

Cardinal Newman High School

Handbook 2026/27



CARDINAL NEWMAN HIGH SCHOOL PRAYER

God our Heavenly Father,
Draw close to us and our school community; shine
upon us so we may become a light to others.
Inspired by your saints, may we strive for holiness in
our lives.

Grant us the courage, humility and discernment to
let your work be completed in us each day.

By our example, may your infinite love shine on
others.

As you have loved us from the beginning, so make
us love you until the end.

Amen.

Saint John Henry Newman

PRAY FOR US





Contents

Page

p4	Introduction from the Headteacher
p5	School vision and values
p6	A Charter for Catholic Schools in Scotland
p7	School Information/School Timings and Holidays
p9	Associated Primary Schools
p10	Accommodation
p12	School Improvement Plan 2025
p12	AABOUT Programme
p14	Current staff lists
p15	SLT
p17	Pupil Equity Fund
p18	Pupil Support
p20	About our School – Curriculum and Community Links
p21	Caritas
p21	Wider Achievement Recognition
p22	Celebrating Success
p23	Extra-Curricular Visits
p24	Contact with Parents
p25	Parent Forum
p26	Pupil Council
p27	Statistical Information
p35	Transition Processes
p37	Curriculum for Excellence
p39	Courses available in school
p41	Homework
p44	Religious Education and Observance
p46	Clubs and Out-of-school-hours Learning
p47	STEM
p48	Assessment and Reporting
p49	Support for Learning
p52	Promoting Positive Behaviour
p55	School Attendance
p57	School Uniform
p59	School Meals
p60	EMA
p61	Transport/Medical and Health Care
P62	Some Important Contacts
P65	Glossary



Cardinal Newman High School, Bellshill

Welcome Message



Welcome to Cardinal Newman High School. I hope you find our school handbook helpful in providing you with the information you require. In addition to this handbook, which is updated annually, we provide information weekly through the school website and the weekly school newsletter.

Cardinal Newman High School is now entering into its 50th year as the school was founded in 1977. In this time, the school, has cemented its standing and status in the community, as a learning environment that focuses on aspirations for the young people who walk through the door.

Our school is a Roman Catholic secondary school which provides a wide range of experiences and opportunities to develop in faith and learning. Over the last few years, the school has consulted widely on the Values that the school community view as crucial for our mission

in delivering excellence and equity to our young people, these values are:

Faith
Service
Ambition
Truth
Love

The staff, pupils, parents and wider partners try to embed these values in our daily interactions to build and support our community.

The school has consistently proved to be successful in several different areas: SQA results, wider achievements, positive destinations for our young people and the positive contributions made to our wider community.

Our success depends largely on the co-operation and involvement of parents who are encouraged to take an active interest in the work and life of the school. Parents are encouraged to consult with myself or senior staff about the progress and welfare of their children.

I look forward to welcoming you and your children to Cardinal Newman High School.

With every good wish

Derek Lang
Head Teacher



Cardinal Newman High School Vision and Values

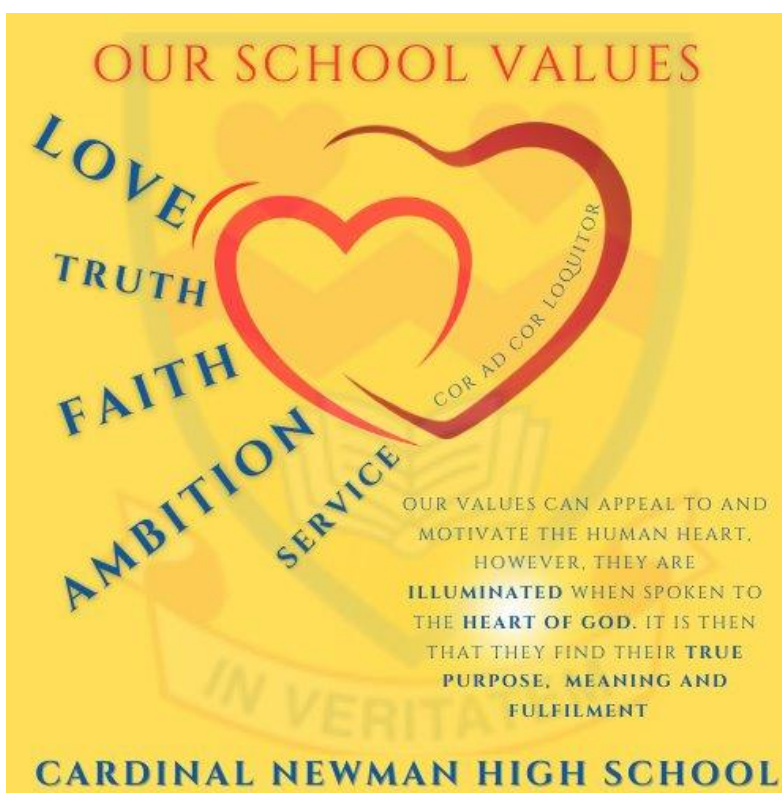
Our vision and values have been devised through consultation with pupils, parents and partners.

Our vision is what we strive to achieve for all young people.

***Cardinal Newman High School is a caring and ambitious
Catholic school community.***

***Inspired by Saint John Henry Newman, we illuminate
learning in order to nurture wise, compassionate and
informed individuals who contribute to the Common Good.***

Our values define the core principles that guide our actions





Charter for Catholic Schools in Scotland



The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

For more information, contact SCES. Tel: 0141 556 4727, email: mail@sces.uk.com or visit www.sces.uk.com



School Information



Cardinal Newman High School

Main Street

Bellshill

ML4 3DW

Phone 01698 274944

Email enquiries-at-cardinalnewman@northlan.org.uk

Website Cardinal Newman High School | Cardinal Newman High School, Bellshill, North Lanarkshire Council

Twitter @CN_HS

Cardinal Newman High School is a Roman Catholic S1-S6 comprehensive school serving the Bellshill, Mossend, Viewpark and Tannochside areas of central Lanarkshire. The school has the capacity for 1329 pupils and the current roll is approximately 800. There are 62 members of the teaching staff. All pupils are taught on one campus opened in 1977. Pupils are accommodated within the building from stages S1-S6.

We have a range of general, specialist and practical classrooms across 4 floors, two building and an extension. At the heart of our main building on the ground floor is our school Oratory which houses the Blessed Sacrament. The ground floor is also where our school canteens are located. We have an auditorium holding approximately 250 people which is used for our school assemblies and our music and drama productions. We have a fully function training kitchen attached to the school restaurant 'Snapdragon' offering a wide variety of courses for pupils to study. Indoor facilities for physical activities include a games hall, two gyms, a fitness suite and dance studio. This is complimented by our outdoor facilities including an all-weather multi-use games arena which houses a football pitch and athletics track.

The current roll for each year group session 2025-26 in the school is as follows:

S1	S2	S3	S4	S5	S6
148	128	142	144	147	104

Total = 813

Gaelic Provision

The school does not provide teaching by means of the Gaelic Language.



School Timings and Holidays

School Timings

Monday – Thursday

The school day begins at 8.55am and ends at 3.45pm

Friday

The school day begins at 8.55am and ends at 12.30pm

School Holidays session 2026-27

August

- Monday 10th August 2026 (Return date for teachers & in-service day)
- Tuesday 11th August 2026 (In-service day)
- Wednesday 12th August 2026 (Return date for pupils)

September

- Friday 26th September and Monday 28th September 2026 (September weekend holiday)

October

- Monday 12th to Friday 16th October 2026 (October week)

November

- Monday 17th November 2026 (In-service day)

December

- Schools close at 2:30pm on Friday 18th December 2026
- Monday 21st December 2026 – Monday 4th January 2027 (Christmas holidays)

January

- Schools return on Tuesday 5th January 2027

February

- Monday 15th February 2027
- Tuesday 16th February 2027
- Wednesday 17th February 2027 (In-service day)

April

- Friday 26th March 2027 (Good Friday) – School Closed
- Monday 5th April 2027 (Easter Monday) – School Closed
- Schools close at 2:30pm on Friday 2nd April 2027
- Monday 5th April - Friday 16th April 2027 (Easter Holiday)
- Schools return on Monday 19th April 2027

May

- Monday 3rd May 2027 (May holiday)
- Thursday 6th May 2027 (In-service Day)
- Friday 28th May 2027 and Monday 31st May 2027 (May weekend)

June

- Schools close at 1pm on Friday 25th June 2027



Associated Primary schools

The associated primary schools which currently send pupils to Cardinal Newman High School are:

Holy Family, Mossend
Hope Street, Bellshill ML4 1QA
Telephone (01698) 274967
@HolyFamily_PS
Headteacher Mrs A. Harley



St. John Paul II, Viewpark
1 Laburnum road, Viewpark G71 5AB
Telephone (01698) 352560
@JPIIPrimary
Headteacher Mr Kris Thomas



Sacred Heart, Bellshill
Liberty Road, Bellshill ML4 2EU
Telephone (01698) 274903
@sch_sacredbells
Headteacher Mrs S McLean



St. Gerard's, Bellshill
Fleming Road, Bellshill ML4 1LN
Telephone (01698) 274916
@st_gerards
Headteacher Mr Ian Conaghan



Other primary schools which currently send pupils to Cardinal Newman High School are:

St. John the Baptist, Uddingston
Headteacher Mrs Catherine Currie
@stjohnthebapps

North British Road, Uddingston G71 7AG
Telephone (01698) 813540

Mossend PS, Mossend
Headteacher Mrs Tracey McCulloch
@MossendPS

Calder Road, Bellshill, ML4 2RH
Telephone (01698) 274905

Lawmuir PS, Bellshill
Headteacher Miss Tracy Hurst
@LawmuirPS

Footfield Road, Bellshill, ML4 2BY
Telephone (01698) 274930

Noble PS, Bellshill
Headteacher Mrs Suzanne Brown (acting) Telephone (01698) 274907
@Noble_P_S

Shirrel Avenue, Bellshill, ML4 1JR

Accommodation

The school building is of a unique design. The main teaching block is curved and the Science/Social Studies, Technical, and P.E./Community/Music blocks are linked to it around its arc. The Ground Floor of the Main Block is given over mainly to the pupil's non-academic pursuits. It contains four Year Group areas each with its own Discussion Room, toilets on the lower ground floor, and allocated Dining Hall. There are also separate Common Rooms for S5 and for S6. This floor is known as the Social Area. The first floor is known as the Resource Floor and contains a large spacious resource centre, the Business/IT Department, staff common room, administrative area and school leader offices. Both the library and the staff common room have one side constructed of glass enabling one to look down



on the dining areas below. Indeed, glass panels are the dominant feature of the building and this, together with many other expansive, angular structures, makes the school attractive. Externally the school office is found in the reception area at the main entrance of the school along with the main theatre seating over 200 people and our Snapdragon restaurant.

The P.E. / Community / Music Block incorporates a large theatre, with a stage and a sophisticated lighting system, as well as Snapdragon restaurant and training kitchen which looks over a spacious games hall. It also houses the School Office and Reception area. Adjacent to the P.E. block is the newly opened Multi Use Games Area (MUGA). This new development enhances the school's outdoor sport area to include football, hockey, basketball and a 200m running track.

The Social Subjects and Science Block, added as an extension and built in the same style as the existing building, comprises five classrooms used for Social Subjects and one Science Lab.

As in many other comprehensive schools, there are some children who have additional support needs. These pupils and the nature of their needs are made known, in confidence, to all members of staff who teach them, by the Pupil Support Team and various measures are taken to assist them. There is also



an accessible toilet and shower area in the building for pupils with additional support needs, as well as a lift to all floors.



The building is covered by security cameras and protected by security fencing. An adult presence is provided in the playground at break times in meeting with the terms laid out in the schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. The school is within short walking distance of the Sir Matt Busby Sports Complex with its swimming pool, indoor sports facilities and all-weather pitch.

Community Facilities/Letting Procedures

Areas within the school available for let are:

- The main theatre
- Games hall/Large gym/Small gym
- Canteen Areas
- Selected other areas

The procedure to undertake a let within the school are as per NLC policy.





School Improvement Plan

We have agreed our school improvement plan after consultation with young people, staff and parents. The three main areas are:

1. Learning Teaching and Assessment Policy
2. Tracking progress and recognising achievements in the BGE
3. Supporting Targeted Learners

Full details are available on our school website

[School Improvement Planning | Cardinal Newman High School](#)

AABOUT / Merit System

We have a very successful programme for all pupils to achieve merits based on our AABOUT principals:

A Attendance

Being present in class is one of the simplest things that pupils can do to ensure success in school. Pupils will be awarded an attendance merit weekly.

A Achievement

This ensures that pupils always strive to be the best they can be. Achievement merits will be awarded by classroom teachers for improvements in work ethic and achievements throughout the term.

B Behaviour

Class teachers will award a behaviour merit monthly to all pupils who always have excellent behaviour and those whose behaviour has significantly improved.

O Opportunities

School life is also about taking part and opportunity merits can be awarded by any member of staff when pupils attend an event, extra-curricular activities, Future Fridays, helping around the school etc.

U Uniform

Wearing full school uniform provides a sense of pride and community. Homeroom teachers will award a uniform merit every Friday for pupils in full school uniform, including a blazer for the full week.

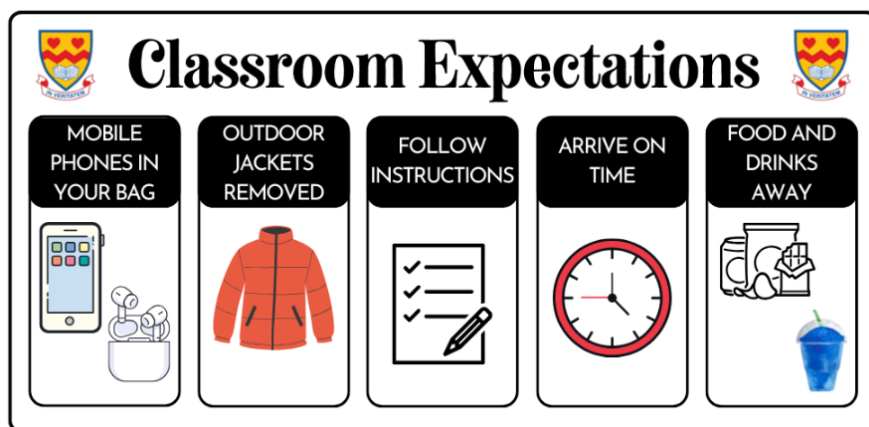
T Timekeeping

Missing class time results in missed learning opportunities. If you don not arrive late to any classes, you will be awarded a timekeeping merit at the end of each week.

Participation in all outing from school and additional events are linked to pupils successful taking part in the AABOUT

programme. Pupils are also rewarded throughout the session and will receive bronze, silver and gold merit badges to be displayed on their blazers.

Classroom expectations devised by staff and pupils and displayed in every classroom.





Help us to help your child

How can you make a difference?

1. Get to know your child's Pupil Support Teacher.
2. Talk to your child regularly about his or her studies. Get to know which subjects they like or dislike, and why. Make sure that you know which levels they are studying at, and what their plans are for future study.
3. Monitor your child's behaviour closely and let us know if you see a problem developing. To help you, use Tracking Reports and Annual Reports, and above all come to the Parent's Meetings.
4. Ensure your child wears their uniform every day.
5. Encourage 100% attendance. If you are concerned about your child's attendance rates contact Pupil Support to seek advice.
6. Encourage your child to take part in all subjects, even if they do not particularly enjoy them.
7. Talk to your child about their future and build up a picture over time that is aspirational. Share these ideas with Pupil Support to help ensure we focus on the correct curriculum pathway for your child.
8. Attend Parent's Reporting evenings to hear about how your child is doing in each subject.
9. Monitor the time your child spends on their phone and social media sites. Alert us to any concerns you may have regarding their activity on these.
10. Tell your child's Pupil Support Teacher about any concerns you might have about your child's progress. If you contact the school on any matter, please leave your name so that we can follow up any concerns you have.
11. Check the Homework Guide in this Handbook. Let your child's Pupil Support Teacher know if your child does not seem to be getting enough homework.
12. Take a look at our School Vision and Values and let us know what you think.
13. Complete any questionnaire that you might be offered at Parents' Evenings. Your views will help us to get better.
14. Keep an eye on our Twitter Feed and the website so that you know what is going on.
15. Access the weekly newsletter and keep up to date with what is going on in the school.
16. Come along to all school events you can manage to and give serious consideration to joining the Parent Voice Group (Mrs T McDade DHT, can give you full details).



List of Current Staff 2025/26 – Cardinal Newman high School

HEAD TEACHER: Mr Derek Lang – **CHAPLAIN:** Fr. Stuart Parkes

Religious Education

Pauline Barr PTC 0.8

Paul Stewart PTC 0.2

Maths & Computing

Maths

Katy Campbell PTC

Alan Stevenson DHT PEF

Karen Reilly

Brendan Laneres

Rowena DeRosa 0.6

Martin Hicks

Katie Brown 0.6

Hugh Scott

Computing

John Sloan

Maureen Carrick

Languages

English

Alanna Hamilton PTC (Act)

Gillian McKeown

Melanie Keir 0.6

Lynn Rutherford

Nicola Pye

Andrew Breadon

Ethan Hendry (P)

Modern Languages

Lorraine Fagan PTPS

Elvira Riopedre Castellano

Erin Thomson

Social Subjects

Sylvia Hobson PTC 0.6

Michelle Watson PTC 0.4

Hannah Balfour

Lisa Lynch PTPS

Dawn Gallagher

Angela McNeill 0.8

Helen McGhee DHT

Theresa McDade DHT

Aimee Begg (P)

Science and Technical

Science

Emma Love PTC

Scott Smith

Lorna Anderson PT (DYW)

Simon McGrory

Mandy Murray DHT

Allan Reddick

Julie Gilchrist PTPS

Angela McGinley PTPS

Brian McGhee

Lewis Hanlon

Technical

Christopher Cavanagh

Kevin McLaughlin

Expressive Arts

Art

Andrew Kenney

Matthew Sharkey

Music

John McLaughlin PTC

Maria Simmons PT (PEF)

Ellen Dryburgh

Carolyn MacKay 0.6

Drama

Maxine Tulloch

Joanne Maguire 0.6

Health & Wellbeing

Laura Chambers PTC

Laura Ferguson

Michael McCart PT SFL

Craig Muir PT (PEF)

David Moore

Frank McAteer PT (FF)

Home Economics

Charles Conaghan

Gillian Quail

Andrew McKenzie

Kayleigh Bonar (P)

Administration

Caroline Burns

Megan Burns

Danielle Pettigrew

Susan Murray

Learning Assistants

Elaine Sharkie

Patricia Lever

Michelle Gustinelli

Munawar Siddique

Technicians

Mark Gray Senior

Eileen O'Neill

Alina Ryshkevich

Philip Brady

Janitors

Jim Lees

Jackie Irvine

Cluster Integration and Improvement Lead (CIIL)

Lorraine White

Educational Psychologist

Susan Gray

School Counsellor

Thomas Simpson

Skills Development Scotland

Advisors

Lisa Gillies



Senior Leadership Team

Responsibilities: Senior Leadership Team

The detailed job descriptions of the school's Senior Leadership Team are as follows:

Head Teacher: Mr Derek Lang

The Head Teacher is responsible for the overall functioning of the school. While many of the tasks are delegated to appropriate colleagues, the Head Teacher bears final responsibility in the following areas:

- Self-evaluation for self-improvement, Leadership of Change, Leadership & Management of Staff, Management of resources to promote equity.
- School Leadership, School Improvement
- Improvement in Attainment, particularly in Literacy and Numeracy, Closing the Attainment gap between the most and least disadvantaged
- Vision, Values and Aims
- Strategic Planning
- School improvement Plan Co-ordinator
- Curriculum Planning
- Staff Welfare Co-ordinator
- Co-ordination of all aspects of the spiritual life of the school
- DSM, Resources, Financial Procedures and Monitoring, Funding Request
- School Communication Co-ordinator
- Parent Council
- Professional Associations/Working Time Agreement
- Complaints Procedure
- School Performance
- Health & Safety
- Senior Leadership Team and Extended Leadership Team
- FOI Enquiries
- HR Processes and Recruitment



Depute Head Teacher

All Members of the Senior Leadership Team have regular teaching commitments. These can include the subjects in which they are registered, Religious Education, PSE and cross-curricular areas.

Mrs Helen McGhee (Year Head for S1 and S2)

The Depute Head Teacher has the following management responsibilities:



- S1 and S2 Year Head
- Ensuring Wellbeing, Equality and Inclusion
- Safeguarding and Child Protection
- Personalised Support
- Transitions for P7-S1
- Partnerships (Educational Psychology, Social Work, School Counsellor)
- Improvement in children and young people's wellbeing
- Whole school health and wellbeing strategy including improving attendance

- Pupil Support Co-ordinator: Leadership of Pupil Support PT's, Support for Learning PT
- Pupil Equity Fund Programme
- Curriculum link (line manager) Pupil Support, Support for Learning, Expressive Arts
- Link manager: Learning Assistants
- Year Group Parent's Meetings and Events

Mrs Mandy Murray (Year Head for S3 and S4)

The Depute Head Teacher has the following management responsibilities:

- S3 and S4 Year Head
- Curriculum link (line manager) Science & Technical, Maths & Computing
- Line manager of support staff (Office, Technicians and Janitors)



- Student/Probationer Teacher Support
- S3/4 Learner Pathways
- BGE curriculum
- SCQF Pathways in BGE
- Raising Attainment S4
- S4 Work Experience
- Pupil Excursions and Outside Activities
- Awards ceremony
- Year Group Parent's Meetings and Events

Mrs Theresa McDade (Year Head for S5 and S6)

The Depute Head Teacher has the following management responsibilities:

- S5 and S6 Year Head
- Learning, Teaching and Assessment
- School Timetable
- S5/S6 Destinations
- Partnerships: Skills Development Scotland, Colleges
- Education Maintenance Allowance
- Curriculum Development and Pathways in Senior Phase
- Curriculum Link (Line Manager) Health and Wellbeing, Languages, Social Subjects
- Parent Council
- Year Group Parent's Meetings and Events



Mr Alan Stevenson (PEF DHT)



The Depute Head Teacher has the following management responsibilities:

- Cover arrangements
- SQA Co-ordinator
- Whole school self evaluation tools
- Data toolkits
- Tracking and Monitoring

Pupil Equity Fund (PEF)

Money continues to be allocated from the Scottish Government as part of the Pupil Equity Funding directly to schools and targets closing the poverty related attainment gap.

Every council area is benefitting from Pupil Equity Funding and 95% of schools in Scotland have been allocated funding for pupils in S1-S3 known to be eligible for free school meals. This funding is to be spent at the discretion of Head teachers working in partnership with each other and their local authority. Schools will now have their plans in place for using their funding and will be implementing those plans.

Pupil Equity Funding is being provided as part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term to tackle the poverty related attainment gap.

Within Cardinal Newman High School, we have a Pupil Equity Fund DHT and two Principal Teacher posts. These staff are charged with working alongside Principal Teachers of Pupils Support, Stage DHTs and Partnership Officers to use the funding in appropriate ways to close the attainment gap. So far interventions have included working with parents and pupils in and out of school, helping financially with trips and events, as well as key aspects of attendance, late coming and behaviour. As part of our improvement plan the principal teachers will lead on Supporting Targeted Learners.

PEF Staff

Mr A. Stevenson	PEF DHT
Mrs M. Simmons	PEF PT Nurture
Mr C Muir	PEF PT Nurture

Teen Talk Counsellors

We have a counsellor covering 3 days every week – 15 sessions in total





Pupil Support and House Identity

Purpose

Cardinal Newman High School places great importance on influencing and advancing the holistic development (intellectual, social, emotional, physical and spiritual) of all its young people. All staff contribute to this aim, but none more so than the members of the Pupil Support Team (PST). They provide the binding which enables all aspects of the child's development to be addressed and, by working closely with all staff and being supported and led effectively by the school's management, help in establishing the tone of the whole school.

Aims

- Each pupil within Cardinal Newman High will know and be known personally and in some depth by at least one member of staff
- Each member of the PST will be involved in the provision for aspects of pupil's personal and social development, particularly within the context of this Catholic school.
- Members of the PST will respond to, and indeed anticipate, specific individual needs.
- Members of the PST will ensure clear and effective links with the home and with support agencies.
- Members of the PST will communicate effectively information relevant to the pastoral, curricular and vocational needs of individual pupils and maintain accurate records on all pupils.
- Members of the PST, in conjunction with Year Group Heads, will monitor the progress of all pupils.

Remits

The school operates a 'Vertical' system of Pupil Support in which each member takes responsibility for a section of each Year Group from S1 to S6. This system can see siblings under the guidance of one single member of the PST, while continuing to meet the curricular and vocational needs of S5/6 students more effectively. Members of the PST undertake many different tasks on behalf of the pupils they are responsible for. These include attending to day-to-day problems, monitoring attendance and timekeeping, supporting pupils through all transitions, completing references for employers or colleges and universities and keeping an overview on pupil performance in class. They are generally the first point of contact for the pupil's home and at times may ask parents to visit the school to discuss particular matters. At the same time, parents are welcome to phone the school either to speak to or make an appointment with the member of the PST. Pupil Support staff also liaise with partnership agencies who support pupils in school, such as Social Work, Reporter to Children's Administration, Education Psychologist etc.

Personal Support & Entitlement

The Pupil Support Team is responsible for co-ordinating and developing the school's Personal Support Programme delivered through PSHE. This programme deals with a range of issues, at a level appropriate to the stage of development of each Year Group. Topics include: Relationships; Study Skills; Drugs Education; Equal Opportunities; Careers Education; Citizenship; and Sexual Morality and Health Education. When this last topic is addressed, the materials used conform to the moral teachings of the Catholic Church.



Pupils will be assigned to one of 4 house groups:

Andrew House – House Leader is Mrs Fagan
Feast Day – 30 November



Columba House – House Leader is Mrs
Gilchrist
Feast Day – 9 June



Kentigern House – House Leader is Mrs
Lynch
Feast Day – 13 January



Ninian House – House Leader is Ms.
McGinley
Feast Day – 16 September



The PST also includes a PT of Support for Learning, Mr McCart. This team meets weekly with the DHT link and Cluster Improvement Link and work closely to support the personal, vocational and curricular needs of pupils and to establish co-operative links between the home and the school. You will find out more information regarding Support for Learning, further into the handbook.



About Out School

While we pride ourselves upon the high standards of academic excellence that our youngsters achieve, Cardinal Newman High School is about a lot more than that! We aim to bring out the best in every child by offering a range of courses and experiences that will ensure pupils develop into responsible citizens. We also offer the care and support for young people to overcome the challenges they face daily.

Curriculum

Our curriculum has a clear rationale. It has been externally validated and praised by Education Scotland during their visit in October 2016. We were one of the first Schools of Ambition in Scotland and an NLC Enhanced Comprehensive since June 2005. As such we ensure that our curriculum is relevant and enterprising for young people. Key features of our curriculum include vocational awards in professional hospitality, construction and digital photography, interdisciplinary courses, primary-secondary liaison activities to build effectively on prior learning and innovative approaches to teaching and learning. Transition teachers visit our associated primaries delivering literacy and numeracy lessons and build relationships with the Primary 7 pupils. Our sports leaders are positive role models and visit the primary schools weekly. P7 pupils also visit the school building on numerous occasions and experience several aspects of the curriculum.

Community Links



Much of our community involvement centres on raising funds for charity. Our pupils respond magnificently to such ventures, and so develop in themselves a caring outlook and a sense of responsibility for others. The large sums that we raise allow us to respond quickly to local or international need. Among the charities which benefit are: CHAS, Brightest Star, Let Us Shine Africa, Aid to Church in Need, Let the Children Live, Mary's Meals, St. Andrew's Hospice, SCIAF, Clergy (Missions) and British Heart Foundation. We also successfully fill Ragbag textile recycling containers and make regular donations to the Cardinal Winning Pro-Life

Initiative in Glasgow. We have strong ties of friendship and partnership with St Andrew's Hospice and support it in many ways. One example of this is the annual 6k Run in aid of the Hospice, in which our pupils, staff and friends have participated for many years. We have raised over £55,000 for the St Andrew's Hospice since beginning a charity partnership with them. One hundred of our pupils brave the elements to climb Tinto Hill annually in a sponsored event to raise money for the Hospice. In these ways and others, we help the Hospice to continue providing care for the terminally ill and for those who need respite care in our local community. None of this would be possible without the fine efforts of our pupils who are prepared to make sacrifices and give of their time to raise this money or of our parents, who occasionally participate, always encourage, and are never slow to put their hands in their pockets to sponsor us.



Caritas

In their final year at Cardinal Newman High School, pupils have the opportunity to participate in the Pope Benedict XVI Caritas Leadership Award. It encourages and promotes the ongoing faith journey of young people. It recognises that some are already active and committed within their homes, schools, parishes and dioceses and it invites others to respond to God's Call of Love. It supports and celebrates the faith witness which young people give within their communities. The Caritas Award has been established by the Bishops of Scotland as a way of keeping alive the legacy of Pope Benedict's historic visit to our country in 2010. Pupils are asked to participate within their own Faith Community and School Community completing 20 hours' worth of activities in each section. It involves activities and skills such as: teamwork, leadership, written and oral communication and personal reflection. Activities that pupils can be involved with in their Parishes are altar serving, offertory, music and readings. School activities can involve organising events over the year, fund-raising and volunteering to help our younger pupils in their subjects. Pupils can also take the opportunity to be involved in a pilgrimage to Lourdes.

As part of the Caritas Award, pupils follow a curriculum based upon God's Love and upon putting the words of Pope Benedict into action. They represent the school at a variety of Parish and Diocesan events. The achievement of this award provides public recognition of the faith learning, witness and reflection completed by our S6 pupils throughout their time here in CNHS.

"My dear young Catholics of Scotland...this is the challenge the Lord gives to you today: the Church now belongs to you!"

Pope Benedict XVI, homily at mass, Bellahouston Park, Glasgow, 16th September 2010



Wider Achievement Recognition

Throughout the session, students are involved in activities both within the classroom and in a wider context where they experience skills which are not recognised formally in assessments or certification.

To enable us to address this in Cardinal Newman High School, we now have an online database to gather and evaluate evidence

To celebrate these achievements information is updated on the school website and twitter account, and stage DHT's and PT Pupil Support staff share successes during assemblies. Wider achievement awards will also continue to feature in our school award ceremonies.



Wider achievements can also be accredited through various awarding bodies and national programs. In Cardinal Newman High School we have had over 1000 pupils accredited for such achievements. Examples include the Duke of Edinburgh Award, the Saltire Award and the young STEM Leadership Awards.

Parents are asked to encourage their children to keep the school informed and up to date with wider experiences - that are relevant in terms of the four capacities-which the school may be unaware of e.g. sporting achievements, charity work, performing arts, etc. Personal achievements can also be logged through the website by parents, family and friends. Some parents have now informed us of sporting achievements using our very successful twitter account.

All the information entered onto the data base can ultimately be used to build a profile of each pupil which can then be used to generate a record of their wider achievements. We hope that this will help remind individuals about the skills they have developed and help them on their journey to successful and positive leaver destinations



Award Ceremony

Our Award ceremony takes place during our Newman Week Celebrations. We recognise and celebrate the achievement of a significant number of our young people. Recognition is given for all young people with outstanding attainment. Pupil also receive recognition for their contribution to the Faith life of the school through our Chaplaincy awards.

Extra-Curricular Visits

Trips and Excursions

Pupils and members of staff from Cardinal Newman High School participate in a biennial school pilgrimage to Lourdes. Throughout their time in Lourdes, they participate in liturgical celebrations including the Torch Light procession, Stations of the Cross, washing



in The Baths and our own moving and personal Reconciliation service. Each day includes Mass in one of the beautiful chapels located within The Domain at which pupils played a full and active role in the celebration of the Mass. During their days in Lourdes, pupils learn more about the story of Lourdes and journey along the path with Bernadette from that poor peasant girl to the young woman who was given the great gift of meeting the Blessed Virgin Mary face to face. Pupils come to Lourdes for many



reasons, many to deepen or explore their faith, others to make new friends but everyone who leaves Lourdes is touched by the sincere atmosphere of prayer as well as caring for others which is prevalent throughout the town.





Times of Contact with Parents

It is school policy that firm links be established between the home and the school, and parents are given every opportunity to meet staff both at formal meetings with other parents or through a personal appointment with one member of staff, be it the Head Teacher, a Depute Head Teacher or a member of the PST. Parents may seek an interview at any time – simply by telephoning or writing – to discuss concerns, educational or otherwise. We endeavour to respond to such requests in two working days. A calendar of key school events will be issued at the beginning of each school session.

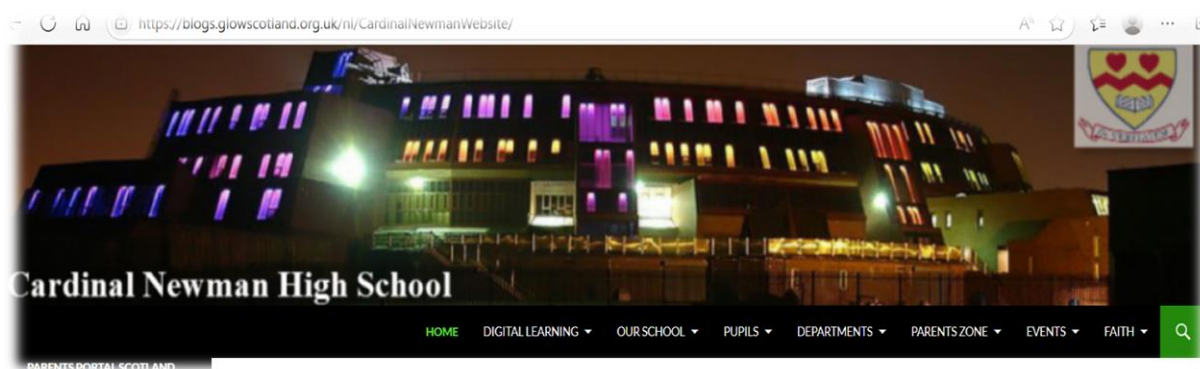
During the year, we issue a series of questionnaires to parents and we advise of the results in various publications, such as newsletters and an end of year improvement report.

Finally, it has been school policy for several years to send to parental newsletters with relevant information about school events, pupils' achievements, important dates, meetings, etc.

We also have our school website and Twitter account.

Website

Our school website contains all communications and information and is regularly updated for all to see. The website is available at [Cardinal Newman High School | Cardinal Newman High School, Bellshill, North Lanarkshire Council](https://blogs.glowscotland.org.uk/nl/CardinalNewmanWebsite/)



Twitter

Download Twitter and follow the school @CN_HS for up-to-date information and reminders.





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.

Parent Council

Members of Parent Councils are on a voluntary basis. The Parent Council 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

Contact via Twitter @CNHSParentvoice



There is an established Parent Council with parent members for all year groups except S5.

Any parent wishing to find out more about the Parent Council, should contact Mrs T. McDade (DHT) at the school. New members are always welcome. The Head Teacher is the professional adviser to the Parent Council and has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public. The election of parent representatives takes place at the AGM at the beginning of the school term.





The Pupil Council

The Pupil Council is an essential element of pupil voice in CNHS.

We have an important role in canvassing pupil opinions, concerns and suggestions and liaise with SLT on the continuous improvement of the school. We also play a wider role in consultation events both locally and nationally, where we represent our school in informing improvement priorities for North Lanarkshire Council, Young Scot and the Scottish Government as appropriate.



We are very lucky to have a very vibrant Pupil Council with representation across Houses and year groups. This is led by the Chair, a pupil elected by members to this role. We also have pupils elected to the roles of Vice Chair, Secretaries and

Publicists as well as smaller voluntary working groups as the needs arises. We meet regularly to discuss issues which affect our community.



Our work this year has involved our school Vision and Values, working with all pupils to consult them and then moving our vision and values into our classrooms and social areas daily. We are working towards being recognized as a Rights Respecting School and have been awarded the Bronze award. We are currently working towards the Silver Award by June 2026.



**UNICEF UK
RIGHTS RESPECTING
SCHOOLS AWARD**

BRONZE – RIGHTS COMMITTED



Public Examinations

The main external examinations in which the school currently participates are those for the Scottish Qualifications Authority (SQA): National Qualifications grades 3, 4, 5 and 6, and Advanced Higher exams.

Policy with regard to entering pupils for public examinations

Schools, in consultation with pupils/parents, normally decide on presentation for examinations. However, in the final analysis, the school will accede to the wishes of the parents/carers where possible.

Public examination results: Analysis

For fourth Year SQA results the “percentage of pupils achieving” under any heading is calculated by expressing the number of pupils achieving as a percentage of the S4 roll in September, at the start of the school year. The percentage shown under the Fifth- and Sixth-Year headings is calculated by expressing the number of pupils achieving in S5/S6 as a percentage of the original S4 roll. For National Certificate results the “percentage of pupils achieving” under any heading is calculated by expressing the number of pupils achieving as a percentage of either the combined S3/S4 roll or the combined S5/S6 roll as appropriate at September. The S4 to S5 staying-on rate is calculated by expressing the S5 roll at the start of the second term (January) as a percentage of the roll of the same group of pupils when they were in S4 at September of the previous school year.

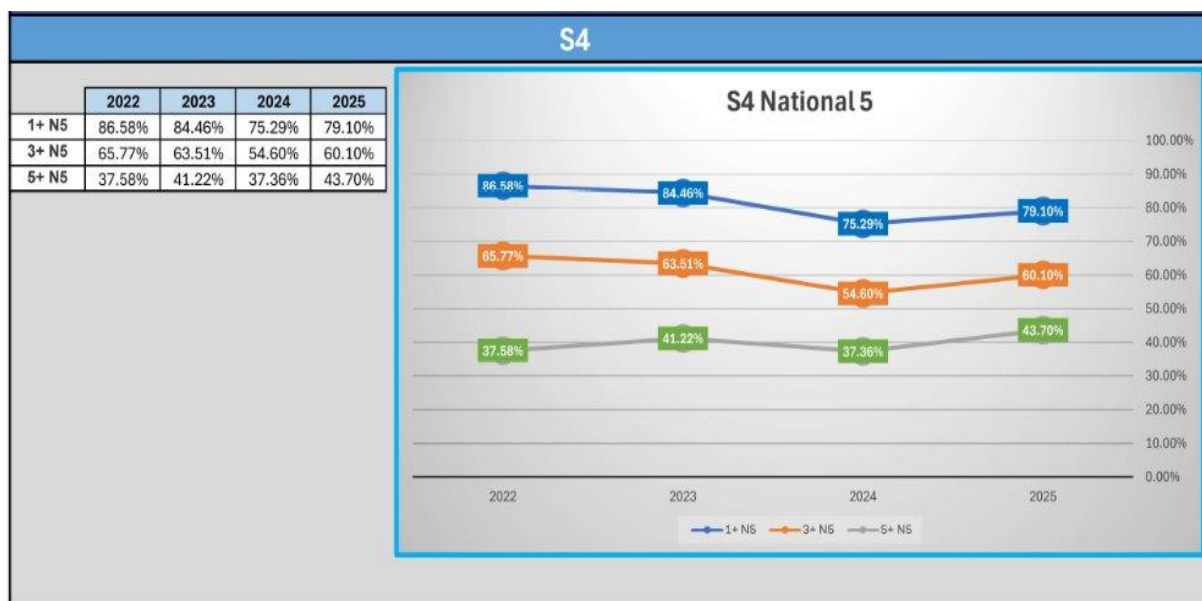
Information for parents 2026-27

Examination Results

School: Cardinal Newman High School

ID No: 8518637

S4 Awards at National 5

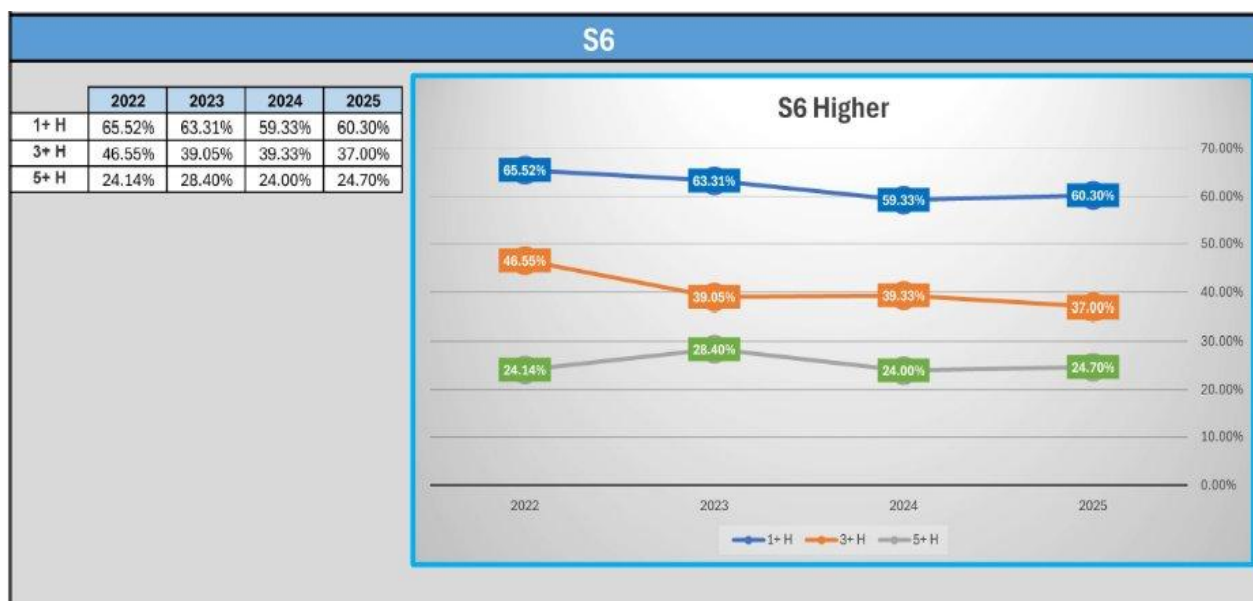




S5 Awards at Higher

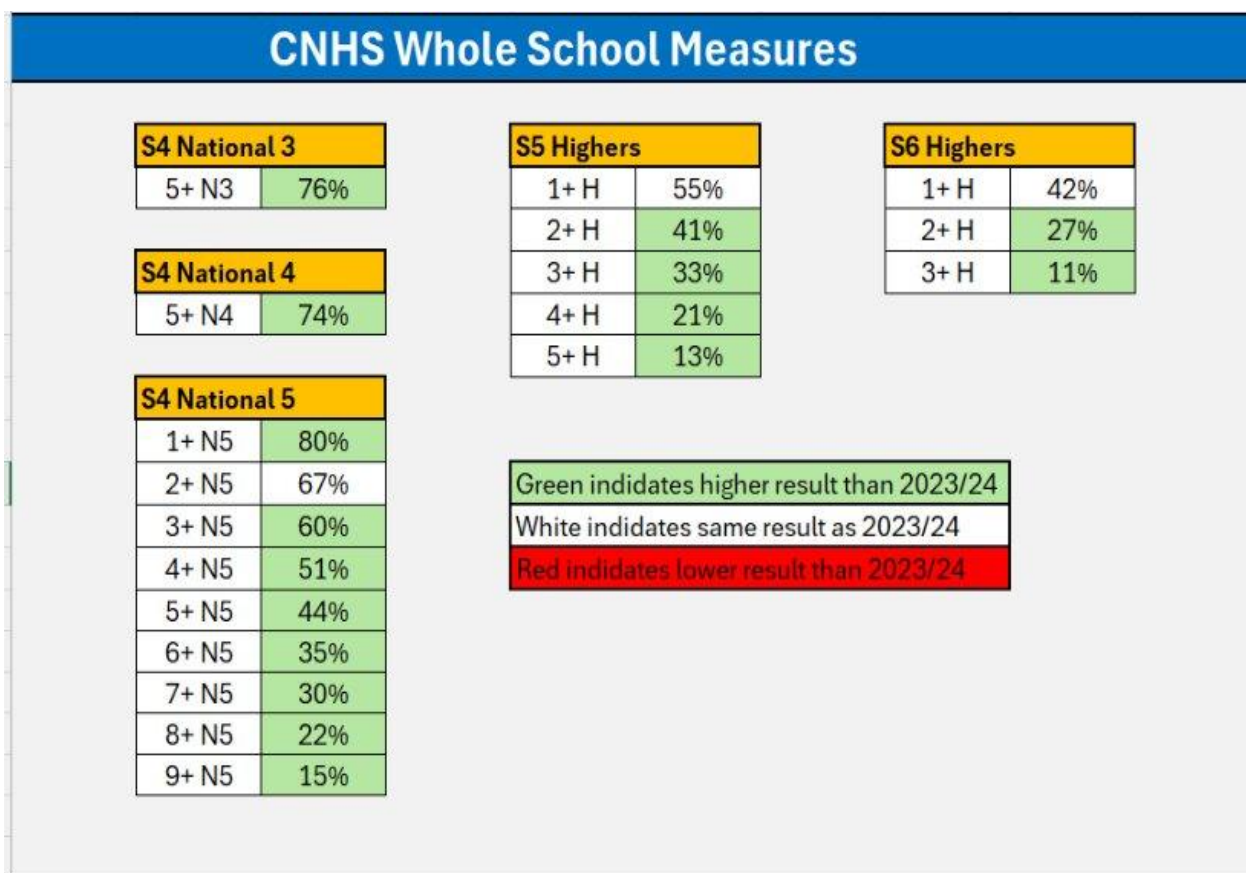


S6 Awards at Higher





Whole School Measures



Leaver Destinations

Year	Cardinal Newman High School %	North Lanarkshire %
2024/25	95.2%	
2023/24	96.5%	94.2%
2022/23	89.6%	94.7%

Attendance / Absence Data by percentage of total absences.

Year	Cardinal Newman High School %	North Lanarkshire %
2024/2025	86.1%	86.9%
2023/2024	85.2%	85.7%
2022/2023	84.9%	85.4%

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance. The figures for North Lanarkshire and Scotland include all education authority and grant-aided secondary schools, but exclude all special schools.

All government produced statistics relating to schools can be found here:

[School education statistics - gov.scot](https://www.gov.uk/school-education-statistics)



Equal Opportunities

Cardinal Newman High School is committed to promoting equality and diversity, acting to eliminate all forms of discrimination including disability, gender and religions and promoting equality of opportunity and good relations.

The school promotes equal opportunities for all its pupils and care is taken to ensure that the rights of all individuals and groups in the school community curriculum are recognised and respected. In R.E and Personal, Social and Health Education, pupils are encouraged to develop self-awareness and self-esteem and to develop an understanding of the need to care for and respect others. The school endorses the Equality Act 2010, the services Promoting Equality and Diversity Circular and the council's Equality and Diversity Policy and is committed to assessing all policies and practices to ensure there are no negative impacts on any group of people. Incidents of prejudice and discrimination, whether intentional or unintentional, are challenged, and referred where appropriate and in the first instance to the Year Head, from whom parents may also seek advice. Pupils' appreciation of their rights and responsibilities is actively developed.

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

Statement on Inclusion

The school aims to ensure inclusion for all pupils through positive attitudes to individual learning needs and an ethos which values diversity. In particular, the school tries to ensure an appropriate curriculum for all pupils and collaborative working practices to plan and review support provision to take account of individual pupils' significant additional needs. Consultation processes include the pupil's parent or guardian, school staff and relevant external agencies, and enable the school to meet pupils' rights and individual learning needs by prioritising additional support effectively.

School Photographs

School photographs will be taken at the beginning of each year. In advance of the photos being taken we will upload the following information to the photographers fully encrypted GDPR compliant system:

- Childs Forename
- Childs Surname
- Parents/guardians Email
- Parents/guardians mobile number
- You will receive an email when the photos are available and instructions on how to view and purchase them on the photographer's website.

During the school year, several opportunities and events arise at which photographs are taken of pupils. On occasion, we use these photographs in Newsletters, on our school Website, Twitter, Handbooks, and in local press statements. Any parent who does not wish their child's photograph to be used in this way should contact Mrs H McGhee DHT.

Freedom of Information

Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information held by the Council and imposes a timescale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of



Information Officer with the support of an officer in each Service. The Freedom of Information Coordinator can be contacted at: foirequest@northlan.gov.uk

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>.

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 Co-Ordinator is: Mrs Helen McGhee (DHT)

Telephone Number: 01698 274944

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: Mrs Helen McGhee (DHT)

Telephone Number: 01698 274944



Liaison with Primary schools / Placing Requests

You have the right to make a placing request for your child to be educated in a school other than the local school.

In December each year, the authority will advertise its arrangements for placing requests.

There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home to a new area, parents/carers are advised to time any placing requests so that they take effect from the beginning of the new school session.

Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

Once a pupil has reached the school leaving age the pupil, not the pupil's parent/carer may choose which school to go to.

Placing requests to Primary School does not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Head Teacher.

Further information on placing requests and procedures is available from the school or the council's website.

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

Transfer of Pupils from Primary School

The P7 Transition programme involves staff from across many curricular areas. Pupils have an introductory visit to their primary school followed by an initial visit where they have a guided tour, experience the canteen, and enjoy a curricular experience.

They then embark on our Young STEM leadership programme. Visits by our senior science ambassadors followed by an afternoon of STEM within the science department mean that they complete half of the award in P7. The other half is completed when they enter S1 in August.

Our sports leaders attend each primary school on a weekly basis where the lead Health and Wellbeing with staff from the primary school and from Cardinal Newman. These lessons build confidence, relationships and support positive role models for our P7 pupils in getting to know our S6.

Enhanced Transition

The programme begins early in the term. Meetings take place and pupils in need of enhanced transition are identified. Work is completed in the primary school involving the Transition teacher and our Support for Learning Department. Pupils are invited to the school on several occasions including to take part in the summer school. The work gathered from enhanced transition activities will be used to ensure the appropriate supports are put in place for the young people starting in August.

Transfers at Other Times

Parents/carers of pupils wishing to transfer to Cardinal Newman High school at other times of the year, due to moving within the catchment area, should contact the school office and the appropriate Year Head will contact you to arrange a transition meeting. Parents/Carers will be asked to complete a school enrolment form, and the previous school will be contacted for information regarding the young person



concerned. If a parent/carer wishes to move their child to the school from another school in NLC, they should first contact their current school and ask for them to organise a transition meeting which will take place at the present school to aid with the transition.

School Leaving Dates

1. If the pupil's 16th birthday is before 30 September, he or she may leave school at the end of June.
2. If the pupil's 16th birthday is before 28 February, he or she may leave school at the end of December.





Curriculum for Excellence

Parents will be aware from the press and parental newsletters that the Scottish Education has recently undergone major changes. The following information will help to set the context and the implications for your child within Cardinal Newman High School. In particular, those children entering Secondary Schools from August 2010 and beyond.

What is 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?

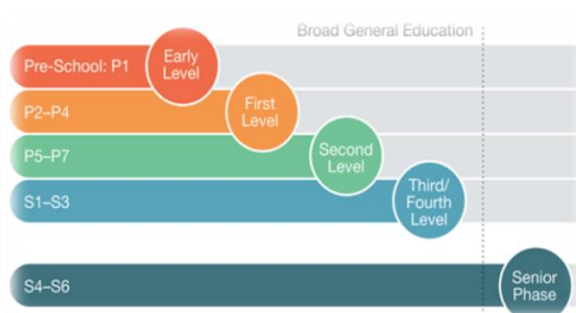
The Broad General Education (BGE) is the first phase of two closely connected phases of education. The BGE phase stretches from age 3 until the end of S3 after which learners move into the Senior Phase which starts in S4.

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.



The school has been able to adopt a range of approaches to the senior phase and are able to offer greater personalisation and choice for young people in a variety of ways, for example by:

- designing the senior phase as a three-year experience rather than planning each year separately
- delivering qualifications over different timescales in response to young people's needs and prior achievements
- developing pathways for able learners, which bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels
- providing specific and appropriate programmes that maximise achievement and attainment for young people planning to leave after S4.

Personal Support/Career Planning

From 3-18 years, learners are supported to achieve their full potential and as they progress through broad general education into senior phase, to plan and prepare for further learning, training or employment. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work. As part of developing skills for learning, life and work, young people will be offered careers information advice and guidance to ensure they leave school and enter a positive post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships), activity agreement or volunteering.



Curricular Pathways

Curriculum for Excellence has meant the structure of courses across the school has changed:

1. **First to Third Year** is known as a Broad General Education and a brief outline of what this means for your child is shown below.
2. **Fourth to Sixth Year** is known as the Senior Phase. This also takes account of college courses or other methods of study followed by students up to the age of 18.

Our first and second year students follow a new and exciting programme of education which is broad and general providing a wide range of outcomes and experiences. All of the eight recommended curricular areas are followed.

Children in First Year are now moving into the third phase of curriculum for excellence. In this phase, every child will be given opportunities to allow them to develop ‘can do’ attitudes in respect of each of the four capacities – Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. Personalisation and choice will ensure that we provide a curriculum for each child to meet their needs and lay down the foundations for a successful future and positive leaver destinations.

Our First and Second Year curriculum is wide, broad and general and consists of the following subjects: English, Maths, Social Subjects, Spanish, French, Science, STEM, Religious Education, Physical Education, Health & Well-Being, Expressive Arts, Hospitality, Woodwork, Design and Manufacture and ICT.

At the end of first year students will have an opportunity to specialise in the areas of expressive arts and technologies.

At the end of second year, students will have an opportunity to specialise within the curricular areas of science, social subjects, languages, expressive arts and technologies.

Again, the curricular structure used to plan pathways into S3 will ensure that their curriculum is broad and general and allows for personalisation, choice and progression into the senior phase. Details of the courses are published to parents in the spring term and there will be a curricular pathways evening for parents for S2-S5 pupils in February.

Senior Phase

All Fourth Year students’ progress into the senior phase which allows students to specialise in some of the subjects they chose to study in S3. Assessment will be an integral part of learning and teaching throughout all of the phases however, during the senior phase students will prepare to sit external examinations. These will be known as **National 4**, **National 5** and **Higher**.

Developing the Young Workforce (DYW)

We place a great emphasis on Developing the Young Workforce (DYW), along with our full time Careers advisors, DHT links and with a member of staff responsible for leading the work experience programme and post 16 destinations. There has been an additional focus on pupils learning skills for work and work experience for S4 pupils takes place on a Friday afternoon. All year groups have time throughout the year to engage with local businesses, College and University staff. Some of our S5/6 pupils work as Ambassadors with younger pupils engaging in learning skills for work activities across the year. Pupils also have an opportunity to engage with the motivational speakers from Live and Learn annually and this programme covers, skills for work, growth mindset and exam success. Pupils are involved in working with Gen+ from S1-S3, this programme is built upon 9 key meta skills, also known as ‘learning to learn’ skills,

these are timeless and transferable skills that empower people to face new challenges, and success in any area of learning work and life.

Skills Development Scotland (SDS)

My World of Work is a web service for people to plan, build and direct their career throughout their lives. Customers can see jobs in action, build their CVs; search for vacancies and explore training opportunities in a way that's personal to them. There are video clips of some people explaining their job roles and a news magazine cover with some great up-to-the-minute tips on how to get a job or train for one. Delivered by Skills Development Scotland, it provides information on the jobs market as well as offering help with things like tackling tough interview questions.

More information is available on the My World of Work website and the range of tools on offer, visit www.myworldofwork.co.uk





Homework

Homework is an important part of a child's learning and is given a high priority in Cardinal Newman H.S. Homework is given on a regular basis in order to:

- consolidate work done in class.
- provide preparation for new lessons.
- encourage habits of independent study.
- allow parents to judge how well their child is progressing.

The amount of homework given varies according to the pupil's age and the subjects being studied. There will be an increase in quantity, complexity and time needed for completion of homework as pupils progress through the year groups. Care is taken to ensure that the change in homework requirements, which takes place at the P7/S1 transition, does not cause pupils unnecessary difficulty; homework exercises set for First Year classes will therefore be a short duration (taking on average 10-15 minutes per exercise). In Third Year and beyond, some of the work done at home helps pupils to develop the techniques of individual study and research. All pupils will be issued with a Diary/Planner at the beginning of each session. They will be required to use this to note homework issued to them and to indicate its completion. Parents and staff may use the Diary/Planner as a means of communicating concerns or achievement in the area of class work or homework.

Digital Learning

Our Digital Learning Plan lead by the Digital Learning Team includes:

- An overview of digital platforms and the use across the school
- Continued positive approaches to digital online learning including adopting those that have greatest impact.
- A CNHS digital learning pathway including a whole school plan for digital home learning.
- Embedding digital learning experiences across the curriculum.
- Developing consistent approaches to the use of digital learning across stages/subjects.
- Digital pedagogy to develop and enhance effective learning and teaching.
- Using digital and online learning to reduce the poverty related attainment gap.
- Further development of staff digital knowledge and skills and confidence in using digital technology.
- Using digital tools for the assessment of learning.
- Evaluating and tracking learner progress using digital platforms and learning.
- Effective digital learning CLPL for all staff.

Teacher, parents, and young people have improved their digital skills immensely over the past year allowing effective home learning and teaching when appropriate during the Covid-19 Pandemic. We are continually working to ensure all young people have access to a device and platforms which enable them to engage with digital learning, have the appropriate usernames and passwords to access online learning and that they know what is expected from them regarding remote learning.



Parents Portal

Parentsportal.scot is a digital service to help provide direct communication to parents and carers through a selection of online services. This includes:

- Annual data checks
- Online payments
- Permission slips
- Reporting absence
- Viewing timetables (secondary schools)
- Pupil reporting

Information and guidance relating to North Lanarkshire Council Digital offering including how to access [parentsportal.scot](https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school) can be found on the NL Digital School page available on the Council's website <https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school>

Glow and M365

All pupils and staff in NLC have access to Glow – Scotland's national digital learning platform provided by Scottish Government and managed by Education Scotland. It provides learners and educators across North Lanarkshire with an environment that can support learning across the whole curriculum through. This is primarily achieved in NLC using the services found within Microsoft M365.

Pupils will be given a login to Glow when they start school, and these details will follow the young person throughout their school journey. Glow passwords are issued directly to pupils, and it is Education Scotland policy that these passwords should not be shared with anyone else. Guidance on Glow passwords can be found [here](#). All staff in schools have the ability to reset a pupil's Glow password. Once logged into Glow, pupils will have the ability to use the full range of apps available via M365. These include MS Teams, OneNote, PowerPoint and MS Word. Users also have the option of downloading O365 to install on up to 5 additional personal devices and this can be accessed from the national section of the Glow Launchpad.

Parents and Homework

Parents can access the school's policy on homework on the website. For example, they will be informed of the types of homework they may expect their children to be doing. Parents are asked to monitor their children's homework regularly, enquiring as to what has been set, checking on their progress and ensuring that the work is completed. Parents will be encouraged to give their children as much help as possible and, where the pupil encounters serious difficulty, to send a note to the teacher seeking assistance for the pupil. In addition they will be asked to provide pupils with a suitable working environment in the home, free from serious distractions. Involvement in the homework programme to this degree should give parents confidence to speak about relevant curricular matters when they come to the school to discuss their children's progress.

The place of the Senior Leadership Team in our homework policy

The Senior Leadership Team is responsible for overseeing the implementation – and evaluating the effectiveness – of the school's Homework policy. Homework practices are regularly monitored to ensure that pupils are not being overburdened with homework at certain times of the week or stages of their schooling.

The place of the subject departments

Subject Departments decide on the type, frequency and method of recording of homework for each year group. The frequency and duration of homework exercises vary from department to department, but the time spent on homework becomes progressively greater as pupils move through the school and on to more



advanced aspects of the subject. The pattern of homework is scrutinised from time to time to ensure that the work given takes a variety of forms and incorporates appropriate differentiation. The services of the Learning Support Department are called upon as required. The subject department operates an agreed strategy for dealing with pupils who fail or refuse to do homework, which may eventually involve parents, Pupil Support Staff and Senior Leadership.

The place of the subject teacher

The subject teacher will inform the class at the beginning of the session about the frequency, quantity and nature of homework to be given – the principle being that homework will be less burdensome for younger than for older pupils. The teacher will ensure that the type of homework varies to offer suitable challenge to each pupil. Tasks set could include completion of work, preparation of new work, memorising, summarising, problem solving and researching, using a range of sources of information. The work set will be differentiated if the class contains a wide ability range so that all pupils can gain success and fulfil their potential. Learning Support staff will have a part to play in this process. If project work is set, it will be based on resources that are available in most homes and will not be dependent on access to materials too specialised for the normal family home. All homework exercises will be corrected whether formally or informally, as circumstances of time and numbers permit, and appropriate records will be kept in accordance with departmental policy. Teachers' insistence on the importance of homework will raise pupils' expectations in relation to the school. Subject teachers will follow agreed Departmental procedures for dealing with pupils who fail to do homework without good cause and pupils are made aware of the sanctions that will be imposed in these circumstances. Nevertheless, confrontations in these cases can spoil relationships between staff and pupils, and teachers will use reasoned argument and persuasion to highlight the value of homework to the pupils.

The role of the pupil

At the beginning of each session, pupils will be informed about both "whole school and subject departmental homework policies. They will be made aware of the gradual increase in demands between S1 and later years and of the consequences of non-return of homework. Pupils will be encouraged to inform their parents about homework and to ask for their help and advice if this becomes necessary. Teachers will design homework tasks which pupils can accomplish successfully, as this raises self-esteem and increases self-confidence. Where they have problems with their homework, pupils will be encouraged to seek the help of the teaching staff and parents.

The role of the parent council

The Parent Council is asked to examine and if necessary, suggest amendments to the school's policy on homework. They are then asked to support the teaching staff in its implementation by providing publicity and support among parents.

The role of the Support for Learning Department

Learning Support staff have a key part to play in helping subject teachers to provide differentiated materials for homework exercises and in making the subject teacher aware of any pupils with serious learning difficulties. This reduces the incidence of frustration and resentment arising from a pupil's inability to cope with the work set. Learning Support staff also work with Pupil Support Staff where it is felt that parental involvement is required. Parents can be advised on how best to help their children at home.

The place of the pupil support team

Members of the Pupil Support Team will be available for pupils who are having problems with subject areas or who regularly fail to complete homework. The Guidance teacher is in an excellent position to link pupil and parent with the Subject Department.

A copy of the school's Homework Policy is available from the school online. This table indicates some examples of what sorts of homework departments will normally set, and the average time per week needed to complete this homework



Religious Education and Observance



As Cardinal Newman High School is a Roman Catholic School, Religious Education and Religious Observance are defining elements and play a very important part in our work. Every form class is involved in the Religious Education programme, receiving two periods of this subject per week. In addition, the Liturgical Year is celebrated in all its diversity, with various class, year and school services at appropriate times. Such activities might include Masses, Retreats, Devotions, visits to religious sites and so on.

The school Chaplain, Father Stuart Parkes, works closely with the Principal Teacher of R.E. who is responsible for the organisation of the subject. He is very involved in the Religious Education programme, offering pastoral support, advising teachers and pupils, celebrating the sacraments as and when appropriate, acting as a link to the wider community and organising religious events with the support of the extended Religious Education Team and Pastoral Team.

Religious Education and Observance form part of the religious tradition and ethos in a Catholic School and indeed play an important part in the education provided in this school. In view of the denominational nature of the school, parents do not normally exercise their right to withdraw their children from the Religious Education and Observance programme.

The Religious Education syllabus is determined by the Scottish Bishops' Conference and developed in



conjunction with Motherwell Diocese and the Scottish Education Service. The programme of Religious Education forms an integral part of school life. All pupils cover the “Called to Love” sexual health and relationships materials provided by the Scottish Catholic Education Service. This serves as a reliable resource for instilling and upholding the dignity and gift of life in young people.



Religious observance provides pupils and teachers with opportunities for collective worship, assists pupils in their spiritual development, re-affirms the distinctive ethos of the Catholic school, and encourages and enables formation within our Catholic faith. As a result; the Oratory and Theatre are regularly used for mass, Services of Reconciliation and Liturgies and by guest speakers discussing matters relevant to young people. Prayer is also an important part of our school life. Daily prayers are said each day at the beginning of period one. These prayers are produced weekly by staff and pupils. Mass is said in the school oratory every Wednesday at 12.35pm. All members of our local community are welcome to attend. Furthermore,

there are two specialist teachers of Religious Education who work with an extended team of teachers to offer Religious Education to all our pupils using a variety of modern, up-to-date resources.

Parents/carers from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests 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.

Nevertheless, it is recognised that the Education Scotland Act 1980 allows parents to withdraw their children from any instruction in religious subjects from any religious observance, and any such pupil will not be placed at any disadvantage with respect to secular instruction. Any parent wishing to exercise his/her rights to withdrawal should contact the Head Teacher and agreed alternative provision will be made. It should be noted that this policy has regard to national advice set out in S.E.E.D. Circular 6/91.





Clubs and Future Friday Activities

Among the many clubs operating in CNHS are:

Badminton	Creative Writing	Eco Schools
Football	Netball	Chess club
ICT club	School Show	Homework Club
	Breakfast club	

Among the various Out-of-School-Hours Learning activities currently operating in CNHS are:

Supported Study Sessions	These take place throughout the year and details will be provided to pupils by subject departments.
Summer School for P7	Run during the last week of the Summer holidays to develop confidence. Workshop-based. A small number of identified P7 pupils are invited to attend. This is operated and managed by Community Learning and Development
Easter School for S4/5/6	Structured classes either online or in person to prepare for SQA examinations. Open to all students S4/6. Classes typically include Art, Biology, Chemistry, English, History, Maths, Modern Studies, PE and Physics.
Subject Examination Support Days	Tutorial classes offered at lunchtime and / or after school. These run from October through to May for S3-S6.
School Yearbook	A committee of S6 pupils produce and sell the Pupil Yearbook.
Charity Committee	A committee of S6 who collect, count and allocate charity contributions.
School Choir	The school choir practise and rehearse during lunchtimes and after school.





STEM

STEM learning and experiences are essential for today's world. These skills help individuals function and thrive in a rapidly changing world. STEM skills are key to the Scottish economy and the future prosperity of its citizens. At Cardinal Newman High School, we aim to inspire young people to study STEM, and to provide a better connection between STEM education and the world of work.

Some details of our STEM involvement in all years is below:

Year	STEM Experience	Details
S1	STEM Class	All S1 classes now have 1 period of STEM per week as part of their curricular offer. Through this class skills and experience is gained across a wide variety of experiments which are planned and designed by pupils. Evaluations show that this is a very popular class and has made impact on skills development used across the curriculum.
S1 & S2	British Science Week	Young people in S1 and S2 will use the platform of celebrating British Science Week to learn about the different careers and pathways in STEM. Young people will use the "My WOW Website". This will allow our young people to have an awareness of the links between the STEM subjects as well as an awareness of DYW and real-life links. Young people will be better supported to make informed decisions about future subject choices (and potentially career pathways). Young people will be inspired, motivated, and engaged within the STEM subjects.
S2	Young WEIR-WISE: Discovering Engineering with S2 Girls programme	This course provides an insight into studying and working in the field of engineering. They will also be issued with a Young WEIR-WISE 'Lab Kit' to take part remotely in practical activities which staff will guide them through during the online sessions. Young people interested will need to apply. <i>(External course organised and run by Strathclyde University)</i>
S3	Engineering the Future for S3 Girls	Engineering the Future for Girls, hosted by the Faculty of Engineering in the University of Strathclyde is designed to engage girls in a wide range of engineering challenges that will inspire them to become the next generation of engineers. Young people interested will need to apply. <i>(External course organised and run by Strathclyde University)</i>
P7 & S6	STEM Leadership: A Transitional Experience for p7 & A Leadership Opportunity for S6	In line with the STEM Strategy, we have integrated a STEM programme for P7 led by S6 pupils. The peer mentoring initiative is designed to support and inspire young people to get involved in STEM.



Assessment and Reporting

Assessment

Assessment is an important part of the Curriculum for Excellence and the Senior Phase; pupils' progress is closely monitored by teachers and staff and tracked via our in-school database.

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.

In Cardinal Newman High School, assessment is an integral part of the whole teaching and learning process. Assessment practices in departments are both summative (assessing pupils against coursework and awarding them a grade), and formative (used to diagnose individual pupil's strengths and needs and to determine the next steps in their learning). Assessment is a continuous process which provides encouragement and support for pupils and important feed-back for teachers, allowing them to continue to improve the teaching and learning process.

Our school improvement plan this year has a focus on Learning, Teaching and Assessment.

Reporting

Communicating the outcomes of pupil's assessment to parents is a critically important task for teachers, and formal reporting events are scheduled for times which will provide the maximum amount of relevant advice for pupils and parents. Each Year Group will receive one tracking report, one formal written report and one parent/teacher meeting per annum. Important dates for your diary are below.

Parent's Meetings reminders will be on Twitter, the Parent Call System, school website and the Parent Portal. All appointments are booked online. Within the reports, subject departments will make their individual analysis of pupils, commenting on progress, behaviour and effort, but also providing professional judgement as to the next steps pupils ought to be taking in the learning process.

Dates for the diary:

S1		S4	
Parents Evening	October 2026	Parents Evening	November 2026
Tracking Report	December 2026	Tracking Report	November 2026
Full Report	May 2027	Full Report	February 2027
S2		S5/6	
Parents Evening	January 2027	Parents Evening	November 2026
Tracking Report	September 2026	Tracking Report	November 2026
Full Report	March 2027	Full Report	March 2027
S3			
Parents Evening	January 2027		
Tracking Report	October 2026		
Full Report	May 2027		



Support for Learning Department

Support for Learning - Meeting Individual Learning Needs and Additional Support Needs

Aims of the Support for Learning Department

- To work in partnership with staff, pupils and parents to identify learning needs and arrange appropriate support.
- To identify and understand the nature of pupils' learning difficulties and/or learning disabilities.
- To arrange support provision to meet the learning needs of a wide range of pupils.
- To encourage all pupils to achieve their full potential.
- To help pupils to take more responsibility for their own learning.
- To identify priorities for support for learning, in consultation with school staff, and so help ensure an appropriate curriculum and appropriate learning experiences for all pupils.

Present Staff

There is one full time Support for Learning teacher who are helped in providing support for pupils by several Additional Support Needs Assistants.

EDUCATION AND FAMILIES STAGED INTERVENTION

The process by which interventions are made takes the following steps:

Level 1 Staff identify the needs of a young person and these needs are planned for and supported within the school using classroom and whole school resources.

Level 2 Support can be requested from within Education and Families e.g. the Educational Psychologist or Community Learning and Development.

Level 3 Support can be requested from another agency where further planning and support is required to further develop the wellbeing of the young person from partner agencies expertise.

Level 4 At this level, we would see integrated and compulsory working with other agencies. There would be targeted interventions required to promote the wellbeing of the young person and a lead professional identified. There would be an expectation that a statutory Child's Plan with integrated assessment would be in place.

Consultation with staff

The Principal Teacher of Support for Learning is a member of the Pupil Support Team, and works with subject teachers, management, the associated Primaries and various external support agencies to identify and meet pupils' learning needs. Every effort is made by the school to make sure that staff work together to plan and review support for pupil's learning to ensure that it is effective, timely and the least intrusive form of support. Both the PT Support for Learning and the Pupil Support staff are the key points of contact for parents having a overall picture of how a pupil is progressing

Information is shared with subject departments to help ensure that pupils are given appropriate support for their learning. Learning Support and subject staff work together to plan and develop teaching and learning approaches to help all pupils achieve their potential.

The Support for Learning department works closely with the Pupil Support Team and Home/School Partnership staff to share information to ensure effective support for pupils.



Support in classes

Support for Learning can work with subject teachers in class, in any subject area, and with pupils in any year group from S1 to S6. In line with school policy, support for S1 in English and Maths is a priority, especially in the period August to December when every pupil in the class can benefit from the extra support provided. In S3/4, some departments have smaller sections for pupils experiencing learning difficulties, while other departments have co-operative teaching where an extra teacher is in the class. This can be a Support for Learning or subject teacher.

Additional Support Needs

Cardinal Newman High School complies with Learning (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017 GIRFME. This framework provides support for children and young people in their school education, based on the idea of additional support needs. Through a process of staged intervention and, where appropriate, in conjunction with other appropriate agencies, the school will work to support these pupils and their families within the framework of this legislation and in line with the Code of Practice.

Pupils who are identified by Primary schools as having English as an additional language liaise with Michael McCart our Support for Learning PT who, in turn, can request support from the available EAL team to come to the school to provide appropriate levels of support and advice. Looked After Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. Depute Head Mrs Helen McGhee works closely with Michael McCart to ensure the needs of all children with ASN are met.

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

Pupils who have been identified as having additional support needs may receive help through individualised homework programmes and/or individual or small group tuition in or out with class. Such tuition would be short term and would only take place with the agreement of the pupil and their parent. Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought. Parents and young people can request the authority to establish whether a child has additional support needs. They can also request an assessment at any time

Getting It Right For Me Plans

(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.



As stated previously, Looked After Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise and this information is coordinated by Mrs Helen McGhee DHT.

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.

EXTERNAL SUPPORT AGENCIES

When further planning is required to further develop the wellbeing of our young people the Support for Learning PT along with Pupil support colleagues will request assistance from colleagues in partner support agencies such as:

Educational Psychology;
Behaviour Support;
Network Learning Support;
School Nurse;
School Medical Officer;
Speech and language Therapy;
Occupational Therapy;
Community Paediatrician ;
Physiotherapy;
Hearing Impairment;
Visual Impairment;
Early Learning Language and Communication and Transition (ELCaT);
Support with Assistive Media (SAM group);
English as an Additional Language Service

Armed Forces Covenant Duty

North Lanarkshire Council is committed to the Armed Forces Covenant.

The Armed Forces Covenant Duty – Statutory Legislation 2022 is a legal obligation placed on relevant bodies, when exercising relevant functions, such as Education, Health Care and Housing Services, to have due regard to the three principles of the Armed Forces Covenant.

Further details on the Armed Forces Covenant can be found on [Scottish Armed Forces Education Support Group - gov.scot \(www.gov.scot\)](https://www.gov.scot/support-groups/armed-forces-covenant)



Promoting Positive Behaviour

The Promoting Positive Behaviour policy was updated in August 2025. These approaches to promoting positive relationships have been developed and updated through consultation with staff, pupils and parents, in line with the UN Convention on Rights of a Child (UNCRC). The principles and processes set out in this document relate to how we can model, improve and sustain positive relationships and behaviour for everyone in our school community.

Promoting Positive Relationships through “Better Learning & Teaching - Improved Outcomes for All.”

In Cardinal Newman High School, relationships are at the heart of creating an environment that fosters learning, growth, and wellbeing. We are clear that effective learning and teaching is built on positive relationships between young people and staff.

Our approach to learning is rooted in nurturing principles, with a focus on building positive, relational pedagogy. HGIOS4 (Q1 2.3) recognises that emotionally safe classrooms support better engagement and attainment. Staff are encouraged to use trauma-informed practices and plan lessons with co-regulation, learner voice, and adaptability in mind.

All young people who attend Cardinal Newman High School have roles and responsibilities.

- Treat all members of the school community with respect.
- Attend school every day.
- Be punctual for all classes.
- Come to school in full uniform every day, including blazer.
- Never leave school premises without permission.
- Use the allocated toilets for your year group.
- Ensure you have a toilet pass from your teacher if you are going to toilet during class time.
- Bring the right equipment for all your classes.
- Follow any instructions given by teachers and other adults.
- Report incidents of bullying or any other type of inappropriate behaviour to a member of staff or a parent or carer.
- Respond positively to all advice given. This includes doing homework as requested and meeting deadlines.
- Follow IT user school guidelines and ensure technology is used appropriately and with permission during class time. This includes mobile phones.
- Treat the school building and its facilities with respect. Avoid leaving litter.
- Do not bring any materials listed into school. Any items that are potentially harmful to any member of the school community must not be brought to school. If there are any doubts about an item, pupils or parents/carers should check with Pupil Support Staff.

Teacher roles and responsibilities in promoting positive behaviour in the classroom and across the school.

The following framework enables us to ensure our pupils' talents and abilities are developed to the full (UNCRC Article 29). As duty bearers, we must follow these guidelines to fulfil our pupils' potential.

- As far as possible, teachers are in class before pupils arrive. Teachers welcome and greet young people by name at the door. Teachers draw pupil attention to the classroom expectations, if necessary.
- Teachers have high expectations of young people in terms of their learning, relationships, choices, and behaviour.
- Teachers direct student seating arrangements. Seating plans should be available for cover teachers.
- Teachers issue a pass if a young person needs to leave the room.
- Classes are well prepared and start on time.
- Teachers inform pupils of lesson objectives and are set clear achievable targets.



- A range of teaching approaches is used. Resources and materials are well presented and stimulating. Lessons should be differentiated to meet the needs of all learners.
- Teachers use praise where appropriate. Consistent good behaviour is acknowledged and praised.
- Pupil achievements are celebrated. Pupil work and achievements are displayed on classroom and faculty walls, and around the school.
- Teachers use the school merit system.
- Teachers have a clear and well-defined protocol for young people exiting the classroom at the end of the lesson and keeping 'down time' to as little as possible.

Parent and Carer Responsibilities

Parents, guardians and carers bear responsibility for bringing up their child and should always consider what is best for the child (UNCRC Article 18). Our framework below helps support parents in honouring their children's best interests:

- Avoid parental holidays during term time.
- Provide a note for the homeroom teacher following any absence.
- Ensure your child attends school every day and arrives on time.
- Ensure your child is wearing full school uniform.
- Tell us about any changes in your circumstances, including your contact details.
- Attend parents' information evenings, including options events. Take any advice on board and discuss with your child.
- Sign up to PARENTS' PORTAL.
- Read your child's school reports. Talk to your child about their learning, progress, and targets. Contact the school if you have any concerns.
- Encourage your child to participate in the additional opportunities we offer including supported study, Future Fridays, work experience etc.
- Encourage your child to complete any homework and to set aside time for study.
- Encourage your child to use Microsoft teams to access classroom materials. Contact the school if you need help to access Microsoft Team.
- Discuss and manage appropriate use of social media and mobile phones with your child.
- Work in partnership with us to support any plan or decision made on how to best deal with specific attainment or behavioural issues.
- Consider joining the Parent Council – we need people like you to be members of the Parent Council

Rewarding Positive Behaviour

Recognition should be consistent, meaningful, and grounded in relationships. As Paul Dix states, "Reward the behaviour you want to see more of, not the student you like the most." We focus on recognition through relationships — eye contact, specific praise, trust, and responsibility. This supports intrinsic motivation rather than reliance on extrinsic rewards.

It is important to recognise and reward young people for positive behaviour and positive attitudes to learning.

Some of the ways we currently reward positive behaviour include:

- Verbal praise
- Merit certificates and letters
- Praise postcards
- Telephone calls
- Assemblies
- Reward events
- Awards and lapel badges
- Award ceremonies
- Certification where appropriate
- Wall Displays, Achievement Boards, Newsletters, etc.
- School Website and social media



In addition to positive engagement with the AABOUT Programme, achievement in the classroom and in assessments, we also provide young people with a range of opportunities through which they can experience success. We have a responsibility to ensure that pupils have opportunities to develop to their full potential (UNCRC Article 6). Through these opportunities, we support pupils in accessing a wide range of experiences, further enabling their freedom of expression, thought and association (UNCRC Articles 13, 14 & 15).

Some of the additional opportunities we provide include:

- Supporting the faith life of the school
- Charity and fundraising events
- Cross curricular and extracurricular activities
- Leadership activities
- Work experience and employer visits
- Trips and excursions
- Clubs and teams
- Wider community opportunities
- Future Friday Programme

Anti-Bullying

The school has an anti-bullying policy in place which it actively operates. If pupils genuinely feel that someone is bullying them, they must speak to a member of staff who will investigate the situation. Copies of the policy are available from the school. The recording of bullying or alleged bullying incidents are recorded electronically as part of the school's monitoring system. The school promotes positive behaviour and encourages a positive school ethos and relationships between pupils.

Supervision in non-class time

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

Staff volunteer to be a presence within the pupil social areas and lunch halls to aid good behaviour and positive transition between interval/lunchtime and classes. There are arrangements in place for pupils who have any ASN to work with others during non-class time.

External Provider Staff

1. 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.
2. 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.
3. Any misconduct should be reported to a member of the school SLT before the close of the business day.



School attendance

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.

Parents/guardians should 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. Unexplained absences will be investigated by the pupil support team and our Community Learning Development (CLD) worker. The school uses a Parent Call System to alert parents to absences that are causing concern. The Authority has the power to write to, interview or prosecute parents or refer pupils to the Children's Panel if necessary.

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/guardians 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.

Parents/carers are asked to provide an up-to-date record of home contact information at the start of each school year. It is requested that any changes that occur throughout the year are supplied by parents to update our records.

The school will investigate all unexplained absence with parents and the authority has the power to write to, interview or prosecute parents/carers or refer to the Reporter of the Children's panel if necessary.

Absence during term time

(a) Family Holiday During Term Time

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/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.

(b) 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

(c) 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.

School computer registration system

A computerised registration system is in operation in the school as it is in all other North Lanarkshire Council Secondary schools. As well as recording attendance/absence, the system notes late-coming and overall provides a valuable aid to providing readily available information regarding these matters, which, if needed, can be followed up quickly by the school. When a pupil is marked absent periods 1 and 2, this is picked up by the Pupil Support Teacher who will arrange for a text message to be sent to the parent/guardian to inform them that this is the case and ensure that their child's safety is at the centre of our practice.

Late coming

Not only poor attendance can have an impact on attainment and achievement, also late coming. Pupils arriving late cause major disruption to learning and teaching.

We aim for all pupils to arrive at all classes on time and ready to work.



Clothing – uniform and kit

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.

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 £625 per month), housing benefit, council tax reduction.

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 uniform - Cardinal Newman High School

Cardinal Newman is a uniform school, and staff continue to insist upon proper uniform, including blazer. Unfortunately, pupils themselves often prefer to wear the various items of clothing that come to into fashion (belts, leggings, sports tops, etc). Such items are not uniform, and we will strongly discourage pupils from wearing them. We would appreciate your help. Please check your child each morning to ensure that the uniform as described below is being worn. The uniform is:

- the school blazer
- a plain white school shirt
- a school tie (S5/6 also have their own tie design)



- plain black tailored trousers (not jeans, tracksuit, jogging pants, gym shorts, leggings or other leg-hugging trousers) or skirt
- an optional **plain, black V-necked jumper**. No other sweatshirts, cardigans, jumpers etc. are permitted. No outdoor clothing other than the blazer is allowed within the school building
- black shoes (no white soled trainers)

P.E. kit

- Pupils should wear an appropriate T-shirt (a school PE top should be purchased and worn by all S1-S3 pupil) with shorts, socks and indoor training shoes. When working outdoors, pupils may also consider bringing a track suit or sweatshirt and towel and may use outdoor footwear.
- Pupils should not wear football team colours.
- P.E. kit should be carried in a bag and should be changed into before a lesson and changed out of immediately after the lesson.
- Pupils should avoid bringing especially expensive kit, and should not bring valuables to P.E. (Any such items should always be given to P.E. staff, before the lesson, for safekeeping).
- No jewellery is to be worn during P.E.

Note

It is our aim to develop all pupils' ability in PE, and if a child is unable to take part fully in a PE lesson through injury, they are asked to bring a note from their parents. It is our experience that, when pupils have a minor injury that has not prevented them from attending school, they can change into PE kit and continue to be involved with the lesson in an alternative role (for example, coaching, refereeing, scoring or measuring). We therefore ask that pupils bring their PE kit at all times. If a child should forget to bring kit, he or she is asked to wear washed kit available in the Department or to participate in another physical activity identified by the class teacher and which does not require kit. Alternative arrangements will be made for pupils who are unable to take any part in PE because of a serious injury and whose parents notify the school in advance. All of the above is in line with NLC policy (copies available on request). Thanks to parental co-operation and support, we achieve extremely high standards of participation and performance.



School Meals and Clothing Grants

Children of parents/carers receiving income support, job seekers allowance (income based), Employment & Support Allowance (income related), universal credit 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, first stop shops and North Lanarkshire Council. 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, housing benefit, council tax rebate. The school readily supply application forms and offer opportunities for parents/carers to come into school to gain help in completion of the applications.

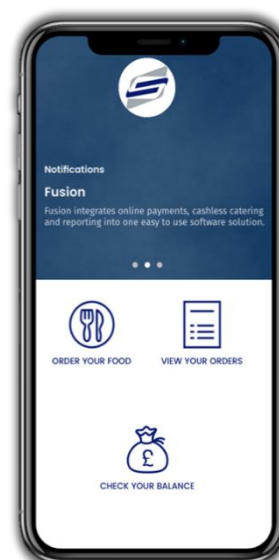
Seating in our canteens are available for those pupils who bring packed lunches. A cashless cafeteria system operates so that pupils can buy any snacks, etc. before school, at the morning interval and during the lunch break. All pupils are issued with a personalised pin code and those pupils entitled to a free mid-day meal are pre-credited to the value of the meal. They may purchase anything else in excess of this value by adding credit at the machines in the yellow canteen. Where a pupil requires a special diet, this will be catered for in discussion with the parent and the canteen manager.

The Availability of Special Diet

Diets required because of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed from the child's school or dietician, or from North Lanarkshire's catering service. Special diets required for ethical, religious or cultural reasons should be requested in writing to the head teacher who will liaise with the school catering service.

Fusion App

Our Pre-order app, Fusion Online, removes transactions from the dining hall to offer a truly contactless identification method. Secondary school pupils can order their favourite lunches straight from their mobile device to pick up from a designated collection point at lunchtime.





Educational Maintenance Allowance (EMA)

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

In session 2022-2023 students who are born before 1 March 2007 will be eligible to apply for an EMA.

The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid throughout the year. The following notes will be helpful in giving information about the EMA Guidelines

(i) Eligibility

All applications are individually assessed. Students must attend a school within North Lanarkshire Council, regardless of where he or she is resident.

The income used as the basis of the assessment is the gross household income for the preceding financial year.

The income thresholds used in assessing applications in session 2021/2022 are as shown below. These levels may be subject to change in session 2022/2023.

For applicants in single student households - £30 per week is paid where the income is up to £24,421; where the income is above that level no award will be made.

For applicants in multiple student households - £30 per week is paid where the income is up to £26,884; where the income is above that level no award will be made.

(ii) Attendance

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

(iii) Application forms

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

Application forms and guidance documents are sent to all secondary schools and special schools in North Lanarkshire in June each year. The school is also given a number of posters publicising the scheme and advertising the availability of forms. Students who may be eligible should obtain an application form and guidance document from the school. Applications forms and guidance notes may be downloaded from the Council website www.northlan.gov.uk

Students who are eligible for EMA for the full academic session should apply as early as possible.

Students, who are eligible for EMA from January to June, should apply from November.

Any student who is unsure whether they meet the EMA criteria should contact the EMA Section for advice on ef.ema@northlan.gov.uk



Transport

i) General

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.

Applications can be made online at the Council website [Free school transport | North Lanarkshire Council](#)

ii) 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.

iii) Placing Requests

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

Any information on transport appropriate to the school should be mentioned and this should include travelling arrangements arising from inter-school curricular arrangements.

Medical and Healthcare

The medical examination of children is undertaken during each child's school life, normally in the first year of primary schooling and then at ages 10/11 years and 13/14 years by staff of Lanarkshire Health Board and parents may refer their child at other times to the School Medical Officer for examination or advice. Dental inspections are also carried out on a routine basis in primary schools and parents are offered any necessary treatment for their children although they may choose to go instead to the family dentist; secondary school pupils receive examinations and treatment at the local community dental clinic, on request. If a pupil has to be sent home, it will be ascertained first of all if a parent or older responsible relative is in the house. When this is done, arrangements will be made for the child to go home. Where a taxi is necessary, this will have to be paid for by the parents. If, on the other hand, a serious accident at school requires an ambulance, one will be sent for and the child despatched to the local hospital. At the same time, word is sent by telephone to a parent to alert them to this. The school normally follows this up by keeping in touch with the family to follow the progress of the pupil's recovery.

At the start of each school session, parents will be asked to provide contact details including at least one emergency contact number. Parents are required to inform the school if these contact details change during the course of the school year. It is important that at least one number provided will accept a text message. It is of the utmost importance that parents make the school aware of any particular medical requirement or medication required by their children during the school day. These matters are treated seriously by members of staff who ensure that the pupil receives the proper attention at the stipulated time(s) and are naturally



treated in great confidence. It is also essential that the school is made aware at the start of the session of someone who can be contacted in cases of emergency when the parent is not available. This can be updated in the Parent Portal.

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than that at an educational establishment

Information and 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 informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press on local radio, on the NLC website and twitter

Some Important Contacts and Addresses

Education and Families	Chief Officer Education South	James McParland
North Lanarkshire Council	Education and Families Manager	Vacant
Civic Centre		
Windmillhill Street		
Motherwell		
ML1 1AB		

Education and Families
North Lanarkshire Council
Des Murray Chief Executive
Civic Centre
Windmillhill Street
Motherwell
ML1 1AB

Information on NLC Councillors can be found here: [Your councillor | North Lanarkshire Council](#)

Councillors whose ward covers part of the Catchment Area for Cardinal Newman High School:

Bellshill:	Councillor Angela Campbell
	Councillor Anne McCrory
	Councillor Pat Patton
	Councillor Lisa Stubbs

Mossend and Holytown:	Councillor Beth Baudo
	Councillor Helena Gray
	Councillor Jim Reddin

Thorniewood:	Councillor Margaret Boyd
	Councillor Helen Loughran
	Councillor Barry McCluskey

All of the above can be contacted at the Civic Centre, Windmillhill Street, Motherwell, ML1 1AB.



Contact in Relation to Support for Learning

Help and advice on any matters relating to Support for Learning can be obtained from:

Lorraine White, Cluster Integration and Improvement Lead

WhiteLorr@northlan.gov.uk

You can also get more help and advice from:

Enquire

The Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets,

0345 123 2303

Enquire

Children in Scotland

Rosebery House

9 Haymarket Terrace

Edinburgh

EH12 5EZ

[Email: info@enquire.org.uk](mailto:info@enquire.org.uk)

[Website: www.enquire.org.uk](http://www.enquire.org.uk) for parents/carers and practitioners

[Website: www.enquire.org.uk](http://www.enquire.org.uk) for children and young people

Children in Scotland – Resolve Mediation

0131 313 8844

Email: resolve@childreninscotland.org.uk

Independent Adjudication

Scottish Government

Directorate for Learning

Support and Wellbeing Unit

Area 2C North

Victoria Quay

Edinburgh

EH6 6QQ

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

0141 302 5860

www.asntscotland.gov.uk



OTHER CONTACTS

NHS LANARKSHIRE

Bellshill Health Centre

Telephone: 01698 575700

SOCIAL WORK

Bellshill Social Work Locality

Telephone: 01698 346666

Murray House

Email: CLD-Bellshill@northlan.gov.uk

303 Main Street

Bellshill

ML4 1AW

COMMUNITY LEARNING & DEVELOPMENT LOCALITY OFFICE

Bellshill CLD Locality Office

01698 274685

Bellshill Academy

321 Main Street

Bellshill

ML4 1AR

Qualifying Statement

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 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.



Glossary of Specialist Terms

Term	Explanation
AIP	Annual Improvement Plan. The school's list of priorities and targets for the year ahead.
AIR	Annual Improvement Report. The school's annual evaluation of its progress. The results of this evaluation are used to identify improvement priorities for the coming year.
Assessment	Determining/measuring the extent to which the pupil has learned from the lesson or course completed.
BGE	Broad General Education – Early Years to S3.
CfE	A Curriculum for Excellence. The Scottish national programme for education.
Differentiation	Using a range of teaching methods and materials to cater for the wide range of pupil abilities found especially in mixed ability classes.
ELT	Extended Leadership Team. Middle leaders in the school who lead and manage their specific department/Faculty or in the case of Pupil Support, their caseload. Comprised of Principal Teachers and Faculty Heads.
GIRFEC	Getting it Right for Every Child
GIRFMe	North Lanarkshire Council's Wellbeing action plan for young people who have identifiable needs and have targets set for Health and Wellbeing, Literacy and/or Numeracy. These are agreed with pupils and parents and shared with teachers.
ICT	Information and Communication Technology. All the different forms of electronic communications.
Prelims	Preliminary examinations. Gives pupils the opportunity to experience exam conditions and to try exam questions in a timed environment. Provides important tracking data as to how pupils are doing in the course/subject.
Pupil Support	Teachers responsible for supporting the personal, social, curricular and vocational development of their assigned group of pupils.
RRSA	Rights Respecting School Award. Awarded by UNICEF, recognising the school's commitment to raising awareness and promoting the rights of the child.
SCES	Scottish Catholic Education Service.
SfL	Support for Learning. The department in the school that offers assistance to pupils who experience difficulties with learning in one or more of their subjects.



SLT	Senior Leadership Team. Senior leaders in the school who lead on the key strategic changes and direction of the school. Comprised of the Head Teacher and Depute Head Teachers.
SQA	Scottish Qualifications Authority. The national awarding body for external/internal assessments. In December 2025 SQA was replaced with Qualifications Scotland.
Transitions	The various points in a young person's journey in school where changes take place. Key transition points are recognised from Primary to Secondary and Secondary to post school destinations, but transitions are recognised at various points in school.
Wellbeing Assessment	Any assessment that is used to determine the needs of individual pupils. These are used to identify supports/interventions effectively.