

BRANNOCK HIGH SCHOOL HANDBOOK



ACADEMIC SESSION 2023-24



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HEAD TEACHER INTRODUCTION

Welcome to your School

Our priority in Brannock High School is to nurture each individual young person in our care, to fulfil their potential to ensure each move on to a sustained, positive destination when they leave school. It's our belief that this will be done in partnership with all in our community. The well-being of our young people is key in ensuring that they can learn and develop the skills required for life, learning and work. We strive to create an inclusive and respectful environment where individual needs are met through high quality support and learning experiences.

The information in this handbook will give you some insight into the school and how we support our young people, but the real magic happens when we establish strong relationships with our young people, parents/carers and the wider community so please take each opportunity to engage and connect with the school.

Finally, let me finish by saying it's an honour and privilege to lead the Brannock High School Community and I look forward to working with you to ensure the best possible outcomes for all our young people.

Kevin McConnachie

Head Teacher

Covid-19 Pandemic

North Lanarkshire Council will continue to align supports, from across the service, in response to the Covid-19 pandemic, to support children and families and maintain educational provision. Further information is available directly from the school or from North Lanarkshire Council's website www.northlan.gov.uk

VISON, VALUES AND AIMS

Vision

For all in the Brannock High School Community to be Kind, Happy and Successful.

Values

We believe that in order to achieve our vision we must value Respect, Hard Work and Ambition.

Aims

Maximum Attendance and Achievement
Positive Relationships and Destinations
Excellent Learning, Teaching and Assessment

School Motto

Concordia – Latin for harmony, with one heart.

SCHOOL INFORMATION

Brannock High School
Loanhead Road
Newarthill
Motherwell
ML1 5AU
Telephone 01698 274936
Email – enquiries-at-brannock@northlan.org.uk
Website - <https://blogs.glowscotland.org.uk/nl/brannock/>
Twitter - @brannock_high
Instagram -

Brannock High School is a non-denominational, co-educational comprehensive school. At present the school roll is 545 students.

S1 – 96 S2 – 107 S3 – 122 S4 – 104 S5 – 70 S6 – 46

Projected intake for S1 Cohort 2023/2024 - 101

Our school is designed to accommodate approximately 750 pupils.

The school is constructed with 18 standard classrooms, equipped to meet the needs of modern teaching in English, Mathematics, Social Subjects and Languages. Each classroom has a computer which is connected to a projector or smartboard. There are five well-equipped computer rooms. Computers are used to teach Information Communication Technology in Broad General Education and Senior Phase Courses, plus a variety of courses aimed at developing skills in computer applications like graphics, programming and digital applications.

Music is catered for in two specially equipped classrooms, one electronic keyboard room and an instrumental practice room. The Music Department offers practical music-making throughout the school curriculum including tuned percussion and individualised learning programmes in recorders, drums, guitars and keyboards. We also have our own professional standard music recording studio.

For Science there are seven laboratories and a Technician's Room. Art is catered for by a large Open Plan area capable of accommodating two classes and including areas for individual pupils working in specialised fields. A further Art Room is provided together with an area for pottery work.

Our Home Economics Department now houses a 'Bistro' facility, offering resources for catering and hospitality courses, while also allowing the wider school community to access its café type accommodation.

In Modern Languages the three rooms are equipped with listening facilities which allow pupils to work on an individual basis and at their own pace.

In Physical Education the school has a large Games Hall catering for indoor games with full-size courts for badminton, basketball, volleyball and tennis. The gymnasium is equipped for gymnastics and is also furnished as a Dance Studio. A new MUGA pitch has been added to our grounds, offering sporting facilities for school and community wide use.

The school is very compact, all teaching accommodation being in one building on the Ground Floor and on Floors One to Three, the only exceptions being Music, Physical Education and Technical, which are housed in adjoining wings. The wide expanse of open areas surrounding the school incorporate a blaze football area, and a 400-metre running track which encircles a large rugby field. Our MUGA (Multi-use Games Area) provides an area for the outdoor sports including tennis, five-a-side football, netball and basketball.

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

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

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

Holytown Primary School Head Teacher: Mrs Laura Alcorn

Willow Grove, Holytown, ML1 4 SB

Telephone: 01236 757630

Keir Hardie Memorial Primary School Head Teacher: Mrs Shirley Queen

Brannock Road, Newarthill, Motherwell, ML1 5DU

Telephone: 01698 274927

New Stevenston Primary School Head Teacher: Mr Alan Creighton

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

Telephone: 01698 352530

Newarthill Primary School Head Teacher: Mrs Amanda Bradley

High Street, Newarthill Motherwell, ML1 5GU

Telephone: 01698 274958

Parent Council

Chair – Eilidh Kerr

Contact – enquiries-at-brannock@northlan.org.uk

TEACHING STAFF

Head Teacher Mr. Kevin McConnachie

Strategic Lead	Operational Lead
<ul style="list-style-type: none"> • Leadership of Change • Leadership and Management of Staff • Management of Resources to promote equity • Partnerships 	<ul style="list-style-type: none"> • School Leadership • Performance Information • Parental Engagement • Overall Performance • Finance • Staffing and Resources • School Improvement • Partnerships

Depute Head Teacher Mr. Des Bradshaw

Strategic Lead	Operational Lead
<ul style="list-style-type: none"> • Safeguarding and Child Protection • Personalised Support • Transitions • Ensuring Well-being, Equality and Inclusion • Assessment of Children's Progress - Well-being 	<ul style="list-style-type: none"> • Pupil Support • Child Protection • Transition P7-S1, Broad General Education-Senior Phase • Inclusion and Equity • Health and Safety • Promoting Positive Behaviour

Depute Head Teacher Mr. Liam Connelly

Strategic Lead	Operational Lead
<ul style="list-style-type: none"> • Learning, Teaching and Assessment • Family Learning • Raising Attainment and Achievement 	<ul style="list-style-type: none"> • Assessment of Children's Progress - Learning & Teaching • Performance Information • Learning, Teaching and Assessment • SQA (Scottish Qualifications Authority) Co-ordinator • Reporting • Tracking and Monitoring • Parents' Evening • Attainment and Achievement • Pupil Leadership

Depute Head Teacher Ms. Susanne Kelly

Strategic Lead	Operational Lead
<ul style="list-style-type: none"> • Self-Evaluation for Self-Improvement • Curriculum • Increasing Creativity and Employment 	<ul style="list-style-type: none"> • School Improvement • Teacher Professionalism • Curriculum • Timetable • Staff Cover • Seemis • Positive Destinations and UCAS • 16+ Matrix • Support for Learning • Self-Evaluation and Staff CLPL

EXPRESSIVE ARTS**Faculty Head – Irene Downie (Drama)**

DRAMA - Mrs Marianne Kerr (Principal Teacher Pupil Support Job Share), Mrs Stacey McRobbie (Principal Teacher Pupil Support)

MUSIC - Mrs Jennifer Bogie, Mr. Scott Key

ART - Mr. Ian Ramsay, Ms. Victoria Reilly

LANGUAGES**Faculty Head – Mrs Margaret Watson (English) 0.8 & Acting Faculty Head Mr Andrew Lockie (Modern Languages) 0.2**

ENGLISH – Ms. Val Coffield, Mrs Louise Coggill, Ms. Deborah Letford, Mrs Catherine Avery

MODERN LANGUAGES – Mr. Andrew Lockie

HEALTH & WELL-BEING**Faculty Head – Mr Christopher Sinclair (PE)**

PHYSICAL EDUCATION - Miss Jodie Barr, Mrs Ashley McLaughlin, Mr Iain Reid, Mr Desmond Bradshaw (Depute Head Teacher), Mrs Jennifer McConville (Principal Teacher LCSC (Language and Communication Support Centre), Mr Liam Connelly (Depute Head Teacher)

TECHNOLOGIES**Faculty Head – Ms Kirsty O’Brien (Technical)**

TECHNICAL SUBJECTS – Mrs Kirsty Martin, Mrs Heather Dow (LCSC), Mr Ross Elliot

ICT – Mrs Elizabeth Murray, Ms Chloe Divers (Principal Teacher Pupil Support), Mr Marc Connor

MATHEMATICS**Faculty Head – Mr Jonathan Black**

Mrs Margaret Caldwell, Mr Graham Rennie, Mr Liam Donnelly, Mrs Charlotte Mullen

SOCIAL STUDIES & RMPS**Faculty Head – Mrs Helen Grant (Geography)**

RMPS - Miss Nicola Stirling

HISTORY - Miss Anne McMillan

MODERN STUDIES - Mr Gerry Mullen, Mr John Purcell

SCIENCE**Faculty Head - Mr. Edmund Kean (Chemistry)**

BIOLOGY - Mr Ian Lochhead, Ms Emily MacDonald

CHEMISTRY - Ms Jacqueline McAuley, Mrs Frances Cameron (Principal Teacher Pupil Support)

PHYSICS - Mr David Harris

LANGUAGE AND COMMUNICATION SUPPORT CENTRE

Mrs Jen McConville (Principal Teacher), Mrs Heather Dow (also Technologies)

PUPIL & FAMILY SUPPORT CENTRE

Mrs Fiona Troy-Brown & Mr Des McAnally

Total Number of Staff Full Time Equivalent (FTE) = 40.5

NON-TEACHING STAFF

HOME SCHOOL PARTNERSHIP OFFICER - Ms Lisa Crosbie

FINANCE – Ms Chloe Grant (AFA)

CLERICAL STAFF - Mrs Carole Morrison (Office Manager), Mrs Janet Wilson, Mrs Margaret Ellis

ASN AUXILIARIES - Mrs Agnes Douglas, Mrs Ruth McSherry, Mrs Isabella Simpson, Mrs Margaret Whelan, Mrs Jane Sneddon, Mrs Gillian Short, Mrs Georgina McMillan, Mrs Bridie Marriott, Ms Catherine Burke, Mr David Taylor.

TECHNICIANS - Mr Peter Bainbridge (Senior Technician), Mr John Daniels (Technologies Technician)

JANITORS – Mrs Kay McAviney & Mr Roy Gould

SCHOOL MEALS SUPERVISOR - Mrs Maria Carson

SCHOOL HOURS

Period 1	0855 - 0945
Period 2	0945 - 1035
Interval	1035 - 1050
Period 3	1050 – 1140
Period 4	1140 – 1230
Lunch	1230 - 1315 (1230 finish on a Friday to allow pupils to take part in Future Fridays)
Period 5	1315 - 1405
Period 6	1405 – 1455
Period 7	1455 - 1545

SCHOOL YEAR

August 2023

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

In-service day: Tuesday 15 August 2023

Pupils return: Wednesday 16 August 2023

September 2023

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

October 2023

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

November 2023

In-service day: Monday 13 November

December 2023 - January 2024

Schools close: Friday 22 December 2023 at 2.30pm

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

February 2024

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

In-service day: Wednesday 14 February 2024

April 2024

Schools close: Thursday 28 March 2024 at 2.30pm

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

Good Friday 29 March

Easter Monday 1 April 2024

May 2024

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

May holiday: Monday 6 May 2024

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

June 2024

Schools Close: Wednesday 26 June 2024 at 1pm

TRANSFER/ENROLMENT

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

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

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

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

ENROLMENT: OTHER THAN AT TRANSITION

FROM PRIMARY TO SECONDARY.

Parents wishing to enrol a child at school at any other time than transfer from primary to secondary should contact the school by telephone or in person and arrange an interview.

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

PLACING REQUESTS

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

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

When pupils reach the age of 16, they may leave school. Those who are 16 before the end of the Academic session in S4 may leave in the summer, however those who have not turned 16 by the summer will remain in school and leave at the winter.

PASTORAL SUPPORT

Aims and Objectives of Pupil Support

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

Organisation of the Pupil Support System

Overall responsibility for the development of Pupil Support within the school rests with a Depute Head Teacher who heads a team of three Principal Teachers. The school is divided vertically into three houses - Arran, Bute and Lewis. Pupils are allocated to a house and to a Pupil Support teacher and Depute Head Teacher when they enter the school and, except in unusual circumstances, remain in that house and with that Pupil Support Team throughout their school career. Family groups are usually allocated to the same house.

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

Arran House: PT Pupil Support Mrs F Cameron, PT Pupil Support Mrs M Kerr and Depute Head Teacher Susanne Kelly

Bute House: PT Pupil Support Ms. C Divers and Depute Head Teacher Mr. Connelly

Lewis House: PT Pupil Support Mrs S McRobbie and Depute Head Teacher Mr. Bradshaw

REMIT OF PUPIL SUPPORT STAFF

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

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

Additional Responsibilities of Principal Teachers

Play appropriate role in the school's discipline system as it applies to the Guidance Staff.

Be responsible for the pastoral work of the current volunteers in their own house.

Share responsibility with the other PT (Pupil Support) for the following range of activities:

Personal and Social Education Programme Devising an appropriate syllabus for S1-S6.

Provision of relevant teaching materials.

Careers Education

Liaison with the Careers Service.

Careers input to PSE Programme.
 Maintenance of Careers Library.
 Organisation of visits to Careers Exhibition and HE/FE
 Primary/Secondary Liaison organise visits to associated Primaries. Construction of new S1 classes.
 Requisition, ordering and distribution of materials.

Personal and Social Education (PSE)

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

Curricular Guidance

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

Careers Guidance

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

Contact with Parents

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

EQUAL OPPORTUNITIES

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

In line with the Equality and Human Rights Commission's Technical Guidance for schools we are always reviewing our practice to ensure that the requirements of the Equality Act 2010 are met.

CURRICULUM FOR EXCELLENCE

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

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be

- a successful learner,
- a confident individual,
- a responsible citizen and
- an effective contributor.

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

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

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

Curriculum for Excellence is defined as: ‘The totality of all that is planned for children and young people throughout their education.’

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

These contexts are:

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

What are the Curriculum for Excellence levels?

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

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

What is the Broad General Education?

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

Curriculum Areas and Subjects

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

The 8 curricular areas are:

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

The Senior Phase

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

Assessment and Reporting

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.

Engaging parents/carers and pupils in progress through the curriculum is a key priority for our school. Each session you and your child will receive a formal written report which will identify strengths as well as areas for improvement and suggested next steps as to how these may be achieved. There will also be a parent/carer consultation evening where you will be able to discuss progress with teachers. Finally, tracking reports will also be issued throughout the year to give you a summary of progress.

In addition, we will also have information evening for year groups approaching key transitional moments in their learning. These will include P7 Transition evening, Option Pathways Evenings and National Qualification information evening.

ADDITIONAL SUPPORT NEEDS

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

Getting it Right for Me plans

(GIRFMe) enable staff to plan effectively for children and young people when interventions are required to support their learning a 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 multi-agency 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, there may be several agencies 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.

If 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.

The aim of the school states that students are encouraged through effective learning and teaching, geared to their individual needs, to reach their full potential. Brannock High School believes that every child should receive

education suited to his /her particular level of ability. For some pupils this means that extra help is needed. This is generally offered through Support for Learning, with some pupils with specific communication difficulties, receiving more targeted support from our Language and Communication Support Centre.

Within the school we have developed an 'inclusive' ethos of support, with additional supports often taking place within the normal classroom setting. We aim to help children become more independent and confident in their learning. The type of support provided for a child depends on their own individual need and is decided upon following consultation with the child and their parent/carer.

Within Brannock High school we are proud of our commitment towards all aspects of pupil support. Our services for those with additional support needs continues to be enhanced and we look forward to utilising new facilities for supporting our pupils requiring some form of additional support in future.

Further information concerning aspects of Additional Support Needs can be acquired by contacting-

Ms. Susanne Kelly DHT or Mrs Jennifer McConville PT Language and Communication

IMPROVEMENT PLAN

Our priorities for session 2023-2024 will be:

1. Supporting the Wellbeing of all in our community with particular focus on the impact of Covid.
2. Increasing Attainment
3. Closing the Poverty Related Attainment Gap

The full School Improvement Plan is available on the School Website.

HOME LEARNING

Home learning can contribute to the development and achievement of all pupils. It should not be regarded as an add-on, but as an integral part of the learning process, and this point should be consistently made by all staff.

Pupils, teachers and parents all have a part to play in home learning.

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

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

SCHOOL ETHOS

In Brannock High School we work hard to build an ethos of respect and trust, where every member of the community is included and valued. We are focused on developing each young person to fulfil their potential and always looking for opportunities to improve individually and as a community.

SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

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

Religious observance:

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

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

Religious education:

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

All pupils from S1 to S4 inclusive have one period per week in Religious Education.

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

EXTRA-CURRICULAR ACTIVITIES

There are a wide range of extra-curricular activities on offer within the school, many are part of North Lanarkshire's Future Fridays programme which allows us to offer a wide range of experiences for pupils to help improve physical and mental wellbeing, knowledge and skills. Weekly information on activities offered can be found on our Brannock Future Fridays Twitter feed @BrannockFridays

Example of Activities:

Arts & Crafts – Dance - Digital Illustration – Driving School - Duke of Edinburgh – E Games - Football – Lego Club - Mountain Biking - Movie Club – Multi-sports – Netball – Science Club – Wall Art

OUT OF SCHOOL HOURS LEARNING AND CHILDCARE

Each session there is a wide range of targeted out of school hours learning and supported study. The information for each session can be found on our website.

Breakfast Club – Our school breakfast club is available free of charge each morning from 8:20am onwards.

Letting of Accommodation:

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

FREEDOM OF INFORMATION

Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information held by the Council and imposes a timescale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information Coordinator can be contacted by telephone on 01698 302484

GENERAL DATA PROTECTION REGULATIONS (GDPR) STATEMENT FOR EDUCATION

What is this statement?

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

Who are we?

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is 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. 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 and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education
- to allow us to process Education Maintenance Allowance (EMA) applications
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

Who do we share information with?

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

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

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

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

How long do we keep your information for?

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

Your rights under GDPR (General Data Protection Regulation)

You can:

- Request access to your information – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
- Request a correction to your information – we want to make sure that all personal information is accurate, complete and up to date. Therefore, you may ask us to correct any personal information that you believe does not meet these standards.
- Request the restriction of processing – this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
- Request the transfer – you can request the transfer of your information to another party.

Deletion of your information – you have the right to ask us to delete personal information about you, your child or young person where:

- you think that we no longer need to hold the information for the purposes for which it was originally obtained
- you have a genuine objection to our use of personal information.
- use of personal information is contrary to law or our legal obligations.

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

The Council's Data Protection Officer

If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.

Data Protection Officer (DPO)
 Civic Centre,
 Windmillhill Street,
 Motherwell ML1 1AB
 or by email to AITeam@northlan.gov.uk
 The Information Commissioner

You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).

Information Commissioner's Office,

45 Melville Street,
 Edinburgh, EH3 7HL
 or by e-mail to
casework@ico.org.uk

b) Transferring Educational Data about Pupils

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

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

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

Why do we need your data?

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

plan and deliver better policies for the benefit of all pupils,

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

Your GDPR rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need 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 because of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on

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

Concerns

If you have any concerns about the ScotXed data collections, you can email school.stats@scotland.gsi.gov.uk or write to

The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, <http://www.scotxed.net>.

CHILD PROTECTION

Every adult in Scotland has a role in ensuring all children and young people are safe and always protected from harm and in all situations. The Head Teacher is responsible for the school's actions in response to Child Protection concerns. If there are any concerns the Head Teacher or the Child Protection Coordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Adult Protection

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

The Child/Adult Protection Coordinator for our school is – Mr. D Bradshaw Tel – 01698 274936

PROMOTING POSITIVE RELATIONSHIPS AND BEHAVIOUR

Nurturing approach to building Positive Relationships

Within Brannock High School positive relationships are key in ensuring that our young people grow and thrive in a nurturing learning and teaching environment. We recognise that all behaviour is communication, and it is important that we are skilled in responding to challenging or distressed behaviour to ensure the best possible outcome for all involved.

Nurturing positive relationships enhances learning and teaching and impacts significantly on individual attainment and achievement. A positive ethos supports excellent learning. Mutual trust and respect, based on shared values promotes learning and helps establish a whole school community where everyone can learn in a safe, caring and peaceful environment.

Our nurturing approach to building positive relationships takes a strategic view on ensuring that we are getting it right for every child. We aim to provide flexible curricular programmes that are inclusive and designed to meet the needs of individuals, whilst also providing targeted and specific support for additional support needs.

A range of rewards will be used across the school to reinforce and promote positive behaviour. These can range from simple verbal praise to participation in excursions and events.

Where a pupil's conduct has fallen below the agreed expectation, challenge and support will be put in place to support each individual make more positive choices in the future.

CHALLENGE AND SUPPORT:

Reading and Writing Exercises - These will have the purpose of allowing the young person to reflect on their actions and communicate ways in which better choices can be made in the future.

Parental Communication - Parents will be contacted by a child's Pastoral Support Team (Pupil Support and Depute Head Teacher), preferably by phone, to discuss behaviour that has fallen below agreed expectations.

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

One to One Behaviour Support – Where necessary a pupil may be provided with one-to-one support out with class to help them improve on decision making and choices and also provide a quieter environment prior to reengaging in their normal timetable.

Alternative 2

Brannock High School are committed to implementing Education Scotland's Included, Engaged and Involved document. It explains "the need for learning establishments to place a greater importance on inclusion through effective learning and teaching; promoting positive relationships and behaviour; and employment of preventive approaches which reduce the need to consider exclusion"

The Alternative 2 programme is an intensive support intervention and an in-house alternative to Temporary External Formal Exclusion. Alternative 2 is a support available for implementation by DHTs when:

- a high-level incident has occurred resulting in harm to a relationship, person, learning or equipment
- supports offered to a pupil at every level have been unsuccessful and further support is required to help them self-reflect and develop a clear plan moving forward.

Our supports offered as part of Alternative 2 are:

- To provide support in class
- To work 1-1/small groups to ensure learning and teaching takes place
- To promote positive relationships/behaviour, encourage young people to reflect

Exclusion

Where conduct results in a significant breach to agreed expectation of behaviour and a pupil's presence on the school campus is detrimental to the safe operation of the school then a pupil may be temporarily excluded for a limited period of time, during which parents must call at school to discuss the situation with the appropriate senior member of staff. If the grounds for exclusion are understood and written assurances are provided, the pupil will be re-admitted school. Continued indiscipline may result in further exclusions when the case will be referred to the Education Authority, and eventually the parents must have full discussion with an Education Officer prior to the pupil being re-admitted to the school.

Anti-Bullying

AIM

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

INTRODUCTION

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

STRATEGIES

Strategies in support of the victim may include:

- Regular interviews to ensure that the pupil is not experiencing further difficulties
- Communication with Parent/Carer

- Counselling to boost self-esteem/assertiveness/the building of positive peer relationships
- Peer group support
- Offering a place of sanctuary at intervals or lunchtimes if desired

Strategies to deal with those displaying bullying behaviour may include:

- Interviews which focus on relationships as opposed to the attributing of blame
- Communication with parents and/or external agencies
- Appropriate disciplinary sanctions

ROLES OF DIFFERENT MEMBERS OF THE SCHOOL COMMUNITY

Everyone has a role to play, both in adopting positive measures (a), and reacting to incidents (b).

Our overall aim is -

- To attempt to resolve bullying situations which are serious or where previous strategies have proved unsuccessful.
- To support appropriately in such cases, including immediate communication with parents. To employ sanctions as appropriate, for example warnings, mediation and, where appropriate, both internal and external exclusions. To refer to the Multi Agency Support Team in order that all support may be provided to victims.
- To refer to the Multi Agency Support Team in order that all support may be provided for pupils displaying bullying behaviour to encourage them to treat others with more respect.
- To inform parents and seek their support.
- To ensure that bullying incidents are appropriately documented
- To ensure that all staff involved in bullying situations are kept informed of developments

ROLE OF PUPILS

- (a) To treat everyone with mutual courtesy and respect
- (b) To report all incidents of bullying from the perspective of either victim or onlooker.

ROLE OF PARENTS

- (a) To remind their children that the rights and needs of others must be respected.
- (b) To contact the school regarding any information or concerns relating to bullying.

ROLE OF STAFF

- (a) To ensure that all pupils are educated in a safe secure environment by exercising vigilance.
- (b) To contact Pupil Support Staff and SMT as appropriate regarding information and concerns relating to bullying behaviour.

Supervision in Non-Class Times

We recognise the importance of building relationships between staff and pupils out with each learning environment. In Brannock this is exemplified by the number of staff who volunteer for duty at interval in lunchtimes. This helps ensure that there is staff presence in the Canteen, Foyer and Playground.

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

External Provider Staff

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

HOME AND SCHOOL LINKS

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

Parent Forum

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

Home School Partnership Officer

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

Local Business Partners

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

Police

We have a Campus Police Officer who works in the school 2 ½ days per week. This helps build positive community relationships. The PC is involved in our PSE and Assembly Programme.

Social Work

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

Local Church

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

Community Groups

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

Business Partnerships

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

St Andrew's Hospice Airdrie

The Moira Anderson Foundation Airdrie

The Windmill Café Motherwell

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

ATTENDANCE AT SCHOOL

Section 30 of the 1980 Education Act places a duty on every parent/carer of a child of 'school age' to ensure that their child attends school regularly.

Attendance must be recorded twice a day, morning and afternoon

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc., Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised: As defined by the Scottish Government.

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

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

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

100 % Attendance	0 Days missed	Gives your child the best chance of success and ensuring their full potential is achieved
95% Attendance	9 Days of Absence 1 week and 4 days learning missed	Makes it harder to achieve full potential and secure the best possible outcomes
90% Attendance	19 days of Absence 3 weeks and 4 days of leaning missed	
85% Attendance	27 Days of Absence 5 weeks and 3 days of Learning Missed Almost half a term missed	Impacts significantly on learning and progress which can lead to poorer outcomes in achievement, wellbeing and social and emotional development
80% Attendance	36 days of Absence 7 weeks and 3 days of learning missed Half of a term missed	
75% Attendance	45 Days of Absence 9 weeks and 1 day of learning missed Almost 1 whole term missed	

FAMILY HOLIDAYS DURING TERM TIME

Holidays During Term Time

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/carers should inform the school by letter of the dates before going on holiday.

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement, or other traumatic events.

A family holiday classified under the 'authorised absence' category will not include such reasons as:

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

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

Extended Leave with Parental Consent

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

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

Exceptional Domestic Circumstances

Parents 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.

We will investigate unexplained absence, and 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.

Brannock High School Attendance Alert Procedures:

Stage 1: Early signs of potential non engagement:

- 90-94.9% Attendance Rate. Pattern of Non-Attendance identified. Parents/Carers will be contacted if no genuine reason has been given to explain absence(s)

Stage 2: Non-attendance becoming a pattern:

- 85-89.9% Attendance rate. Pattern of non-attendance continues. Principal Teacher of Pupil Support will discuss pupil's attendance with link Depute Head and Attendance Letter 1 will be sent.

Stage 3: Non-attendance becomes habit or signs of school refusal:

- 80-84.9% Attendance rate. Principal Teacher of Pupil Support will discuss pupil's attendance with link Depute Head and Attendance Letter 2 will be sent to parent/carer inviting them to a meeting with pupil support teacher to discuss potential solutions. Other agency involvement may be required at this stage.

Stage 4: Non-attendance becomes habit or signs of school refusal:

- 79.9% Attendance rate or below. Principal Teacher of Pupil Support will discuss pupil's attendance with link Depute Head and Attendance Letter 3 will be sent to parent/carer inviting them to a meeting with pupil support teacher and DHT to discuss potential solutions. Pupil will be reviewed at the multi-agency Health and Wellbeing Resource Team meeting in which partners such as Social Work/Health/Educational Psychologist may provide interventions to support the pupil/family.

On occasion, patterns of non-attendance can be unavoidable due to Health reasons or personal circumstances. All factors will be taking into consideration before Brannock High School proceed with attendance alert procedures.

CLOTHING AND UNIFORM

All North Lanarkshire schools have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school.

This dress code does not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up our dress code the parents, pupils and staff were fully consulted. It is the expectation of the education authority that parents will be keen to support the dress code and written agreement may be sought.

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

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

Parents in receipt of a grant for footwear and clothing from the council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the director of education. Information and application forms may be obtained from any school or area office.

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

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

The Brannock dress code is:

- Plain black skirt/trousers/thick non-branded sports leggings
- White shirt and school tie
- Plain black jumper
- Black blazer with Brannock HS Badge (optional)
- Black footwear

The school will provide information on the purchase of uniform.

MEALS

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

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

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

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

Canteen facilities are available for those who bring packed lunches.

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

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

Information and application forms for free school lunches may be obtained from schools, learning & leisure services, area offices and first stop shops. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (Income based), Employment & Support Allowance (income related), housing benefit, council tax rebate.

PLACING REQUESTS

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

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

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

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

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

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

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

If you wish to enrol your child, please contact the school office.

EDUCATION MAINTENANCE ALLOWANCE

Students who have reached the statutory school leaving age of 16 may be eligible for Education Maintenance Allowance (EMA) to allow them to remain at school. In session 2023-2024 students who were born before 1 March 2008 will be eligible to apply for EMA.

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

ELIGIBILITY

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

The income used as the basis of the assessment is the gross household income for the preceding financial year. The income thresholds used in assessing applications for session 2021-2022 are as shown below. These levels may be subject to change in session 2022-2023

For applicants in single student households - £30 per week 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.

ATTENDANCE

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

APPLICATION FORMS

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

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

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

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

TRANSPORT

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

Parents/carers who consider they are eligible should obtain an application form from the school or from Education and Families. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

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

Pick-up points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point.

Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph).

It is the parent's/carers responsibility to ensure their child arrives at the pick-up point in time. It is also the parent's/carers responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.

Placing Requests

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

MEDICAL AND HEALTH CARE

FIRST AID FOR PUPILS

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

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

- Medical Suite
- Home Economics Staff Base
- Physical Education Staff Base
- Social Subjects Staff Base
- Technical Staff Base
- Science Staff Base
- Janitor's Office

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

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

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

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

PHYSICAL DISABILITY

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

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

MEDICAL CONDITIONS REQUIRING SPECIAL CARE

Some pupils suffer from conditions requiring special care in school. Staff are discreetly advised at the beginning of each session of the names of pupils who fall into this category and need special attention. Parents whose children fall into this category must inform the school of any medical requirement necessary. Significant conditions may require a coordinated support plan which will include Education, Health and other agencies that may be required.

INFORMATION IN EMERGENCIES

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

THE PARENT FORUM AND COUNCIL

The Parent Forum

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

As a member of the Parent Forum, you can expect to:

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

The Parent Council

Composition of the Parent Council

Chair – Eilidh Kerr

Vice Chair – Louise Murdoch

Secretary – Audrey Hulme

Treasurer – Laura Crow and Arlene Twaddle

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

The Parent Council's rights and duties include:

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

The Parent Council was established in 2008

The head teacher has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public.

Electing parent/carer representatives to the Parent Council will be done through, nominations, seconding and where necessary votes.

The pupil council will also be involved with the Parent Council.

The excellent efforts of our Parent Council and the general support of our parent body are recognised and it is hoped that we can build on this to develop further our communication links with all parents / carers attached to our school.

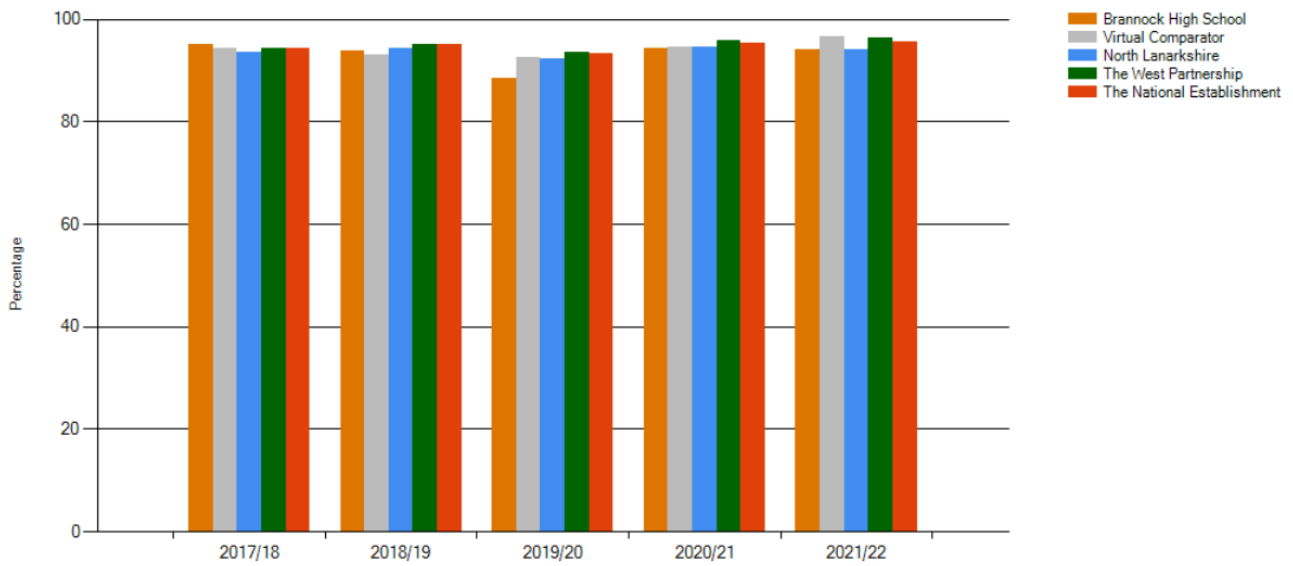
ATTAINMENT AND NATIONAL

Examination Results 2022

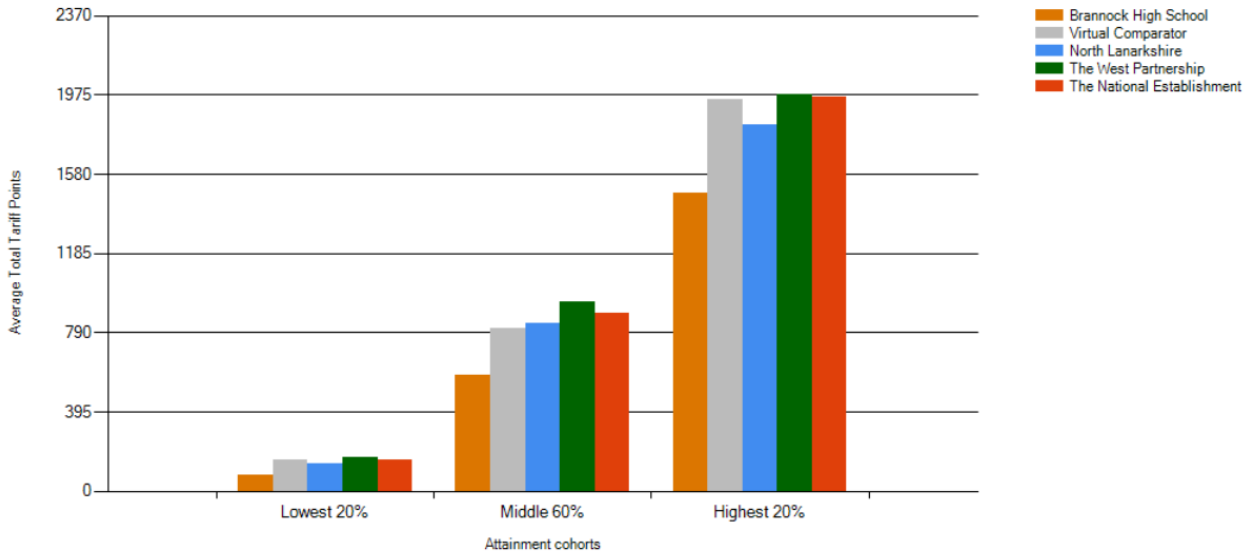
Improving attainment in literacy and numeracy
Percentage of Leavers Attaining Literacy and Numeracy



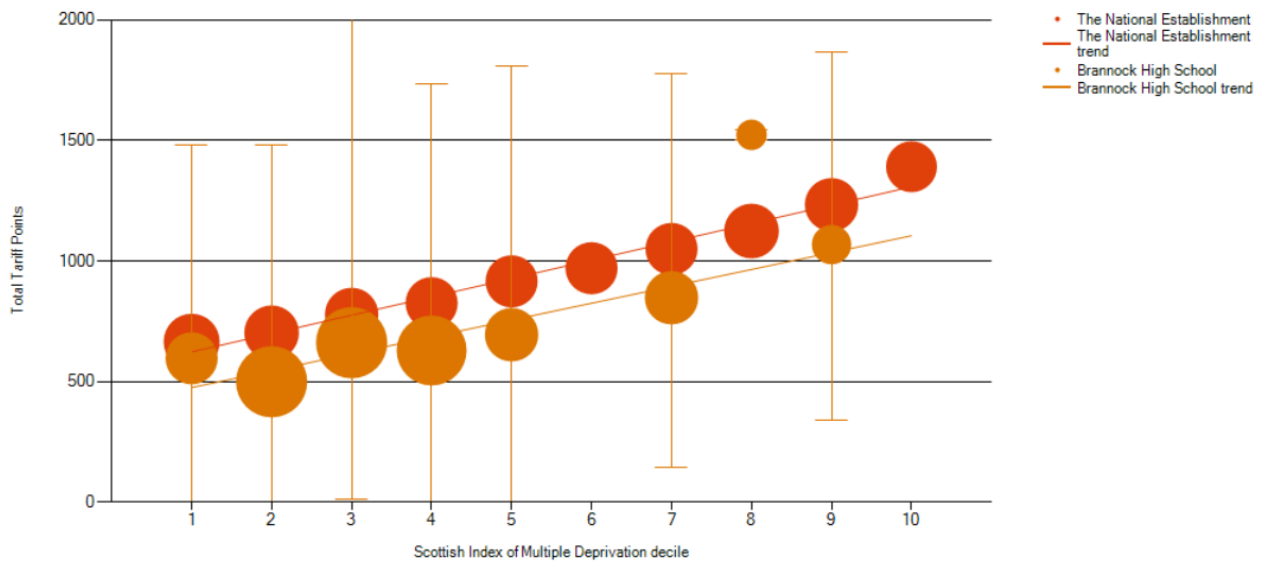
Increasing post-school participation
Percentage of School Leavers in a Positive Destination



Improving attainment for all
Average Total Tariff Points



Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers
Attainment versus Deprivation



Public Examinations

In S4 pupils will normally be presented for 7 National Qualifications. The level of presentation will be determined largely by the pupils progress up to this point. Levels will vary between National 1 to National 5.

In S5 pupils will normally be presented for 5 National Qualifications. The level of presentation will be determined largely by the pupils progress up to this point and their prior qualifications from S4. Levels will vary between National 1 and Higher.

In S6, where appropriate, pupils will be presented for 4 National Qualifications and will have an option of non-timetabled periods to help promote their leadership skills and allow them to make a contribution to the wider school community.

Presentation for Examinations

We will consult with pupils/parents/carers and use our professional judgement to recommend the level of presentation for examination. However in the final analysis, we will accede to the wishes of parents/carers.

Other Achievements

Brannock High School offers a wide range of opportunities for pupils to achieve beyond National Qualifications. Pupils have the opportunity to achieve the John Muir Award, NLC Challenge Award as well as Duke of Edinburgh awards. Our Future Fridays programme has also increased the opportunities to achieve success outwith the timetabled curriculum.

NAMES AND ADDRESSES

North Lanarkshire Council
Municipal Buildings
Kildonan Street Civic Centre
Coatbridge
ML53BT
Tel : 01236 812222

Community Learning and Development
Motherwell Locality
Our Lady's High School
Dalzell Drive
Motherwell ML12DG
Tel : 01698 403830

Social Work – Motherwell
Scott House
73/77 Merry Street
Motherwell
ML11JE
Tel : 01698 332100

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

Brannock Community Improvement and Integration Lead (CIIL)
 Nicola Ritchie
 RitchieN@northlan.gov.uk

NHS Lanarkshire
 Motherwell Health Centre
 Tel : 01698 242610

Children in Scotland – Resolve Mediation 0131 313 8844
 Email: resolve@childreninscotland.org.uk

Independent Adjudication
 Scottish Government
 Directorate for Learning
 Support and Wellbeing Unit
 Area 2C North
 Victoria Quay
 Edinburgh
 EH6 6QQ

Enquire

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

0345 123 2303

Enquire
 Children in Scotland
 Rosebery House
 9 Haymarket Terrace
 Edinburgh
 EH12 5EZ
 Email: info@enquire.org.uk

Website: www.enquire.org.uk for parents/carers and practitioners

Website: www.enquire.org.uk for children and young people

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

0141 302 5860

www.asntscotland.gov.uk

Councillors whose ward covers part of the catchment area:

Ann Weir Scottish National Party

Olivia Carson Scottish Labour Party

Shahid Farook Scottish National Party

Pat O'Rourke Scottish Labour Party

QUALIFYING STATEMENTS

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

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

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

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

PROVISION OF SCOTTISH STATISTICAL INFORMATION

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

<https://www2.gov.scot/Topics/Statistics/Browse/School-Education>

That includes, among other things:

Teacher judgement

Leaver Destination

School profile statistics (rolls etc.)

Attendance / Exclusions