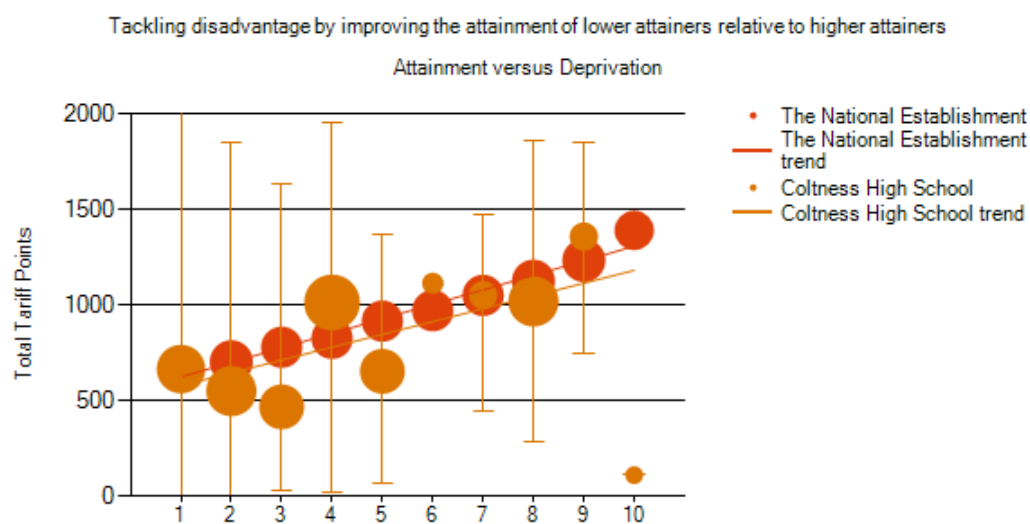
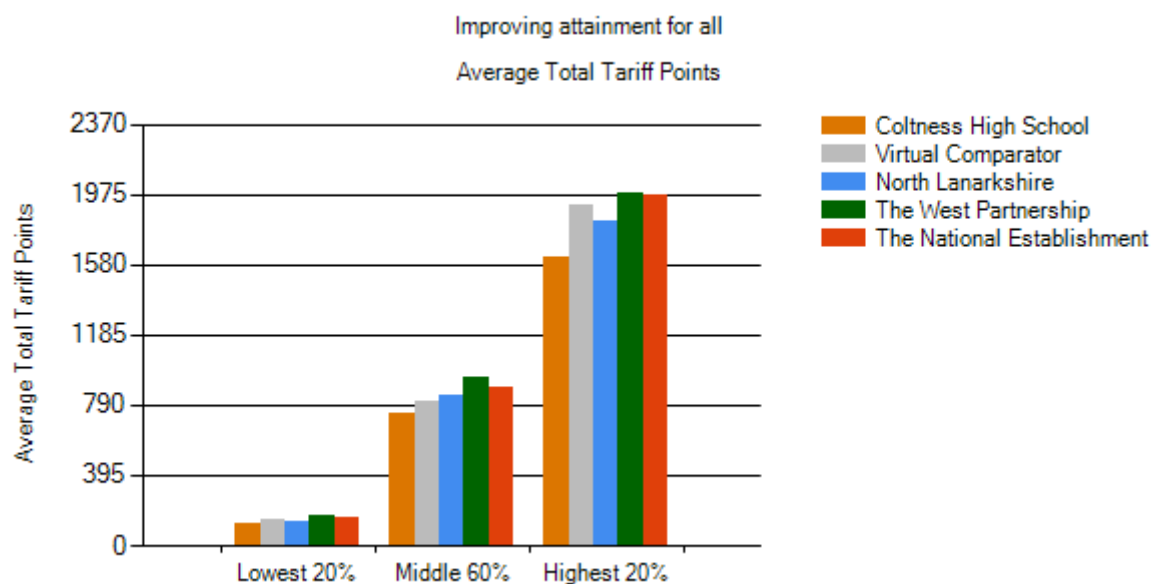
APPENDIX 3

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

National Measures



National Measures Continued



Appendix 4 – Sample S3 Option Form 2022-2023

Name Class

- Choose 1 subject in Column D, E, F, G and H
- Choose 1 reserve in Column D, E, F, G and H

	Literacy	Numeracy	Language	Social Studies	Sciences	Expressive Arts / Health & Wellbeing	Technologies	Personalisation	
COLUMN	A	B	C	D	E	F	G	H	
PERIODS per WEEK	4	4	1	4	4	4	4	4	
COURSES AVAILABLE	English	Mathematics	Modern Languages	Geography	Biology	Art & Design	Administration & IT	Administration & IT	Art & Design
				History	Chemistry	Dance	Computing	Biology	Business
				Modern Studies	Physics	Health and Food Technology	Design & Manufacture	Chemistry	Computing
				Religious & Moral Studies	Environmental Science	Music	Graphic Communication	Dance	Drama
						Physical Education	Practical Woodworking	History	Spanish
						Geography	Computer Gaming	Graphic Communication	Practical Metal Work
							Business	Music	Physical Education
							Fashion and Textiles	Finance (Accounts)	ASDAN
							Hospitality		
							French		
	1 English	2 Mathematics	3 Modern Languages	Reserve Choice	Reserve Choice	Reserve Choice	Reserve Choice	Reserve Choice	

Problems / Requests

Pupil Signature Parent / Guardian

Pupil Support Teacher Career Choice (if known)

Appendix 5 – Sample S5/6 Option Form 2022-2023

Name _____ Class _____

S5/6 Course Choice 2021 / 2022

Level	Column A	Column B	Column C	Column D	Column E
ADVANCED HIGHER (Level 7) S6 only	English (ONLINE)	Scottish Football Referee Development Award Mathematics	Art & Design Graphic Communication	Music	
HIGHER (Level 6)	English Mathematics Psychology(S6 only)	English Mathematics Photography Religious, Moral and Philosophical Studies (RMPS)	Computing Studies Design & Manufacture Fashion and Textile Technology French Geography Graphic Communication History Human Biology Music Physics Psychology (S6 only)	Accounting Administration Art & Design Chemistry Drama Italian Modern Studies Physics Psychology (S6 only)	Art & Design Business Management Chemistry Geography Health & Food Technology Human Biology Music Physical Education Spanish Psychology (S6 only)
Foundation Apprenticeship (Higher level)	Social Services (Children & Young People) ONLINE		Social Services (Healthcare) ONLINE	Social Services (Children & Young People) ONLINE	Civil Engineering (S5 only) ONLINE FA Work Placement (2nd Year of FA) (ONLINE)
NATIONAL 5 (Level 5)	English Practical Cookery Mental Health & Wellbeing Award	Mathematics Mathematics Applications Media Studies (S6 only) Religious, Moral and Philosophical Studies (RMPS) Practical Cake Craft	Computing Studies Design & Manufacture Fashion and Textile Technology French Geography Graphic Communication History Music Physical Education Make Up Artistry (Coltness)	Administration Art & Design Biology Drama Practical Cookery Italian Modern Studies Physics Travel & Tourism	Art & Design Business Management Chemistry Geography Health & Food Technology Metalwork Music Physical Education Spanish Woodwork Early Education & Childcare (ONLINE)
NATIONAL 4 (Level 4)	English Mental Health & Wellbeing Award	Mathematics Applications RMPS Practical Cake Craft	Environmental Science Geography History Physical Education	Modern Studies Travel & Tourism	Geography Health & Food Technology Metalwork Woodwork
Wider Achievement (S5&6) S6 ONLY	Private Study	Private Study	Personal Development Private Study	Community Sports Leadership Award (CSLA) Private Study	Private Study

Requests – include any subjects not on form and any combinations which are not possible.

APPENDIX 6

THE COLTNESS LESSON



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 Learner's 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 7

Coltness High School Improvement Plan

Priority 1

Positive Relationships

A decrease of 33% on the previous year's total over the course of the next 3 years in the number of exclusions within the school over the next academic year and an overall improvement in ethos within the school as indicated/witnessed by young people and staff. Therefore by 2025 the number of openings will be in the region of 60-70.

Priority 2

Improvements in Learning, Teaching & Assessment

Improvement in both learning and teaching and crucially consistency across faculties. This will be communicated through Faculty VSE visits and reports. As a school we would strive for a grading of good or above for all faculties.

Priority 3

Improvements in Attainment (specifically SIMD 1 to 3)

Improvement in Nat 3 by 2% in 2023 from it's current value of 81%. Nat 4 by 2% in 2023 from it's current level of 74.6%. This should then be reviewed for 2024 as a result.

Further information and more detail on the School Improvement Plan for 2023/2024 can be requested by contacting the school on enquiries-at-coltnesshigh@northlan.org.uk

