

Bellshill Academy 2022/2023



*Rewarding futures in
life & work*

INDEX

Section	Page
Welcome to Bellshill Academy	2
School information	6
People to contact	10
Responsibilities of promoted staff	11
Staff list as of December 2021	12
Working together/partnership	14
School day	18
Registration and attendance	19
School dress	21
Promoting positive behaviour	24
Anti-bullying policy	25
Transition from primary to secondary	27
The school curriculum	29
Homework policy	37
Roles and responsibilities	39
Support for learning	40
Extra curricular activities	43
Reports to parents	45
Data Protection	46
Pupil welfare	50
Health and medical care	51
Child protection	51
In emergencies	51
The parent council	52
Important addresses	53
Information	54
Positive things our young people said	55

Welcome to Bellshill Academy



Dear Parent/Carer,

I am delighted to welcome you to our school handbook for 2022-2023 which is designed to provide you with useful information about Bellshill Academy. Please take the time to read our handbook and keep it safe for future reference.

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

As a school we very much appreciate and rely on the help and support which we enjoy from our parents and carers and wider community. We are committed to developing further these strong and genuine partnerships to ensure that we are able to continue to provide the best possible educational experience for all of our young people.

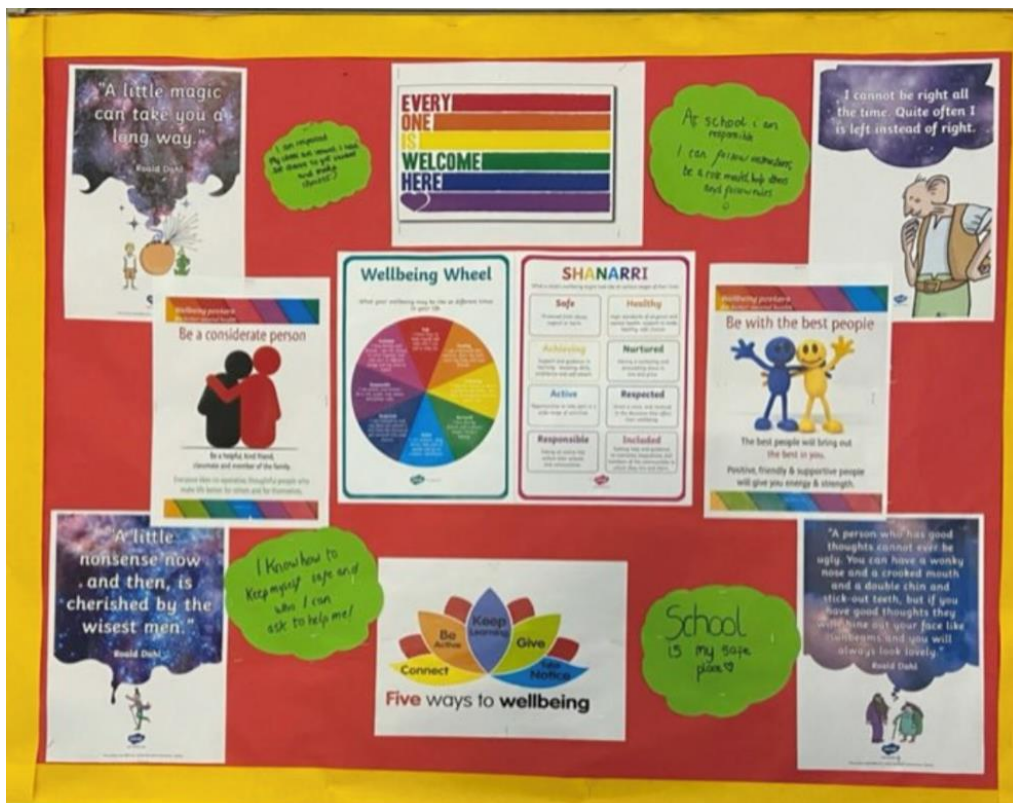
We have great young people in the school and I would like to wish them the very best this session and look forward to seeing what they are going to achieve. I would also like to welcome all P7 pupils joining us in August, I have no doubt you will make wonderful additions to our school.

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

Yours Sincerely,

Jodie McGraw

Mrs. Jodie McGraw
Head Teacher



Wellbeing Display in the English Department

Our School's Vision & Values

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

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

We will:

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



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

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

Happy and progressive

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

A happy life. My dream job

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

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

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



Education and Families

THE NORTH LANARKSHIRE PLEDGE

Covid-19 Pandemic:

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

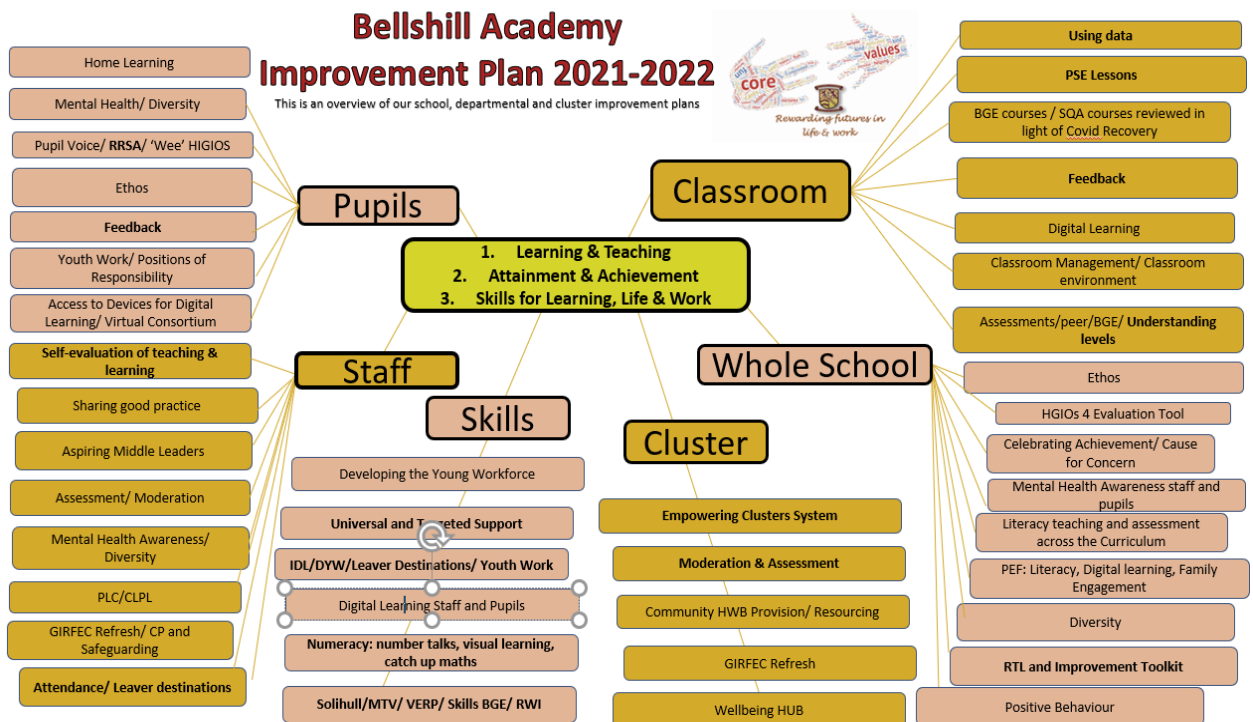
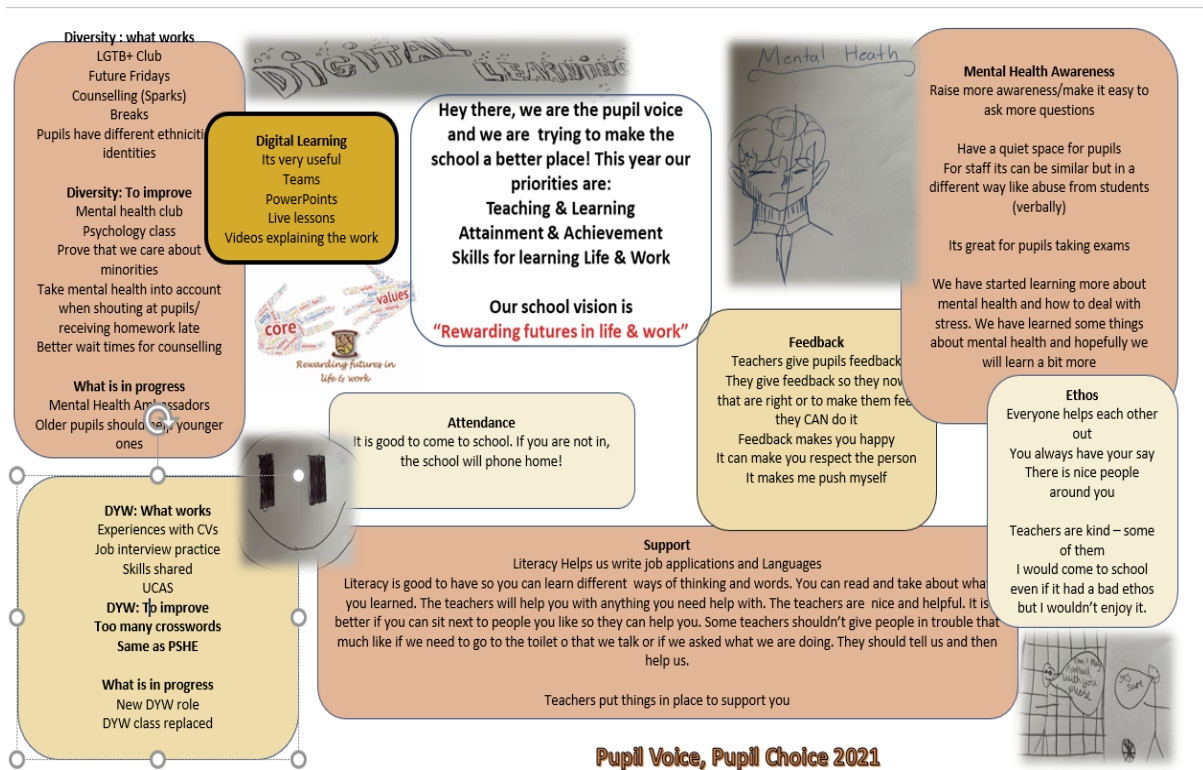
BELLSHILL ACADEMY SCHOOL IMPROVEMENT PLAN 2022/2023

IMPROVEMENT PRIORITIES

Priority 1:	To continue to raise the standard of learning and teaching across the school through self-evaluation.
Priority 2:	To continue to raise attainment, achievement and wellbeing for all our learners.
Priority 3:	To continue the development of skills for learning, life and work.

Details pertaining to school improvement, attainment and achievements can be obtained from the school website on: www.bellshill.n-lanark.sch.uk and a companion School Improvement Report. Further information can also be found on Parentzone: <https://parentzone.org.uk/home>





School information

Name of School	Bellshill Academy
Address	Main Street, Bellshill, ML4 1AR
Tel:	(01698) 274940
Fax:	(01698) 842662
E-mail:	enquiries-at-bellshill@northlan.org.uk
Website:	www.bellshill.n-lanark.sch.uk

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

School Roll

The roll in August 2021 was 710

S1 - 146	S3 - 124	S5 - 109
S2 - 126	S4 - 126	S6 - 79

The anticipated S1 intake for the next 3 years is:

August 2022 - 139 August 2023 - 124 August 2024 – 127

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

Whole School Capacity: 996

Accommodation

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

The school's accommodation is as follows:-

26	General classrooms	5	Science laboratories
3	Home Economics rooms	3	Art rooms
3	Music Rooms	2	Gymnasia
1	Assembly Hall	1	Games Hall
4	ICT suites	1	Photo – media suite
1	Dance Studio	1	Fitness Suite
1	Multi Use Games Area	1	Sensory Garden and outdoor learning area
1	Sound recording studio	1	Community Hub
7	Technical rooms (2 Technological, 1 drawing, 2 woodwork, 1 metalwork, 1 computer suite)		
3	Business Studies rooms (including 3 computer suites)		
1	Library/resource area (including careers library)		
1	Learning Hubs		

During the past three sessions significant refurbishment of our building has taken place. We have new science laboratories, art and design rooms and a new photo–media suite. We have a new fitness and dance/drama suite and a new state of the art Multi Use Games Area and beautiful sensory garden. Our drama provision and outdoor spaces have been newly developed.

School information

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



Our newly established Girls Football Team. The young people are designing a new kit this year!

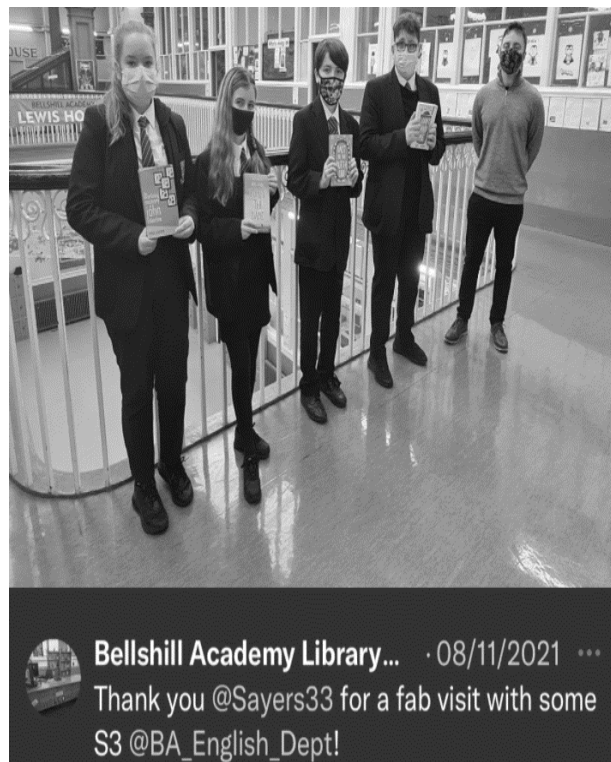
School library/resource centre

The aim of the Library Resource Centre (LRC) is to support learning and teaching in the school.

The LRC works towards this aim by:

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

Available during the school day, the Library also offers extended opening to allow pupils to use the facilities at interval, lunch and before and after school. Pupils are very welcome to browse, borrow and return books, read, study, complete homework and use the ICT facilities at these times.



Bellshill Academy Library... · 08/11/2021 ...
Thank you @Sayers33 for a fab visit with some S3 @BA_English_Dept!

Library collection

The LRC holds an extensive range of resources, including sections for junior, young adult and senior fiction, short reads, graphic novels, non-fiction and reference. In addition eight computers and ten iPads are available for pupil and staff use.

Library stock is updated throughout the session to offer the latest titles to support pupils' personal and curricular interests. Pupils are encouraged to make suggestions for new stock at any time.

The LRC catalogue can be accessed at home from the school website (under Resources) or at this address: <http://opac.ea.n-lanark.sch.uk:2000/BLL01> . Pupils are able to check library stock, their current loans and reserve items if they login (username is available from the issue desk).

Special events

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

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

The War Memorial

The War Memorial, which is situated at the front of the school, was built as a reminder of those men who lost their lives during the First World War.

Engraved on the Memorial are the names of 268 men from the Bellshill/Mossend area.



Making contact

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

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

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

In the course of the Session, Parents' Meetings are arranged at regular intervals. About 10 days before a Parents' Meeting, pupils are issued with a letter for you which gives details of the date and time of the meeting. You will be given the opportunity to note the teachers you wish to see and individual appointments are consequently arranged. The purpose of these meetings is to give you the opportunity to discuss your child's academic progress and attitude to work. You are strongly recommended to take advantage of these Parents' Meetings, which are normally very profitable for both parents and teacher.

*May have restrictions due to Covid mitigations.



Jodie McGraw HT



John McGuire DHT



Lesley Heffernan DHT



Andy Hamilton DHT



Alistair Moore PEF DHT

People to contact

Head Teacher

Mrs Jodie McGraw

Depute Head Teachers

Pupil Support & S1	Mr Andy Hamilton
S2/S3	Mr John McGuire
S4-6	Mrs Lesley Heffernan
PEF (Acting)	Mr Alistair Moore

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

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

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

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

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

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

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

Pupil Support Staff

Mr G McAlpine	Principal Teacher	Arran House
Mrs C McRoberts	Principal Teacher	Iona House
Mrs F Higgins	Principal Teacher (Acting)	Lewis House
Mr C Nicolson	Principal Teacher	Harris House
Ms E Maltby	Principal Teacher	Support for Learning & Inclusion

Responsibilities of promoted staff

Senior Leadership Team

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

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

Principal Teachers (curriculum)

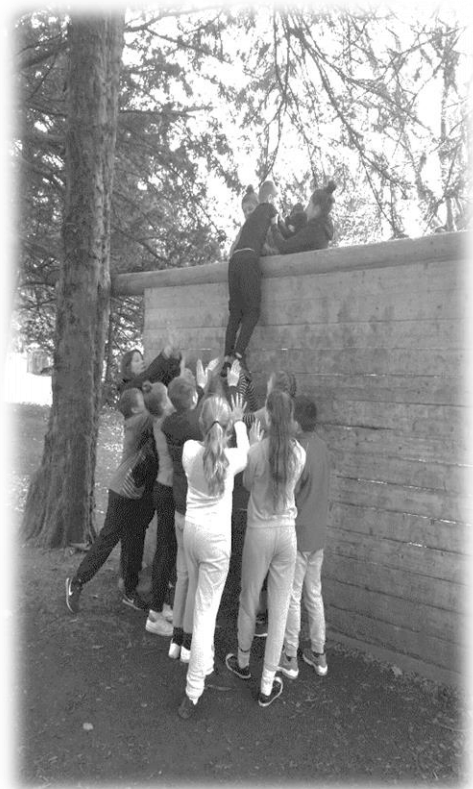
Principal Teachers (curriculum) are responsible for running a department (e.g. English, Mathematics, etc). Their responsibilities include the maintenance and management of subject courses suitable to the ability level of each year and class group, curriculum development and class organisation, departmental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

Pupil Support Team

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

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

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



Acting Principal Teachers Pupil Equity Fund (PEF)

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

- Mr D Clark (Outdoor Learning & Attendance)
- Ms S Cahill (STEM & Numeracy across the Curriculum)
- Ms K Arrol (Digital Family Engagement)
- Mr D Alexander (Nurture)

Detailed information on PEF and our school's progress can be found on the school website: www.Bellshill.n-lanark.sch.uk

Staff list December 2021

Head Teacher

Mrs Jodie McGraw

Depute Headteachers

Mr John McGuire
Mrs Lesley Heffernan
Mr Andy Hamilton
Mr Alistair Moore (Acting: PEF)

Art Department

Mrs M Higgins PT
Miss K Arrol (PT-Acting: PEF)
Mrs M Jack

Language and Communication Department

Mr A Scott PT
Mr D Alexander (PT-Acting: PEF)
Mrs L Connor (PT-Acting: SAC)
Ms J McHugh
Ms K McRitchie
Ms C Swanson

Business & Creative Technologies Faculty

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

Modern Languages Department

Mr A Moore (Acting DHT- PEF)
Mrs E Deveney
Ms R Peat

Support for Learning/Inclusion Department

Mrs L Maltby PT
Mrs I Stewart
Mrs C Bowes (PEF)

Humanities Faculty

Mrs A Lavery (PT-Acting)
Mr C Nicolson (PT Pupil Support)
Mrs F Higgins (PT-Acting: Pupil Support)
Mr C Snelling
Mr M Reilly
Mrs C Bowes
Mr T Taylor
Ms M Henderson (PEF)
Mr R Allen (SAC)

Performing Arts Department

Mrs I Stewart PT (Job Share)
Mrs M Gormley PT (Job Share)
Miss H Boyd
Mrs C Campbell
Mr F Burns (PEF)
Mrs K Cunningham
(+ 4 Instrumentalists)

Sciences Faculty

Mr B McBride PT
Mrs L Pritchard
Miss E Kelly
Mr J McGuire (DHT)
Mr D Smith
Miss R Lafferty (PT-Acting)
Ms S Cahill (PT-Acting: PEF)
Ms J Falconer
Mr B Mains (SAC)
Mr P McAuslin

P.E. Department

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

Mathematics Department

Ms A Davidson PT
Mrs C McRoberts (PT Pupil Support)
Mrs D Lawrie
Mrs J Barr
Mr K Melrose
Ms A Duggan (Probationer)

Office Staff

Ms S Quate (AFA)
Ms M Bartlett (Admin Assist)
Mrs J Houston
Mrs L McMullan
Mrs L McCrory

Librarian

Ms L Boyd

Science Technician

Mr E McKenna (Senior Technician)

ICT Technician

Mr M Bourne

Technical Technician

Mr C Campbell

Additional Support Needs Assistants

Ms L Clark
Ms A M Carrigan
Mrs D Clark
Mrs C Batty
Mrs J Erwin
Mrs P Ferguson
Mrs M Gorman
Ms S Ellis (Modern Apprentice)

Cluster Innovation & Improvement Lead

Mrs C McShane

Janitor

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

Key

PT - Principal Teacher
DHT – Depute Head Teacher



Friendly teachers

Mr Melrose (Maths) and Mrs Higgins (Art/DYW)

Working together/partnership

Parents are free to contact the school at any time.

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

Parents' Meetings normally take place as follows:

Primary 7 parents' Open Evening	- September
S5/6 parents	- November
S4 parents	- December
S1 parents	- January
S3 parents	- March
S2 parents	- March

S6 Positions of Responsibility



Support for pupils

PARTNERSHIP WITH PARENTS AND CARERS

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

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

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

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

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

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



PARTNERSHIP WITH OUR PRIMARY SCHOOLS

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

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

PARTNERSHIP WITH OUR PUPILS

We believe that pupils ought to be encouraged to play a part in running their school. We have a very active Pupil Council where pupils can discuss and make recommendations about school matters that affect them. The pupils themselves elect the Pupil Council members. Furthermore our staff support the work of the four pupils from the Academy who are members of the North Lanarkshire Pupil Council.

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

Pupil Support Department

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

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

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

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

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

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

SUPPORT FOR LEARNING/INCLUSION DEPARTMENT

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

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

**Details of the support we offer for mental health can be found on our website:
www.bellshill.n-lanark.sch.uk**



Home school partnership officer

Our Home School Partnership Officer:

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

Health and Wellbeing Area Resource Team

The Academy has established a multi-agency support team consisting of a team of professionals including representatives from the Educational Psychological Service, the Social Work Department, Inclusion Team, the Partnership Officer, Public Health, Police and Teaching staff.

Wider Achievement

Students of Bellshill Academy achieve a number of accredited awards. These include:

Duke of Edinburgh Awards; Dynamic Youth Award; Youth Achievement Awards; Prince's Trust XL Awards; Sports Leader Awards; John Muir Awards; ASDAN; Adventure and Challenge Award OB; Saltire Awards, Bikeability, Brilliant Club, Food Hygiene, Heat Start, Mental Health Ambassadors, Leadership Academy.

Future Fridays

Every Friday from 1.15 pupils are invited to take part in a range of free enrichment activities. Some the activities on offer are:

Internal	External
Basketball club	Boys Football - NLC Active & Creative Communities
Debate club	Girls Football - Active Schools
Drama club	Personal Training - Active schools
Bronze & Silver Duke of Edinburgh Award	Youth Group - CLD
STEM club	Reeltime Music
Media club	Make up Artistry - New College Lanarkshire
Art club	
	Driving school
	Intro to Early Education & Childcare - New College Lanarkshire



School day

Monday, Tuesday, Wednesday & Thursday

8.55 am	-	9.45 am	-	Period 1
9.45 am	-	10.35 am	-	Period 2
10.35 am	-	10.50 am	-	Interval
10.50 am	-	11.40 am	-	Period 3
11.40 am	-	12.30 am	-	Period 4
12.30 pm	-	1.15 pm	-	Lunch
1.15 pm	-	2.05 pm	-	Period 5
2.05 pm	-	2.55 pm	-	Period 6
2.55 pm	-	3.45 pm	-	Period 7

Friday

Periods 1 to 4 – same times as above. School closes at 12.30am.
Future Friday activities begin from 1.15pm

THE SCHOOL YEAR – 2022/2023

First Term	Wednesday 17 August 2022	-	Friday 14 October 2022
Mid Term	Monday 24 October 2022	-	Thursday 22 December 2022
Second Term	Monday 9 January 2023	-	Friday 31 March 2023
Third Term	Monday 17 April 2023	-	Wednesday 28 June 2023

September Mid-Term Holiday	Friday 23 & Monday 26
September 2022	
October Holiday	Monday 17 October – Fri-
day 21 October 2022 (incl)	
February Mid-Term Holiday	Monday 13 and Tuesday
14 February 2023	
Spring Holidays	Monday 3 April – Friday
14 April 2023 (incl)	
Good Friday & Easter Monday	Friday 7 April & Monday
10 April 2023	
May Day Holiday	Monday 1 May 2023
May Mid-Term Holidays	Friday 26 and Monday
29 May 2023	

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

Inservice Days: 14 November 2022, 15 February 2023 & 2 May 2023



The official—'Leaving Dates' for Secondary School for Session 2022-2023 are 23 December 2022 and 31 May 2023. If a pupil is 16 years of age on or before the last day in February they may leave school in December. If they are 16 on or before the last day of September they are eligible to leave at the end of May.

Registration and attendance

At the Academy we monitor and follow up pupil absence vigorously.

The School has very clear procedures to check and monitor pupil attendance and timekeeping:

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

Absence notes must be brought by every pupil on return to school and given to the Pupil Support Teacher or the main office. Absence notes, if satisfactory, will ensure that the child's absence is 'authorised'.

If an absence note is not produced within two days of the pupil's return, the absence will be investigated by the Pupil Support Staff. Unsatisfactory absence notes will be similarly investigated.

If a pupil is likely to be absent for some time (more than 3 days), the parent must inform the school by letter or by telephone.

Pupil Support teachers closely monitor the attendance of each pupil in their care.

If a pupil's attendance becomes unsatisfactory, a letter will be sent to the parent/carer informing them and calling for their co-operation.

In the event of continuing unsatisfactory attendance the School Attendance Officer will visit the home, followed, if unsuccessful, by an official warning letter. This may lead to referral to the Reporter to the Children's Panel or ultimate prosecution.

As an immediate follow-up to late-coming and non-attendance an automated, electronic system is now in place to allow contact to be made with parents via phone calls and text messages.

The system can also be used as a reminder for such things as parents' meetings and examinations. It can also alert parents when homework has not been completed.

Further information relating to the school's attendance statistics can be found on the school website. www.bellshill.n-lanark.sch.uk

Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child of "school age" to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

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

(a) Family Holidays During Term Time

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

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

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

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

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

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

(b) Extended Leave with parental consent

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

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

(c) Exceptional Domestic Circumstances

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

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

Managing attendance:

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

Supervision Non Class Times

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

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

School dress

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

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

There are important reasons for having school dress:

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

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents/carers, pupils and staff were fully consulted.



It is the expectation of the Education & Families that parents/carers will be keen to support the dress code and written agreement may be sought. Clothing which is unacceptable in school under any circumstance would include items which:

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

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

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

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: income support, job seeker's allowance (income based), Employment and Support Allowance (income related), housing benefit, Council tax rebate, Universal Credit (with an income below £625 per month).

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

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

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

Special dress requirements

Physical Education

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

- white T-shirt (NO LOGOS OR FOOTBALL COLOURS)
- black shorts
- socks
- training shoes and a towel (when out of doors)
- black tracksuit trousers can be worn in cold weather.

NO JEWELLERY (TO COMPLY WITH HEALTH AND SAFETY)

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

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

Home Economics

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

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



School dress

Description

Blazer	-	Black.
School Shirt/Blouse	-	White only with School Tie.
School Skirt/Trousers	-	Black (no training bottoms, leggings, jeans, shorts, casual wear or combat trousers).
Shoes	-	Black dress shoes (no white or light coloured trainers; no white laces)

Price List (subject to change)

S1-S3 School Tie	£ 4.50)
S4-S5 Senior Tie	£ 5.00) available from school office
S6 Tie	£ 6.00)

Costs below are approximate:

Blazer: £33

Blazer with braiding & badge: £43

Own blazer for braiding: £16

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

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

Outdoor jackets must be removed on entering the school building



Promoting positive behaviour

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

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

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

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

Our Promoting Positive Behaviour Strategy has been out **for consultation** and will be made available in the school website in the New Year.

Mobile Phones

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

In an emergency, a pupil may be contacted via the school office.

Please note that this particular facility applies to genuine emergency situations only.

We appreciate the support of parents in this issue.

External Provider Staff

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

iii External staff with allocated classes in schools should be met by a school senior manager before the first lesson to confirm the policy and procedures on how disruptive behaviour will be managed.

iii Any misconduct should be reported to a member of the school SMT before the close of the business day.



Anti-bullying policy

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

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

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

What is bullying?

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

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

What do we do about it?

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



What is expected of you?

Pupils

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

Pupil Support Staff

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

Teaching or other Staff

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

Parents

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



Transition from primary to secondary

As the parents of children attending cluster schools you will be offered a place for your child at Bellshill Academy during the closing months of Primary 7. The name, address and telephone number of each partnership primary school is as follows:



Noble Primary School

Shirrel Avenue
Bellshill
ML4 1JR
Tel: 01698 274907

Lawmuir Primary School

Footfield Road
Bellshill
ML4 2BY
Tel: 01698 274930

Mossend Primary School

Calder Road
Bellshill
ML4 2RH
Tel: 01698 274905

Tannochside Primary School

111 Douglas Street
Tannochside
G71 5RJ
Tel: 01698 522726

Aitkenhead Primary School

Lincoln Avenue
Uddingston
G71 5QZ
Tel: 01698 522701

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

Transition Programme

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

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

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

CSI Bellshill which is delivered in our new Science Labs/ Art classes/ Drama /Screen Printing in our new Art and Photography Studios/ Cooking/ French/Easter School/ Summer School.

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

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

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

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

What our Pupils tell us

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

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

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



The school curriculum

What is Curriculum for Excellence?

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

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

- A successful learner
- A confident individual
- A responsible citizen and
- An effective contributor.

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners. Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.

Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing across all aspects of learning and every teacher will support learners with the development of these, including digital literacy skills. Curriculum for Excellence is defined as: 'The totality of all that is planned for children and young people throughout their education'. The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fun.

These contexts are:

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

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.

Schools are taking a range of approaches to the senior phase and are able to offer greater personalisation and choice for young people in a variety of ways, for example by:

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

How will my child's learning be assessed?

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

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

There will be new ways of assessing each child's progress to make sure that potential is achieved. New qualifications are being developed:-

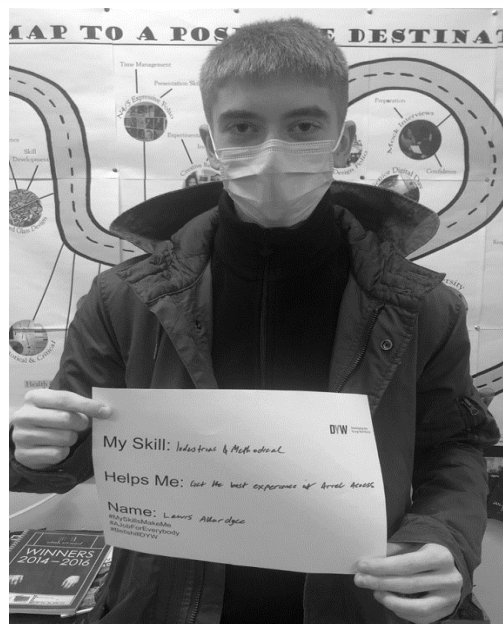
- National 4 and 5 qualifications were introduced in 2013/2014.
- Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence.
- New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014.

As part of developing skills for learning, life and work, young people will be offered careers information advice and guidance to ensure they leave school and enter a positive post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships), activity agreement or volunteering. Working with Skills Development Scotland, Bellshill Academy supports young people's journey to their chosen career by providing My World of Work access for all pupils. This is an online tool which enables young people to research chosen career paths as well as track their skills development. This is supported by the S6 My World of Work Ambassadors programme.

To explore My World of Work and the range of tools on offer visit: www.myworldofwork.co.uk

Attainment Information

Each year a data is published on: attainment, achievement, attendance, exclusions and leaver destinations. For the purpose of this data being current, this data is collated for Bellshill Academy in a companion document in August of each new session. This document is available at the school.



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

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

Wider methods of assessing achievement include foundation apprenticeships, Leadership Award.



The Junior Phase (S1-S3) in Bellshill Academy

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

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

Throughout S1, S2 and S3 the performance and progress of pupils is assessed according to school and national policy on assessment.

Further information on Curriculum for Excellence beyond the school can be found online on **Parentzone: <https://education.gov.scot/parentzone/>**

The Senior Phase (S4-S6) in Bellshill Academy

At the end of S3 pupils will move into the Senior Phase and will have the opportunity to discuss/ negotiate their Senior Phase timetable. In Session 2016/17 pupils in S4 will be presented for National Qualifications and will have the opportunity to study a maximum of 7 subjects.

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

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

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

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

A draft course option sheet for S5/6 is provided overleaf. This offers a wide variety of courses to allow students to progress from their present attainment level.

Attainment, National Examination Results and Scottish Statistical Information

Further information relating to our school re:

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

can be located on our school website www.bellshill.n-lanark.sch.uk and a companion volume to this handbook each August.

**The school curriculum
Example of Senior Option Form**

Bellshill Academy Senior Trial Options Choice

Name: _____

Class: _____

Students need to select 5 courses

Level	Column A	Column B	Column C	Column D	Column E
Advanced Higher			Music	Art & Design Chemistry	
Higher	English Human Biology PE Physics Photography	Geography History Maths Modern Studies	English French Graphic Communication Music	Art & Design Business Management Dance Maths PE	Administration and IT Chemistry Design & Manufacture French Religious Studies
National 4/5	Biology English Media Studies PE	Geography History N4 Maths Maths Modern Studies	English Creative Cake Design French Graphic Communication Music	Art & Design Business Management Dance Maths PE	Administration and IT Chemistry Design & Manufacture French Religious Studies
Other Courses On-site	Duke of Edinburgh	Leadership (H) (N5)	Leadership (H) (N5)		
Other Courses Locality based	English AH (CNH) Biology AH (CV)	Maths AH (CNH) Politics H (CNH)	Computing Science H (CN)	Biology AH (SA) Spanish H/N5 (CN) French H (CH)	
Possible College Courses			Make up Artistry N4 (BA) Uniform Services (CN)?? Hairdressing N5 (BA)	Beauty N4 (BA) Construction N5 (BA) Psychology H (CNH)	Social Sciences HNC (NCL) S5 only Childcare HNC (NCL) S5 only

Curriculum entries

Curriculum Entries on this option sheet are for information only. The actual formation of a teaching section at any level in any subject will be at the discretion of the school. Such a decision will require consideration of such factors as number of pupils applying, staffing and personnel available. Courses at Advanced Higher level will be provided, if at all possible, where a sufficient demand exists.

Education maintenance allowance (EMA)

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

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

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

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

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

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

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

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

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

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 in the academic session. Any illness which would take a pupil over the total of 5 days self-certification would continue to require submission of a medical certificate.

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

Application forms, EMA guidelines and information leaflets are sent to all secondary schools in North Lanarkshire in June each year. The school is also given a number of posters which should be placed in prominent positions throughout the school advertising the availability of forms. Students who are eligible for EMA for the full academic session should obtain an application form and guidance document from the school. Application forms and guidance notes are available from Schools, Municipal Buildings and First Stop Shops or they may be downloaded from the North Lanarkshire Council website. www.northlan.gov.uk

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

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

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

Religious education

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

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

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

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

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

Placing requests

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

In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home, to a new area, parents/carers are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

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

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

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

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

Home Learning

Terms of Reference

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

Rationale

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

Purposes of Homework

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

Nature and Type of Homework

Pupils have different learning needs and teachers will need to create differentiated homework, which is inclusive of all pupils of all abilities. Homework may take different forms and may be differentiated according to the

individual pupil's needs. There is no rigid daily timetable in any stage

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

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

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

Non Completion of Homework

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

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

Digital Learning

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

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

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

Study skills and Supported Study

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

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

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

Student Planner

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

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

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

Family Learning

We provide a number of opportunities for families to learn together such as:

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

Roles and responsibilities

Class Teachers

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

PSE Teachers

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

Pupils

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

Parents/Carers

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

Monitoring and Evaluating

Classroom teachers should record completion/ non completion

Principal Teachers are responsible for monitoring the quality, quantity, frequency and variety of homework set within their department.

Periodically or when requested, the Senior Management Team will check to ensure that pupils have their homework planners with them in lessons.

The Senior Management Team will periodically monitor pupils' homework by sampling homework jotters and checking homework planners.

Principal Teachers and the Senior Management Team will review the homework provision on an annual basis. Parents, carers and pupils should be involved in such a review through the administration of a questionnaire.



Support for learning

ADDITIONAL SUPPORT NEEDS

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

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

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

Looked After Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. Reference should be made to designated Personnel and any relevant arrangements within the school for Looked After Children.

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

Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought. Parents and young people can request of the authority to establish whether a child has additional support needs. They can also request an assessment at any time.

Planning

Getting it Right for Me plans

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

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level or 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 well-being then a Child's Plan may be developed. The plan will tell you what actions need to be taken and who will help with each action. It will usually be someone called a 'Lead Professional' who will have the job of making sure that the actions outlined in the plan take place and things get better for the child or young person.

Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground. If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents/carers and young people through Resolve (see contact details at the back of this handbook). Mediation is free through Resolve and independent of

the Education Authority. In the event that a disagreement cannot be resolved through mediation, then an application for Independent Adjudication (see contact details at the back of this handbook) can be made by parents/carers free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved. **The Additional Support Needs Tribunal** has been set up to hear appeals made by parents/carers or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal

You can also get more help and advice from:

Enquire

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

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

Tel: 0345 123 2303
Email: info@enquire.org.uk
Website: www.enquire.org.uk for parents/carers/practitioners
Website: www.enquire.org.uk/yp for children & young people

Children in Scotland – Resolve Mediation

Tel: 0131 313 8844
Email: resolve@childreninscotland.org.uk

Independent Adjudication

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



Reference to Additional Support Needs Tribunal (Scotland)

ASNTS
Health & Educational Chambers
First Tier Tribunal for Scotland
Glasgow Tribunals Centre
20 York Street
Glasgow G2 8GT
Tel: 0141 302 5860
www.asntscotland.gov.uk

NHS Lanarkshire, Bellshill Health Centre. Tel: 01698 575700

Bellshill Social Work. Tel: 01698 346666

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

Educational computing

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

Equal opportunities

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

Careers service in schools

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

Students are encouraged to access My World of Work web service at - www.myworldofwork.co.uk

Students 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 new magazine cover with some great up-to-the minute tips on how to get a job or train for one. My World of Work complements SDS's current face to face and telephone services.

Skills for Work

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

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



Extra-curricular activities

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

The following activities function regularly in the school:

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

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

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

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

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



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

Our school is still bustling with activity. We post all our news and showcase our pupils' work daily on **Twitter**.

@bellshilla



Article

Home / Education & Skills / Glasgow pupils inspired to consider career in digital



Bellshill Academy BIMA digital day. Supplied/Equator

Glasgow pupils inspired to consider career in digital

RESPECTING SCHOOLS

unicef
UNITED KINGDOM

SILVER RIGHTS AWARE

UNICEF UK RIGHTS RESPECTING SCHOOLS AWARD

SILVER – RIGHTS AWARE

Bellshill Academy

has a rights respecting ethos and is empowering the children and young people of this school. The community has knowledge and understanding of the UN Convention on the Rights of the Child.

This level of the Award recognises that teaching and learning about, through and for rights is becoming established in aspects of the community.

Mike Penrose
Mike Penrose, Executive Director

Frances Bestley
Frances Bestley, Programme Director

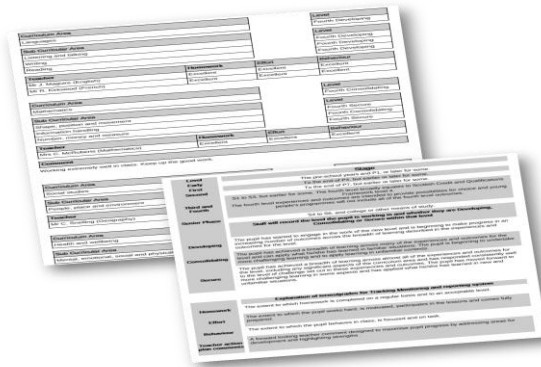
Date: 30/09/2020 Valid until: 30/09/2023



Reports to parents

S1 – S3: Progress and Achievement

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



Reports to parents

S4 – S6

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

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



General Data Protection Regulations (GDPR) Statement for Education

Privacy statement for enrolment of pupils in a North Lanarkshire school

What is this statement?

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

Who are we?

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

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

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

Legal basis for using your information

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

Your personal information

Education uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually. We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances. We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has requested assistance from educational staff 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
- 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 eg of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education

- to allow us to process Education Maintenance Allowance (EMA) applications
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

Who do we share information with?

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

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

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

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

How long do we keep your information for?

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

Your rights under GDPR

You can:

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

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

The Council's Data Protection Officer

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

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

The Information Commissioner

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

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

Transferring Educational Data About Pupils

Education authorities and the Scottish Government

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

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

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

Why do we need your data?

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

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

Your GDPR rights

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

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on

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

Concerns

If you have any concerns about the ScotXed data collections you can email - school.stats@scotland.gsi.gov.uk or write to - The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ.

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

Want more information?

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



Digital Day in Bellshill Academy

Pupil welfare

SCHOOL MEALS

School meals are available each day between 12.30 pm and 1.15 pm. The Academy has its own kitchen and dining hall, with attendant kitchen staff.

A cafeteria system operates. Each day there is a wide selection of main courses, starters and desserts to choose from. Snack meals are also available. A vegetarian meal option is offered on a daily basis. Payment for meals made using a pre-order system via the Fusion app.

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

Pupils who require a special diet for health or religious reasons should make this known to the Head Teacher. Arrangements will be made with the kitchen staff to provide the required diet. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian or doctor. For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

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

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

Information and application forms for free school meals may be obtained from schools, first stop shops and www.northlan.gov.uk

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), universal credit, housing benefit, council tax rebate.

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

TRANSPORT

The Council has a policy of providing free transport to secondary pupils who live more than 2 miles from their catchment school by the shortest suitable walking route.

This policy is more generous than the law requires. This provision could be reviewed at any time. Parents/carers who consider they are eligible should obtain an application form from the school or from Education & Families. These forms should be completed and returned before the end of February for those pupils beginning the 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 should be sent to ef.transport@northlan.gov.uk

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parent's/carer's responsibility to ensure their child arrives at the pick-up point in time. It is also the parent's/carer's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport. The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

Health and medical care

A pupil who feels unwell while in class should request permission from his/her teacher to visit the Pupil Support Base immediately where a trained First Aider will be available to offer assistance. At their discretion, the child may be treated, or the parent may be contacted by phone and requested to pick up the child from school. If the parent has no transport available and the child is unable to walk home, the school will arrange for transport by taxi.

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

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

Child protection

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

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

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

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

Adult Protection

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

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

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

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

In emergencies

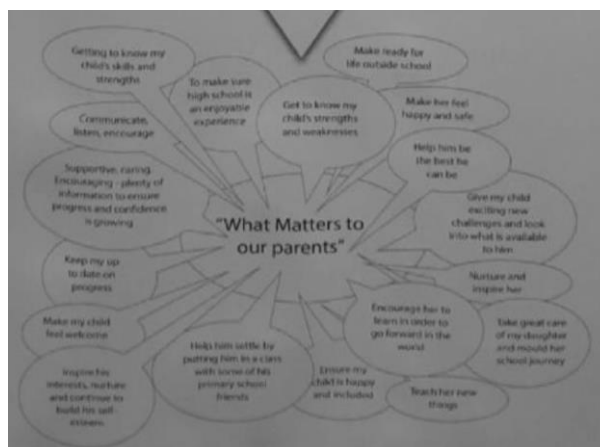
We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

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

The Parent Council

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

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



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

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

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

Parent Council Members

Mr S Palmer (Chair)	c/o Bellshill Academy
Mr B Paton (Vice Chair)	c/o Bellshill Academy
Mrs C McLuckie (Treasurer)	c/o Bellshill Academy
Ms C Curwood	c/o Bellshill Academy
Mr D Waddell	c/o Bellshill Academy
Mrs J Waddell	c/o Bellshill Academy
Mrs L Gillen	c/o Bellshill Academy
Ms P Scott	c/o Bellshill Academy
Mrs M Colbourne	c/o Bellshill Academy

Co-opted Members

Mrs J McGraw	c/o Bellshill Academy
Mrs L Heffernan	c/o Bellshill Academy
Mr D Jamieson	c/o Bellshill Academy
Mr S Foye	c/o Bellshill Academy

Important Addresses

Chief Executive Office

Civic Centre
Windmillhill Street
Motherwell
ML1 1AB

Education & Families Manager:

Mrs J Woodward

Additional Support Needs Assistance:

Mrs C McShane
McShanec@northlan.gov.uk

The Member of the Scottish Parliament is :-

Mr Stephen Callaghan MSP
Parliamentary Advice Office
188 Main Street
Bellshill
ML4 1AE

The Member of Parliament is:-

Mr Steven Bonnar MP
House of Commons
London
SW1A 0AA

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

Mr David Baird
Mr Colin Cameron
Mrs Angela Campbell
Mr Harry Curran
Mr Jordan Linden
Mr Frank McNally
Mr Jim Reddin

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

The Area Office

20 Motherwell Road
Bellshill (Tel: 346780)

Bellshill Social Work

01698 346666

Careers Office

12 Pollock Street
Mossend (Tel: 745988)

Community Learning and Development Area Office

c/o Bellshill Academy, 321 Main St,
Bellshill (Tel: 01698 274685)

Bellshill Health Clinic

Greenmoss Place
Bellshill (Tel: 01698 575700)

Information

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

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

Education Authorities are required by law to issue a copy of the School Handbook to certain parents/carers in December each year. It details the current policies and practices of both the council and the school.

Freedom of information

Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information from 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 Co-ordinator can be contacted by telephone on 01698 302484.

Positive things the young people said

On teachers and learning

“Some teachers teach the same thing in different ways to suit different needs – like games as well as writing on the board. They use different approaches because everyone learns in different ways.”

“Some teachers let us sit with our pals in class, let you say what you want to say and change the class around and make it to our comfort. In a better class with a nurturing teacher it makes you want to learn more.”

“The teacher is really good, she lets you express yourself to the fullest and say what you want without getting judged, but she tells you where the line is instead of shouting once you’ve crossed it.”

“The teacher makes the difference rather than the subject.”

The dinner ladies are really nice. Yvonne (HSPO) really nice.”

“The librarian remembers who you are and what your interests are so knows what you’re looking for and she greets you when you come in.”

“..his door is always open. He will ask if you’re alright.”

“You can ask teachers to explain things in a different way if you don’t understand the first time

On LGBTQ+ Club

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

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

On Future Fridays

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

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

“I would just be at home now if this wasn’t on’

On counselling and support services

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

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

On Breakfast Club

“The toast is never burnt. Helps me concentrate coz I never have breakfast at home.”

“I’m all about the hot chocolate and it’s fun with my friends. Nice room. Wakes me up.”

“It’s relaxing I can chill and chat to my friends and I like the teachers and the food.”



“Rewarding Futures in Life and Work”