

## Bellshill Academy 2023/2024



*Rewarding futures in  
life & work*

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# Welcome to Bellshill Academy

Dear Parent/Carer,



I am delighted to welcome you to our school handbook for 2023-2024 which provides you useful information about Bellshill Academy. Please take the time to read our handbook and keep it safe for future reference.

At Bellshill Academy we believe in rewarding futures for all young people in life and work. We are committed to the wellbeing of all our pupils and believe that young people should feel the adults in their school are interested in them and care about their learning.

We have great young people in the school and I would like to wish them the very best this session and look forward to seeing what they are going to achieve. To pupils in P7, I look forward to welcoming you in August 2023. I have no doubt you will make a wonderful addition to our school.

I firmly believe our school is for everyone. I would like to thank all the staff and parents who make this happen every year.

A handwritten signature in cursive script that reads "J McGraw".

Mrs. Jodie McGraw  
Head Teacher

# Our School's Vision & Values

(UNCRC: 8,4,12,28)

At Bellshill Academy we believe in rewarding futures for **all young people**. We are committed to the wellbeing of all our pupils and believe young people should feel the adults in their school are **interested** in them and **care** about their learning. We believe that only when they feel this way, can they benefit from our aim which is:

for young people to be continuous learners who are able to secure for themselves **rewarding futures in life and work**, impacting positively on the future of the Bellshill community, North Lanarkshire, Scotland and the wider world.

We will:

- Promote our core values and build on all partnerships: home, school, services and the wider community.
- Provide a safe, stimulating and nurturing classrooms where effective learning and teaching takes place.
- Create an ethos of achievement and so raise standards of educational attainment in all areas of the curriculum.
- Encourage pupils to develop resilience and to show respect, understanding and care for others, their community and their environment.



Imagine your own rewarding future in life and work. Describe it in two sentences.

I want to be different and to stand out. I want to make an impact in this world.

Happy and progressive

I hope to inspire young people and give them a solid foundation for building their own future. Being able to show kids how things work would be an amazing experience.

A happy life. My dream job

Doing a job that I love and that makes me happy.

Happy with a good career and lots of money. Having an impact on a child's life through teaching.

A well paying job which I enjoy going to - A social life where I see friends and family regularly



## What our teachers say about our Vision and Values: 'Rewarding Futures in Life and Work'

We take time to develop individual pupil's skills so that they can plan their own future and gain value from it, rather than a 'one-size fits all' approach. This is important as we do not all value the same things in life and gain self-esteem from many different avenues.

Rewarding futures is the ultimate goal, each day teaching the pupils helps to achieve this in different ways.

Education enables social mobility, it's the reason kids come to school

Personally, I have built relationships with pupils and encourage them to do well. I believe if this continues it will shape them to want to achieve their best potential

Preparing young people to have the skills required for further education or employment is at the centre of what the school is trying to achieve. Trying to ensure leavers have a positive destination to go to is showing a reward for all their work and giving them the opportunity to have a successful future in life and work.

I think my job is to give pupils the best possible education in my subject and also in a more holistic sense. A big part of what we do is to ensure every pupil attains to the best of their ability which is the most significant way in which I as a teacher can improve pupils' lives and careers.

The purpose of education is to nurture and develop the pupil as a whole and yes academic qualifications are what we are measured on but achievement should also be celebrated and developing social and cultural experiences will support the development of a young person also.

**“This is a child who grows up to become an adult who is equipped to **cope** with the stresses of daily life and is empowered to be confident in who they are and who they are becoming. This is a child who becomes an adult that is happy and able to lead their own life in the direction that they want to, through work and the choices they make”**



## BELLSHILL ACADEMY SCHOOL IMPROVEMENT PLAN 2023/2024

### IMPROVEMENT PRIORITIES

Improvement Plan Summary	
Cluster Priority:	All young people will benefit from a robust integrated approach to improving Health & Wellbeing outcomes for children and families across our Cluster
School Priority 1:	Increased attendance and revised curriculum design will improve achievement and attainment.
School Priority 2:	Increased opportunities for Skills for learning, Life and Work will improve SCQF tariff points and leaver destinations >93% in June 2023.

Details pertaining to school improvement, attainment and achievements can be obtained from the school website on: <http://www.bellshillacademy.thelearningcentre.org/> and a companion School Improvement Report.

Further information can also be found on Parentzone: [education.gov.scot/parentzone/](http://education.gov.scot/parentzone/)



# School Information UNCRC: 13,14,28,29,31

Name of School	Bellshill Academy
Address	321 Main Street, Bellshill, ML4 1AR
Tel:	(01698) 274940
Fax:	(01698) 842662
E-mail:	enquiries-at-bellshill@northlan.org.uk
Website:	<a href="http://www.bellshillacademy.thelearningcentre.org/">http://www.bellshillacademy.thelearningcentre.org/</a>

Bellshill Academy is a 6 year non-denominational school catering for both boys and girls aged 11-18.

## School Roll

The roll in August 2022 was 702

S1 - 129	S3 - 128	S5 - 96
S2 - 148	S4 - 131	S6 - 61

The anticipated S1 intake for the next 3 years is:

August 2023 - 117    August 2024 - 127    August 2025 – 126

Roll projections can be affected by various factors and, therefore, may be higher or lower than anticipated.

Whole School Capacity: 996

## Accommodation

It is Council Policy that school accommodation be made available as far as possible out with school hours for use by the community. Enquiries should be made to the **Culture NL Ltd, Community Facilities Section, Coatbridge Community Centre, 9 Old Monkland Road, Coatbridge, ML5 5EA**

The school's accommodation is as follows:-

26	General classrooms	5	Science laboratories
3	Home Economics rooms	3	Art rooms
2	Music Rooms	2	Gymnasia
1	Assembly Hall	1	Games Hall
1	ICT suite	1	Photo – media suite
1	Dance Studio	1	Fitness Suite
1	Multi Use Games Area	1	Sensory Garden and outdoor learning area
1	Sound recording studio	2	Inclusion Support Areas
7	Technical rooms (2 Technological, 2 drawing, 2 woodwork, 1 metalwork)		
3	Business Studies rooms (including 3 computer suites)		
1	Literacy resource centre (including careers library)		
1	Wellbeing Hub and digital classroom		
1	Pupil Wellbeing and Breakfast Club area		

Our drama and ICT provision and outdoor spaces have been newly developed.

## School information

The Assembly Hall has a fully equipped stage with Multimedia Resources such as, Video Presentation Screen, Multimedia Projector and Sound System. It is also suitably equipped for dance, badminton and fitness classes

## Literacy Resource Centre

*\*From August 23:*

The LRC will be run by our English & Modern Languages Faculty. The aim of the Literacy Resource Centre (LRC) will be to support learning and teaching in the school.

The LRC will work towards this aim by:

- Providing a bright, attractive and positive learning environment for staff, pupils and groups.
- Providing a range of relevant, current resources to meet the curricular needs and personal interests of staff and pupils.
- Supporting and extending departmental coursework, particularly in research-based learning and information literacy activities.
- Fostering a culture of reading for pleasure.



The LRC holds an extensive range of resources, including sections for junior, young adult and senior fiction, short reads, graphic novels, non-fiction. For August 23 the area will be refitted by ICT equipment. The LRC will be available during the school day, the LRC also offers extended opening to allow pupils to use the facilities at interval, lunch and before school. Pupils are very welcome to browse, borrow and return books, read, study, complete homework and use the ICT facilities at these times.

### LRC Special events

The faculty has been developing a programme of author visits to enhance the pupils' learning experiences. Over the past two years we have welcomed some famous and award-winning writers to the school, including Barry Hutchison (author of the *Invisible fiends* series), Cathy MacPhail (*Tribes* and *Mosi's war*, winner of the Scottish Children's Book Awards 2015) and Matthew Fitt (Scots language writer).

As well as the Scottish Book Trust's Live Literature programme, the LRC participates in local and national reading initiatives throughout the session, such as Book Week Scotland and the Scottish Children's Book Awards.

### Wellbeing Hub

This is a cluster resource where clusters support teachers work with pupils across stages and schools within Bellshill Cluster.

### Digital Learning

As well as a community ICT suite and interactive smart boards, each department has a class set of laptops. The Wellbeing Hub is also a digital classroom. Our French teachers provide lessons to the Cluster using this resource.

The Council provides an online consortium arrangement for senior pupils to access Higher and Advanced Higher not available in their school. Pupils in Bellshill Academy use Digital Learning to access these.

The school has digital learning ambassadors anticipating a Digital Wellbeing Award the end of the session.

### The War Memorial

The War Memorial, which is situated at the front of the school, was built as a reminder of those men who lost their lives during the First World War. Engraved on the Memorial are the names of 268 men from the Bellshill/Mossend area. The school has a Remembrance service each November.



# Making Contact UNCRC 2, 3,6,12,34,35

You are free to \*visit or telephone the school at any time. The school is situated on the Main Street about half a mile east of Bellshill Cross. Please enter by the front door where there is a controlled entry system. When visiting the school please report to the School Office on the ground floor in the first instance. Alternatively, you may telephone the School Office on 01698 274940.

In both cases, clerical staff will assist and advise you as to which member of staff you ought to see. In most cases an appointment will be arranged with the appropriate teacher.

However, in an emergency, you may contact the Head Teacher, Mrs Jodie McGraw, or any of the Depute Heads, at any time. If you wish to discuss or receive information about your child's academic progress, courses or timetable you should request an appointment with a Depute Head Teacher. If you wish to discuss matters relating to your child's attendance, behaviour or health you should request an appointment with your child's Pupil Support teacher.

During the Session, Parents' Meetings are arranged at regular intervals. About 10 days before a Parents' Meeting, an email is sent to parents with details of how to arrange appointments for your young person's Parents' Meeting. You will be given the opportunity to select the teachers you wish to see and individual appointments are consequently arranged.

The purpose of these meetings is to give you the opportunity to discuss your child's academic progress and attitude to work. You are strongly recommended to take advantage of these Parents' Meetings, which are normally very profitable for both parents and teacher.

\*May have restrictions due to Covid mitigations.



Jodie McGraw HT



Lesley Heffernan DHT Senior Phase



Andy Hamilton DHT PS/S1



Paul Lindsay DHT S2/S3



Barry McBride PEF DHT

## People to Contact

### Head Teacher

Mrs Jodie McGraw

### Depute Head Teachers

Pupil Support & S1

S2-S3

S4-S6

PEF (Acting)

Mr Andy Hamilton

Mr Paul Lindsay

Mrs Lesley Heffernan

Mr Barry McBride

The Head Teacher and Deputies can be contacted at any time in an emergency, otherwise by appointment.

Parents who wish to discuss matters regarding their child should contact the relevant member of the management team. Interviews between parents and Depute Heads can be arranged by telephoning the school to make an appointment.

Parents offered or seeking a place for their children at Bellshill Academy are welcome to visit the school. Contact can be made by letter, email or telephone to arrange a suitable date and time.

Our aim is to ensure that Bellshill Academy is a caring community.

Pupil Support staff may be contacted on matters relating to the attendance, behaviour or health of a pupil. Appointments can be arranged by telephoning the school. Pupils are allocated to a House and to a Pupil Support teacher upon enrolment and remain in the same House and with the same Pupil Support teacher throughout their stay at the school. Care is taken to ensure that where possible siblings are placed in the same house.

The school is committed to assessing all policies and practices to ensure there is no negative impact on any group of people. Implementation of the Education, Skills and Youth Employment Equality Policy including The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality.

### Pupil Support Staff

Mr G McAlpine

Mrs C McRoberts

Mrs F Higgins

Mrs K Barrowman

Ms E Maltby

Principal Teacher

Principal Teacher

Principal Teacher

Principal Teacher (Acting)

Principal Teacher

Arran House

Iona House

Lewis House

Harris House

Support for Learning & Inclusion

## Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases we shall do all we can to let you know about the details of closure or reopening. We shall keep you informed by using letters, notices in local shops and community centre's announcements in local churches and announcements in the press and on local radio on the NLC website and Twitter.

# Responsibilities of Promoted Staff

UNCRC 2, 3,6,12,28,29,34,35

## Senior Leadership Team

The Head Teacher and Depute Head Teachers form the Senior Leadership Team at the Academy. As a team, they have a wide range of responsibilities which include the implementation of National and Authority policies, the welfare of all pupils and staff, curriculum development, general administration of classes and courses, timetables, pupil support, pupil behaviour, assessment, national examinations, staffing, school finances and inventories, school handbooks, parents' evenings, Primary liaison, links with outside agencies and Health and Safety at Work.

To fulfil these responsibilities, they depend upon the support of all staff in the school (teaching and support staff) to work together as a team to provide the best education for your child.

## Principal Teachers (curriculum)

Principal Teachers (curriculum) are responsible for running a department (e.g. English, Mathematics, etc). Their responsibilities include the maintenance and management of subject courses suitable to the ability level of each year and class group, curriculum development and class organisation, departmental assessment and reporting, discipline, managing the staff in their department as a team and ordering books and resources for their department.

## Pupil Support Team

Pupil Support teachers have the special responsibility of getting to know your child well, to ensure that he/she is happy at the school and that, if problems arise, these can be discussed and dealt with.

Your child will remain with the same Pupil Support teacher from First to Sixth Year. Pupil Support teachers have a special responsibility for:

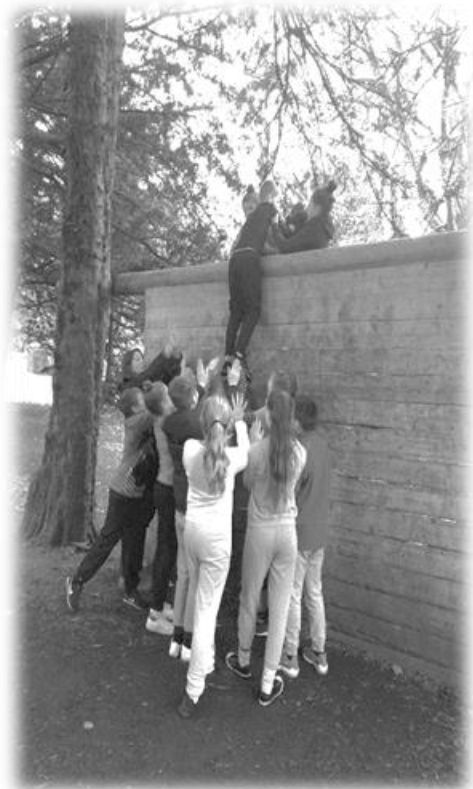
- Monitoring pupil attendance at school.
- Interviewing pupils individually.
- Looking after pupils' progress files.
- Giving advice about courses and careers.
- Personal & Social Education.
- Leading house assemblies.
- Linking up with the following external agencies - Careers Service, Child Guidance, Social Work department, Children's Panel, Police Community Involvement Branch, Health and Medical Authorities.

## Acting Principal Teachers - Pupil Equity Fund (PEF)

Our recently appointed PEF PTs are responsible for creating programmes of work for pupils from S1-S3 to support literacy, wellbeing and outdoor learning.

- Mr D Alexander (Nurture)
- Mr K Melrose (Recovery)

Detailed information on PEF and our school's progress can be found on the school website:  
<http://www.bellshillacademy.thelearningcentre.org/>



# Staff List 2022

## Head Teacher

Mrs Jodie McGraw

## Depute Headteachers

Mrs Lesley Heffernan  
Mr Andy Hamilton  
Mr Paul Lindsay  
Mr Barry McBride (PEF: Acting)

## English & Modern Languages Faculty

Mr A Scott (PT)  
Mr D Alexander (PT: PEF)  
Mrs L Connor  
Ms J McHugh  
Ms K McRitchie  
Ms A Amjad (Probationer)  
Ms C Moore (Probationer)  
Mrs E Deveney  
Ms K Wiggins

## RMPS & Citizenship Department

Mrs A Lavery (PT)  
Mr C Nicolson

## Social Subjects & Sustainability Department

Ms L Carrick (PT)  
Mrs F Higgins (PT (Acting) Pupil Support Lewis)  
Mr C Rutherford  
Mr M Reilly  
Mrs C Bowes  
Ms M Henderson

## Performing Arts Department

Mrs I Stewart (PT)  
Miss H Thackery  
Mrs C Campbell  
Mr F Burns

## Support for Learning/Inclusion Department

Mrs L Maltby (PT)  
Mr K Bell

## Art & DYW Department

Mrs M Higgins (PT Art/ DYW)  
Miss K Barrowman (PT (Acting): Pupil Support Harris)  
Mrs M Jack

## Sciences Faculty

Mrs R Thomson (PT: Acting)  
Mr B McBride (DHT PEF: Acting)  
Mrs L Pritchard  
Miss E Kelly  
Mr D Smith  
Ms S Cahill  
Ms J Falconer  
Mr P McAuslin  
Mr S Shaw  
Ms D Wilson  
Mr R Stitt (Probationer)

## Mathematics Department

Ms A Davidson (PT)  
Mrs C McRoberts (PT Pupil Support Iona)  
Mrs D Lawrie  
Mrs J Barr  
Mr K Melrose (PT: PEF)  
Mr T O'Neill (Probationer)

## Business & Creative Technologies Faculty

Mrs L Potter (PT)  
Mrs L Heffernan (DHT)  
Mr P Lindsay (DHT)  
Mr J Campbell  
Mr A Ramsay  
Mr M O'Hara  
Mr P Phillips  
Mrs A Pryde  
Mrs K Finlayson  
Ms K Nunn  
Mr A Scott  
Ms H Fisher (Probationer)

## P.E. Department

Mrs C Anderson (PT)  
Mr A Hamilton (DHT)  
Mr D Clark  
Mrs G McMullen  
Mr G McAlpine (PT Pupil Support Arran)  
Ms R Maguire (PT (Acting): Future Fridays)

**Office Staff**

Ms S Quate (AFA)  
Ms J Carnie (Admin Assist)  
Mrs J Houston  
Mrs K Millar  
Mrs L McCrory  
Mrs S M Grant

**Science Technician**

Mr E McKenna (Senior Technician)

**ICT Technician**

Mr M Bourne

**Technical Technician**

Mr C Campbell

**Additional Support  
Needs Assistants**

Ms L Clark  
Ms A M Carrigan  
Mrs D Clark  
Mrs C Batty  
Mrs P Ferguson  
Mrs M Gorman  
Ms C McKenzie

**Cluster Innovation & Improvement Lead**

Mrs C McShane

**Janitor**

Mr J Lees (Senior Janitor)  
Ms J Irvine  
Mr D Clark  
Mr J Johnstone

**Key**

*PT - Principal Teacher*  
*DHT – Depute Head Teacher*  
*PEF – Pupil Equity Fund*

# Working Together

UNCRC 2, 3,6,12,28,29, 34,35

Parents are free to contact the school at **any time**.

However, during the session we normally arrange special Parents' Meetings when teachers are available to discuss with you your child's progress. These meetings are extremely valuable for all involved and we are most anxious to encourage you to come along on such occasions.

Parents' Meetings normally take place as follows:

P 7 parents' Open Evening	September
S5/6 parents	November
S3 parents	November
S4 parents	February
S1 parents	March
S2 parents	March

Other ways we communicate with parents are :

- Direct phone calls and emails
- Groups email and text messages
- Twitter @BellshillA
- Weekly bulletin from the HT
- Termly Newsletter
- Surveys and questionnaires for feedback and consultation
- Parent Council
- Parent Forum Group
- ASN Parent Forum Group

## Partnership With Parents and Carers

We want you to know that we are working together with you for the very best for your child socially, academically and personally.

We want your child to be happy in the school environment and free from fear or anxiety.

We want you to feel that the Academy is YOUR School and that the teachers and other staff are here to provide what is the best and the most appropriate education for your child.

We want you to be assured that you are most welcome to visit or phone the school to discuss any aspect of your child's education or welfare at any time.

We want you to know that we value your co-operation and support for the school by encouraging your child to benefit from all the school's activities.

We undertake to keep you fully and regularly informed about your child's progress, attendance and welfare.

## Family Learning

During the year we provide opportunities for families to learn together such as:

Family Cooking, Study Skills Evenings, Information Evenings and Workshops, Mental Health Awareness Parent Groups. Parent Forum Group. Links with the Home School Partnership Officer, Student for a Day, Literacy & Numeracy workshops, Internet Safety.

## Partnership With Our Primary Schools

The staff at the Academy enjoy excellent relationships with our colleagues in each of the partnership Primary Schools and we have an extensive transition programme. We have frequent meetings with our Primary colleagues to ensure that moving from Primary to Secondary school is a natural and happy experience for your child.

Staff from the Support for Learning Department visit the Primary Schools on an on-going basis to get to know all the Primary 7 pupils. Pupil Support Staff also have frequent contact with the Primary Schools to ensure that the exchange of information between schools is maintained. Social contacts for Primary 7 pupils are also important, with a three day visit to the Academy, as well as a wide range of other curricular and extra-curricular activities taking place throughout the year.

## Empowering Clusters

The Empowering Clusters model which is designed to ensure support is offered in a range of ways to young people from nursery to primary to secondary. In Bellshill Academy, this can include all or some of the following additional supports:

- GIRFME Planning
- One to one or group support for literacy and numeracy
- Transition planning support
- Summer or Easter School
- Support from Support for Learning staff like Mrs Maltby
- Support in the inclusion support base or wellbeing hub
- Support for English as an additional language, Mrs McPhee
- Support from the Educational Psychologist, Ms Hughes
- Support from our HSPO, Yvonne MacBean
- Support from class assistants Mrs Batty, Mrs Clark, Mrs Gorman, Mrs Ferguson or Mrs Clark
- The Forest School
- Cluster Support Teacher Mrs Dobbie
- Cluster Attainment Teacher Miss Williamson

For pupils who require intensive support, the Academy has a multi-agency support team consisting of a team of professionals. Though not exhaustive, this team can include representatives from Educational Psychological Services, the Social Work Department, Inclusion Team, CLD, Public Health, Police, Cluster support staff and the Cluster Integration and Improvement Lead.

Parents and Young people are part of all relevant meetings, planning processes and support.

## Partnership With our Pupils

We believe that pupils ought to be encouraged to play a part in running their school. We have a very active Pupil Council where pupils can discuss and make recommendations about school matters that affect them. The pupils themselves elect the Pupil Council members.

Our objective is to support our young people in their schoolwork, in their personal development and in their relationships with others.

## **Pupil Support Department**

Pupil Support Staff work tirelessly to support the young people in their care through planned programmes of Personal and Social Development, individual interviews at important stages in their educational and career development (one such being soon after they join First Year, to ensure that the pupils are settling in without problems), by responding promptly to pupils' problems and difficulties as they arise, by monitoring attendance at school and by supporting pupils positively if they experience difficulties.

Parents/carers are the most important resource available to any school. At Bellshill Academy we ensure all parents/carers are fully informed and engaged from Primary Transition to Positive destinations. Parents are encouraged to attend family friendly events on offer including family cookery, Parents Evenings, PTFA events, School Shows and prizegivings. Our school website and Twitter Page is a valuable source of information where daily learning and other events are posted.

Transitions At Bellshill Academy: our transition events start in early September culminating in our 2 day visit in June.

Options: Our Pupil Support department and Learning Support department offer advice at various stages relating to pupil individual option choices. Involving Skills Development Scotland (SDS) from S1 –S6 allows our parents and pupils to make informed choices about their career path.

Reporting: Parents/Carers are kept updated regularly through progress and achievement tracking reports which detail areas of strength and areas for improvement. Working alongside Pupil Support, Learning Support and classroom teachers allow us to work in partnership to ensure pupils feel confident, achieve success and contribute effectively to society.

Our PSHE Courses provide a platform for teachers and pupils to discuss issues in society relating to relationships, parenthood, sexual health and drug awareness. At Bellshill Academy we use the Scottish Governments national resource for relationships, sexual health and parenthood (RSHP) education for children and young people. Parents will be provided with a letter informing them of the topics to be discussed and are encouraged to visit the Scottish Governments Website ([Home - RSHP](#)). Parents can discuss this with Pupil Support Staff and Information is provided at our open evening.

## **Support For Learning/Inclusion Department**

This department carefully monitors the progress of all pupils as they move into First Year, to identify pupils who need additional support. Resources and strategies are put in place to help support pupils and to ensure that such support is co-ordinated and continued if it is needed.

Pupils with additional needs are given particular attention and support. A variety of special strategies are used to make sure the correct support is provided. Pupils with Additional Support Needs have statutory rights, which the school is able and willing to meet. Most young people need learning support at some time - even the most able pupils.

**Details of the support we offer for mental health can be found on our website:**  
<http://www.bellshillacademy.thelearningcentre.org/>



## Home School Partnership Officer

Our Home School Partnership Officer:

- Works to promote positive partnerships between the home, the school and the community.
- Works in a variety of ways to tailor support programmes to best suit the needs of our young people, preparing them for their future and the highest possible levels of achievement.
- Works in partnership with services and agencies within the community as well as school services to best support young people and their families.
- Works with Primary schools to support the transition from primary to secondary.
- Individual pupil support and home visits as well as working with families
- Working with small groups of pupils on topics such as self-esteem and dealing with stress

## Scottish Youth Parliament



Bellshill Academy pupil Ash McGuire was voted as MSYP for Bellshill and Uddingston. Ash has been the lead on several initiatives in the school and speaks at assemblies about motions being put forward at Youth Parliament.

# School Day

## Monday, Tuesday, Wednesday & Thursday

Period 1	8.55 am	-	9.45 am
Period 2	9.45 am	-	10.35 am
<b>Interval</b>	10.35 am	-	10.50 am
Period 3	10.50 am	-	11.40 am
Period 4	11.40 am	-	12.30 am

<b>Lunch</b>	<b>12.30 pm</b>	-	<b>1.15 pm</b>
Period 5	1.15 pm	-	2.05 pm
Period 6	2.05 pm	-	2.55 pm
Period 7	2.55 pm	-	3.45 pm

## Friday

Periods 1 to 4 – same times as above. School closes at 12.30pm.

Future Friday activities begin from 1.15pm. The canteen is open as normal on Fridays.

## THE SCHOOL YEAR – 2023/2024

First Term	Wednesday 16 August 2023	-	Friday 13 October 2023
Mid Term	Monday 23 October 2023	-	Friday 22 December 2023
Second Term	Monday 9 January 2024	-	Thursday 28 March 2024
Third Term	Monday 17 April 2024	-	Wednesday 26 June 2024

### September Mid-Term Holiday

Friday 22 & Monday 25 September 2023 (incl)

### October Holiday

Monday 16 October – Friday 20 October 2023 (incl)

### February Mid-Term Holiday

Monday 12 and Tuesday 13 February 2024

### Spring Holidays

Friday 29 March – Friday 12 April 2024 (incl)

### Good Friday & Easter Monday

Friday 7 April & Monday 10 April 2023

### May Day Holiday

Monday 6 May 2023

### May Mid-Term Holidays

Friday 24 and Monday 27 May 2023

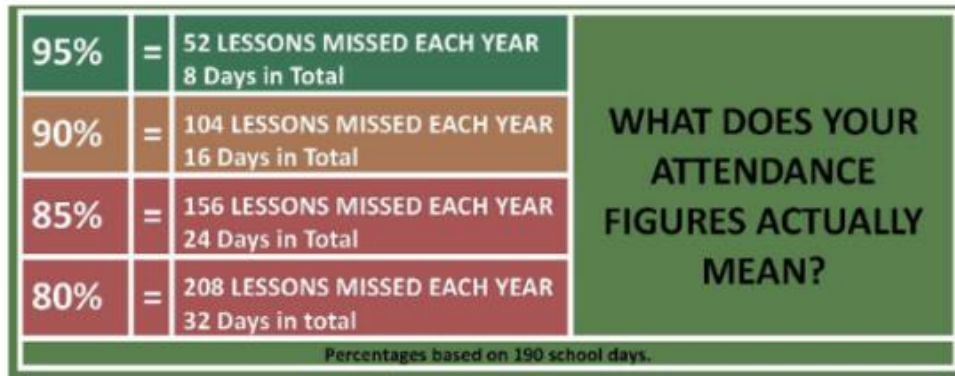


There will be several added days when the school will be closed to pupils for staff in-service.

**Inservice Days:** 13 November 2023, 14 February 2024 & 2 May 2024

The official— 'Leaving Dates' for Secondary School for Session 2023-2024 are 22 December 2023 and 31 May 2024. If a pupil is turning 16 between the 1st of March and the 30th of September, they can leave school after the 31st of May of that same year. Those who turn 16 between the 1st of October and the end of February can leave at the start of the Christmas holidays in that particular school year.

# Registration and Attendance UNCRC 2, 3,6,12,28,29,34,35



The school has very clear procedures to check and monitor pupil attendance and timekeeping and the Pupil Support teachers closely monitor the attendance of each pupil in their care:

- Period by period, using electronic registration.
- During PSE classes.
- Late coming is checked each morning and monitored by Senior Management

Absence notes must be brought by every pupil on return to school and given to the Pupil Support Teacher or the main office. Absence notes, if satisfactory, will ensure that the child's absence is 'authorised'. If an absence note is not produced within two days of the pupil's return, the absence will be investigated by the Pupil Support Staff. Unsatisfactory absence notes will be similarly investigated. If a pupil is likely to be absent for some time (more than 3 days), the parent must inform the school by letter, email, or by telephone.

If a pupil's attendance becomes unsatisfactory, a letter will be sent to the parent/carer informing them and calling for their co-operation. In the event of continuing unsatisfactory attendance the School Attendance Officer will visit the home, followed, if unsuccessful, by an official warning letter. This may lead to referral to the Reporter to the Children's Panel or ultimate prosecution. As an immediate follow-up to late-coming and non-attendance an automated, electronic system is now in place to allow contact to be made with parents via phone calls and text messages.

The system can also be used as a reminder for such things as parents' meetings and examinations. It can also alert parents when homework has not been completed. Further information relating to the school's attendance statistics can be found on the school website:  
<http://www.bellshillacademy.thelearningcentre.org/>

Section 30 of the 1980 Education Act lays 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.

## (a) Family Holidays During Term Time

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

- The period immediately after an accident or illness.
- A period of serious or critical illness of a close relative.
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

**Managing attendance:**

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. 7

**Supervision: Non-Class Times**

During non-class times, senior managers and volunteer teaching staff will patrol the school grounds. Identified groups of pupils will have arrangements for attending bases and clubs during break and interval. These are supervised by teaching and support staff.

All pupils must remain on the school grounds at break times.  
S1 pupils must remain on the school grounds at break and lunch times.

# School Dress

UNCRC 2, 3,6,12,28,2934,35

Following extensive consultations with all pupils via the Pupil Council, all parents, staff and other interested parties, Bellshill Academy moved to the wearing of full school uniform. Thanks to the support of pupils and parents, this has been an overwhelming success.

At the end of this section, please find a description of our uniform.

There are important reasons for having school dress:

- To improve school security - being able to spot intruders.
- To improve the image of the school in the eyes of the community.
- To encourage a sense of identity.
- To reduce expenditure for parents.
- To encourage a sense of order and purpose.



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 the Education & 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 circumstance would include items which:

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

Parents in receipt of a grant for footwear and clothing from the council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Education & Families.

Information and application forms may be obtained from any school or First Stop Shop.

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: income support, job seeker's allowance (income based), Employment and Support Allowance (income related), housing benefit, council tax reduction (please note that single person's discount / council tax exemption is not council tax reduction), Universal Credit (with an income below £660 per month). The deadline for the school clothing grant is the 31<sup>st</sup> of March 2023.

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

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

Parents should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.

## Special Dress Requirements

### Physical Education

Physical Education is a compulsory element of the school curriculum. PE kit must be brought to every PE period, even with an excuse note. The following kit should be provided for PE:

- White T-shirt (NO LOGOS OR FOOTBALL COLOURS)
- Black shorts
- Socks
- Training shoes and a towel (when out of doors)
- Black tracksuit trousers can be worn in cold weather.

*NO JEWELLERY (TO COMPLY WITH HEALTH AND SAFETY)*

For hygiene purposes, it is important that all pupils have a change of kit and footwear for PE.

Training shoes worn outdoors cannot be worn in the Games Hall. Grit from outdoor shoes will damage the wooden floor.

### Home Economics

For practical lessons all pupils are expected to comply with the following: -

- Jewellery should not be worn on days when practical activities are undertaken
- Nail varnish should not be worn on days when practical cooking is undertaken
- Pupils with long hair should tie it back, and midlength hair should be held back off the face with the use of an appropriate headband



# Uniform

## Description

Blazer	-	Black
School Shirt/Blouse	-	White only with school tie.
School Skirt/Trousers	-	Black (no training bottoms, leggings, jeans, shorts, casual wear).
Shoes	-	Black shoes (no white or light coloured trainers)

## Price List (subject to change)

S1-S3 School Tie	£ 5.50	
S4-S5 Senior Tie	£ 7.00	(available from the school office)
S6 Tie	£ 7.00	

## Costs below are approximate:

Blazer: £33

Blazer with braiding & badge: £43

Own blazer for braiding: £16

The above items are available via the school office and from our uniform suppliers throughout the school session.

Pupils are expected to wear their school blazer and full school uniform at all times.

**Outdoor jackets must be removed on entering the school building**



# Promoting Positive Behaviour

UNCRC 2, 3,6,12,28,29,34,35

Bellshill Academy seeks to ensure that all pupils fulfil their personal, social and academic potential. We encourage and value positive behaviour so that all pupils can feel safe and do their best. We recognise that positive behaviour leads to effective learning and teaching, positive attitudes and healthy mind-sets which overall helps to maximise the attainment of our young people.

At Bellshill Academy we recognise the value of positive relationships and the impact this has on a child or young person's behaviour. The school has a dedicated PT Nurture who promotes the tenets of NLC Nurturing Schools. Furthermore, that effective learning and teaching is central to the process and dependent on positive relationships. Positive relationships are evident where children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.

There are a wide range of strategies used in Bellshill Academy to promote positive relationships and behaviour. The emphasis is on relationships and is linked to a range of key drivers from the Scottish Government such as:

- GIRFEC
- Education (Scotland) Act 1980
- Included, Engaged and Involved Part 2 (2012)
- The Education (Additional Support for Learning) (Scotland) Act 2004, 2009
- Behaviour Relationships, Better Learning, Better Behaviour (2013)
- Equality Act 2010
- Children and Young People Scotland Act 2014

As well as United Nations Convention of the Rights of the Child UNCRC.

## Mobile Phones

We appreciate that mobile phones can be an aid to a pupil safety. However, when in school the focus for all pupils should be their learning. During class time and within the school buildings we require mobile phones to be turned off and kept out of sight.



In an emergency, a pupil may be contacted via the school office. Please note that this particular facility applies to genuine emergency situations only. We appreciate the support of parents in this issue.

## External Provider Staff

School disciplinary policy & procedures should be invoked when there is an incident involving any member of external staff (not employed by NLC) within a NLC establishment.

- i) 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.
- ii) Any misconduct should be reported to a member of the school SMT before the close of the business day.



# Anti-Bullying Policy UNCRC 2, 3,6,12, 14, 15, 28,29, 34,35,42

Bellshill Academy aims to promote positive relationships amongst pupils and staff through a caring school ethos. It is our aim that everyone in the school should be treated with the respect they deserve and that courteous behaviour is observed towards all members of the school community - both pupils and all school staff. Bellshill Academy's anti-bullying policy has been written in consultation with parents and pupils and reflects NLC's Promoting Positive Relationships: Respect for All: Anti-Bullying Policy.

**Specifically, we aim to develop strong partnerships with our parents and to reach a common understanding of:**

- The issue of bullying.
- To raise awareness of our anti-bullying policy amongst our young people and to promote an environment where all our pupils feel safe.
- To offer support to pupils who may experience bullying and to sensitively assist in resolving the situation.
- To provide a supportive and responsive service to parents where they feel comfortable to approach the school in confidence about bullying issues

## **What is bullying?**

Bullying is the using of power to intimidate others in a variety of different ways. For example:

- Verbal - Name-calling.
- Physical - Hitting, assaulting others.
- Social - Isolation from a group.
- Mental - Coercion into behaving in a certain way.

## **What do we do about it?**

- Acknowledge openly that it exists.
- Treat seriously.
- Create an ethos in the school where everyone feels valued.
- Encourage those being bullied to speak to someone about it.
- Persuade on-lookers not to ignore it.



## What is Expected of You?

### Pupils

If a pupil is the victim of any form of bullying, he or she should inform someone as soon as possible. This person could be a Pupil Support teacher, any other member of staff, or another pupil, such as a House Captain. In order for the situation to be dealt with, we have to know. Any other pupil who witnesses an incident of bullying or knows of someone who is being bullied should report this either to Pupil Support staff or any other member of staff.

### Pupil Support Staff

If a pupil reports an incident of bullying, Pupil Support staff will listen sympathetically and investigate the circumstances. It is important that pupils know that any such complaints will be taken seriously and dealt with in a suitable manner. When parents report cases of bullying or suspected bullying, thorough investigations will be carried out and those responsible will be dealt with appropriately and timeously.

### Teaching or Other Staff

If a pupil reports that he or she is being bullied or some form of unacceptable behaviour is witnessed by a member of staff, this should be reported to the Pupil Support staff as soon as possible. It is important that all such reports are treated seriously and sympathetically.

### Parents

Parents are encouraged to communicate to the school any concerns they have about the treatment of their children within the school. The first contact should be with the child's Pupil Support Teacher so that the situation can be speedily and sensitively resolved.

## Bellshill Academy is a Silver Rights Respecting School

Your school is explicitly embedding the UN Convention on the Rights of the Child in its policy, practice and culture.

You are promoting knowledge and understanding of the Convention throughout your school community.

You are putting into action and developing the plans outlined on your Action Plan for Silver, which you submitted to achieve Bronze: Rights Committed.

You are beginning to see the positive impact of these actions on children and young people, staff, and on the school's ethos, practice and environment.

Children and young people are beginning to see themselves as rights respecting global citizens and advocates for fairness and children's rights, both locally and globally.



With the help of pupils, parents and staff we will continue to make Bellshill Academy Rights aware and work toward securing a Gold Award.

# Transition from Primary to Secondary

UNCRC 2, 3,6,12,28,29,34,35

As the parents of children attending cluster schools, you will be offered a place for your child at Bellshill Academy during the closing months of Primary 7



## **Noble Primary School**

Shirrel Avenue  
Bellshill  
ML4 1JR  
Tel: 01698 274907

## **Lawmuir Primary School**

Footfield Road  
Bellshill  
ML4 2BY  
Tel: 01698 274930

## **Mossend Primary School**

Calder Road  
Bellshill  
ML4 2RH  
Tel: 01698 274905

## **Tannochside Primary School**

111 Douglas Street  
Tannochside  
G71 5RJ  
Tel: 01698 522726

## **Aitkenhead Primary School**

Lincoln Avenue  
Uddingston  
G71 5QZ  
Tel: 01698 522701

Teachers at your child's Primary school and at the Academy work closely together throughout the school session to ensure that your child's transfer to the secondary school is a pleasant and meaningful experience. We realise that this is a big step in his/her life and that he/she needs support and reassurance. We also recognise that you, as parents, will be anxious to be reassured about your child's welfare. Every child coming to Bellshill Academy has a bespoke wellbeing plan created for them.

## **Transition Programme**

In Bellshill Academy we believe that the transition from primary to secondary school is a time of progression and that all young people should be given the opportunity to develop and expand on previous learning experiences. This is a very exciting, though sometimes daunting experience for young people so we know they need a lot of support and understanding. Having a well-planned transition process allows us, in partnership with our partner primary schools, ensure that all young people move to secondary school feeling safe and assured.

Transition to Secondary school begins in Primary 6 with a visit to the Academy in June. This event allows P6 pupils to visit Bellshill Academy and try a timetable for themselves. Assisted by senior pupils, P6 pupils get to meet staff, tour the school and try a range of lessons and facilities.

In Primary 7, pupils experience a range of transition taster sessions throughout the school year. At these sessions, pupils visit the school and staff visit each of the primary schools to deliver parts of the lessons. These classes enable pupils to try our facilities for themselves and learn a little about some of our practical subjects. These sessions include:

- CSI Bellshill which is delivered in our new Science Labs
- Drama
- Art classes/Screen Printing/Photography

- Cooking
- Digital French Lessons
- Easter School
- Summer School

Throughout the school year, Pupil Support staff and senior staff visit each of our associated primary schools to meet with teachers to gather information on pupils and, in some cases, to work with individual pupils and their parents. This process is supported by activities to work with our Primary colleagues to teach and assess literacy and numeracy in P7.

In June, parents and carers are invited to our Roadshow. This special evening provides an opportunity for parents and pupils to meet with the Senior Staff and Pupil Support teachers in Bellshill Academy. This evening also gives parents and carers the opportunity to discuss any concerns or questions they might have.

All the Primary 7 pupils also have the opportunity to take part in a two-day visit to the Academy in June. This is an exciting opportunity for all P7 pupils to experience their timetable for the first time. Pupils are well-supported and guided by Senior Management, Pupil support teachers and senior pupils. Day one starts with a meeting in the assembly hall, followed by a tour of the school. For the remainder of the day, pupils follow their new timetable. On day two, pupils continue to experience their new timetable, supported by senior pupils and teaching staff. During this time, P7 pupils meet their teachers and new classmates and experience the range of the facilities Bellshill Academy has to offer such as the gyms, science labs and canteen.

Summer school, delivered by our Home School Partnership Officer, provides another transition experience that helps young people feel more confident about coming to Bellshill Academy. This is an innovative learning programme that has input from specialist staff. Young people participating in Summer School work towards achieving a Dynamic Youth Award.

### **What our pupils tell us:**

"Our transition was great. We got to do fun things like designing our own t-shirt but best of all I felt safe and welcomed." **Noble PS**

"The staff are nice and the transition events were enjoyable. It helps to know the school well and this makes it much less nerve wracking coming here." **Lawmuir PS**

"The High School transition programme was great especially CSI Bellshill. I was so excited to come to Bellshill Academy and it has been brilliant. The teachers are great, too." **Mossend PS**



# Reporting to Parents (UNCRC 2, 3,6,12,28,29, 34,35)

## S1 – S3: Progress and Achievement



There are no formal end of term examinations, although there are a range of assessments. Based on the teacher’s continuous assessment of the pupil, parents/carers will receive reports for each subject in the form of a Report Booklet. The reports will be issued on three occasions during the session. You are invited to send back your comments on the response sheet. Reports are issued to parents as follows in October, January and May.

## Reports to parents

### S4 – S6



Great emphasis is placed on the regular assessment of each pupil’s work in all of the courses offered. A wide range of skills is assessed. There are also, from time to time, assessments and examinations of a more formal nature. The Report to parents/carers consists of an individualised Booklet giving details of performance in each subject, similar in format to the S1-S3 Report booklet. The pupil’s performance in each subject is reported in exactly the same way as the Scottish Qualifications Authority presents a candidate’s performance in the SQA Examinations.

Reports are issued to parents in September, November, February and March/April.

## Parents’ Meetings

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

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

Parents’ Meetings normally take place as follows:

P 7 parents’ Open Evening	September
S5/6 parents	November
S3 parents	November
S4 parents	February
S2 parents	March
S1 parents	March

# The School Curriculum

UNCRC: 2,3,4,6,12,13,1,15,16,18,20,21,22,23,28,29,30,31,34,32

## 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 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 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.

Schools are taking 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.

## How will my child's learning be assessed?

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

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

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. Working with Skills Development Scotland, Bellshill Academy supports young people's journey to their chosen career by providing My World of Work access for all pupils. This is an online tool which enables young people to research chosen career paths as well as track their skills development. This is supported by the S6 My World of Work Ambassadors programme.

To explore My World of Work and the range of tools on offer visit: [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

## **The Junior Phase (S1-S3) in Bellshill Academy**

Pupils in S1-S3 are following Curriculum for Excellence outlined in page 29. This gives our young people the opportunity to work with staff from a range of subjects on projects and themes. It provides our pupils with learning experiences which are challenging, enjoyable and relevant to their everyday lives. Furthermore it enables our young people to see how the knowledge and skills they are developing can be transferred to different subject areas across the school. Young people's literacy and numeracy is carefully tracked in the Junior phase.

Personalisation and choice is an important aspect of the new curriculum. In order to support this we offer pupils moving from S2 to S3 the opportunity to customise their curriculum in preparation for increasing specialisation in the Senior Phase.

Throughout S1, S2 and S3 the performance and progress of pupils is assessed according to school and national policy on assessment. Further information on Curriculum for Excellence beyond the school can be found online on **Parentzone**: <https://education.gov.scot/parentzone/>

## **The Senior Phase (S4-S6) in Bellshill Academy**

At the end of S3 pupils will move into the Senior Phase and will have the opportunity to discuss/negotiate their Senior Phase timetable. In Session 2023/2024 pupils in S4 will be presented for National Qualifications and will have the opportunity to study a maximum of 7 subjects.

Every pupil is offered the opportunity of Work Experience. The purpose of the placement is to introduce pupils to the world of work. Work Experience placements are carefully monitored and the Work Experience Placement is integrated as part of the pupil's Personal and Social Education Course. Responses from employers indicate that our pupils work exceptionally well in their placements.

The school offers a wide variety of course for pupils in fifth and sixth years. In S5 and S6 pupils have the opportunity to study up to 5 subjects. All of these courses are certificated by the Scottish Qualifications Authority (SQA). Wide ranging vocational and wider achievement courses are available within the school and some others are available via link courses involving part-time attendance at a College.

If an S5/6 pupil wishes to study a course that is not offered within our school then it may be arranged for them to be transported to a school in our locality which provides the particular course or access an online provision.

Arrangements for S5 and S6 pupils are available to any adult who wishes to study at the Academy on a full-time or part-time basis.

Pupils are offered a wide variety of courses which allow them to progress from their present attainment level. We have taken the decision to offer a reduced number of Advanced Higher Courses. Unless a university course directly requests an Advanced Higher qualification, we encourage pupils in S6 to study a wider range of Higher subjects to hone their skills. Where we don't have Advanced Higher provision, young people who need to study this level, and who are able, will be given access via the Councils' consortium arrangements.

## **Attainment, National Examination Results and Scottish Statistical Information**

Further information relating to our school re:

- Attainment & Achievement
- Teacher Judgement
- School Profile Statistics
- Attendance & Exclusions

Information is located on our school website <http://www.bellshillacademy.thelearningcentre.org/> and a companion volume to this handbook each August.



## Religious Education UNCRC 12,14,30

Religious Education is a basic part of the school curriculum. Each class is timetabled for one hour of Religious Education each week. The Religious Education specialists are responsible for all of the teaching.

The study of Christianity is the basis of the course. There is a clearly established syllabus and the development of Religious Education is supervised by the Head Teacher.

The importance and relevance of other religions is covered within the Religious Education curriculum and considerable emphasis is placed upon the moral and cultural influence of all religions.

At Christmas and at Easter, special assemblies are held in school. Parents who do not wish their child to attend Religious Education classes or participate in the acts of religious observance have the right to withdraw their child from such classes and observances. These policies have regard to national advice set out in SOED Circular 6/91 and the Education (Scotland) Act 1980.

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 detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

## Placing Requests UNCRC 3, 28,29,

You have the right to make a placing requests 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 parents/carers**, 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, 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 enable parents and young people to make a placing request to attend a school/establishment belonging to another authority.

# Attainment

UNCRC: 2,3,4,6,12,13,1,15,16,18,20,21,22,23,28,29,30,31,34,32

Each year, our data is published on attainment, achievement, attendance, exclusions and leaver destinations. Below is information on our 2021-22 data. An in-depth analysis is collated and is available from the school.

S4

Year	% of pupils achieving 5+ Level 3 Awards	Median	% of Pupils achieving 5+ Level 4 Awards	Median	% of Pupils achieving 5+ Level 5 Awards	Median
2014	86.3	84.1	76.3	73	24	30.1
2015	82	84.1	73	73	20	30.1
2016	71.4	84.1	61.3	73	27.7	30.1
2017	88.5	84.1	83.7	73	36.5	30.1
2018	59.8	84.1	53.9	73	23.1	30.1
2019	65.3	84.1	61.3	73	21.8	30.1
2020	85.3	84.1	79.8	73	42.6	30.1
2021	86.2	84.1	77.2	73	35.8	30.1
2022	84.1	84.1	72.2	73	32.5	30.1
Post Appeal					34.13	30.1

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S5 Summary						
Year	% of pupils achieving 1+ Level 6 Awards	Median	% of Pupils achieving 3+ Level 6 Awards	Median	% of Pupils achieving 5+ Level 6 Awards	Median
2015	38.2	49.2	18.2	24.4	8.2	9.0
2016	34	49.2	19	24.4	9	9.0
2017	46.2	49.2	25.2	24.4	10.9	9.0
2018	51	49.2	26.9	24.4	9.6	9.0
2019	41.9	49.2	15.4	24.4	5.1	9.0
2020	49.2	49.2	25.8	24.4	10.5	9.0
2021	60.5	49.2	31.8	24.4	11.6	9.0
2022	52.03	49.2	24.4	24.4	8.9	9.0
Post Appeal	53.7	49.2	25.2	24.4	11.4	9.0

S6

Year	% of pupils achieving 1+ Level 6 Awards	Median	% of Pupils achieving 3+ Level 6 Awards	Median	% of Pupils achieving 5+ Level 6 Awards	Median	% of Pupils achieving Level 7 Awards
2015	45.7	52.7	23.6	33.6	17.3	20.2	6.3
2016	52.7	52.7	28.2	33.6	17.3	20.2	10.9
2017	46	52.7	26	33.6	18	20.2	9
2018	53.8	52.7	33.6	33.6	20.2	20.2	7.6
2019	59.6	52.7	35.6	33.6	20.2	20.2	11.5
2020	52.1	52.7	23.1	33.6	14.5	20.2	12
2021	54	52.7	34.7	33.6	20.2	20.2	8.9
2022	62.8	52.7	40.3	33.6	23.3	20.2	0.8
2022 Post Appeal	62.8	52.7	41.1	33.6	24	20.2	0.8

## Attendance & Exclusions for 2021 -22

Our attendance for 2021-22 was in line with Authority Average

Our exclusion rates for 2021-22 were below Authority average

## Leaver Destinations

2021-22 96% of pupils left school to a positive destination (employment, training, further education)

S6 leaver destinations

- 15 pupils left with 7+ Higher Awards
- 33 pupils were accepted to university
- 22 pupils were accepted to college
- 2 pupils were accepted onto Modern Apprenticeships
- 3 pupils went directly into employment

## University Destinations

Queen Margaret University, Edinburgh	Nursing
University of St Andrews	Zoology
Glasgow Caledonian University	Law
University of the West of Scotland	Business and Human Resource Management (HRM)
Queen Margaret University, Edinburgh	Paramedic Science
The University of Edinburgh	Law
Edinburgh Napier University	Biomedical Science
University of the West of Scotland	Psychology
The University of Edinburgh	English and Scottish Literature
University of Stirling	Sport and Exercise Science
Edinburgh Napier University	Criminology
University of Glasgow	Education with Teacher Qualification Primary (Undergraduate)
University of the West of Scotland	Business and Finance
University of the West of Scotland	Sport Coaching & Development
Robert Gordon University	International Hospitality Management
Glasgow Caledonian University	Accountancy

University of Glasgow	Education with Teacher Qualification Primary (Undergraduate)
University of Strathclyde	Accounting & Finance
University of the West of Scotland	Paramedic Science
University of Glasgow	English Literature
University of Glasgow	History (Medieval/Modern or Medieval/Modern/Scottish)
University of the West of Scotland	Business
University of the West of Scotland	Sport Coaching & Development
University of the West of Scotland	Criminal Justice / Criminal Justice (Policing)
University of Strathclyde	Sport and Physical Activity
University of St Andrews	Gateway to Sciences
University of Glasgow	Chemistry
University of Strathclyde	English
The University of Edinburgh	Law
Glasgow Caledonian University	Nursing Studies (Mental Health)
University of the West of Scotland	Community Education
University of Glasgow	Mechanical Engineering
University of the West of Scotland	Sport Coaching & Development

**Wider Achievement UNCRC:** 2,3,4,6,12,13,1,15,16,18,20,21,22,23,28,29,30,31,34,32

Wider methods of assessing achievement include foundation apprenticeships, Sports Leadership Awards, Saltire Awards, Dynamic Youth Awards, Duke of Edinburgh Awards, National Progression Awards, John Muir Awards, Bikeability, Heart Start, STEM awards...

Pupils have a range of opportunities to explore teamwork and leadership roles such as Public Speaking, Sustainability Forum, Pupil Voice, Active Schools, CLD, Youth Work, The Scholars' Programme, Senior Positions of Responsibility, School Show, Work Experiences, Mental Health Ambassadors, Digital Ambassadors,



*S5/6 Senior Pupils with Positions of Responsibility: School Captains, House Captains and Prefects*

**Future Fridays**

Every Friday from 1.15 pupils are invited to take part in a range of free enrichment activities.



# Home Learning UNCRC 3, 17, 28,29,

## Terms of Reference

This policy statement has been developed in consultation with pupils, parents and teachers and reflects the recommendations of the Scottish Government and the advice of the Local Authority.

## Rationale

Bellshill Academy is keen to maintain and develop positive and effective links between **home and school**.

Homework that is well planned and relevant to the work in school is a significant strategy in strengthening this link. The aim of home learning is to direct teachers and parents to encourage pupils to become successful learners, confident individuals, responsible citizens and effective contributors.

## Roles and responsibilities

### Class Teachers

- Ensure homework has clear learning objectives
- Give clear instructions and dates when the homework is due
- Ensure completion and non-completion of homework is recorded. Pupils that do not complete their homework should be given a de-merit.
- Mark and return homework as soon as possible and give constructive feedback
- Involve parents where appropriate
- Ensure that pupils have their planner on their desk at the start of each lesson
- Issue homework regularly and ask pupils to note the homework in their planners
- Class teachers should issue homework according to department/faculty policy

### PSE Teachers

- To ensure that pupils use their planners
- Check pupils' planners on a weekly basis
- If it is signed by their parent/carer the pupil should be rewarded with a merit.

### Pupils

- Set aside a regular time for homework
- Complete all homework to the best of their ability
- Complete homework on time
- Bring their planner to school every day and note homework in their planners
- Ask parents/carers to sign planners on a weekly basis
- Enter important dates such as deadlines, tracking and target setting information, examinations, class tests and holidays in the pupil planner
- Check the planner every evening, looking at what must be completed for the next day and the days ahead

## Purposes of Homework

- Allows for practising, extending and consolidating work
- Provides training for pupils in planning and organising time
- Develops a range of skills in identifying and using resources
- Establishes habits of study, concentration and self-discipline
- Strengthens home school links
- Reaffirms the role of parents and caregivers as partners in education
- Enriches and extends the curriculum
- Assists in raising levels of attainment and achievement

## Nature and Type of Homework

Pupils have different learning needs and teachers will need to create differentiated homework, which is inclusive of all pupils of all abilities. Homework may take different forms and may be differentiated according to the individual pupil's needs. There is no rigid daily timetable in any stage

Due to the nature of the subject and the teaching time allocated to a subject the amount of homework given will vary.

The type of homework set will vary according to the subject, age and ability of the pupil but may involve any of the following:

- Reading to enhance knowledge, understanding and experience
- Project work
- Research and preparation for later class work
- Study in preparation for class work or assessments
- Note taking from a variety of media sources
- 

## Digital Learning

The Academy has an offer of online resources for pupils to access school for home learning. Pupils in need of a laptop or Internet access are provided with these.

## Non-Completion of Homework

Homework deadlines are set by classroom teachers and must be always adhered to. In the event of homework not being submitted teachers will accept a note of explanation from parents/carers.

A pupil who is absent when homework is given out must assume responsibility for getting details of homework issued and date for completion as agreed with the classroom teacher

If the pupil fails to hand in homework, then the following procedures should be followed:

- **A verbal warning and a de-merit issued and a note in the pupil's homework planner.**
- **For repeated non-completion of homework Principal Teachers should issue the standard school homework letter once each term and appropriate Principal Teacher of Pupil Support should be informed.**
- **In some circumstances, if the homework letter has not resolved the situation the Principal Teacher should contact home.**

## Parents/Carers

- Ensure their child has an appropriate place to do homework
- Encourage a regular time for homework each day
- Monitor and sign pupil planner on a weekly basis
- Be supportive and encourage completion of homework



## Monitoring and Evaluating

- Classroom teachers should record completion/ non completion
- Principal Teachers are responsible for monitoring the quality, quantity, frequency and variety of homework set within their department.
- Periodically or when requested, the Senior Management Team will check to ensure that pupils have their
- homework planners with them in lessons.
- The Senior Management Team will periodically monitor pupils' homework by sampling homework
- jotters and checking homework planners.
- Principal Teachers and the Senior Management Team will review the homework provision on an
- annual basis. Parents, carers and pupils should be involved in such a review through the administration of a questionnaire.

## Study Skills and Supported Study

Bellshill Academy offers an extensive range of out of school hours study skills and supported study sessions. These are provided voluntarily by individual members of the teaching staff in the form of the following:

- Breakfast clubs
- Lunchtime groups
- After school supported study sessions
- Homework clubs

On a regular basis the Principal Teacher of Out of School Hours Learning liaises with individual departments, organises and publicises a programme of information for pupils and parents.

## Student Planner

All pupils in Bellshill Academy are issued with a homework planner at the start of each academic year completely free of charge. The planner is designed to help each pupil become more organised for class and assist with the below:

- Learning vocabulary, formulae or spelling
- Consolidation or completion of class work and/or coursework assignments
- Preparing for solo talks
- Practising to increase competence and confidence in practical skills

In most cases, pupils are expected to take responsibility for recording their own homework.



## Support for Learning

UNCRC: 2,3,4,6,12,13,1,15,16,18,20,21,22,23,28,29,30,31,34,32

### Additional Support Needs

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

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.

- Level 1 – Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom or playroom setting.
- Level 2 – Internal support, where education staff identify that a child or young person needs support or planning from within the school or early years establishment
- Level 3 – External support from within learning and leisure services, where it is identified that the child or young person requires support or planning from beyond the school or early years setting but within educational services.
- Level 4 – External support provided on a multiagency basis, where the child or young person's needs are identified as requiring support or planning from multiagency services and these support needs are likely to last for more than one year.

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.

Parents and young people can request an assessment to establish whether a child or young person has additional needs or requires a Co-ordinated Support Plan.

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 of the authority to establish whether a child has additional support needs. They can request an assessment at any time.

### English as an Additional Language ESOL

For several young people, English is not their first language. Through Empowering Clusters Model, we work in partnership with ESOL teachers to support any young person who needs it. As appropriate this can be provided in class, online and via our Wellbeing Hub. Senior pupils have the opportunity to complete ESOL qualifications

### Planning

#### Getting it Right for Me plans

Getting it Right For Me (GIRFMe) plans 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.

### **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

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.

Children In Scotland  
Rosebery House  
9 Haymarket Terrace  
Edinburgh EH12 5EZ

Tel: 0345 123 2303

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

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

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

### **Children in Scotland – Resolve Mediation**

Tel: 0131 313 8844

Email: [resolve@childreninscotland.org.uk](mailto: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 & Educational Chambers  
First Tier Tribunal for Scotland  
Glasgow Tribunals Centre  
20 York Street  
Glasgow G2 8GT  
Tel: 0141 302 5860  
[www.asntscotland.gov.uk](http://www.asntscotland.gov.uk)

**NHS Lanarkshire**, Bellshill Health Centre. Tel: 01698 575700

**Bellshill Social Work**. Tel: 01698 346666

**Bellshill CLD Locality Office**, c/o Bellshill Academy, 321 Main Street, Bellshill ML4 1AR  
Tel: 01698 274685 Email: [CLD-Bellshill@northlan.gov.uk](mailto:CLD-Bellshill@northlan.gov.uk)

### Educational Computing

The school has a clearly defined Information Technology policy. The school promotes and supports wherever possible all aspects of computer aided learning and computer education. The school has 6 fully equipped computer suites in the Computer Studies, Business Studies and Technical Departments. Every department has computer systems in place.

### Equal Opportunities

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



# Skills for Work

Skills for work are embedded in the work of all departments and pupils can independently plan, build and direct their career through My World of Work. Every pupil in Bellshill Academy has a log in for this web service.

The Academy has a Principal Teacher in charge of **Developing the Young Workforce**. This PT tracks skills for work across the school and promotes these skills to pupils. This PT also manages the Work Experience for pupils at appropriate stages. A DYW newsletter is issued weekly to pupils.

## Careers Service in Schools

The school has close links with SDS. Personnel from SDS work in close contact with Pupil Support teachers to ensure that pupils are well informed about job and training opportunities and are given appropriate advice about their future training and employment.

Pupils are encouraged to access My World of Work :

Web service at - [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

Pupils can see jobs in action; build their CVs; search for vacancies and explore training opportunities in a way that's personal to them. On the website above, there are video clips of people explaining their job roles and a new magazine cover with some great up-to-the minute tips on how to get a job or train for one. My World of Work complements SDS's current face to face and telephone services.

## Careers Week 2022



# Extra-Curricular Activities UNCRC: 2, 29, 31

The school runs a wide range of extra-curricular activities, the benefits are immense and every pupil is encouraged to participate in the activities.

The following activities function regularly in the school:

Charity events including the Malawi initiative, Ceilidhs, Curricular Visits, Debating, Discos, Film Making Club, Fishing Club, Rugby Club, Football Club, Netball Club, Golf, Lens Head – Video School, Lunchtime Clubs, Maths Challenge, Model Making Club, Music Groups, Outward Bound, P7 Workshops, P7 Sports & Games, Residential Stays, Sponsored Events, Talent Show, Theatre Visits, Trips, Volunteering, Web Access Groups.

Recently there has been an increase in the number of sporting competitions and activities taking place at lunchtime and after school. Many Inter-House and Whole School Sporting Events also take place throughout the year.

Excursions abroad are organised by various teachers on an annual basis. Excursions have included trips to Malawi, Paris, London. Italy and Holland

Excursions to Italy and London and Fordell Firs Outward Bound Centre have taken place over several years under the leadership of staff in the P.E. and other Departments.

There are many fantastic opportunities for our young people to take part in a wide range of musical events including our school shows and concerts.

Supported Study for pupils, particularly in S4, 5 and 6 regularly takes place in a variety of subject and both an Easter School and a Summer School for new S1 pupils take place.





For more see Twitter: @Bellshilla

# General Data Protection Regulations (GDPR) Statement for Education

UNCRC 3,16

## Privacy statement for enrolment of pupils in a North Lanarkshire school

### 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 out with 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 & planning purposes and to monitor educational progress of 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 obligation, 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 <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

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](mailto: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](mailto: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](http://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](mailto: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>.

## **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 Co-ordinator can be contacted by telephone on 01698 302484.

# Pupil Wellbeing inc. Child Protection

UNCRC: 2,3,4,6,12,13,1,15,16,18,20,21,22,23,28,29,30,31,34,32



Wellbeing sits at the heart of the \*GIRFEC approach and reflects the need to tailor the support and help that children, young people and their parents are offered.

To help make sure everyone – children, young people, parents, and the services that support them – has a common understanding of what wellbeing means, we describe it in terms of eight indicators.

\*Getting it right for every child (known as GIRFEC) is the national approach intended to make sure that all the people who support your child work together seamlessly to give you and your child the right help at the right time.

For more information on GIRFEC and Wellbeing see <https://parentzone.org.uk/>

## 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 Headteacher is responsible for the schools actions in response to Child Protection concerns.

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

Child Protection Co-ordinator is: Mr Andy Hamilton  
Tel: 01698 274940

## 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.

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

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 Protection Procedures and Guidance.

Adult Protection Co-ordinator is: Mr Andy Hamilton  
Tel: 01698 274940

## Health and Medical Care

A pupil who feels unwell while in class should request permission from his/her teacher to visit the Pupil Support Base immediately where a trained First Aider will be available to offer assistance in emergencies. At their discretion, the child may be treated, or the parent may be contacted by phone and requested to pick up the child from school. We cannot allow young people to leave school by themselves.

It is essential that parents inform Pupil Support staff of any medical condition that may affect their child while at school.

Parents must inform the school if their child is going to be absent from school. This can be shared via a note, phone call or text message. The school will contact parents if a pupil is not in school and the school has not been informed. This is to ensure the welfare of young people.

In North Lanarkshire young people are treated in the paediatric inpatient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General and therefore North Lanarkshire Council does not require a dedicated hospital education service. If a young person is required to be in hospital for long stays or has examinations affected by stays in hospital the Pupil Support Teacher should be contacted to discuss support.

Children and young people resident in North Lanarkshire and in hospital in Glasgow, may access education through the Hospital Education Service (HES). The service is provided by Glasgow City Education department and Social Work Service. For further information please contact the school.

## Young People who are Care Experienced or Experiencing Care

Some young people in Bellshill Academy are cared for directly by the local authority or have their care supervised by the local authority. These young people are supported in various ways in partnership with appropriate agencies and this is overseen by Mr. Andy Hamilton DHT for Pupil Support.

## School Meals

School meals are available each day between 12.30 pm and 1.15 pm. The Academy has its own kitchen and dining hall, with attendant kitchen staff. A cafeteria system operates. Each day there is a wide selection of main courses, starters and desserts to choose from. Snack meals are also available. A vegetarian meal option is offered on a daily basis. Payment for meals can be made using a pre-order system via the Fusion app.

A free Breakfast Club, which is sponsored by local businesses, is staffed by volunteers each morning. Every child is welcome.

Pupils who require a special diet for health or religious reasons should make this known to the Head Teacher. Arrangements will be made with the kitchen staff to provide the required diet. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian or doctor. Forms that have not been signed by a medical professional will be rejected and a reason given why. For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

Accommodation is available for pupils who wish to bring packed lunches. Children of parents receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), universal credit (income based), are entitled to a meal without charge.

Pupils aged between 16 and 18 and who are in receipt of any 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 [www.northlan.gov.uk](http://www.northlan.gov.uk)

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits:

Income

Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), universal credit (with an income below £660 per month), housing benefit, council tax rebate.

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

## Transport

The Council has a policy of providing free transport to secondary pupils who live more than 2 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 apply online 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: [www.northlan.gov.uk](http://www.northlan.gov.uk)

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/carer's responsibility to ensure their child arrives at the pick-up point in time. It is also the parent's/carer's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport. The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

## Education Maintenance Allowance (EMA) UNCRC 3,6,26, 27, 28

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

In session 2023/ 2024 pupils who are born before 1 March 2008 will be eligible to apply for an EMA.

The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid throughout the year.

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

All applications are individually assessed. Pupils must attend a school managed by North Lanarkshire Council, regardless of where he /she is resident.

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

The income thresholds used in assessing applications in Session 2022/ 2023 are as shown below. These levels may be subject to change in session 2023/ 2024.

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

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

pupils in receipt of an EMA must attain 100% attendance in any week to receive payment for that week.

Where the pupil is absent through illness a medical certificate must be submitted. In addition, self-certification forms are accepted for a maximum of 5 days in the academic session. Any illness which would take a pupil over the total of 5 days self-certification would continue to require submission of a medical certificate.

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

Application forms, EMA guidelines and information leaflets are sent to all secondary schools in North Lanarkshire in June each year. The school is also given a number of posters which should be placed in prominent positions throughout the school advertising the availability of forms. Pupils who are eligible for EMA for the full academic session should obtain an application form and guidance document from the school. Application forms and guidance notes are available from Schools or they may be downloaded from the North Lanarkshire Council website. [www.northlan.gov.uk](http://www.northlan.gov.uk). Applications can also be made online.

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

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

Any pupil who is unsure whether they meet the EMA criteria should contact the EMA Section for advice on [ef.emamailbox@northlan.gov.uk](mailto:ef.emamailbox@northlan.gov.uk).

# The Parent Council UNCRC 4,5,42

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 Councils** came into force on 1 August 2007. The Parent Council's rights and duties include:

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

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available. The Parent Forum will determine the composition of the Parent Council. The head teacher is the professional adviser to the Parent Council. Pupil Voice is welcome at the Parent Council. There are times when pupils will be represented at meetings.

## **Parent Council Members**

Mr W Paton (Chair)	c/o Bellshill Academy
Mrs C McLuckie (Treasurer)	c/o Bellshill Academy
Ms M Colbourne (Vice Chair)	c/o Bellshill Academy
Mr D Waddell (Secretary)	c/o Bellshill Academy
Mrs J Waddell	c/o Bellshill Academy
Dr R Connolly	c/o Bellshill Academy
Ms G McKerron	c/o Bellshill Academy
Ms P Scott	c/o Bellshill Academy
Ms E Findlay	c/o Bellshill Academy

## **Co-opted Members**

Mrs L Heffernan	c/o Bellshill Academy
Mrs M Higgins	c/o Bellshill Academy

**Contact the Parent Council on Twitter: @BellshillAcadPC**

# Important Addresses

## **Chief Executive Office**

Civic Centre  
Windmillhill Street  
Motherwell  
ML1 1AB

## **Education & Families Manager:**

Mrs J Woodward

## **Additional Support Needs Assistance:**

Mrs C McShane  
McShanec@northlan.gov.uk

## **The Member of the Scottish Parliament is :-**

Ms Stephanie Callaghan MSP  
Parliamentary Advice Office  
188 Main Street  
Bellshill  
ML4 1AE

## **The Member of Parliament is:-**

Mr Steven Bonnar MP  
House of Commons  
London  
SW1A 0AA

## **The local councillors for Bellshill Academy and the three Partnership Primaries are:-**

Beth Baudo  
Pat Patton  
Angela Campbell  
Jordan Linden  
Frank McNally  
Jim Reddin  
Lisa Stubbs

They may be contacted at:-  
North Lanarkshire Council Offices  
Civic Centre  
Motherwell  
ML1 1AB

## **The Area Office**

20 Motherwell Road  
Bellshill (Tel: 346780)  
745988)

## **Bellshill Social Work**

01698 346666

## **Careers Office**

12 Pollock Street  
Mossend (Tel:

## **Community Learning and Development Area Office**

c/o Bellshill Academy, 321 Main St,  
Bellshill (Tel: 01698 27468

## **Bellshill Health Clinic**

Greenmoss Place  
Bellshill (Tel: 01698 575700)



# Positive Pupil Feedback:

UNCRC: 2,3,4,6,12,13,1,15,16,18,20,21,22,23,28,29,30,31,34,32

## On our School

- All the teachers are helpful and funny when the time is appropriate. I find it a pleasant environment
- They are very supportive and work really hard to get the pupils where they are today - Thank you!!
- I like that all the staff is very nice and they need to keep it up
- I like that all teachers come into the school trying to help pupils with trying to improve with a positive mind set to start the day. I like that all teachers all at least try and help us.
- I like the staff because you can trust them and they're all really nice
- They are all very nice and want us to learn
- The teachers are very nice and helpful :)
- Everyone is so nice/ they care and want us to succeed
- I just like the school in general and the staff are nice and good at teaching
- Majority of staff are approachable not only for help for that class but in general if you want to talk about anything you feel like

## On LGTBQ+ Club

"The clubs gives me a safe place to help me feel calm which is good for my mental health."

"Everyone in the group is supportive and we all help educate each other on LGBTQ+ issues in society."

## On Future Fridays

"That I get to have fun in whatever I do and when one club is done I can join another one".

"Art Club relaxes me. I can have a moment to think while being creative without rush instead of writing all day."

"I would just be at home now if this wasn't on"

## On counselling and support services

"I was nervous about speaking to a stranger to begin with however as the service offered me a younger female councillor, I felt it was beneficial to me. Also, the DHT and PS teacher told me how the service works so I knew what help it could be to me. I feel I know have strategies to cope however I know I can ask for help if required again. At the moment I am coping fine in S6."

"I felt it was good for me. I felt safe telling the councillor my concerns. I was given ideas to help me. This has been the biggest help to me. I liked the fact I was contacted quickly and given the choice of appointment type"

## On Breakfast Club

"The toast is never burnt. Helps me concentrate coz I never have breakfast at home.  
"It's relaxing I can chill and chat to my friends and I like the teachers and the food."

## **United Nations Convention of the Rights of the Child**

### **Articles referred to in the Handbook:**

The UNCRC numbers you see beside or under each heading in the handbook correspond to the articles below which tell us children's rights in Scotland. For a full description of these rights access:

<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf>

- Article 1 (definition of the child)
- Article 2 (non-discrimination)
- Article 3 (best interests of the child)
- Article 4 (implementation of the Convention)
- Article 5 (parental guidance and child's evolving capacities)
- Article 6 (life, survival and development)
- Article 7 (birth registration, name, nationality, care)
- Article 8 (protection and preservation of identity).
- Article 9 (separation from parents)
- Article 10 (family reunification)
- Article 11 (abduction and non-return of children)
- Article 12 (respect for the views of the child)
- Article 13 (freedom of expression)
- Article 14 (freedom of thought, belief and religion)
- Article 16 (right to privacy)
- Article 17 (access to information from the media)
- Article 18 (parental responsibilities and state assistance)
- Article 19 (protection from violence, abuse and neglect)
- Article 20 (children unable to live with their family)
- Article 21 (adoption)
- Article 22 (refugee children)
- Article 23 (children with a disability)
- Article 24 (health and health services)
- Article 25 (review of treatment in care)
- Article 26 (social security)
- Article 27 (adequate standard of living)
- Article 28 (right to education)
- Article 29 (goals of education)
- Article 30 (children from minority or indigenous groups)
- Article 31 (leisure, play and culture)
- Article 32 (child labour)
- Article 33 (drug abuse)
- Article 34 (sexual exploitation)
- Article 35 (abduction, sale and trafficking)
- Article 36 (other forms of exploitation)
- Article 37 (inhumane treatment and detention).
- Article 38 (war and armed conflicts)
- Article 39 (recovery from trauma and reintegration)
- Article 40 (juvenile justice)
- Article 41 (respect for higher national standards)
- Article 42 (knowledge of rights)



## “Rewarding Futures in Life and Work”



*“The pupils in Bellshill Academy are brilliant. They are kind, friendly, caring and funny. I wouldn't work anywhere else!”*

*Teacher, Bellshill Academy*