

PORTLAND HIGH SCHOOL

'Care, Support and Respect'



School Handbook 2015 – 2016

NORTH LANARKSHIRE EDUCATION DEPARTMENT



Service and People First

The department pledges to do this by:

- Improving learning and teaching
- Raising achievement and realising potential
 - Encouraging lifelong learning
- Working with communities for a better future
 - Listening and learning together
 - Celebrating success
- Respecting the dignity and value of all
- Giving pupils and staff a safe, happy and attractive place to work.

Mission Statement

At Portland High School, we are committed to the principle that all children have a right to an education which recognises their learning, emotional and social needs.

We aim to establish and develop the foundations for each pupil's life beyond school, through maximising attainment and celebrating achievement.

We aim to do so through an ethos of care support and respect.

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Introduction by the Head Teacher

In Portland High School we aim to create an environment where our pupils can learn in a manner that is suited to their needs, maximizes their attainment and achievement and celebrates it.

In carrying out this task we will:

- Conduct our business with integrity, impartiality, fairness, tolerance and mutual respect
- We will work tirelessly to address the needs of our pupils through partnership with home and community.
- Facilitate social, emotional and behavioural growth through shared goals within a supportive and therapeutic setting
- Value diversity, promote social inclusion, and be open and welcoming

Portland High School offers day support as part of the spectrum of special educational provision within North Lanarkshire, to young people who are experiencing social, emotional and behavioural problems. The school is located on Kildonan Street in Coatbridge and is within easy travelling distance for most pupils within the Authority's boundaries.

Pupils at Portland High School may have needed more support than the mainstream sector could provide. This may have impeded their academic and social progress and such factors are taken into account when deciding upon admissions to the school.

The school will help the pupils address their individual difficulties through working in partnership with home, community and other agencies as necessary

Our main aims are to focus on.

1. Attendance
2. Preparation for adult and working life through academic and vocational qualifications and experiences
3. The development of mature and responsible attitudes to social, moral and educational issues.

The ethos of the school can be summed up in the three qualities of 'Care, Support and Mutual Respect'.

I hope this handbook will also help you become better informed about the work of the school. Please do not hesitate to contact us if something is unclear.

Martin McGovern

Head Teacher

SCHOOL INFORMATION

SCHOOL NAME: Portland High School
ADDRESS: 31-33 Kildonan Street
Coatbridge
ML5 3LG

PHONE: 01236 632060
FAX: 01236 441076
EMAIL: ht@portland.n-lanark.sch.uk
WEBSITE: www.portland.n-lanark.sch.uk
FACEBOOK:

STATUS: Non-Denominational
Co-Educational
SEBD (Social, Emotional & Behavioural Difficulties)

CAPACITY: 30 pupils
CURRENT ROLL: 27 pupils aged 11-16
S1 – 3 pupils
3A – 3 pupils
3B – 4 pupils
3C – 4 pupils
3D – 4 pupils
S.A.L.E. – 9 pupils
(Supported Access Learning and Employment)

Projected intake is variable, dependent on provision needs across the Authority.

ACCOMMODATION

The school is located close to the Education Authority Headquarters. Our accommodation is in a long-established traditional sandstone school building and consists of:

7 General Classrooms	1 Quiet Room
1 Technical Room	1 Support Base
1 Home Economics Room	1 Gym
1 Dining Room/Recreation Area	1 Head Teacher's Office
1 Depute's Office	1 Main Office

Parking for staff and visitors

At present, there is very limited access for disabled pupils & staff.

PARENT SUPPORT GROUP

A Parent Support Group regularly meets over the course of the school year. All parents and carers are welcome to attend and transport is available to those who would otherwise find it difficult to attend. Please contact the school for more details.

SCHOOL HOURS

9.00am – 3.00pm Monday – Friday

10.55am – 11.10am Morning Interval

12.50pm – 1.20pm Lunch

STAFF*:

Head Teacher: Mr Martin McGovern

Depute Head Teacher: Mr Neil Thomson

Principal Teachers: Ms Laura Higgins (Health & Wellbeing)
Mrs Louise Wishart (Curriculum)

Class Teachers:

English:	Mr Nelson Liddle
Mathematics	Mrs Diane Dowds (Maternity Leave) Mr Peter Simpson (Temporary 0.4) Mrs Catriona McGhee (Temporary 0.6)
Technical	Mr Gordon McInnes
General Subjects S1	Mr Niall Reynolds
General Subjects	Mrs Lindsay Falconer (Temporary 0.4)
P.E.	Mr Robin Gibb Mr Douglas Hamilton (Temporary 0.4)
Social Subjects/ICT	Mrs Karen Neil

Home/School Partnership Officer Mrs Patricia McGlinchey

S.E.N. Assistants

Mrs Rebecca Munro
Mrs Margaret Gallagher
Mrs Maureen McKinley
Mrs Nadia McFadden
Mr Robert Seggie
Mrs Helen McGuire
Mrs Rosalin O'Mara

Secretary Mrs Ann Costello
Janitor Mrs Catherine Morris
Catering Assistant Mrs Fiona Gill
Cleaners Mrs Joyce McCulloch
Mrs Ann Clelland

* Please see Appendice 1 – 'Responsibilities and Remits'

**SCHOOL HOLIDAY ARRANGEMENTS
(INCORPORATING LOCAL HOLIDAYS AND IN SERVICE DAYS)
SESSION 2015/2016**

Term	Break	Dates of Attendance		Holidays	In Service Days	Working Days
Firs		Teachers return (In-service day) (In service day)	Friday 14 August 2015 Monday 17 August 2015		2	87
		Pupils return	Tuesday 18 August 2015			
	September Weekend	School closes Re-opens	Thursday 24 September 2015 Tuesday 29 September 2015	2		
	October Break	School closes Re-opens	Friday 9 October 2015 Monday 19 October 2015	5		
	Christmas	In-service School closes	Monday 16 November 2015 Wednesday 23 December 2015		1 7	
Second	Mid term	Re-opens	Monday 4 January 2016			61
		School closes In-service Re-opens to pupils	Friday 5 February 2016 Wednesday 10 February 2016 Thursday 11 February 2016	2	1	
	Easter Weekend	School closes Re-opens	Thursday 29 March 2016 Tuesday 29 March 2016	2		
	Spring Break	School closes Re-opens	Friday 1 April 2016 Monday 19 April 2016	10		
Third	Summer Break	School closes Re-opens to pupils	Friday 29 April 2016 Tuesday 3 May 2016	1	1	47
		In-service	Thursday 5 May 2016			
		School closes Re-opens	Thursday 26 May 2016 Tuesday 31 May 2016	2		
		School closes	Friday 24 June 2016	35		
			Total	66 (40 annual leave + 26 school closure days)	5	195 (includes INSET days)

ADMISSION PROCEDURE

Pupils are identified at mainstream school level by support staff and/or the Joint Assessment Team, and are then referred by the school Psychologist to the 'EBD Allocation Meeting' – a forum for deciding where a pupil is best placed. After an initial recommendation has been made, the presenting Psychologist, Social Worker, a representative from the referring school, the parent or guardian and most importantly the pupil will visit Portland High School.

During this visit, school structure, ethos and procedures are outlined. If agreement is found that Portland High School will meet the needs of the pupil, the pupil and his/her parents may now choose to take up a place at Portland High School. Thereafter there will be a series of reviews either in house or in the pupil's home.

Leaving dates

31st May and 31st December

PASTORAL CARE

All staff are committed to the pastoral care of pupils within Portland High School. Each teacher looks after a mentor group the aim of which is to provide a caring, supportive and friendly environment which encourages pupils' educational, social & personal development. To this end, all staff maintain close links with parents, social workers and psychologists.

EQUAL OPPORTUNITIES

The school aims to provide equality of opportunity regardless of gender, race, cultural background, religion, class or disability. The P.S.D. element of this is highlighted for pupils in assemblies and mentor time. Parents who wish to discuss any aspect of Equal Opportunities are welcome to meet with the Head Teacher.

The school is committed to assessing all policies and practices to ensure there is no negative impact on any group of people.

CURRICULUM FOR EXCELLENCE

What is Curriculum for Excellence?

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 – 18. The curriculum includes all of the

experiences which are planned for children and young people through their education, wherever they are being educated. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work.

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

More information about the curriculum can be found at:
www.educationscotland.gov.uk

What are the curriculum areas in Curriculum for Excellence?

There are eight curriculum areas:-

Expressive Arts	Religious and Moral Education
Health and Well Being	Sciences
Languages (literacy)	Social Studies
Mathematics (numeracy)	Technologies

Importantly literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy.

Learning is divided into two phases.

The Broad Education (BGE) is from nursery to the end of Secondary School Year 3. Learning is divided into levels. These levels will replace the 5-14 levels that you are familiar with. The new levels are as follows:-

LEVEL	STAGE
Early	the pre-school year and P1 or later for some
First	to the end of P.4 but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third and fourth	S1-S3, but earlier for some
The SECOND PHASE	is from Secondary School Year 4 and beyond

How will my child's learning be assessed?

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

In playrooms and 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 your nursery/school will let you know what is being done to continue to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

CLASS ORGANISATION

All pupils are arranged in small classes with a maximum of 6 pupils in each. All pupils follow a course of subjects from the range below:

SUBJECT	NUMBER OF PERIODS
English	4
Maths	4/5
Technical	3
Hospitality	3
Physical Education	4
ICT	2
Science	2
Social subjects	2
Moral & Religious Education	1
Personal & Social Development	1
Mentor Time	1

OUTLINE OF COURSES

English	Curriculum for Excellence/National Qualifications
Maths	Curriculum for Excellence/National Qualifications
Technical	Curriculum for Excellence/National Qualifications
History	Curriculum for Excellence/National Qualifications
ICT	Curriculum for Excellence/National Qualifications
Modern Studies	Curriculum for Excellence/National Qualifications
Science	Curriculum for Excellence/National Qualifications
Hospitality	City & Guilds

In addition, we offer Expanded Learning Opportunities through a number of partners and providers to offer further choices in Vocational Education.

A number of pupils are currently receiving academic and vocational support through North Lanarkshire's "Strategic Access to Learning and Employment" (SALE) programme.

ADDITIONAL SUPPORT NEEDS

Portland High School complies with the Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) Scotland Act 2009.

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

Through a process of ongoing monitoring and assessment Portland will work towards providing these required supports as identified whether internal, with the assistance of the education department or external, in conjunction with appropriately identified agencies. These supports may include psychological, medical and social interventions.

Portland High School's policy in relation to pupils who have additional support needs reflects the North Lanarkshire learning and leisure staged intervention process, that is:

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.

This level of support would include, for example, Additional Support Plans (ASPs), target setting, differentiated resources, use of ICT to support learning, use of pupils' preferred learning style, high staff to pupil ratio, use of ASN assistants to support learning, regular monitoring and evaluation of pupil progress etc.

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.

This level of support would include that seen at level 1 and, in addition, planned learning support interventions such as programmes to develop numeracy and literacy skills, use of ASN assistants as readers/ scribes etc, Additional Support Needs plans, special circumstances in qualification routes (SQA), co-operative teaching etc.

Level 3 - External support from within the learning and leisure services, where it is identified that the child and young person requires support or planning from beyond the school or early years setting but within educational services.

This external support can be provided by services such as network support, psychological services, occupational therapy etc.

Level 4 – External support provided on a multi-agency basis, where the child or young person’s needs are identified as requiring support or planning from multi-agency services and these support needs will last for more than one year.

A multi-agency approach to support a young person’s education could include collaborative input from social work, psychological services, health, community police, speech and language therapy, JAT and any other relevant agencies.

In addition, pupils who present with barriers to learning such as specific learning difficulties, ADHD, ASD, dyspraxia etc. will be supported by the educational staff within the school and through learning support programmes. Additional resources within North Lanarkshire Learning and Leisure Services will be accessed as required.

Pupils with English as a second language will be supported by the educational staff within the school and under the guidance of North Lanarkshire Learning and Leisure Services.

Planned Support

All of the pupils within Portland High School have been assessed as having additional support needs (ASN) due to a range of social, emotional and/ or behavioural requirements.

Additional Support Plans (ASPs) enable staff to plan effectively for children and young people with Additional Support Needs. All of our pupils have a personalised Additional Support Plan (ASP) written by their Mentor Teacher in consultation with a Principal Teacher, the pupil and parent(s)/carer(s).

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary Agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency. Parents and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

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 and young people through Resolve (see contact details at the back of this handbook). Mediation is free 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 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 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.

SCHOOL IMPROVEMENT PLAN

Curriculum for Excellence

We will take forward a “Curriculum for Excellence” through the use of self-evaluation of the curriculum in all subject areas.

Health Promotion

We will take forward social emotional and mental health and wellbeing through a structured program within mentor time and establish the use of a support base. We will audit our current practice in relation to food and health to ensure that it meets the requirements of the newly published ‘*Better Eating, Better Learning – A New Context for School Food*’

Promotion of Equalities

In building the social confidence of our pupils we will help break down the barriers of social exclusion. We will seek to ensure that every child is treated fairly and according to his or her individual needs.

Parental Involvement

We will involve parents as fully as possible in the life and work of the school. We will make the SIP available to all parents and invite them to comment on it and to comment on their level of satisfaction with Parental Involvement with the school through questionnaires. Parents will be consulted over the individual education targets of their child. Innovative methods of improving communication with home will be investigated.

Pupil Involvement

Pupils will be involved in lesson and course evaluations. Pupil’s views and opinions will be sought through regular school council meetings scheduled into the school calendar

Staff Involvement

All staff to participate in self-evaluation and given the opportunity to be involved in further development through working parties on Self-evaluation, Curriculum, involvement of stakeholders and Pupil Profiling.

Improvement Priorities

Improvement Priority 1:

The school should continue to engage with young people, parents and partners towards improving ethos and relationships to ensure we raise expectations of pupil attendance, identify strategies to support young people to attend school and offer more creative bespoke learning experiences for individual young people.

Improvement Priority 2:

The school will continue to review and develop the mentor teacher role to ensure it is well understood, shared and consistently implements strategies to meet young people's social, emotional and mental health needs.

Improvement Priority 3:

Ensure coverage of key areas across the curriculum at all stages and offer our young people the fullest possible entitlement in BGE and offer a wider range of subject choices in the senior phase.

Improvement Priority 4:

The school should take a more rigorous and evidence based approach to self-evaluation in order to improve the outcomes for our pupils.

It is a long term priority of Portland High School to adapt to changes in the evolving Special Education Sector.

ASSESSMENT

In first and second and third year, as pupils' progress through their coursework, they will be continuously assessed by their teachers. Some of these assessments will be by written tests, but teachers' observations will play a large part in each pupil's assessment. The focus of these assessments will be in line with the levels identified in Curriculum for Excellence.

All assessment is designed to identify children's strengths as well as areas where they may be experiencing difficulties, in order that appropriate support can be given.

Pupils in third and fourth year will be assessed on a continuous basis and measured against standards set by the Scottish Qualifications Authority.

Specialist or alternative arrangements are made in consultation with parents when appropriate.

REPORTING TO PARENTS

At Portland High School there is an informal and formal approach to reporting to parents.

Our informal approach is by telephone and by home visits and parents are encouraged to visit the school to discuss their son/daughter's progress.

We also have a formal system in place which includes Parent's Evenings and the use of Merit Certificates as courses are completed and which pupils take home for parental information.

Frequent engagement with parents, including the aforementioned Information Evenings, gives us the opportunity to keep parents and carers informed on their child's progress in discussion with Class/Subject Teachers, Principal Teachers and Senior Management. A formal pupil report encompassing all subjects and pastoral areas will be issued towards the end of the school year.

NEWSLETTER

A newsletter is published, at least once a term, giving details of activities, clubs, daily issues etc. We have recently taken to publishing these online: if any parent or carer would prefer paper copies, these can be requested from the school office.

HOMEWORK

Portland High School has a new homework policy. Homework will be given when

1. It is requested by parent or pupil
2. A set amount of work has not been completed in the classroom mainly due to lack of effort or poor behaviour.
3. It is agreed that the homework is necessary to enhance the teaching and learning within the classroom.

SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

The school is committed to supporting the development of its pupils as rounded, secure individuals. We therefore encourage their development in Mentor Time activities and in focussing on spiritual, moral, social and cultural education as defined in the school Race and Equal Opportunities policy.

It is recognised that parents may withdraw their children from any instruction in religious subjects and any religious observance. Any parent who wishes to exercise this right should inform the Head Teacher by letter.

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

EXPANDED LEARNING OPPRTUNITIES

As part of our commitment to ensuring young people are prepared for learning, work and life we offer a range of opportunities for our young people to take part in appropriate Work Experience and /or College Placements.

The broad aims of this programme are to enhance the alternative curriculum that is provided within the school and to prepare pupils for the World of Work. This preparation empowers the pupils with the knowledge and understanding to make realistic career decisions.

When pupils leave school it is always our aim to track their destination for a short period of time in order to offer support and encouragement as appropriate, since we recognise this is a very difficult time of transition when many young people experience difficulties.

EXTRA-CURRICULAR ACTIVITIES

All of our pupils are transported to and from school by taxi this can causes us difficulties in organising after school activities.

However we organise an extensive range of out of school activities such as Art, English, Skiing, Sailing, Canoeing, Hill-walking, Rock Climbing, Mountain Biking and Film Club. A number of our pupils are involved in the Sports Leadership Training and this involves activities such as hill walking, camping.

DATA PROTECTION :

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held.

Applications for this can be made to the Data Protection Officer, North Lanarkshire Council, Civic Centre, Motherwell, ML1 1TW.

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 learning & leisure services 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 exam results. Accurate and up-to-date data allows SGEP, learning & leisure services 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 data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act 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 HM Inspectorate of Education 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 individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual.

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, SGEP, 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, [**www.scotxed.net**](http://www.scotxed.net).

CHILD PROTECTION

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

The Head Teacher is responsible for the school actions in response to Child Protection concerns.

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

Child protection Co-ordinator is Mr N Thomson Acting DHT
Telephone Number: 01236 440634

Access to a **Named Person** is an entitlement for children and young people from birth to 18 years, or beyond if still in school. Currently

NAMED PERSON

The Scottish Government is improving how we work and communicate with young people across Scotland. Within the school every child has been allocated a named person and a lead professional. If you or your child have any concerns and require any support please don't hesitate to contact the appropriate named person who should always be your first point of contact in the school.

YEAR GROUP	NAMED PERSON	LEAD PROFESSIONAL
All Pupils	Miss Higgins (PT Health & Wellbeing)	Mr Thomson

SCHOOL DISCIPLINE

Pupils are expected to adhere to the school's Portland Pupil Pledge; which is explained to them at interview and which is consistently reinforced by all members of staff.

In the event of pupil misdemeanour, sanctions are brought into play. These could include removal from an outing or from a recreational activity.

In a more serious situation, a review would be convened which would involve pupil, parent, social worker, possible psychological services and the school.

This forum would discuss the extent of the pupil's misbehaviour and strategies to prevent the circumstances happening again.

Where a pupil is excluded by the school, parents have the legal right to appeal against the exclusion to the appropriate Education Officer at Kildonan Street, Coatbridge.

Partnership and co-operation between school, pupil and parents are essential components of our aim to realise the welfare, well being and security of our pupils.

We also have a copy of the Portland Pupil Pledge in every classroom, a copy of which is set out below.

Portland Pupil Pledge

- Respect Each Other.
- Keep hands, feet, objects and unkind words to ourselves.
- Listen to the person who is speaking.
- Take care of materials, equipment and each other.
- Follow instructions quickly
- Arrive on time for class ready to learn.

BULLYING

Portland High School fully endorses and follows the “Bullyproofing Our School” Policy.

SUPERVISION

Pupils are supervised throughout the day, at intervals and lunch-times. Activities are provided at breaks and pupils can have playground recreation.

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

HOME & SCHOOL LINKS

Staff maintain close links with parents through regular telephone contact and home visits. Parents are encouraged to visit the school whenever possible, to discuss not only problems but the progress that their child has made.

COMPLAINTS

At Portland, we aim for the highest in all that we do. Sometimes, though, you may feel that you have a concern that you wish to raise. We follow North Lanarkshire Council Complaints Guidelines, a copy of which is available from our School Office. In addition to these, we have our own comprehensive Complaints and Concerns Policy. This policy states that if you contact us with a concern - either by telephone, email, visit, or letter - we will investigate your concern and inform you by telephone of our findings and actions within 2 working days, or by letter within 3 working days.

If you phone us, it is our stated objective that we answer your call within 5 rings, and if you write to us and include a contact phone number, to call within 48 hours, or reply to your letter within 1 week.

In addition to this, we would also like to hear from you if you wish to praise an initiative we are undertaking, or an individual pupil for their actions, as these are as valid for us as any other form of communication.

How do I register a complaint/concern?

- By phone, stating the nature of your concern and leaving a contact telephone number so that we can return your call.
- By letter, stating the nature of your concern and leaving your address or phone number so that we can contact you.
- By visit, stating at the School Office the nature of your concern and - where possible - being directed to the relevant member of the Senior Management Team.

What happens next?

We will investigate your complaint/concern, and then contact you within the specific timescale to outline our findings and actions.

What actions do we take?

These depend on our findings, and have in the past involved special School Assemblies where we discuss an issue to all involved. We have also included lessons in PSHE where particular concerns have been addressed. Individual staff have spoken with Parents about issues, and staff have discussed concerns that have been raised. Should disciplinary action be required, we follow North Lanarkshire Council's and our own discipline policy recommendations. Actions taken are dependent on circumstances and evidence collation.

What if I am unhappy with the action taken?

Please contact us to let us know of your concerns. Hopefully this will not happen, as we will do our best to explain why a particular course of action has been taken. This is clearly outlined in North Lanarkshire Council's Guidelines, which are available from the School Office.

If you remain unsatisfied with how your concern has been handled by the School and North Lanarkshire Council, you have the right to refer it onwards to the Scottish Public Services Ombudsman.

The Ombudsman can be contacted at:

SPSO

Freepost EH641

Edinburgh EH3 0BR

Telephone: 0800 377 7330

Fax: 0800 377 7331

Email: ask@spsa.org.uk

THE HOME/SCHOOL PARTNERSHIP OFFICER

The Home/School Partnership Officer works within the school to support young people and their families. The role of the Partnership Officer is to encourage parents to be more involved in their child's learning, to develop positive links between home and school, to support young people who are experiencing difficulties at home, school or in the community, to provide opportunities for young people to take part in educational and social activities both in and out of school, and to establish good links with other agencies in the community in an effort to further support young people and their families.

The Partnership Officer is a member of the Coatbridge Community Learning and Development Team and therefore is able to use other workers within the team to direct young people or their families towards Projects and Services out with school.

The Partnership Officer responds specifically to identified needs. However, typical examples of Partnership initiatives are Home visits, Parenting Programmes, Group Work projects with young people, individual work with young people, linking the school with other organisations such as Motherwell Football Club and the Sexability Programme. The Partnership Officer also runs a transition programme with Primary Schools.

If parents would like any more information or feel the Partnership Officer could support them in any way then please contact Patricia McGlinchey on 01236 794833.

Attendance at School

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

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

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

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in

school staff accessing all contact numbers provided for the school. In terms of child safety police will be contacted if all attempts to locate the child have been exhausted.

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

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/guardians should inform the school by letter of the dates before going on holiday.

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

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

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

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

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

Extended Leave with parental consent

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

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad

- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Exceptional Domestic Circumstances

Parents may request permission for such leave in writing and the school Circumstances 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.

It should be emphasised that the school attendance officer investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents, or to refer pupils to the reporter of the children’s hearings, if necessary.

CLOTHING AND UNIFORM

All North Lanarkshire Schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. In addition to this Portland High has a school dress code and pupils are expected to wear black trousers and a white shirt or polo shirt.

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, pupils and staff were fully consulted. It is the expectation of the education authority that parents will be keen to support the dress code and written agreement may be sought.

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

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

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

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.

LUNCHES

All pupils receive free school meals. These meals are transported into the school from one of the local secondary schools. A choice of hot dishes and packed lunches is provided.

At lunchtime staff and pupils sit together to take lunch in the dining room/recreation area. We believe this to be an important part of the school day and of course we concentrate on good manners, good behaviour at the table and we attempt to create a relaxed and happy atmosphere. We view this time to be very important part of our pupils' personal and social skills development. Special diets can be arranged where necessary. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner

Education Maintenance Allowance

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

In session 20010/2011 students who are born before 1 March 1996 will be eligible to apply for an EMA.

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

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

Eligibility

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

Attendance

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

Application forms

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

Application forms and guidance documents are sent to all secondary schools and some special schools in North Lanarkshire in June each year. The school is also given a number of posters and DVD's publicising the scheme and advertising the availability of forms. Students who may be eligible should obtain an application form and guidance document from the school. Applications forms and guidance notes are only available from schools.

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.

The Scottish Government have announced that the EMA scheme will be reviewed in December 2010. Further information on the outcome of the review will be available from schools after that date

TRANSPORT

Transport is provided for all pupils. This can be done whether by taxi or by minibus. Please note that alterations to taxi-runs can only be made by the Authority.

It is the parents' responsibility to ensure their child is available to be picked up at the appointed time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.

MEDICAL AND HEALTH CARE

Children at North Lanarkshire Secondary schools are normally examined at ages 13/14 years, by staff of Lanarkshire Health Board. Our school Medical Officer is currently Dr. Burn-Murdoch.

As there are no routine dental checks for secondary school pupils, parents are advised to contact their family dentist or local community dental clinic for advice and treatment.

ILLNESS AT SCHOOL

If a pupil takes ill at school or has sustained an injury, every effort is made to contact parents at home or at work to arrange for the pupil to be taken home.

A sick pupil will not be sent home until it is ascertained that a parent or responsible person is available.

In an emergency, the school may order an ambulance to take a sick or injured pupil to hospital – the parents would be notified immediately.

EMERGENCY SCHOOL CONTACTS

On a pupil's admission to Portland High School, parents are asked to provide the names, addresses and telephone numbers to two people whom we can contact during the day should an emergency arise. As it is important that these details are kept up-to-date, any alterations should be notified immediately to the school.

SPECIAL MEDICAL REQUIREMENTS

Any information on special medical requirements – or medical conditions should be passed to the Head Teacher in confidence.

ADMINISTRATION OF MEDICINES IN SCHOOL

Staff cannot issue any medication to a pupil unless parents have completed a request form.

Medicine should be labelled showing your child's name and the dosage to be taken – this should be passed directly to a member of staff.

INFORMATION IN EMERGENCIES

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

The Parent Forum

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

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

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

The Parent Council

The Parent Council's rights and duties include:

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

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.

Therapeutic Crisis Intervention

In this school, in a crisis situation when all other avenues have been exhausted in an attempt to calm the situation, it may well be necessary to use physical restraint. This would only be used as a last resort when a pupil is totally out of control and has become a danger to himself or others.

The strategy we use is Therapeutic Crisis Intervention. These methods are recognised nationally and internationally as a safe means of dealing with crisis situations.

The majority of staff members have undergone a thorough training in both physical restraints and behaviour management techniques aimed at avoiding physical contact. Our main aim is to avoid injury to both pupils and staff and to return the pupil to a calm and relaxed disposition after a crisis.

If any parent requires additional information please contact the Head Teacher.

Qualifying Statement

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

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

By Law Authorities are required to issue a copy of the handbook to certain parents in December each year. It details the current policies and practices of both the council and the school.

GLOSSARY OF SPECIAL TERMS

Assessment:

This is a term used to describe the measuring of learning. This could be done by a test, by evaluating class work, by observing class activity or reviewing progress.

Continuous Assessment:

This is a system of assessment based on the on-going monitoring of classroom performance rather than an examination at the end of courses.

Guidance:

This is a term used to describe the pastoral support given to pupils.

EBD Placement Meeting:

This is a forum for deciding where a pupil might be placed.

Merit Certificates:

These are internal certificates issued to pupils on completion of individual courses.

T.C.I:

Therapeutic Crisis Intervention

Appendix 1:

**Responsibilities
and
Remits
2015/16**

Promoted staff Remits session 2015/16

Head Teacher – Martin McGovern

- Overall strategic leadership and management of the school
- Provide a clear vision for the school
- Link with North Lanarkshire Council
- Health and Safety
- Line manager for DHT, PTs and teaching staff
- Lead school improvement
- Lead learning and teaching
- Lead curriculum development
- Learning visits
- Quality assurance overview
- Responsibility for school budget
- Chair SMT meetings
- Overall responsibility to raise attainment and achievement –GIRFEC
- Overall responsibility for child/adult protection
- Promotion of a positive ethos in the school community
- Promotion of school profile in wider community
- Therapeutic Crisis Intervention co-ordinator
- Staff appointments and references
- Overall responsibility for promoting positive behaviour
- Adviser to parents group
- Respond to parent, pupil and staff enquires
- Overview of school functions and trips
- Management of school office
- PRD of teaching staff
- College link
- Local community link
- Link to ELO & SALE

Promoted staff Remits session 2015/16

Depute Head Teacher – Neil Thomson

- School improvement planning with HT
- Deputising for HT when out of school
- Child protection co-ordinator
- SQA coordinator
- School timetable
- ASN staff line manager including PRD and absence management
- Attendance coordinator
- All exam arrangements
- Daily cover arrangements including liaising with supply teachers
- CPD/PRD coordinator
- Learning visits
- Wider achievement coordinator
- Overview school handbook / staff handbook
- School calendar
- Responsibility for EMAs
- Therapeutic Crisis Intervention
- Transport co-ordinator
- Curriculum Development
- Rising attainment
- Monitoring and Tracking
- Discipline
- School uniform
- Parent's evenings
- Pupil supervision at all times
- Careers advice and work experience
- Link to Skills Development Scotland

Other duties as allocated by the Head Teacher

Promoted staff Remits session 2015/16

Principal Teacher Curriculum – Louise Wishart

- School improvement planning with HT
- Deputising for DHT/HT when out of school
- School Curriculum audit coordinator including curriculum mapping
- Curriculum planning
- Lead in Learning and Teaching
- Pastoral support
- Monitoring departmental effectiveness
- Lead CFE / CFE tracking
- Learning visits
- Transition coordinator
- Learning visit coordinator
- IDL co-ordinator
- Therapeutic Crisis Intervention
- Daily success logs / rewards system (shared with L Higgins)
- Raising attainment
- Monitoring and Tracking
- Discipline
- School uniform
- Parents evenings
- Pupil supervision at all times
- Teaching and preparing for assigned classes

Other duties as allocated by the Head Teacher

Promoted staff Remits session 2015/16

Principal Teacher Pupil support& Crisis prevention – Laura Higgins

- School improvement planning with HT
- Deputising for DHT/HT when out of school
- Learning visits coordinator
- Care and Welfare officer
- CSP /ASP co-ordinator
- Support / supervise preparation of ICMP
- Preparation of allocation documents
- Pupil council link
- Parent group co-ordinator
- Lead / Supervision of Mentor groups
- Link home School Partnership officer
- Educational Psychologist coordinator
- Behaviour support coordinator
- Whole school detention overview
- Recreational activity coordinator
- Prize giving / Christmas celebration coordinator
- Therapeutic Crisis Intervention / crisis support
- Daily success logs / rewards system (shared with L Wishart)
- Raising attainment
- Monitoring and Tracking
- Discipline
- School uniform
- Transitions
- Parents evenings
- Pupil supervision at all times
- Teaching and preparing for assigned classes

Other duties as allocated by the Head Teacher

Wider Staff Responsibilities

Mr. McInnes

- Outdoor education
- Therapeutic Crisis intervention training
- Preparation of ICMP's
- First aid

Mr. Liddle

- School Web Presence Pupil Council
- Minutes
- Professional library
- Newsletter

Mr. Gibb

- Wider achievement
- Extra-curricular sport
- Football competitions

Mr. Reynolds

- Interdisciplinary learning
- MVP

Mrs. Neil

- SQA
- First aid

Mr. Hamilton

- DYW

Mrs. McGhie

- Hospice liaison
- Initial testing

Mrs. McGuire & Mrs McFadden

- Wall displays
- Escort pupils out of school
- Art work

Mrs. Munroe

- Transport
- School inventory
- Taxi's
- First aid
- Escort pupils out of school

Mrs Gallagher & Mr. Seggie

- College liaison & support
- Escort pupils out of school

Mrs O'Mara

- Youth achievement
- First aid
- DYW
- Escort pupils out of school

Mrs McKinley

- Taxi's
- Tuck shop
- Escort pupils out of school

Home School Partnership Officer

Patricia McGlinchey

The Home School Partnership Officer within the school is attached to the Coatbridge Community Learning and Development Team. The HSPO works in partnership with pupils, parents/carers, teachers and partners agencies to provide support for young people.

Main areas of work in Portland High School:

- To support the delivery of personal and social development programmes within the school including smoking, drugs, alcohol, sexual health, personal safety, internet safety etc.
- To assist with programmes designed to ease the transition for young people and their families between Primary and Secondary and at other key transition stages.
- To work with young people on a one to one and /or group work basis to develop responses that address their specific needs.
- To undertake home visits and work with parents/carers to enable them to assist in responding to the specific needs of their child.
- To work in partnership with the school Educational Psychologist to offer groupwork programmes to support young people in exploring personal issues e.g. Seasons For Growth, GOALS programme.
- To work with parents/carers encouraging cooperation and offering groupwork programmes supporting them in their relationship with their child.
- To work with partner agencies providing opportunities for young people to become more involved with the wider community eg: Motherwell Football Club, Scottish Fire Service, Police Scotland, LANDED peer education project.
- To contribute to the delivery of youth work within the locality.
- To respond to school requests for assistance and support pupils and staff where possible.

Appendix 2:

The Role of the Mentor Teacher (Rationale Paper)

ROLE OF THE MENTOR TEACHER (ADDITIONAL: RATIONALE)

Nelson Liddle

Breakfast/Assembly and Lunch:

There are clear theoretical underpinnings that support the time we allocate to breakfast/assembly time and the time we voluntarily spend with mentor groups at lunchtime.

- Our students have chequered developmental histories and such professional/social interactions that we have at these times, as a form of social holism, help us to “interact with psychological aspects of the individual youngsters” and “enables [certain, informal] interventions to be targeted in relation to individual needs in a way that transcends crude categorical systems” (Cooper, 2007).
- These times, mirroring the success of Nurture Groups, address “an apparent need for social and individual learning experiences that can be construed in terms of unmet early learning needs (Bennathan & Boxall (2000), Boxall (2002), cited in Cooper & Whitebread, 2007) and support our aims to be a “nurturing school”.
- Returning to ‘social holism’, this qualitative developmental time helps young people to become more confident: “But though people are autonomous agents... they may yet achieve the capacity to think only on the basis of interaction with one another” (Petit, 1998). These mentoring opportunities allow holistic interactions that will support learning relationships.
- Below, are comments received on Parent/Carer Questionnaires at the end of Session 2014/2015:
 - “The school has made a difference to my son and the change is amazing. I cannot be more grateful for everything the [sic] do for _____”
 - “I am very happy with the way the school have helped out with _____ and I can see him change and grow up every day.”
 - “Totally happy with all _____ has achieved in his two years here. Think the school could promote themselves [sic] better to the wider public.”

In addition, parents and carers have frequently commented on the change in young people’s behaviour and social skills in the home and in the community. Such changes are born of “interactions with one another” (Petit, 1998) outside the box of the curriculum.

It has been noted that the success of such nurturing is “context dependent” and is most effective outside mainstream where, in a specialist setting it is “a highly promising form of provision for young [people] with a wide range of SEBD” (Cooper & Whitebread, 2007).

- For many of our students, school has been a negative experience. SEBD research has found that the nurturing and promotion of “positive, respectful and empathetic relationships and [is] ... a very important variable in engaging pupils in learning... a finding of significance” (Mowat, 2009). This supports fully, our approach to a range of mentoring opportunities being taken.
- Recent research by Joffe & Black (2012) into social, emotional and behavioural functioning (SEBF) “highlights a need to develop students’ awareness of appropriate social skills” and points out that “the focus on academic [experience] gives little time to support students’ social and emotional functioning.” Our discrete mentor time is a worthwhile and separate intervention that, with our more organised/formalised interventions and curriculum, adds to “an appropriate network of support.”
- ZPD – Vygotsky (Enough said, really!) – Without actually explaining so, our approach could easily seem to be inspired by Vygotsky in this area of our mentoring. Such social practices promote a student-centred approach to addressing the chequered developmental histories mentioned above (Morcom, 2014). Further, given the early life experiences of some students, the lack of “a foundational background... [might] seem insurmountable” (Armstrong, 2015): we have demonstrated success upon success.

Truncated References

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