



# SCHOOL HANDBOOK

CHRYSTON HIGH



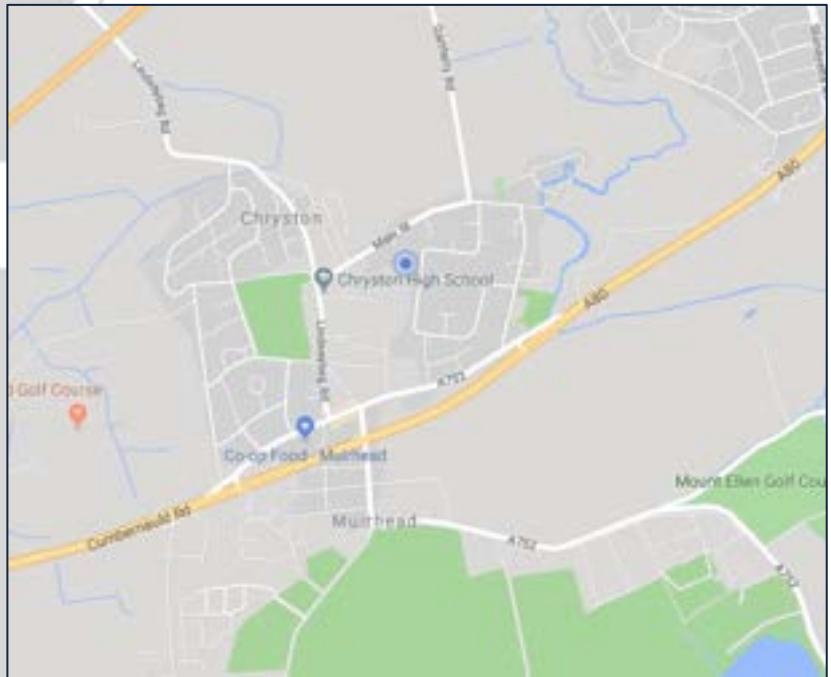
# 2025

Integrity - Compassion - Ambition - Respect - Equity

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**Head Teacher:**  
Mr Gregg Orrock



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**Twitter:** @CHS\_Chryston

**Parent Council X :** ChrystonHS\_PC

**Parent Council Chair:** Vacant

**Parent Council Email:** [chsparentcouncil@outlook.com](mailto:chsparentcouncil@outlook.com)

# Welcome to Chryston High School

Dear Parent/Carer

It gives me great pleasure to welcome you and your child to Chryston High School. The purpose of this handbook is to provide you with a summary of essential information that you will need to support your child during their time with us.

We understand that moving from primary to secondary can be an emotional process for almost all young people and sometimes their parents. But, we also recognise that moving to high school is a time of anticipation and excitement. With that in mind we very much recognise the importance of getting the transition from primary to secondary right with the intention that all pupils are well supported in making the move. This handbook is very much part of that, giving you information about the school and the many opportunities for young people within Chryston High School. Furthermore, engagement with parents and carers is an essential aspect of our work that helps create a culture that allows each and every young person to achieve their full potential in the widest sense.

Chryston High School has strong traditions of excellence, based on high expectations and standards. Working together, our school is grounded firmly in our core values – Integrity, Compassion, Ambition, Respect & Equity (I C A R E) ensuring a caring, positive and nurturing community. The school is fully committed to Curriculum for Excellence and offers a broad general education from S1 to S3. In the senior phase (S4-6) pupils can study a wide range of qualifications, including National Qualifications (NQ's), National Progression Awards (NPA's) and other certificated awards, for example Leadership, Construction and Barista Skills. Our S1 courses are designed to build on pupils' P7 experience and, as pupils move through the school there is increasing focus on preparing them for the next stage of their lives with our ultimate aim that every young person moves on into a sustainable positive destination, whether that is at university, college or directly into work.

At Chryston High School we believe that every child has both the right and the ability to learn and achieve. Recognising the individuality of each pupil, we also make every effort to support the personal, emotional and social development of our young people with the intention that every young person achieves the maximum benefit from his or her time in Chryston High School. This includes a focus on developing as well rounded and responsible citizens ready to make a valuable contribution to their community,

I hope you find this handbook informative and I look forward to working with you in the years to come and wish your child all the best in his/her future education in Chryston High School.

#WeareChrystonHighSchool



Yours faithfully

Gregg Orrock, Head Teacher

# School Information

Chryston High is a non-denominational, co-educational secondary school. The roll of the high school for session 2024-25 is 952. The capacity of the building is 915.

The breakdown is as follows:

<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
205	177	178	178	138	76

The likely intakes for the next year is:

**August 2025 – 205**

**August 2026 – 208**

**August 2027 - 210**

Our accommodation includes a large games hall which can be partitioned into 3 separate halls, an assembly hall, purpose-built classrooms, a courtyard for pupils to utilise, a recording studio and a **library resource centre**. Our school also has an outdoor, 3G, all weather football pitch which is used as part of the school facilities during the day. This is also utilised by community organisations through the authority's booking scheme at night and over the weekends. Our school is fully equipped to meet the needs of disabled people.

Part of the school building is Chryston Cultural Centre which consists of the local library and community spaces which are used by various groups. We no longer share a site with Chryston Primary School as they moved to their new building in October 2023.

Our pupils come mainly from our five partner primary schools:



**Auchinloch Primary**  
Fourth Avenue  
Auchinloch  
G66 5DU  
01236 794824



**Chryston Primary**  
Lindsaybeg Road  
Chryston  
G69 9DL  
01236 757648



**Gartcosh Primary**  
Lochend Road  
Gartcosh  
G69 8AB  
01236 872314



**Glenmanor Primary**  
Lochend Road  
Gartcosh  
G69 8AB  
01236 872314



**Stepps Primary**  
10 Blenheim Avenue  
Stepps  
G33 6SH  
01236 757692

# School Information

The school has close links with our local community. Local Groups and organisations make considerable use of school accommodation.

For permission contact:

[school&facilitybookings@northlan.gov.uk](mailto:school&facilitybookings@northlan.gov.uk)

## School Hours and Timetable

The times for each day are shown below. These have been designed to match the timetables of other North Lanarkshire schools so that we can work together.

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	8.55 – 9.45	8.55 – 9.45	8.55 – 9.45	8.55 – 9.45	8.55 – 9.45
Period 2	9.45 – 10.35	9.45 – 10.35	9.45 – 10.35	9.45 – 10.35	9.45 – 10.35
Interval	10.35 – 10.50	10.35 – 10.50	10.35 – 10.50	10.35 – 10.50	10.35 – 10.50
Period 3	10.50 – 11.40	10.50 – 11.40	10.50 – 11.40	10.50 – 11.40	10.50 – 11.40
Period 4	11.40 – 12.30	11.40 – 12.30	11.40 – 12.30	11.40 – 12.30	11.40 – 12.30
Lunch	12.30 – 1.15	12.30 – 1.15	12.30 – 1.15	12.30 – 1.15	
Period 5	1.15 – 2.05	1.15 – 2.05	1.15 – 2.05	1.15 – 2.05	ENRICHMENT
Period 6	2.05 – 2.55	2.05 – 2.55	2.05 – 2.55	2.05 – 2.55	AFTERNOON
Period 7	2.55 – 3.45	2.55 – 3.45	2.55 – 3.45	2.55 – 3.45	

# School Holidays 2025-26

## School Holiday Arrangements 2025-26

Below is our School holiday and term date arrangements for the upcoming 2025-26 school session

### August 2025

Teachers return and in-service day: Tuesday 12 August 2025

In-service day: Wednesday 13 August 2025

Pupils return: Thursday 14 August 2025

### September 2025

September weekend: Friday 26 September to Monday 29 September 2025 (inclusive)

### October 2025

October week: Monday 13 to Friday 17 October 2025 (inclusive)

### November 2025

In-service day: Monday 17 November 2025

### December 2025 - January 2026

Schools close: Thursday 18 December 2025 at 2.30pm

Christmas and New Year holidays: Friday 19 December 2025 to Friday 3 January 2026 (inclusive)

Schools return: Monday 5 January 2026

### February 2026

Mid-term break: Monday 16 February 2026 and Tuesday 17 February 2026

In-service day: Wednesday 18 February 2026

### April 2026

Schools close: Thursday 2 April 2026 at 2.30pm

Spring holiday (Easter): Friday 3 April to Friday 17 April (inclusive)

• Good Friday: 3 April 2026

• Easter Monday: 6 April 2026

Schools return: Monday 20 April 2026

### May 2026

May holiday: Monday 4 May 2026

In-service day: Thursday 7 May 2026

May weekend: Friday 22 May 2026 to Monday 25 May 2026 (inclusive)

### June 2026

Schools close: Friday 26 June 2026 at 12.30pm

# School Staff

## Senior Management Team

The senior management team of the school are:

Head Teacher

Depute Head Teacher

Depute Head Teacher

Depute Head Teacher (acting)

Depute Head Teacher (acting)

Depute Head Teacher (acting)

**Mr G Orrock**

**Mr A Jopling**

**Mrs A Mullen**

**Mrs L Harvey**

**Mrs N Henderson**

**Mrs L McTavish**

The senior management team are responsible for the strategic direction of the school specific to continuously improving learning whilst building the capacity of everyone within our school community. Some of the particular responsibilities of the senior management team are indicated below.

### **Mr G Orrock**

- Overall leadership, management and strategic direction
- Overall responsibility for continuous school improvement
- Management of School Budget
- Raising Attainment

### **Mr A Jopling/Mrs L McTavish**

- SQA Coordinator
- School Improvement Planning
- Staff Development & PRD (Career Long Professional Learning)
- Faculty Link for Arts, Business and Culture ( Performing Arts, Business and IT and Health and Wellbeing,)
- Responsibility for S4 and S5 year groups

### **Mrs L Harvey**

- Staffing
- School Timetable
- Curriculum Planning
- Faculty Link for STEM link subjects (Maths, Art, Design and Technology and Science)
- Responsibility for S6 year group

### **Mrs A Mullen**

- Overall leadership of Pupil Support
- Child Protection & Safeguarding
- Transition
- Transport
- Faculty Link for Pupil Support and Learning centre.
- Responsibility for S1 and S2 year groups

### **Mrs N Henderson**

- Overall responsibility for PEF and SAC (monitoring and tracking)
- Teaching & Learning
- Self Evaluation
- Faculty link and leadership for language and society (English, Humanities and Modern Languages)
- Responsibility for S3 year group

# School Staff

## Whole School Team

### KEY:

DHT  
FH  
PTPS  
APT/ADHT  
APT FF  
APT DYW  
HSPO  
YC  
EP  
ASNA  
SDS

Depute Head Teacher  
Faculty Head  
Principal Teacher of Pupil Support  
Acting PT/Acting DHT  
Acting PT Future Fridays  
Acting PT Developing the Young Workforce  
Home Schools Partnership Officer  
Youth Counsellor  
Educational Psychologist  
Additional Support Needs Assistant  
Skills Development Scotland Officer  
Teaching Staff - 63.04 Full Time Equivalent (FTE)

### ART & DESIGN TECHNOLOGY

#### Technical

Mr P. Davidson (FH)  
Mr S. Beaton  
Mrs C. MacKenzie  
Mr S. Williamson  
Mr A Jopling (DHT)  
Miss G. Coogans

#### Art

Mrs J Ferguson (APTPS)  
Mrs L. McDougall  
Mr B. McGurk  
Mrs L. Duffy

### MODERN LANGUAGES

Mr R. Kirk (FH)  
Dr F. Malcolm (APTPS)  
Mrs A. Mullen (DHT)  
Miss V. Summerville  
Miss E. Falconer

### ENGLISH

Mrs E. Dover (0.8 FH)  
Mrs J. Doig (0.2 FH)  
Mr. M Brown (0.2PTPS)  
Miss M. Deans  
Mrs C. Liddell  
Mrs K. McNulty  
Mrs A. Byrne  
Miss F. Nicolson

### HEALTH & WELLBEING

#### Physical Education

Mr A. Flanagan (FH)  
Mr J. Cookman  
Miss M Galgani (APTPS & FF)  
Mrs C. Pegrum  
Mr O. Grenfell

#### Home Economics

Mrs J. McColl  
Mrs J.. Banks

### MATHEMATICS

Mrs L. Whiteford (FH)  
Mrs K. McKee  
Mrs C. Agnew  
Mrs J. Carragher (PTPS)  
Mrs L. Connelly  
Mr C. Devine (APTPS)  
Mrs S MacKay

### PERFORMING ARTS

#### Music

Miss F. Lyon (FH)  
Mr E. Drysdale  
Miss H. Lithgow (APT DYW)  
Mrs C. McIlreavy

#### Drama

Mrs L. McTavish  
(ADHT/PTPS)  
Miss. M Gillon  
Mrs C. Michie

### HUMANITIES

Mrs C. McSheehy (FH)  
Mrs N. Henderson (ADHT)  
Mrs J. McNeill (0.8 PTPS)  
Mrs K. Wakefield (0.2 PTPS)  
Miss D. Phee  
Mr S. Wright  
Mrs N. Kenyon  
Miss L. Rankin  
Miss. R MacLean

### ICT

Mrs L. Taylor (0.6 FH)  
Mrs K. Norris (0.4 FH)  
Mrs K. Higgins  
Miss P. McCready  
Mrs. G. Presley

### JANITORS

Mr D. Arbuckle (Senior Janitor)  
Mr P. Agnew

### SCIENCE

Dr S. Smith (FH)  
Mrs L. Harvey (ADHT)  
Miss P. Adams  
Mr E. Buchanan  
Mr S. Campbell  
Dr G. Norris  
Mrs L. Hastie  
Miss K. Mclean  
Mr S. Cahill  
Mrs P. Hollywood

### THE LEARNING CENTRE

Mrs K Perriss (AFH)  
Mrs M Muirhead  
Mrs G. Malcolm  
Miss M. Millett  
Mrs A. Turner  
Mrs L. McLaughlin (HSPO)  
Mrs M. Bernard (EP)  
Miss L. Cunningham (YC)  
Mrs S Turner (ASNA)  
Mrs C. Wordie (ASNA)  
Miss K. Hall (ASNA)  
Mrs F. Farrell (ASNA)  
Miss. R. Murdoch (ASNA)

### CAREERS

Mrs C. Bruce (SDS)

### ADMINISTRATION

Mrs J. Woods  
Mrs L. Oliphant  
Ms. K Corrigan  
Mrs S. McGrath

### TECHNICIANS

Mr A. Palmer (Senior &  
Technical)  
Mrs M. Hamilton (Science)  
Mr J. Hanley (ICT)  
Miss O. Bennett (Science)

### KITCHEN

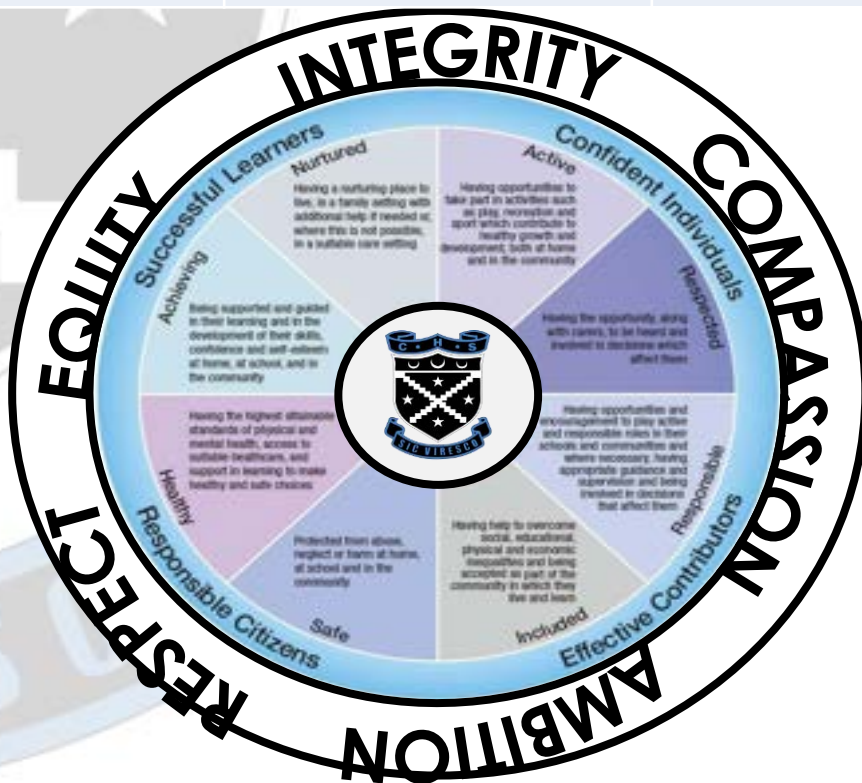
Mrs K. Daly (Cook Supervisor)

# Pupil Support

## Pupil Support Structure

We have a horizontal pupil support structure at Chryston. That means each PT Pupil Support (PTPS) has responsibility for a year group and are linked to a member of Senior Leadership Team. If a PTPS is in charge of S1 this year, they will be in charge of S2 the following year and so forth. This ensures continuity for the pupil and their family. SLT links are fixed each year.

PTPS	2025-26 Year Responsibility	SLT Link
Mrs J. McNeill (0.8 FTE/ Mr J. Brown (0.2 FTE)	S1	Mrs A. Mullen
Mrs J. Carragher (0.8 FTE/ Mrs K. Wakefield 0.2 FTE)	S2	Mrs A. Mullen
Dr F. Malcolm	S3	Mrs N. Henderson
Mr C. Devine	S4	Mrs A. Jopling/ Mrs L. McTavish
Mrs J. Ferguson	S5	Mrs A. Jopling/ Mrs L. McTavish
Mrs L. McTavish (0.8 FTE/ Miss M. Galgani (0.2 FTE)	S6	Mrs L. Harvey



# Pupil Support

## Pupil Support Aims

- **To ensure that each child knows and is known personally and in some depth by at least one member of staff.**

Each pupil remains with the same Pupil Support teacher throughout his/her school career.

- **To help each pupil to be aware of his/her own development and to take responsibility for it.**

Pupil Support staff will help pupils to assess their own performance and to set targets related to schoolwork, effort, etc.

- **To give pupils and parents vocational guidance, i.e. to encourage pupils to think about jobs and careers, and to assist them to make appropriate decisions.**

Pupil Support staff are involved at critical times such as when making subject choices. They work closely with pupils and parents to make sure each young person's pathway is individually tailored to best suit their individual needs and aspirations. A programme of PSHE (Personal, Social and Health Education) lessons is also arranged to help pupils.

- **To provide a link between home and the school.**

Pupil Support staff will contact parents if a child is giving any cause for concern. Parents should not hesitate to contact the Pupil Support teacher if there is any matter they want to discuss.

- **To foster links with agencies such as psychological services, social work, careers service, etc. in order to obtain the necessary support for pupils.**

Your child's Pupil Support teacher will know your child personally and will work closest with them throughout their learning journey at Chryston High School. Therefore, your child's Pupil Support teacher should always be the first point of contact between family and school. In the first instance, contact your child's Pupil Support teacher.

**In general, Pupil Support staff are available for consultation by parents or pupils. They are always present at parents' consultation evenings. They seek to work in partnership with parents and families. They work closely with the external agencies when relevant/appropriate.**

As a silver accredited Rights Respecting School, we actively encourage young people to eliminate unlawful discrimination and promote equality. 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.

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

# School Improvement Plan

## School Improvement Plan Priorities 2024-25

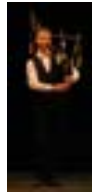
### Cluster Priorities:

1. Most children and young people with additional supports needs will be planned for effectively by strengthening our universal offer across the cluster.
2. To develop a shared understanding of effective learning, teaching and assessment across the cluster by focusing on improved planning and consistent use of high-quality LI, SC in numeracy in year 1.

### Chryston High School Priorities:

1. Improving pupil outcomes through an improved curriculum, learning, teaching, and assessment.
2. Improve pupil wellbeing by improving their experience and journey through school.

## IMPROVING LEARNING & BUILDING CAPACITY



### Our Vision and Aims

Chryston cares! We care about each individual learner, we care about their wellbeing, we care that they achieve their potential and experience success, we care about their future. This is summed up in our core values, iCare – Integrity, Compassion, Ambition, Respect and Equity.

Our shared vision is to continuously and actively promote a positive, inclusive, engaging, and aspirational ethos which enables all learners to achieve success and to achieve their full potential as lifelong learners and responsible citizens. We have a clear vision which is to continually improve learning which ultimately raises attainment for all.

#### Aims

Our school has two main aims – continuously improve learning and build capacity of everyone in our community.

We promise to care equally for all young people and intervene appropriately to overcome barriers to learning. We actively seek opportunities to work in partnership with parents, carers, families and the wider school community. Our measure of success is that our young people leave Chryston High School with the skills, knowledge and resilience to achieve a sustainable positive school leaver destination into the world of work, training or further/higher education.

# Pathways

## Personalisation and choice

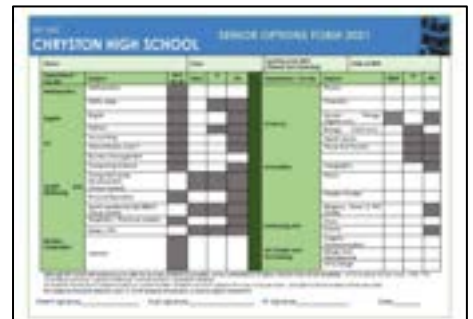
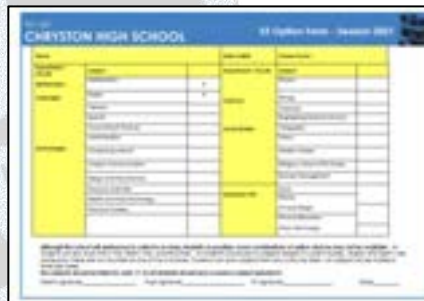
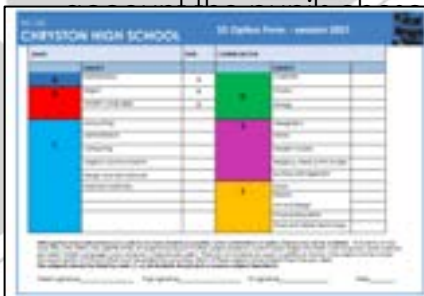
Pupils will make choice in Chryston High school at the following stages

**S2 - FEB      S3 – FEB      S4 – FEB      S5 - JAN**

Our curriculum map below details a typical pupils progression pathway through school and what choices are available to our students. We also have more bespoke packages for a number of pupils keen to pursue careers in more particular vocations.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
<b>S3</b>	English			Mathematics			Mod Langs		CHOICE 1 Social Studies		CHOICE 2 Expressive Arts		CHOICE 3 Technology		CHOICE 4 Science		CHOICE 5		CHOICE 6		PE		PSHE		RE							
<b>S4</b>	English			Mathematics			5 subjects chosen from the 9 in S3 additional to English and Maths.									PE		PSHE		RMPS												
<b>S5</b>	OPTION 1			OPTION 2			OPTION 3			OPTION 4			OPTION 5			PSHE		PE														
<b>S6</b>	OPTION 1			OPTION 2			OPTION 3			OPTION 4			OPTION 5 OR LEADERSHIP			PSHE		RE														

Shown below are some examples of school option forms. The option process is completed in conjunction with pupils, parents / carers and Pupil Support, taking into account the pupil's interests, career pathway, attainment, enjoyment and engagement



# Uniform

## School Dress Code

All pupils in Chryston High School come to school dressed according to our Dress Code. This code was established after extensive consultation with pupils, parents and staff. The Dress Code carries the full support of the Parent Council.

We have assured that the pupils can choose from a wide range of attractive and comfortable garments.

**We believe that having our pupils dressed fully in uniform has many positive effects on the life of the school by:**

- Creating an atmosphere that encourages learning
- Developing a sense of community – ‘We are Chryston High’
- Maintains and further enhances positive behaviour and respectful conduct
- Helping security – possible intruders can be easily spotted

**Pupils may choose from the following garments:**

- Black blazer
- Black or dark self-coloured jacket during winter months
- Black trousers or skirt
- White shirt / blouse with appropriate year group school tie
- Plain black sweatshirt, sweater, cardigan (no logos or designer trademarks)
- Black shoes



**Shell suits, tracksuits and jeans must not be worn**

Please note that as long as classrooms are at a sufficiently warm temperature, pupils wearing sweatshirts/cardigans/tops that are not part of the Dress Code will be asked to remove them. In school, once outdoor clothing has been removed, pupils must be wearing garments that immediately identify with the school dress code.



# Uniform

## PE Kit School Dress Code

PE kit is worn in Chryston High, and is often admired by visitors to the school.

This uniform consists of plain bright blue tee-shirt  
Black shorts.

Pupils wear non-marking soles.  
Outdoor trainers are also worn when appropriate. In winter, when outdoors, tracksuits or jogging trousers may be worn.

The school encourages PE kit to be brought to every lesson. If unfit to fully participate in a PE lesson, pupils are given alternative activities in the area.



## North Lanarkshire School Dress Code Framework

All North Lanarkshire Council's guidance on school uniform can be found by visiting the following website:

<https://www.northlanarkshire.gov.uk/index.aspx?articleid=5578>

## Clothing Grants

Parents/carers in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Chief Officer - Education and Families. Information and application forms may be obtained from the Council website [Free school meals and clothing grants | North Lanarkshire Council](#).

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (with an income below £796 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31 March 2025.

## School Dress Code

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents/carers, pupils and staff were fully consulted. It is the expectation of Education and Families that parents/carers will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances. Includes items which:

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

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

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/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.

# Transport

## Transport

The Council has a policy of providing free transport to secondary pupils who live more than three miles from their catchment school by the shortest suitable walking route.

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 [Free school transport | North Lanarkshire Council](#)

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph).

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





## Placing Requests

You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year, the authority will advertise its arrangements for placing requests.

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

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

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

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

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

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

## Enrolment of Pupils

Parents interested in enrolling their children in the school are encouraged to contact the school at any time to arrange an interview with a senior member of staff at a mutually convenient time. Otherwise, enrolment is automatic from P7 to S1.

# Child Protection

## Child Protection

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

The Head Teacher is responsible for the School's actions in response to Child Protection concerns.

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

The Child Protection Coordinator is: Mrs. A Mullen.  
Telephone number 01236 794890

## 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. It's employees therefore have the responsibility to ensure the welfare of all adults at risk of harm 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 school's actions in response to Adult Protection concerns.

If there are any Adult Protection Coordinator concerns the Head Teacher or the Adult Protection Coordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines Protection Procedures and Guidance.

Adult Protection Coordinator is Mrs. A Mullen  
Telephone Number: 01236 794890



# Careers - SDS

## Careers Advice

At present the school has one Skills Development Scotland officer who attends school weekly, helping pupils to make well-informed choices about their future. Normally the SDS officer's main contact will be with older pupils through a screening process. However, all pupils can access the SDS service through a lunchtime clinic (details on notice boards) for which no appointment is needed.

Parents are welcome to contact the SDS officer for assistance. This can be done through the Pupil Support teacher or by contacting the local Careers Centre.

### Airdrie Careers Centre

North Lanarkshire Careers Centre

61 Stirling Street

Airdrie

ML6 0AS

**Tel:** 01236 757 400

**Opening hours:** Monday, Tuesday, Wednesday, Thursday and Friday 9 am - 5 pm

### Cumbernauld Careers Centre

New College Lanarkshire

North Carbrain Road

Cumbernauld

G67 1HU

**Tel:** 01236 720 889

**Opening hours:** Tuesday, Wednesday and Thursday 9 am - 4 pm



## My World of Work

Pupils are given excellent post 16 advice in school through a range of external speakers and are also given opportunity to access Skill development Scotland – My World of Work, [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) – Pupils can plan, build and direct their career throughout their lives using this resources. Pupils have the opportunity to build CV's; search for vacancies and explore training opportunities in a way that is personal to them.

# Equality and Anti-Bullying Policy

Chryston High School aims to promote positive relationships amongst students and staff through a caring and inclusive ethos which celebrates diversity. This is in the spirit of the 2010 Equality Act and is in line with duties detailed by the GTCS Standards and Expectations.

**Our Core Values – ICARE: Integrity, Compassion, Ambition, Respect & Equity – are at the heart of our Equality and Anti-Bullying policies.**

As a High School in North Lanarkshire, Chryston is committed to the promotion of positive relationships and positive behaviour in line with the NLC policy framework. At our school we believe that all children and young people have the right to an educational environment where they feel respected, safe and which is free from harassment and bullying.

This policy is implemented in partnership with the pupils and parents and is founded on the school's values of integrity, compassion, ambition, respect and equity.

We believe that we all have a responsibility to treat others as we would like to be treated. In addition, at Chryston High, we take very seriously our role as a Rights Respecting School and in promoting the rights of the child in line with the United Nations Convention on the Rights of the Child (UNCRC) which states that:

*Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others' human rights and their own and other cultures. It should also help them learn to: live peacefully, protect the environment and respect other people.*

*(Article 29 Goals of Education)*

We regard bullying of any form as unacceptable. It is important that all members of our community are able to identify these types of behaviour and know how to tackle them.

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.

Equality and Human Rights Commission's Technical Guidance for Schools in Scotland outlines the essential requirements of the Equality Act 2010 for schools. This can be accessed at:

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

# Relationships for Learning

At Chryston High School, we strive to create a caring and inclusive learning environment, enabling our pupils to achieve the best possible outcomes and to reach sustained positive destinations to achieve this, we ensure our values are consistently at the core of everything we do ...

## Inclusion

High levels of empathy and nurture help learners feel included. Learners need to feel included to engage and learn. A focus on relational practice helps reduce exclusion.

## Engagement

Relationships are the foundation of learning. Positive relationships increase engagement of learners.

## Wellbeing

Relational practice leads to positive and mutually respectful relationships, better behaviour and positive wellbeing for learners and staff.

## Equity

A focus on relational practice improves outcomes for all, but particularly for those affected by ACEs or poverty, where they are more likely to feel excluded in education.

## Attainment & Achievement

A focus on positive relationships increases opportunities for learners to feel valued and have the self-belief to be successful.

## Chryston Expectations: The 3 R's

We expect our young people to **meet and exceed the expectations** below. We **recognise and celebrate** those pupils who are ready, respectful and responsible.

1. **Ready** to learn
2. **Respectful** to all in our school community
3. **Responsible** at all times

In return, staff will be **consistent, calm, and kind**. Teachers will set **high expectations** and be committed to developing **strong and positive relationships** built on **nurture and compassion**.

# Relationships for Learning

## External Provider Staff

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



# Homework

## Homework

Support for homework is seen as an important part of the partnership between school and parents.

### Among the purposes of the homework are:

- to develop the habit of private study
- to encourage a sense of ownership and responsibility for learning
- to stimulate pupil interest and promote high achievement
- to reinforce class work and consolidate the learning process
- to extend and enhance class work through research or further study
- to develop planning and organisational skills
- to prepare for assessment
- to involve pupils in self assessment and encourage them to identify strengths and weaknesses in their own work
- to strengthen the partnership between home and school and involve parents/carers in the learning process

### Homework tasks.

This is not an exhaustive list but it does include most of the types of homework which can be set:

- a writing exercise
- finding out information
- reading part of a book
- making use of the media e.g. watching
- finishing off a piece of work already started
- revision
- planning or preparation of an investigation
- redrafting
- developing folios/diaries
- preparing for a test
- committing work to memory e.g. learning vocabulary



### Supported Study

Supported study is provided by all departments at lunchtimes and after school. Pupils should check with their class teachers regarding days and times.

# Extra Curricular Activities

Chryston High prides itself on the wide range of extra-curricular activities for pupils. The following are some examples of events which take place in a typical year.

## Educational Visits

The school has, over the past few years run many educational trips to the likes of Germany, Italy, New York and London to allow the pupils the opportunity to combine their studies and have fun. Drama trips to London theatre productions have provided the opportunity for pupils to see incarnations of our own school shows on “the big stage”.

Trips to Munich and Berlin have afforded the pupils a chance to see attractions and learn more about European culture. Around 40 pupils travel to the Italian Alps every year for fun on the piste.

In addition to these there are many visits organised by departments throughout the course of the year, to art galleries, theatres, concerts, sporting events, university open days and career events.

## Sports and Games

Badminton, basketball, gymnastics, netball, athletics, rugby and football are all organised by the PE department with help from other volunteering members of staff.

## Music Making and School Shows

The School productions involve as many as one fifth of our pupils, and we have excellent music and drama accommodation for the performances. Pupils also take part in instrumental groups within school, and join the numerous choirs, bands and orchestral groups organised by North Lanarkshire Council.

## Social Events

Our social events have a reputation for good organisation and excellent pupil behaviour so that everyone is safe and secure. There is a Halloween Fright Night, Christmas dances and Spring Hoedown, while the highlight of the social calendar is the ‘senior prom’, for which we have established a tradition of formal dress.

## Other Activities

We take great pride in the achievements of our young people and we hope that parents will encourage pupils to participate in the wide range of activities available in the school.

Many departments in the school organise lunchtime clubs and activities, for example, the Library, PE, Computing, Drama and Music.

# Attendance at School

## 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 course of the school year.

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

Parents/carers should be asked to inform the school preferably by text or by letter or telephone if their child is likely to be absent for some time.

## 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 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

# Attendance at School

## Extended Leave with Parental Consent

Where most family holidays will be recorded as unauthorised absence (see previous page) extended leave with parental consent will not be considered the same as a family holiday.

Leave in such circumstances will be authorised under circumstances such as:

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

## Exceptional Domestic Circumstances

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

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

As parents would expect, the school has procedures for monitoring the attendance of pupils. The Pupil Support team contacts parents when they have a concern, and take further steps if attendance deteriorates or fails to improve without good reason.

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

## 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 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 X.

# Medical and Health Care

## Health and Medical Care

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than at an official establishment. Immunisation is offered at various times throughout the year.

Health matters are dealt with in PSHE classes as well as in PE, Biology/Science and Home Economics. The School Nurse Service contributes to senior school Health Education in PSHE.

Chryston High School has 2 trained first-aiders. Parents are asked to supply, and thereafter to update as necessary, the name and address of a neighbour or relative to act as an emergency contact. If a child takes ill at school, every effort will be made to communicate with the parent or other contact. In exceptional cases, pupils may be escorted to hospital while efforts are made to contact the parents. In a crisis, we will of course act on our own initiative to protect the child.

Parents should notify the school of any particular medical requirements, or of precautions to be taken in the case of certain ailments.

In accordance with health and safety regulations, we have a system for enabling pupils with prescription medicines to have access to these via our school office - parents should ask for the necessary forms.

## Health and Safety

In order to ensure the safety of Chryston High School pupils, it is strongly recommended that they stay within the grounds of the school at lunchtimes rather than frequent the Muirhead area.

The school has been fitted with security doors. The doors are locked at 9.10 am, after which anyone wishing access to the building must do so by the main entrance and reception area. Our pupils are therefore safe from intruders.

At the start and end of the school day, school buses need access to the school car park.

In the interest of safety of pupils using these buses, it would be preferred if parents dropping or collecting pupils by car, avoided using the car park.

# Home and School Links

The school positively welcomes parental involvement in school and adopts a number of approaches to encourage this., life

## **Parents' Meetings**

All parents' meetings have returned to being in person. Appointments will be made through the parent booking website.

Some consultative meetings, though not all, follow the issue of a report. Parents' meetings are valuable opportunity for communication. The timing of these meetings is carefully planned to maximize the benefit to parents and students.

## **The Parent Forum**

As a parent 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 at the school.
- Be invited to identify issues for the Parent Council to work on with the school.

# Home and School Links

## The Parent Council

Parent Councils came into force on 1 August 2007.  
The Headteacher will act as a professional advisor to the Parent Council.

The Parent Council's rights and duties will include:

- Supporting the work of the school
- Representing the views of the parents
- Consulting with parents and reporting back to the Parent Forum on matters of interest
- Promoting contact between the school, parents, 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 the 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.

## Parent Council Members

Vacant (Chair)  
Lesley Giudici ( Treasurer)  
John McLoone (Secretary)

## Staff Members

Mr G Orrock (Parent Council's Advisor)  
Mrs L Harvey



**Parent Council Twitter:**  
**for parent council enquiries please use school email:**

[enquiries-at-chrystonhigh@northlan.org.uk](mailto:enquiries-at-chrystonhigh@northlan.org.uk)

# Chryston Parliament

Our School Parliament is an exciting opportunity for pupils to actively shape the future of our school. Open to all, the Parliament allows pupils to join committees dedicated to creating meaningful change across key areas of school life. Every class and year group has a voice through their elected class and year representatives, ensuring inclusive and diverse perspectives.

The work of the School Parliament is guided by our core school values, which underpin everything we do, ensuring decisions reflect our commitment to our Integrity, Compassion, Ambition, Respect, Equity.

Our committees are:

- Our rights and relationships
- Our health and well-being
- Our success and achievements
- Our learning and teaching
- Our school and community

By working together, our School Parliament empowers pupils to drive progress, improve their school experience, and make their voices heard!

## Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously



# School Meals and EMA

## School Meals

Chryston High School is a health promoting school. In our dining area, catering staff make every effort to ensure that children are provided with a wide range of healthy food choices.

We operate a "cashless" system and provide pupils with a secure PIN number which is used in conjunction with photo ID to allow pupils to purchase meals and snacks. Pupils can also use their Young Scot card to access the cashless system.

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in school by our catering staff. A medically prescribed diet form 1a must be completed and signed 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. 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.

For information a vegetarian meal option is offered on a daily basis.

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 the Head Teacher and school catering service including the nutritionist to ensure appropriate food provision. In this case a form will still need to be signed by a medical professional including a Speech and Language Therapist.

It is important that the Head Teacher is aware of any medically prescribed diets within the school and on occasion may be asked to attend a meeting.

Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent along with a letter stating the reason for the refusal and also they will be issued with a new form.

Any change in the child's dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. When children move to a High School or change schools FSS will need to be informed as soon as possible. Special Diets such as Vegan and ethnic diets can also be accommodated. In this case a form b should be completed and can be signed by the parent.

All completed forms should be returned to the email [specialdiet@northlan.gov.uk](mailto:specialdiet@northlan.gov.uk)

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), are entitled to a meal without charge. Students aged between 16 and 18 and who are in receipt of any qualifying benefits can apply for free school meals in their own right.

Information and application forms for free school meals may be obtained from schools or downloaded from [Free school meals and clothing grants | North Lanarkshire Council](#).

Free milk is not provided for secondary pupils. Milk may, however, be available for purchase in the school during the lunch period.

# School Meals and EMA

## Educational Maintenance Allowance (EMA)

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

In session 2025-2026 students who are born before 1 March 2010 will be eligible to apply for an EMA.

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

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

### Eligibility

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

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

The income thresholds used in assessing applications in session 2024/2025 are as shown below. These levels may be subject to change in session 2025/2026.

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

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

### 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.

# School Meals and EMA

## Application forms

A Groupcall message will be sent to all students who are in the eligible age-band to apply for EMA in May each year, providing details of the main eligibility criteria and a link to online application form.

Application information, qualifying criteria, payment schedule and guidance notes are available under the Education Maintenance Allowance information page on the Council website. [Education Maintenance Allowance | Northhttps://www.northlanarkshire.gov.uk/schools-and-learning/additional-support-families-and-children/education-maintenance-allowance](https://www.northlanarkshire.gov.uk/schools-and-learning/additional-support-families-and-children/education-maintenance-allowance) [Lanarkshire Council](#) A link to the online application form can also be found here.

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

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

# curriculum for excellence



## What is a 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<sup>1</sup>.

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.

successful learners	confident individuals	responsible citizens	effective contributors
<b>attributes</b> <ul style="list-style-type: none"><li>• enthusiasm and motivation for learning</li><li>• determination to reach high standards of achievement</li><li>• openness to new thinking and ideas</li></ul>	<b>attributes</b> <ul style="list-style-type: none"><li>• self-respect</li><li>• a sense of physical, mental and emotional well-being</li><li>• secure values and beliefs</li><li>• ambition</li></ul>	<b>attributes</b> <ul style="list-style-type: none"><li>• respect for others</li><li>• commitment to participate responsibly in political, economic, social and cultural life</li></ul>	<b>attributes</b> <ul style="list-style-type: none"><li>• an enterprising attitude</li><li>• resilience</li><li>• self-reliance</li></ul>
<b>capabilities</b> <ul style="list-style-type: none"><li>• use literacy, communication and numeracy skills</li><li>• use technology for learning</li><li>• think creatively and independently</li><li>• learn independently and as part of a group</li><li>• make reasoned evaluations</li><li>• link and apply different kinds of learning in new situations.</li></ul>	<b>capabilities</b> <ul style="list-style-type: none"><li>• relate to others and manage themselves</li><li>• pursue a healthy and active lifestyle</li><li>• be self-aware</li><li>• develop and communicate their own beliefs and view of the world</li><li>• live as independently as they can</li><li>• assess risk and make informed decisions</li><li>• achieve success in different areas of activity.</li></ul>	<b>capabilities</b> <ul style="list-style-type: none"><li>• develop knowledge and understanding of the world and Scotland's place in it</li><li>• understand different beliefs and cultures</li><li>• make informed choices and decisions</li><li>• evaluate environmental, scientific and technological issues</li><li>• develop informed, ethical views of complex issues.</li></ul>	<b>capabilities</b> <ul style="list-style-type: none"><li>• communicate in different ways and in different settings</li><li>• work in partnership and in teams</li><li>• take the initiative and lead</li><li>• apply critical thinking in new contexts</li><li>• create and develop</li><li>• solve problems</li></ul>

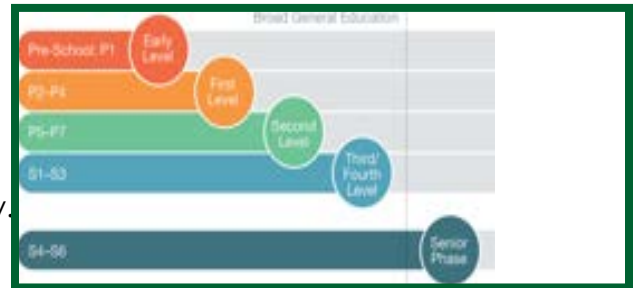
# curriculum for excellence



## 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.

# curriculum for excellence



## What are the Curriculum for Excellence levels?

Chryston High is 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.

## Personal Support/Career Planning

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

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# curriculum for excellence



## 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.

## S1-S3 Curriculum 2025-26

We have an excellent working relationship with all of our partner primary schools. The head teachers and staff plan and work together to provide the best possible continuity and progression, and to ensure a smooth transition for all our young people.

We are currently implementing a range of new and exciting cluster projects which articulate with the Curriculum for Excellence. Our staff in S1/S2/S3 adopt a variety of learning and teaching approaches which enable our pupils to experience active and co-operative learning within the classroom.

Throughout the junior school pupils have various opportunities to get involved in additional learning activities. S1/S2/S3 students are given the opportunity to be involved in the S1 Schools and S2 Electives where pupils have the opportunity to follow activities of their choosing. It is the purpose of these types of activities to allow pupils to recognise the values of the skills they are developing throughout S1 to S3 and give them the opportunity to apply them in both familiar and unfamiliar situations.

# curriculum for excellence



## Personalisation and Choice in S3

In S3 pupils are expected to continue with a broad general education to ensure coverage of Experiences and Outcomes across all curricular areas. Towards the end of S2 pupils will be given the opportunity to personalise their education and allow for deeper learning through limited choice of subjects which will make up their timetable in S3.

## S4 Curriculum

National 4 and National 5 qualifications were introduced in 2013, replacing Standard Grades, Intermediate 1 and Intermediate 2 levels. More recently we have been introducing National Progression Awards (NPA) at Levels 4-7. A National 4 and NPA Level 4 is equivalent to a Standard Grade General or Intermediate 1. A National 5 or NPA Level 5 is equivalent to Standard Grade Credit level and Intermediate 2. NPA Level 6 is equivalent to a Higher and Level 7 to an Advanced Higher.

National 4 and NPA courses are assessed by teaching staff primarily through course assessments, quality assured by the SQA (Scottish Qualifications Authority). The qualification will not be graded, freeing up more time for learning and teaching.

National 5 courses will also have course assessments, assessed by teaching staff and quality assured by SQA. However, National 5 will also be assessed by SQA through an exam or other external assessment. The National 5 qualification will be graded to help learners progress to Higher and other areas of learning and employment.

There will be a number of opportunities for parents of pupils in the senior school to obtain further information about children's progress and our expectations of students. Other than the traditional parents' meetings the school will have information evenings explaining how individual subjects are broken into components, the impact these have and pupils already through these courses will provide perspective on what they did to make the grade.

# curriculum for excellence



## S5/S6 Curriculum

Departments will offer courses at Advanced Higher, Higher and National 5 levels. Some will also offer courses at National Progression Awards at Levels 4-7. courses is in accordance with both local and national advice.

Students entering S5 who achieved good results in their SQA exams can go on to study up to five subjects at Higher grade. **It should be noted that, for admission purposes, universities prefer five good passes at Higher compared to six mediocre passes.**

We will offer a good range of courses. Where we cannot offer a particular course at a particular level, **students can still study these courses through a digital medium in partnership with other schools across NLC. Pupils will be based in Chryston but will access additional classes through video link with other schools.**

Students may also be able to study courses in conjunction with New College Lanarkshire and other local colleges and training providers.

Students over the age of sixteen are entitled to negotiate their curriculum within the range of courses provided within the area. Parents are fully consulted; however our students also enter into an agreement about their course of study, attendance, etc. We take every opportunity to develop positive attitudes and study skills.

## Skills development Scotland – My world of work

My World of Work is a web service for people to plan, build and direct their career throughout their lives. Customers can see jobs in action; build their CVs; search for vacancies and explore training opportunities in a way that's personal to them.

There are video clips of people explaining their job roles and a news magazine cover with some great up-to-the-minute tips on how to get a job or train for one.

Delivered by Skills Development Scotland, it provides information on the jobs market as well as offering help with things like tackling tough interview questions.

My World of Work complements SDS's current face to face and telephone services, as well as those provided to be partners, so customers have access to a range of channels depending on the level of support they need.

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

# Additional Support Needs @ CHS

## ASN at Chryston

Chryston High School complies with Learning (Scotland) Act 2004 as amended by the Education (Additional Support (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", a copy of which is available in the school. The school has a Support for Learning policy, available on request which is consistent with North Lanarkshire Council Guidelines.

Chryston High School complies with the Education (Additional Support for Learning) (Scotland) Act 2009. 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. Through a process of staged intervention and, where appropriate in conjunction with other appropriate agencies, the school will work to support these pupils and their families within the framework of the new legislation and in line with the Code of Practice.

Care Experienced Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. Parents and young people can request of the authority to establish whether a child has additional support needs. They can also request an assessment at any time.

## Planning

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

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency.

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

Parents/carers will receive letters from the Education Authority throughout the CSP process. Parents/carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

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

# Additional Support Needs @ CHS

## 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.

## Staged Intervention

The school is committed to supporting all our young people and follows the Education and Families service's staged intervention model:

**Level 1** – Where education staff identify that a child or young person needs support or planning which can be met within the school using classroom and whole school resources.

**Level 2** – Requesting support from within Education and Families (services/resources out with school) e.g. Educational Psychologist, Community Learning and Development.

**Level 3** – Requesting support from another agency (joint working with partner agency/agencies including 3<sup>rd</sup> Sector). When further planning is required to further develop the wellbeing of children and young people the Named Person may request assistance from colleagues in partner agencies.

**Level 4** – Integrated and Compulsory working with other agency/agencies. Targeted intervention(s) required to promote the wellbeing of the child would be identified by relevant agencies (child's Network of Support) and included in the Child's Plan. A Lead Professional would be identified.

# Additional Support Needs @ CHS

## ASN at Chryston

A pupil may be extracted from the classroom to our Learning Centre for an individual or group intervention. However, this would normally be arranged in consultation with the parents and teachers involved and is short-term and specific. Support is mainly provided in the classroom in a cooperative teaching context.

# The Learning Centre



Where there is a recognised additional educational need, a team approach is taken to meeting these needs.

All of our staff at the Learning Centre work closely with subject staff to plan, teach and assess pupils; providing advice on differentiating work appropriately for individual needs; creating materials and units in collaboration with subject staff; coordinating arrangements for pupils with special educational needs, including special arrangements in exams; coordinating the work of other specialists such as Bilingual Support, Ed Psych, Youth Counsellor, Speech and Language and Hearing or Visual Impairment specialists.

**Our aim is to have every child reach their full potential within Chryston High School.**

At this moment in time, we are delivering a variety of evidence-based interventions that focus on improving Literacy, Numeracy and HWB outcomes. The staff at the Learning Centre are there to support all pupils at Chryston High School.

For more information on any of the work done in the Learning Centre please contact Mrs Kay our PT SFL.

**Read Write Inc. has helped me to read more fluently and improve my spelling.**

**S2 Pupil**

**In the Learning Centre you have great company, and you can talk to the staff about anything.**

**S1 Pupil**

**The Learning Centre staff are awesome. They helped me grow in confidence within the school.**

**S6 Pupil**

# Religious Education

## Religious Education at Chryston

Religious Education makes a distinctive contribution to the curriculum. The aims of RE include recognition that religion is an important part of human experience, and enabling pupils to evaluate their own understanding of the issues involved.

RE seeks to foster attitudes such as respect for others and compassion.

Learning and teaching approaches are varied, taking account of the different needs of pupils. Knowledge and understanding, and certain skills are developed in the courses.

RE provision is in accordance with national guidelines in terms of contact with pupils in S1 - S4. Parents may elect to withdraw their children from Religious Education, in which case the Head Teacher should be contacted.

## Religious Observance

Religious observance can contribute to the overall school ethos, by providing opportunities for the school and the community to come together.

Religious observance allows the school to celebrate important occasions. The provision of religious observance is enhanced by the close working relationship we enjoy with our school chaplains, Rev. M. Malcolm from Chryston Parish Church, Rev. D. Slater from Gartcosh Parish Church, Rev. M McKeown from Moodiesburn Parish Church, Rev. G McRae from Stepps Parish Church and Rev. S. Marr from Chryston & Muirhead United Free Church. The chaplains make regular visits to morning assemblies to speak to a whole year group. We greatly appreciate their assistance and support at various times in the school year.

Parents/Guardians from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious event

Only written requests will be considered. Appropriate requests will be granted on not more than three occasions in anyone school session and the pupil noted as an authorised absentee in the register.

Parents/Guardians who do not wish their children to participate in the school's religious assemblies are invited to discuss the arrangements with the Head Teacher. If the school is formally notified by parents from non-Christian religious groups, appropriate arrangements will be made to take account of the needs of the children during periods of special religious significance.



# Data Protection and 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 time-scale 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 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.

# Data Protection and Information

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

## **How will we use this information?**

Your personal information will be used:

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

## **Who do we share information with?**

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

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

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

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information.

We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

# Data Protection and Information

## How long do we keep your information for?

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases, it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can

View this on our website at our website at

<http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003> or you can request a hardcopy of this from Education, and Families, Civic Centre, Motherwell, ML1 1AB.

## Your rights under GDPR

You can:

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

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

### The Council's Data Protection Officer

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

Data Protection Officer (DPO)  
Civic Centre,  
Windmillhill Street,  
Motherwell ML1 1AB  
or by email to [AlTeam@northlan.gov.uk](mailto:AlTeam@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)

# Data Protection and Information

## 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>

# Data Protection and Information

## ScotXed 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>.

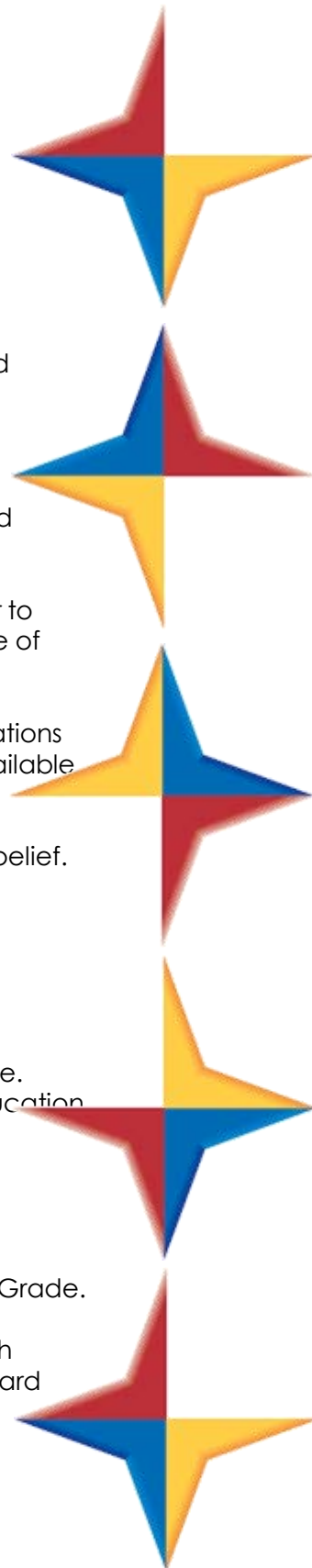


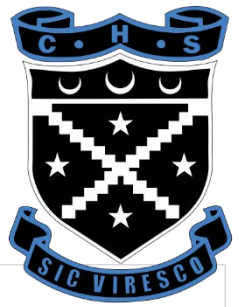
**The Scottish  
Government**  
Riaghaltas na h-Alba



# Glossary of Terms

<b>GIRFMe:</b>	Getting It Right For Me Plan
<b>Co-educational:</b>	A school which educates boys and girls together.
<b>Curriculum:</b>	The courses taught in the school.
<b>Extra-curricular activities:</b>	The sports, games, clubs etc., organised by teachers for the benefit of pupils.
<b>Mixed Ability Group:</b>	Pupils of a wide range of ability taught together as a class; the work of such a group is largely based on individual and group assignments.
<b>Moderation:</b>	The check made by a visiting examiner to ensure that courses and assessment are of an appropriate standard.
<b>National Progression Awards:</b>	Scottish Qualification Awards qualifications which are internally assessed and available at Levels 4-7.
<b>Non-Denominational:</b>	A school taking pupils of any religious belief.
<b>PSHE:</b>	Personal, Social and Health Education.
<b>PTA:</b>	Parent Teacher Association.
<b>S1:</b>	The youngest pupils in the secondary, i.e. they are the first year of secondary education having just come from primary school.
<b>S6:</b>	The group of students in the 6th year of secondary education.
<b>SQA 'H' Grade:</b>	Scottish Qualifications Authority Higher Grade.
<b>SQA National 5:</b>	The level of award introduced for Fourth Year pupils. Pupils may achieve an award at grades A-D.
<b>SQA:</b>	Scottish Qualifications Authority.
<b>Work Experience:</b>	Schemes where pupils spend time, usually one week, in a commercial or industrial organisation, to learn about the world of work.





## Insight leaver destination data 2021

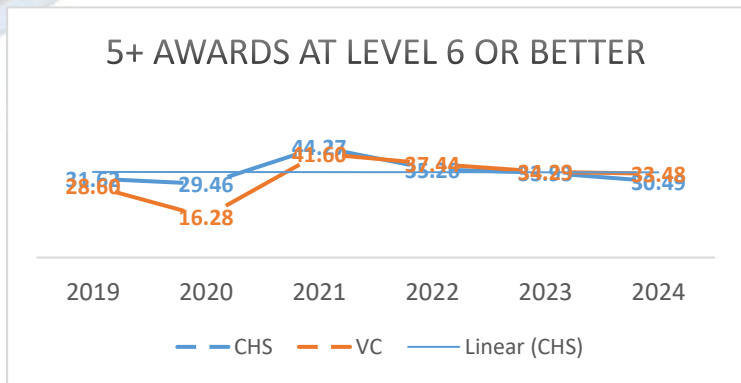
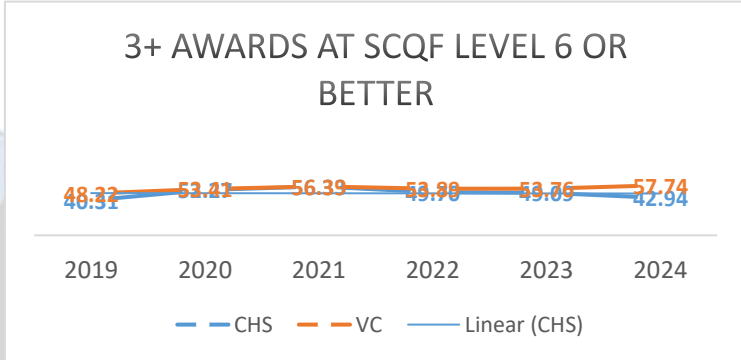
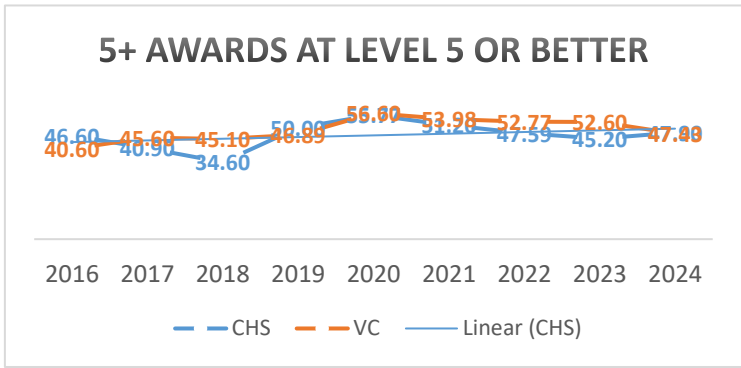
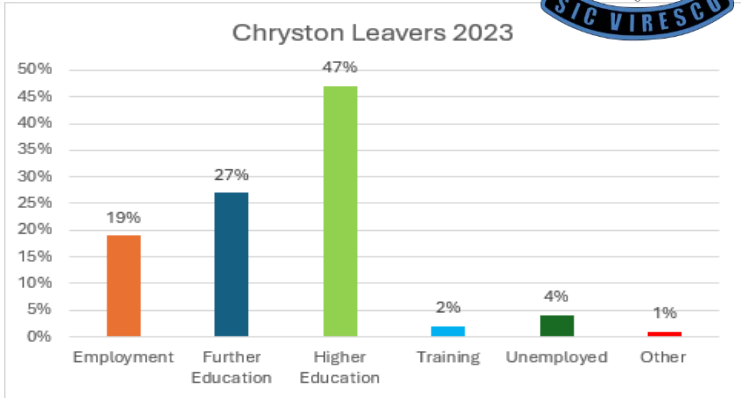
At Chryston we encourage all staff and pupils to be aspirational. We consider attainment and progress and work in tandem with parents, pupils and staff to consider positive pathways for all pupils to lead toward relevant pertinent career pathways. Highlighted by our leaver destinations data.

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

For further information regarding Chryston High School's most recent SQA attainment (for session 2023/24) please contact any of the SLT within the school.

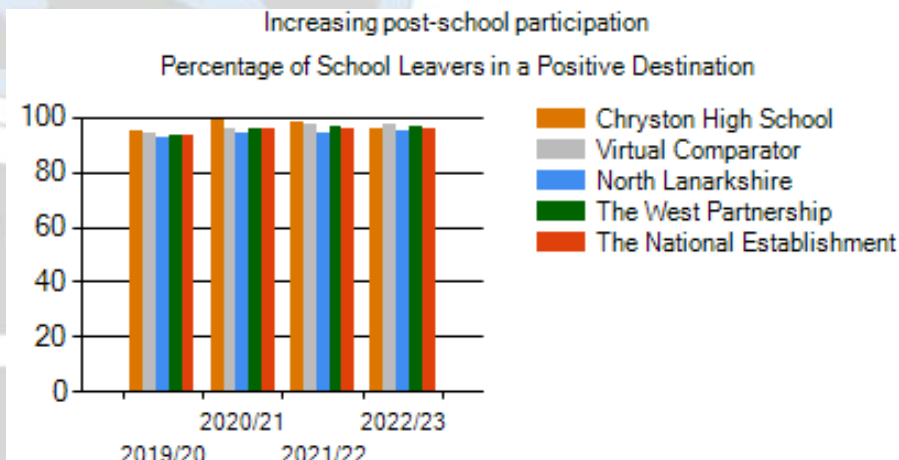
# Senior Phase Attainment

**2023/4 Attendance**  
**CHS 89.2%**  
**NLC 89.1%**  
**National 90.2%**

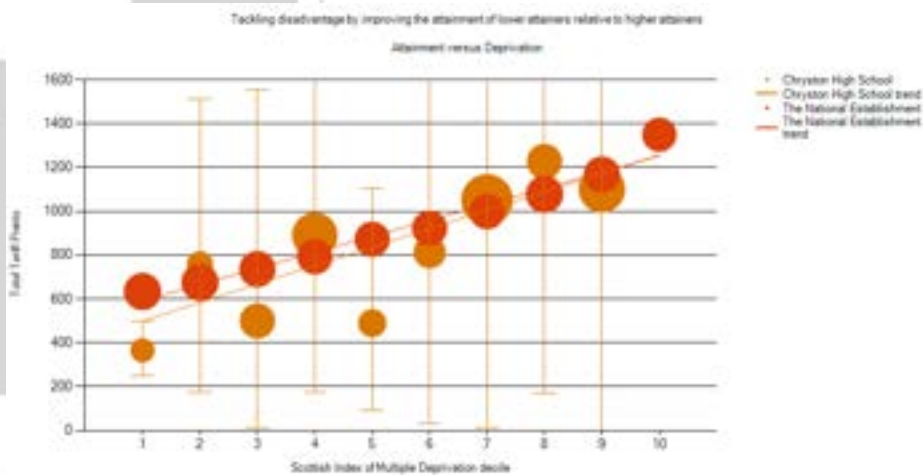


# School Performance

## Leaver destinations 2023

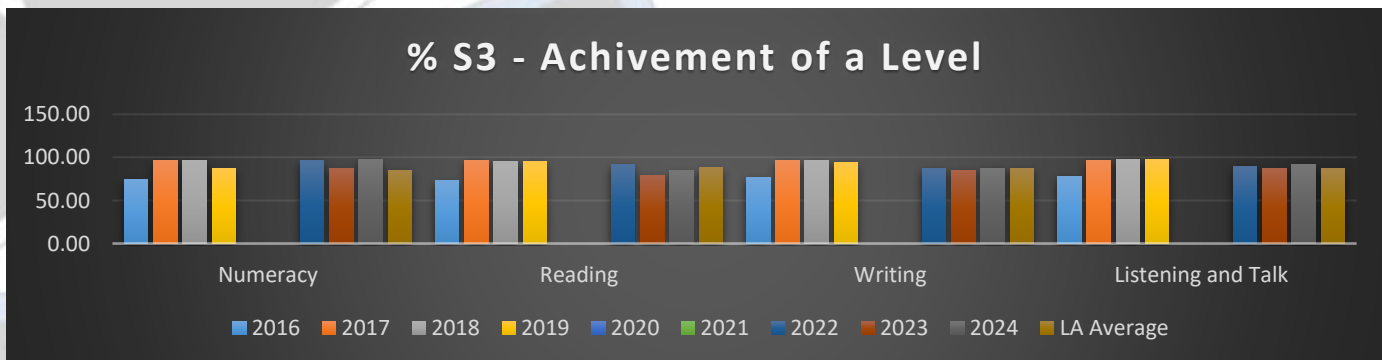


## Attainment v Deprivation 2024



## BGE Attainment

### % S3 - Achievement of a Level



All government produced statistics relating to schools can be found here  
<https://www2.gov.scot/Topics/Statistics/Browse/School-Education>

# Additional Contacts

## North Lanarkshire Council Education & Families

**Head of Education (North)**  
**Head of Education (South)**

Mr James Mearland  
Mr Barry Smedley

**Education and Families Manager**

Mr Michael Dolan

### **Support for Learning**

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

#### **North Locality**

Donna McCann  
Cluster improvement Lead  
[nlmccann@northlan.org.uk](mailto:nlmccann@northlan.org.uk)

#### **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  
Roseberry House  
9 Haymarket Terrace  
Edinburgh  
EH12 5EZ

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

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

[www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) 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](http://www.asntscotland.gov.uk)

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

[0131 313 8844](tel:01313138844)

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



# Additional Contacts



**NHS Lanarkshire**  
01236 733221

**Social Work**  
01236 638700

**Community Learning and Development Locality Offices**  
North CLD Area Office  
Pivot Community centre  
Glenmanor avenue  
Moodiesburn  
G69 0DL  
01236 638393  
[CLD-North@northlan.gov.uk](mailto:CLD-North@northlan.gov.uk)

**Local Councillors for the School Catchment**

J Cairns (SNP)	-	Stepps, Chryston & Muirhead
J Keltie (SNP)	-	Gartcosh, Glenboig & Moodiesburn
G Lennon (SNP)	-	Gartcosh, Glenboig & Moodiesburn
J McLaren (LAB)	-	Stepps, Chryston & Muirhead
M McPake (LAB)	-	Gartcosh, Glenboig & Moodiesburn
C Williams (Scot Green)	-	Stepps, Chryston & Muirhead

Details on how to contact any of the local councillors can be found by visiting here:  
<https://mars.northlanarkshire.gov.uk/egenda/public/main.pl?op=ListCurrentMembers>

**MSP for Coatbridge and Chryston** – Fulton MacGregor (SNP)  
<https://www.parliament.scot/msps/currentmsps/fulton-macgregor-msp.aspx>

**MP for Coatbridge and Chryston** – Steven Bonnar (SNP)  
<https://members.parliament.uk/member/4748/contact>

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

- before the commencement or during the course of the school year in question.
- 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.**

