



**Saint Margaret's RC High School**

**School Handbook**

**2021-2022**



**'Saint Margaret of Scotland'**



Dear Parent/Guardian

Welcome! I am delighted to introduce you to Saint Margaret's RC High School. I hope that by the time you receive this handbook, you and your child will feel quite comfortable about the transition to high school, as a result of the partnership information evening, curriculum links and events, as well as visits to our school on P6 and P7, and visits from our staff to the primary school. The school handbook is another opportunity to find out more about your son or daughter's new school and it will provide you with useful information about the aims and values of the school, the structures and procedures, and the improving performance of Saint Margaret's RC High School.

Our school is a successful, inclusive and forward-looking Roman Catholic comprehensive school. Saint Margaret's High School has a positive reputation within the parishes and the local communities of Airdrie, Chapelhall, Plains, Caldercruix, Greengairs, Longriggend, Glenmavis and Salsburgh, serving the Catholic community well. It is my intention to maintain that strong tradition and reputation. The aims and values of the school are clearly expressed in the School Mission Statement-

***To provide education of the highest quality for all the students in our school community in order to meet their educational, personal and spiritual needs and to prepare them to make an effective contribution to the society in their present and future lives.***

These sentiments echo the latest educational thinking, the Scottish Government and from North Lanarkshire Council.

As a school, through our personal support approaches, we aim to ensure that no pupil is 'anonymous' Consequently, should any pupil be experiencing anxious moments about the transition, let me assure you that the staff and older pupils of Saint Margaret's RC High School (including a dedicated PT of Pupil Support) will work hard to ensure new pupils are happy, safe and making progress.

When I look to the upper school, and see the achievement of our students in S6, I feel proud to know that they have developed under our care into fine young adults, academically successful, with an awareness of key values and a concern for others.

The information contained within the handbook should address most questions that you would like to ask.

My best wishes to all our families.

Stephen Snee

Head Teacher



## THE SCHOOL

<b>Name of School</b>	St Margaret's RC High School
<b>Address</b>	Waverley Drive AIRDRIE ML6 6EU
<b>Telephone No</b>	01236 794888
<b>Fax No</b>	01236 747429
<b>Email:</b>	<a href="mailto:ht@st-margarets.n-lanark.sch.uk">ht@st-margarets.n-lanark.sch.uk</a>
<b>Website</b>	<a href="http://www.stmargaretshigh.org.com">www.stmargaretshigh.org.com</a>
<b>Follow us on twitter:</b>	<b>MargaretsHigh</b>
<b>Denominational Status</b>	Roman Catholic
<b>Description</b>	Six-Year Comprehensive Catholic Co-Education
<b>Area Served</b>	Airdrie, Chapelhall, Plains, Caldercruix, Greengairs, Longriggend, Glenmavis and Salsburgh
<b>Agreed Capacity</b>	1861
<b>Current Roll</b>	1156 (at Sept 2021) S1: 202      S2: 207      S3: 224 S4: 181      S5: 203      S6: 139
<b>Possible Future Intake for Future:</b>	2022: 210



### **Senior Leadership Team**

S Snee	Head Teacher
C A Lees	DHT S5/6
L Williamson	DHT Inclusion
H Grant	DHT S1
M Milarvie	DHT S2/3
S Grimshaw	DHT S4

### **Languages & Literacy**

S Gallagher	Faculty Head
N Kerr	
C Mullan	
N O'Hara	
E Connan	
A MacDougall	
A McKay	
S McKillop (0.6 fte)	
A Hammond (0.6 fte)	
R Yuill	
E Houston	
L Williamson	DHT
M Milarvie	DHT
C Carmona Alonso	
D Currie	NQT
I Allan	
B Larralde (0.8fte)	



### **Social Studies**

K Fulton	PT (0.8 fte)
T Clarke Higgins	(0.6 fte)
S Whiteford	
P Mina	PTPS
S McConnell	PTPS
K O'Donovan	
<i>J McLaughlin</i>	<i>PTPS (secondment)</i>
P Kinsman	(0.6 fte)
M Bell	
R Williamson	
H Parker	PT (0.2 Acting)
S Bettley	
O King	
Y Cawley	(0.6 fte)

### **Expressive Arts & Performance**

L Jamieson	Faculty Head
M Laing	
A Jack	
L Lawlor	
R Docherty	
C Hughes	
S McCann	
R Currie	
L Spicer	
P Sheridan	
N Rounagh	



J Dale 0.6 fte

M Kelly

C Wardlaw

M Gilmour

J Welsh

C Hunter

M Nisbitt 0.5 fte

L McLean

**Mathematics**

J Friel PT

K Burns

J Connor

P McCormack

C Swanson

R Dempsey

D Quail

S Welsh

R Dempsey

**Science**

J Callan PT

N Shearer

E Carroll

I Gibson

M Brady

E Gallagher



I Carroll

C Gabbott

D Kiddie

### **Technological Studies**

D Kerr PT

P Duddy

A Warnock

L Logan

N Hyteris

L Stewart PTPS

### **Religious Education**

L Killean PT

B Reilly

A Miller

### **Inclusion support**

P Higgins PT

C Quay



### **OUR PARTNER PRIMARY SCHOOLS**

- All Saints Primary School  
Tel No. (01236) 794808
- St. Aloysius Primary School  
Tel No. (01236 757711)

88 Bellsdyke Road, Airdrie, ML6 9DU  
Headteacher: Mrs M McMullen

1 Honeywell Crescent, Chapellhall, ML6 8XW  
Headteacher: Mrs A M McClymont



Monday		Tuesday		Wednesday		Thursday		Friday
8.55-9.45	1	8.55-9.45	1	8.55-9.45	1	8.55-9.45	1	8.55-9.45
9.45-10.35	2	9.45-10.35	2	9.45-10.35	2	9.45-10.35	2	9.45-10.35
10.35-10.50	Break	10.35-10.50	Break	10.35-10.50	Break	10.35-10.50	Break	10.35-10.50
10.50-11.40	3	10.50-11.40	3	10.50-11.40	3	10.50-11.40	3	10.50-11.40
11.40-12.30	4	11.40-12.30	4	11.40-12.30	4	11.40-12.30	4	11.40-12.30
12.30-1.15	Lunch	12.30-1.15	Lunch	12.30-1.15	Lunch	12.30-1.15	Lunch	12.30-1.15
1.15-2.05	5	1.15-2.05	5	1.15-2.05	5	1.15-2.05	5	1.15-2.05
2.05-2.55	6	2.05-2.55	6	2.05-2.55	6	2.05-2.55	6	2.05-2.55
2.55-3.45	7	2.55-3.45			7	2.55-3.45		

- St. Andrew's Primary School  
Tel No. (01236 632070)  
Laggan Road, Airdrie, ML6 0LL  
Headteacher: Mrs J Flanagan
- St David's Primary School  
Tel No. (01236 757629)  
1 Annieshill View, Airdrie, ML6 7NY  
Headteacher: Mrs MJ Livingston
- St. Dominic's Primary School  
Tel No. (01236 794818)  
Petersburn Road, Airdrie, ML6 8DX  
Headteacher: Mrs J Sweeney
- St Edwards's Primary School  
Tel No. (01236 794830)  
South Biggar Road, Airdrie, ML6 9LZ  
Headteacher: Mrs S Egan
- St Mary's Primary School  
Tel No. (01236 757660)  
Drumfin Avenue, Airdrie, ML6 7QP  
Headteacher: Mrs A Kelly
- St Serf's Primary School  
Tel No. (01236 632082)  
Thrashbush Road, Airdrie, ML6 6QU  
Headteacher: Mrs M McGuigan
- Cluster Improvement Lead  
Ms K Clarkson

Saint Margaret's RC High School  
Handbook 2021-2022



School Term/Holidays	Starts	
Autumn First Term	12 Aug 2021 (Thu)	23 Sep 2021 (Thu)
Autumn Half Term Holidays	24 Sep 2021 (Fri)	27 Sep 2021 (Mon)
Autumn Second Term	28 Sep 2021 (Tue)	8 Oct 2021 (Fri)
Autumn Holidays	11 Oct 2021 (Mon)	15 Oct 2021 (Fri)
Winter Term	18 Oct 2021 (Mon)	22 Dec 2021 (Wed)
Christmas Holidays	23 Dec 2021 (Thu)	7 Jan 2021 (Fri)
Spring First Term	10 Jan 2022 (Mon)	11 Feb 2022 (Fri)
Spring Half Term Holidays	14 Feb 2022 (Mon)	16 Feb 2022 (Wed)
Spring Second Term	17 Feb 2022 (Thu)	1 Apr 2022 (Fri)
Easter Holidays	4 Apr 2022 (Mon)	18 Apr 2022 (Mon)
Summer Term	19 Apr 2022 (Tues)	29 Jun 2022 (Wed)
Summer Holidays	30 Jun 2022 (Thu)	16 Aug 2022 (Tues)

Pupils Return Wed 17 August 2022

### ENROLMENT

Enrolment in Saint Margaret's is normally carried out from Primary School in January, when parents are given details of all schools in the area and are asked to state their intention either of sending their children to the partner Secondary School or of making a placing request for another Secondary School.

You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year, the NLC will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home, to a new area, parents are advised to



time any placing requests so that they take effect from the beginning of a new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

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

A placing request to Primary School does not necessarily ensure that your child will have direct entry to the partner secondary. Advice on this must be sought from the Primary School Head Teacher. All placing request details and procedures are available from the school or the Council's website. Parents who are offered or who seek a place in this school for their children are most welcome to make an appointment to visit the school.

Parents 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 schools or special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.

A full programme of primary/secondary liaison runs continuously throughout the year. In the first term, the parents of P7 children from the partner primaries are invited to attend a Partnership Evening in St Margaret's with their P7 sons and daughters. This event allows parents and students to take part in workshop activities which reflect the everyday classroom experiences of our First Year students.

During the school year P6 and P7 students take part in many workshops and activities such as Technology Workshops, Science Workshops, Expressive Arts Workshops, Primary Mathematics Challenge and Fashion Show. The transition programme includes visits to primaries from staff at St Margaret's High School as well as visit to St Margaret's High School by P7 pupils. Lessons are delivered by a variety of departments which include: Business Education, English, Expressive Arts, Mathematics, Modern Languages, Physical Education, Religious Education and Social Subjects.

In the summer term, Depute Head Teachers and Pupil Support staff visit the Primary schools to meet with the incoming First Year students to discuss individual student needs with primary colleagues. Arrangements are also made for all incoming First Year students to participate in a visit to the school.

#### **SENIOR LEADERSHIP TEAM**

The leadership of the school is responsible for the policy making, the long term planning, and the day to day administration.

The Senior Leadership Team are:

Head Teacher	Stephen Snee
Depute Head Teacher	Helen Grant (S1)



Depute Head Teacher	Mark Milarvie (S2/S3)
Depute Head Teacher	Stephen Grimshaw (S4)
Depute Head Teacher	Carolanne Lees (S5/6)
Depute Head Teacher	Lorraine Williamson (Pupil Support & Inclusion)

While the Head Teacher has total responsibility for the leadership of the school, various duties and responsibilities are allocated to each member of the Senior Leadership Team. At present the main duties and responsibilities allocated to each member of the Senior Leadership Team are as follows:

**Carol Anne Lees**

Responsibility for Transition P7/S1, PEF, SAC, School Fund, Staff Cover, Health & Wellbeing.  
Year group responsibility S1

**Stephen Grimshaw**

Responsibility for EMA, Scholar, School Calendar, IT Coordinator, Click & Go, Transport, College and External providers  
Year group responsibility S2

**Helen Grant**

Responsibility for Staff Induction, Statistical Returns, Insight, Holiday Cover, Pupil Excursions/Activities, Inventory, Work Experience, Leadership  
Year group responsibility S5/6

**Lorraine Williamson**

Responsibility for Pastoral Support, LAAC Coordinator, GIRFEC Agencies, School Medicals/Community Health, Coordinator, Child Protection, Restorative Practices  
Year group responsibility S4

**Mark Milarvie (0.2)**

Responsibility for SQA  
Year group responsibility S3 (0.2)

**PUPIL SUPPORT IN SAINT MARGARET'S HIGH SCHOOL**

**SESSION 2019 - 2020**

Depute Head Teacher	Mrs L Williamson
Principal Teachers	Mrs L Stewart
	Mr S McConnell
	Mr P Mina
	Mrs L Lawlor (acting)



School Chaplain	Father R Breslin
Home Partnership Officer	Mrs J Galloway
Principal Teacher of Inclusion	Mr P Higgins
Educational Psychologist	Ms F Primrose
Youth Counsellor	Ms J Gifford

### **WHOLE SCHOOL SUPPORT FOR PUPILS**

“Learning through Health & Wellbeing promotes confidence, independent thinking and positive attitudes and dispositions.....

It is the responsibility of every teacher to contribute to learning and teaching development in this area”

*‘Building the Curriculum 1’*

All teachers have a pupil support role. All members of staff have an active Pupil Support role in that they show a wider concern for students than that associated with academic progress. They are involved in actively encouraging each child’s personal and social development and health and wellbeing.



## **THE ROLE OF THE PUPIL SUPPORT TEACHER**

The Pupil Support Teacher is the principal contact between home and school and one of his/her more important functions is to offer support to the student and to the parent. They do this in the following ways:

### **SUPPORTING STUDENTS**

The principal aims of each Pupil Support Teacher are to ensure that;

- Each child has a sense of truly belonging to the school community.
- Each child is aware of the personal interest taken in them to support their progress and general well-being.
- Each child is encouraged to develop a mature, responsible and caring attitude through involvement in group activities e.g. at Mass and other religious celebrations, assemblies, social events and involvement in charitable efforts.

### **SUPPORT GROUPS**

Some of our students may require additional support from time to time for a number of reasons. To meet this need support groups are formed. These groups consist of six to eight pupils and focus on specific issues for those pupils, e.g. Building self-esteem, attendance issues, social skills etc. These groups will meet for one period per week over a six week period. The groups are led by a variety of staff including, Pupil Support Staff, Teachers, Social Worker, Educational Psychologist, Home/School Partnership Officer etc.

### **EQUAL OPPORTUNITIES**

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

Implementation of the Education, Skill 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>



## CAPTAINS

The pupils in Saint Margaret's RC High School are led by elected Senior Captains. All S6 pupils applying for the post of Senior Captain have to complete an application form and deliver short presentation to the Pupil Council representatives from across all year groups. A short list is drawn up and the successful candidates are then interviewed by our Head Teacher, our School Chaplain and a one of our local Business Partners. The Year Head for the Senior School has the responsibility of managing the entire application process and also announcing the successful students to both the staff and student body.

The role of the Senior Captain involves many responsibilities and duties. We are there to set an example to younger students and we act as a link between the Senior Management and pupils. We're here to give students of all ages a voice within our school community. We have a strong presence within the school, often visiting year group assemblies to pass on information, and visible around the school by the braiding on our blazers.

We aim to represent our school well, and in doing so when visitors come to the school we welcome them and guide them around the school as well as attending events in the local community and, for example, presenting cheques to charitable organisations.

Additionally we have an active involvement in the production of the school year book, the arrangements for the formal dance, the organisation of the Christmas party, and overseeing the various committees chaired by the S6 Senior Captain's Team.

Although the role of Captain is demanding we enjoy the responsibility that it brings which we feel helps us to develop skills and grow as a person. We are passionate about our school and enjoy the chance to give back. Our Senior Captains for session 2018 -2019.





## CURRICULUM FOR EXCELLENCE

Saint Margaret's RC High School has designed the Curriculum to reflect CfE aims, experiences and outcomes in line with 3-18 national guidelines which aim to ensure the educational provision is coherent, continuous and progressive from primary through to the secondary stage. This involves us working in cooperation with our primary colleagues in order to enable all pupils to build on their prior learning and therefore, able to make steady progress in their learning.

In order to ensure this continuing progress, we timetable staff from a range of curricular areas to liaise with P7 staff in our partner primary schools to identify the strengths and needs of pupils as they embark on the secondary stage of their education. Our Inclusion Principal Teacher is closely involved in this process.

The English and Mathematics Departments have also established programmes which will ensure that all P7 will be able to progress smoothly into the S1 English Language and Mathematics courses.

A Primary/Secondary Liaison calendar of events is given out at the start of each school year to the P6 and P7 pupils in each of our partner primary schools. The calendar not only lists P6/7 visits to Saint Margaret's High School but also visits from our Inclusion Team, Depute Head Teacher responsible for S1 to P6/7 pupils in their own schools. Two of the highlights of this calendar are the P7 Partnership Evening held every November for P7 students and parents and the P7 Induction Days which are held in May.

## WHAT IS A 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.

### What are the Curriculum areas in

There are 8 Curriculum for Excellence

Expressive arts  
Health and Wellbeing  
Languages (literacy)                      Social  
Mathematics

### Curriculum for Excellence?

areas.

Religious and Moral Education  
Sciences  
Studies  
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 in to two phases**

The Broad Education (BGE) is from nursery to the end of Secondary School Year 3. Learning is divided into levels. These levels are as follows:

<b><u>LEVEL</u></b>	<b><u>STAGE</u></b>
Early	the pre-school years and P1 or later for some
First	the end of P4 but earlier or later for some
Second	to the end of P7 but earlier or later for some
Third & Fourth	S1-S3 but earlier for some
Senior Phase	S4-S6 and college or other means of study

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.

### **FIRST AND SECOND YEAR CURRICULUM**

Current classes in S1 are arranged in mixed ability groups which reflect the advice and information given to us by our primary colleagues. A wide ranging and challenging curriculum is followed by pupils in S1 and S2. Subjects studied are:

- English/Mathematics
- Social subjects
- Science
- Spanish
- Music/Art & Design
- Technical Education/Home Economics
- Information & Communication Technology (ICT) S1 only
- Physical Education
- Religious Education
- Personal, Social & Health Education

Current arrangements are for pupils at the end of S2 to choose 9 subjects from a range of subjects offered in the Option form. All students continue to study English and Mathematics. Choices will reflect the developing needs and interests of our young people.



Care is taken to ensure that each student chooses the subject to which he or she is most suited and the programme of options procedures includes an opportunity for parents to come to the school to discuss their children's proposed courses.

It should be noted that all courses in the school are open to both boys and girls. Indeed, it is the firm policy of Saint Margaret's, in line with North Lanarkshire Council policy, to encourage students to consider the full range of courses available, irrespective of traditional stereotypes.

### **THIRD AND FOURTH YEAR CURRICULUM**

At the end of S2, pupils will be able to personalise their learning by selecting courses that will still reflect the broad general education of CfE. In S3, the curriculum is designed to offer a wide opportunity for every learner across the broad area specified by CfE guidelines. Our S3 courses allow for greater depth of learning across 8 curriculum areas in addition to Core PE, RE and Tutor Time. Aspects of Literacy, Numeracy and Health and Wellbeing will combine to be taught by all departments. Deeper learning in S3 will allow students to continue with 7 courses/subjects into S4.

Throughout S3 and S4 there will be careful monitoring of students' progress and regular reports issued to parents.

### **FIFTH AND SIXTH YEAR CURRICULUM**

In Fifth and Sixth Year, which are the post-compulsory years of education for most students, we offer a wide range of courses at different levels. These courses are tailored to suit the full range of needs and interests of the large numbers of students who now stay on at school to complete Fifth and Sixth Year.

At the Fifth Year stage, students are asked to select a course of study comprised of 5 subjects. The actual course they will follow in each of the 5 subjects will be determined by the level of award they attained in previous years and by their interests and future career intentions. Courses available include those at Higher, national 4 and National 5 levels and Advanced Higher. It should be noted that the range of courses may be subject to change, reflecting staff availability and developments in the curriculum.

Prior to students finishing Fourth Year we provide an information options booklet offering advice and information on the full range of courses available in S5/6. A well-established Senior School Conference also helps to prepare all students returning for their last 2 years of secondary education and includes advice on career pathways and Further and Higher Education.

In addition to the subjects chosen by S5/6 students for presentation in external examinations, a timetabled allocation is made each week for Religious Education.



## **ASSESSMENT**

### **HOW WILL MY CHILD'S LEARNING BE ASSESSED?**

The way that pupils are being assessed is changing as part of the wider changes in Scottish education under Curriculum for Excellence. More details on these changes will be available throughout the year.

Assessment is an important and integral part of the learning process. Teachers give students tasks which are challenging yet achievable and help develop the students' knowledge, understanding and skills. Good assessment helps both the teacher and the pupil by identifying and recognising achievement and plan next steps in the learning process.

In Saint Margaret's, Assessment is for Learning (AifL) is a programme that aims to improve classroom assessment and the way teachers share assessment information with learners and parents. As part of AifL, schools are developing personal action planning for all children, as a basis for discussing their progress with them and their parents. All feedback should inform learners and parents of the learner's strengths and next steps in learning. Learners are expected to focus on areas of weakness identified in feedback and their action plans to improve their performance.

When teachers believe pupils have a good grasp of a significant body of learning. They will confirm their judgement through summative activities, class tests and/or National Qualifications.

Wider methods of assessing achievement include Foundation Apprenticeships, Sports Leaders Award, Duke of Edinburgh Award and Saltire Award.

## **REPORTING TO PARENTS**

Parents can expect to receive progress reports on their children's performance at least twice a year. In the case of S1 and S3 pupils two reports will be issued in order to monitor closely the progress of pupils during their first three years of the Broad General Education which is part of a Curriculum for Excellence. Parents may request an update at any time by contacting their child's pupil support teacher.

Due to changes in the curriculum, as part of the curriculum for excellence developments, reports are also changing. Explanatory notes will accompany the reports in an attempt to clarify the levels for the new courses which form part of a Curriculum for Excellence.

We aim to schedule Parents Consultation Evenings close to the issue of a report to afford parents the opportunity to seek further clarification, if necessary, from class teachers and pupil support staff. We



recognise that the 'new' style reports will take some time to get used to for pupils, parents and teachers and, as a result, we are happy to address any issue brought to our attention by parents using the reply slip on the full reports or by contacting their child's pupil support teacher.

Less formal methods of reporting will continue to supplement this system and ensure parents are kept informed out with the formal reporting dates. These may include telephone calls, notes in jotters, letters home etc.

The school remains committed to working with North Lanarkshire Councils Learning and Leisure Services to develop these reports.

## **HOMEWORK**

It is school policy that homework should be an important part of a well-structured curriculum from S1-S6. Together with parents, the school wishes to develop in students a positive attitude to study in school and at home.

There are many kinds of homework tasks which may be set, from the completion of classwork, to the study of more advanced aspects of courses to stimulate interest and to promote high achievement in students. In general S1 and S2 workloads will be lighter than homework set in the middle and upper school.

Parents play an essential part in ensuring the benefits of homework. Their cooperation in helping to monitor their child's progress with homework is highly valued by the teaching staff.

## **SCHOOL POLICY ON SUPPORT FOR LEARNING AND SOCIAL INCLUSION**

### **SUPPORT FOR LEARNING AND INCLUSION**

Saint Margaret's RC High School complies with 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 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.

The Support for Learning (SfL) Department, in accordance with the Additional Support Act (Scotland) 2009, supports all students who may require additional help at any time throughout their school career and supports staff to ensure an appropriate curriculum is provided for all students. It is our aim to support students' educational needs by providing structures/strategies that enables all to access the curriculum appropriately and inclusively; to facilitate a broad, balanced curriculum which ensures progression, cohesion



and continuity and to support all staff in delivering this. In accordance with a Curriculum for Excellence we strive to enable all students to become Successful Learners, Confident Individuals Responsible Citizens and Effective Contributors.

The department consists of a Principal Teacher who manages the support and Additional Support Needs Assistant (ASNAs) who assist students in class. The Support for Learning staff may help them access the curriculum and achieve their potential.

The department liaises closely with the Pupil Support and subject departments as well as Educational and partner Agencies, such as Psychological Services, Health and Social Work to ensure students are fully supported. The department follows the Staged Intervention Process recommended in the Additional Support Act (Scotland) 2009, to identify and support students with additional support needs. Level one would be support within the classroom. Level two support would involve school SfL staff providing differentiated work and/or in class support. Level three would involve external support from within the Learning and Leisure Service, for example, the Area Support Manager, the Psychologist then level four support would require involvement with Partner Agencies such a Social Work or Health Level Two may and level three involvements will require an Additional Support Plan (ASP). Level four would require a Coordinated Support Plan (CSP). Multi-agency reviews are held for ASN students who have Coordinated Support Plans (CSPS) or Additional Support Plans (ASPs) to monitor their progress.

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.

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**

Additional Support Plans (ASPs) enable staff to plan for children with additional support needs. Some children and young people may require significant support from education and at least one other agency, such as health, social work, voluntary agency to help them meet their learning targets. Where this support requires a high level of coordination the opening of a Co-ordinated Support Plan (CSP) may be considered. Parents and young people can, if they wish, request a CSP and are very much part of the process. A CSP may be initiated by the school or another agency. Parents will receive letters from the Educational Authority throughout the process of producing a CSP. 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 in 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 Adjudication** 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 coordinated support plans, placing requests and post school transition. If you disagree with any decisions relating to your child Coordinated Support Plan, either the creation of a CSP, or the content of it you may be able to refer to the tribunal.

An English as an Additional Language (EAL) teacher visits weekly to support several students for whom English is not their first language and S1/2 EAL students also work in a group three periods a week with SfL staff and Probationer Teachers who volunteer some of their class non-contact time to support them. ASNA staff also support EAL students in some classes.

The SfL teachers also visit the P6 and P7 partner primary schools to gain information on students who require additional support or require challenge. This year they are also presenting a workshop to P7 on Learning Styles and strategies to make their learning/study more effective. All information gained goes in to Pen Portraits which staff are given before the new S1 arrive so that they are aware of their needs. P6 and P7 workshops in Co-operative Learning and Creative Writing are organised by the department involving various staff from departments throughout the school. The SfL department has an open door policy to encourage students, staff and parents to approach for support when required.

The S6 Learning Partners' Programme has been in place since 2002. It involves S6 students who have volunteered to give up their time to help younger students in their classes.

They support students in mainly S1/2 classes but also in some S3/4/5 classes where there are students with specific needs. They work with a student or group of students to help them achieve their potential. The teacher decides who they will work with and what they will do. They may work with a child to make sure he/she understands a task, read for a child who is struggling with reading a text, scribe (write) for a child who has difficulty writing, keep a child who is easily distracted on task or help a child who has missed work to catch up.

## **SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES**

### **A CHARTER FOR CATHOLIC EDUCATION SCHOOL IN SCOTLAND**

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life will feature the following characteristics:

- A commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- An inclusion ethos which aims to honour the life, dignity and voice of each person, made in the image of God
- A commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- A commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- The provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- A commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- A commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- A commitment to ecumenical action and the unity of Christians;
- The promotion of respect for different beliefs and cultures and for inner-faith dialogue;
- A commitment to support the continuing professional and spiritual development of staff.

**All staff appointed to a Catholic school** are expected to support and promote the aims, missions values and ethos of the school, as illustrated in the Charter.





## SCOTTISH CATHOLIC EDUCATION SERVICE

### Religious Observance in the Catholic School



The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide “Religious Observance” in Scottish schools. This is defined in a national R. O. Review Group report published in 2004 as comprising: “community acts which aim to promote the spiritual development of all members of the school’s community and express and celebrate the shared values of the school community”.

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

*Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration. 1*

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints. Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e. Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions – e.g. the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain



stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

***Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.***

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

## **RELIGIOUS EDUCATION AND OBSERVANCE IN SAINT MARGARET'S RC HIGH SCHOOL**

Saint Margaret's RC High School is Catholic in its aims and philosophy, and in its way of life which is consciously cultivated at all levels throughout all departments and in relationships.

### **RELIGIOUS OBSERVANCE**

Holy Mass is celebrated regularly in the Oratory. Class and year group masses and liturgies are held on a regular basis.

The Oratory is also used throughout the year for special religious services appropriate to the Church's calendar and it serves as a quiet place where students and staff can go to pray. A retreat day is offered to all students at different points in the year where pupils follow a programme of workshops and spiritual reflection. Provision is made for all children to attend Mass on Holy Days of Obligation and to receive the Sacrament of Reconciliation at Advent and Lent.

### **THE SCHOOL CHAPLAIN**

Our school chaplain, Father Breslin, is involved not only in the area of religious instruction but essentially in the realms of spiritual and pastoral care and is available for consultation by staff and students. The link with parishes is maintained by inviting priests who serve the parish to come to school to talk to the children and through pupil involvement in the Mass ministries on Catholic Education Sunday.



## RELIGIOUS EDUCATION

All pupils have two periods per week of Religious Education during which they study the appropriate syllabus for each Year Group based upon the Religious Education Programme devised by Motherwell Diocesan Advisorate, the new national programme called 'This is our Faith in conjunction with some Courses offered by the SQA. The school's Religious Education Programme therefore meets the requirements of National Guidelines published by the Scottish Government in conjunction with the Scottish Catholic Education Commission, all RE classes are taught principally by specialist RE Teachers and members of the school's extended Religious Education team.

Pupils are encouraged to put their faith into action by responding to the gospel message of love your neighbour. All year groups are involved in major fundraising efforts for various charities during the study of relevant topics in the RE programme.

The CARITAS award for S6 students is now well established in the School. Students are involved in exploring the meaning of their faith through work in parishes and in the school. Students also work closely with our primary students who are involved in the Pope Francis Faith Award.

A continuing initiative for the school this year will involve all pupils in fundraising and curricular projects on Malawi and Saint Andrew's Hospice.

The role of the Principal Teacher is to oversee the total Religious Education Programme and facilitate the smooth running of the RE syllabus by supporting the class RE teachers in each year group.

In these ways the school seeks to implement the local authority policy statements on Religious Education and Religious Observance. It is recognised that the Education Act allows parents to withdraw their children from any instruction in religious subjects and from religious observances and any such students will not be placed at a disadvantage with respect to secular education.

However, we feel certain that all parents, who have, after all, chosen freely to send their children to a Catholic school, will wish their children to attend all religious instruction and observance in the school.

Any parents who may wish to request the withdrawal of their children from such religious instruction or observances must, in the first instance, request a parental interview with the Head Teacher.

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 student noted as an authorised absentee in the register.

### PLACING REQUESTS

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



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

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

Once a pupil has reached the school leaving age the pupil **not the pupils' parents** may choose which school to go to.

### **FREEDOM OF INFORMATION**

Freedom of Information (Scotland) Act 2002 came in to force in 2005. The act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the council to respond. To deal with the 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 and Records Management Officer can be contacted by telephone on 01698 524712

### **DATA PROTECTION**

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 2018. The information you give is held securely, treated confidentially and only used for the statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 2018 you are entitled to access the information held. In terms of section 7 of the Act such requests should be sent to the Freedom of Information and Records Management Officer.

### **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 of free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance 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 allows SGEP, Learning & leisure Services 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 (2018). 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](http://www.scotxed.net)).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry our 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 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](mailto: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 that all our children and young people are safe and protected from harm at all time and in all situations.

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 Protections Procedures and Guidelines.

**Child Protection Co-ordinator is:**                      **Mrs L Williamson**                      **01236 794888**



## **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 school's actions in response to Adult Protection concerns.

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

**Adult Protection Co-ordinator is:                      Mrs L Williamson                      01236 794888**

## **SCHOOL DISCIPLINE**

### **THE RULES OF OUR SCHOOL**

1. Treat fellow pupils and all members of the school community with respect.
2. Wear school uniform every day stated in the School Handbook.
  - No hooded tops.
  - No baseball caps.
  - No football colours.
  - No denim jackets, trousers.
  - The only jacket you may wear in class is a blazer.
3. Respect the school environment. Put all litter in the bin.
4. Do not vandalise books, jotters or your school.
5. The only thing you may drink in class is water – with permission of the teacher.
6. No smoking anywhere around the school. We are a Health Promoting School.
7. All forms of bullying are cruel, will not be tolerated in our community and should be reported to a teacher or "Buddy",
8. Accept and Act on signs you see displayed around the school.



## **ANTI-BULLYING**

### **APPROACHES TO BULLYING – POLICY STATEMENT**

We are committed to North Lanarkshire councils' vision and belief "that every child has the right to grow up free from bullying behaviour..." All those who play a daily role in the lives of our learners should be enabled to prevent bullying behaviour and respond effectively to incidents of bullying behaviour when they occur. (NLC Anti Bullying Policy).

In Saint Margaret's High School the approach to bullying is encapsulated within our School Mission Statement and our declared aims and objectives. We aim to develop a caring, supportive atmosphere, where every member of our school community feels valued and respected. This approach is reflected in classroom management, teaching methodologies and in staff-pupil relationships, both formal and informal. In striving to develop this caring ethos and a real sense of community within the school, we aim to minimise the occurrence of bullying.

In addition to this whole school approach to developing positive relationships, no pupil should be anonymous in Saint Margaret's RC High School, we tackle the area of bullying in a number of very practical ways to ensure all young people feel safe and supported.

## **RELATIONSHIPS**

The standard of behaviour of our students has always been high and is invariably commented upon favourably by visitors to the school. While there are several reasons for this, a major factor is simply that the students see and respond to the very genuine interest that staff take in them and to the high expectations made of them. Exemplary behaviour and high attendance rates are confirmation of the high regard in which students hold the school. Certainly we are very fortunate in having an extremely good and happy relationship between students and staff, which makes for good 'tone' or ethos in the school, and creates a strong moral pressure against misbehaviour.

This is not to say that all students are always well-behaved or that cases of indiscipline never arise, cases of misbehaviour do occur from time to time and we try to deal with them as effectively and as positively as possible. As you will know, in common with other schools, Saint Margaret's RC High School uses verbal reprimand or moving of seat. If after these initial warnings an individual student's behaviour continues to give concern within the classroom, he/she will be referred to the Principal Teacher of the Department.

Further referral may be made to a Depute Head Teacher and eventually to the Head Teacher. At all stages Pupil Support Staff will be kept informed. Staff are encouraged to make positive referrals where a student's behaviour has been particularly good or where previously unsatisfactory behaviour shows considerable improvement.

As a broad outline of the necessary good behaviour/good manners we demand of all students, in order to have a happy, well-disciplined school, each student is issued with a 'Code of Conduct' and frequent reference is made to this by class teachers and Pupil Support teachers. Students are encouraged to accept responsibility for maintaining good order within the school community and treating all members of the community with respect.



## **PERSONAL, SOCIAL AND HEALTH AND WELLBEING EDUCATION PROGRAMMES**

Personal, Social and Health & Wellbeing lessons focus on getting to know each other and developing positive relationships

Anti-bullying themes and lessons are regularly addressed through curricular inputs and personal, social and health & wellbeing; lessons across all year groups. Respect for others is a regular item at year group assemblies.

All types of bullying behaviour are addressed – physical, verbal, emotional and cyber.

All aspects of prejudice base bullying including – body image, disability, racial, homophobic, looked after young people and sectarianism – are unacceptable

## **TEACHING/SUPPORT STAFF ROLE**

### **ROLE OF STAFF:**

To be vigilant and deal with suspected bullying or racial harassment directly and report this to Pupil Support Staff.

All staff have a particularly important role in the area.

All allegations of bullying behaviour to be taken seriously.

### **TRAINEE TEACHERS**

Part of induction support programme deals with developing positive relationships.

### **STAFF TRAINING**

This is based on developing classroom relationships and atmosphere. All staff have responsibility for the delivery of CfE Health and Wellbeing experiences and outcomes.

### **PUPIL SUPPORT**

#### **PROCEDURES FOR DEALING WITH SUSPECTED BULLYING AND RACIAL HARASSMENT**

- 'victim' interviewed
- 'Alleged bullies' interviewed as soon as possible. Warned that all behaviour likely to be regarded as bullying stops immediately.
- Others interviewed, witnesses, bystanders etc.
- All involved directed to report any further harassment immediately to Pupil Support staff.
- Parents and carers when appropriate, informed and invited to school for interview.



### **EXAMPLES OF APPROPRIATE ACTION TO BE TAKEN:**

- Support provided for all parties involved, the person experiencing the bullying behaviour and the person(s) displaying bullying behaviour.
- Warning, exclusions etc.
- Involvement of other agencies if required.
- All involved meet together to re-establish positive relationships.
- Pupil Support staff speak to other groups of pupils as required e.g. Small groups, classes, year group assemblies. 'No Bullying' message reinforced

Pupil Support staff monitor situations over a number of weeks/months by regular contact with pupil and parents.

Senior Leadership staff involved in any, or all of these stages, as appropriate.

With the continued effort of all members of the school community and with a continuing emphasis on the promotion of a supportive and positive school ethos, issues of bullying should not be a frequent occurrence.

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

### **EXTERNAL PROVIDER STAFF**

1. School disciplinary policy & procedures should be invoked when there is an incident involving any member of external staff (not employed by NLC) within an NLC establishment
2. 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
3. Any misconduct should be reported to a member of the school SMT before the close of the business day.

## **HOME AND SCHOOL LINKS**

### **SUPPORTING PARENTS**

Pupil Support Teachers offer general support to parents by:

- Being available through arranged interviews to meet with you at any stage, to discuss your child's welfare or progress
- Providing reports to give an overall view of your child's progress.
- Working with partner agencies who may be involved with the home e.g. Attendance Officer, School Nurses, Schools' Attendance Council, social Work Dept., Psychological Services, Careers Scotland Youth Counselling Service (YCS) etc.
- Home School Partnership Officer (HSPO)
- Providing information on changes to the curriculum.



- Assisting you at the major transition periods:
  - a. Transition from Primary School to Secondary School. Parents will have the opportunity to meet members of the Pupil Support Team at the Partnership Evening and are welcome to arrange to meet to discuss issues prior to the start of S1.
  - b. Subject Option Decisions at Transition Points  
At the various transition points in the Curriculum for Excellence programme the Pupil Support teacher is available to advise and discuss with parents their son or daughter's further course of study.
  - c. Transition from School to Further Education/Training, Pupils Support teachers can arrange for parents to meet with the Careers Advisor to assist decision making about your child's future and they can also provide resources and advice on courses of study on offer at Universities and Colleges of Further Education.

Every effort is made to ensure that Pupil Support teachers remain with their year groups in successive years thereby providing continuity of contact for student and parent.

Parents are most welcome to come and talk to their child's Pupil Support teacher at any stage in their child's school career to discuss progress or any factor which they may feel is affecting their child's education. Please note, however, that Pupil Support teachers are also subject teachers and interviews must be fitted into non-teaching time. It is necessary therefore to make an appointment in advance by telephone or letter.

However, when contact with parents is most advantageous and parents may be requested to attend the school for meetings for interview at the school has established strong links with the home over many years because we realise that the interest and support of parents is necessary for a complete and successful education.

It must be restated that every parent has the right to make an appointment to meet their child's Pupil Support teacher in order to discuss any matter relating to their child's progress. There are certain times throughout the school year following stages in their child's school career.

- Parents of Primary 7 students in partner primary schools.
- Within the broad general education of CfE junior phase – S1 – 3 students when choosing curricular pathways.
- S4/5/6 students to discuss continuing courses of study for NQ examinations.
- S1/2/3 students after issue of term reports.
- Information sessions, Raising Achievement Events and Parents' Meetings during the school day or in the evening to familiarise parents with the curriculum and the school's methods of delivering it.

Parents will be notified of meetings or request for interview by letter.

Parents should make full use of the Pupil Support service offered and they will find the Pupil Support Staff most approachable, helpful, informed and concerned about their child.



### HOME SCHOOL PARTNERSHIP OFFICER

The Home School Partnership Officer works to promote positive partnerships between the school, home and the community. The Home School Partnership Officer will work in a variety of ways to tailor support and programmes to best suit the needs of the young people and their families. In particular the HSPO will support those pupils who have educational, social and/or behavioural needs. The HSPO will work with the existing Pupil Support provision to develop:-

- Working with small groups to enhance their learning experiences.
- Working with small groups of pupils on topics such as self-esteem, dealing with stress, supporting positive attitudes and encouraging attendance.
- One to one pupil and family support. This support can take place within St. Margaret's or alternatively a home visit can be arranged by the HSPO.
- Meeting parents and families to provide support, advice and information.
- Supporting the Pupil Council. The HSPO each year facilitates training with all members of the Pupil Council in terms of their role in running a committee and the duties expected of them as Year Representatives.
- Working with primaries to support the transition to High School. This can include a Step-up Programme consisting of two sessions delivered to Primary 7 pupils prior to their commencement of secondary education and a Summer Transitional School offered to nominated primary 7 pupils targeted by their Primary School.
- The HSPO will also support senior pupils in training to become Buddies to S1 pupils. The HSPO develops and delivers Learning Partners training on building self-esteem, confidentiality and responsibility to S6 pupils who have been appointed as Learning Partners.
- Develop networks between young people, families, the school, community and other Agencies.

Home School Partnerships, A service committed to:

- Promoting Positive Partnerships
- Being Socially Inclusive
- Promoting Active Citizens
- Raising Achievement and Attainment

The Home School Officer for Saint Margaret's High School is **Mrs J Galloway**.

### NEWSLETTERS

Newsletters will contain information pertaining to previous whole school progress in many curricular and extra-curricular activities and information concerning future events such as parent meetings, staff in-service days etc.

### WEBSITE

Our School website is full of information and is updated on a very regular basis.  
([www.stmargaretshigh.org.com](http://www.stmargaretshigh.org.com))

### TWITTER

@MargaretsHigh



Looking for the HTML code and photo file link? Check out [this FAQ](#).

### **LOCAL PRESS**

School events and activities are regularly reported in the local newspapers.

### **PUPIL SUPPORT UPDATE**

At each Year Group Parent's Meeting, the Pupil Support staff will provide parents with information related to school, work and sociable/charitable events which concern the particular year group. There may also be advice on homework/study expectations and submission dates for folio assessments or career/Higher Education applications.

### **TELEPHONE LINKS**

It is often extremely helpful to teachers to make immediate contact in this way either to seek parent advice or acquaint them with matters affecting their child.

It is also helpful to parents who may have busy work schedules to pass on information in this way. Often by chatting on the telephone good, regular liaison can be maintained between home and school.

It is important that the school has an emergency contact telephone number (along with the home number) of a responsible adult (preferably a relative) who can take appropriate action if that parent cannot be contacted. Each child is supplied with a data request form for this at the beginning of each session. Please contact the school office to notify of any telephone number changes during the session.

### **INTERVIEWS**

Initial contact, concerning any matter related to your child, is with your child's Pupil Support Teacher.

Since all Pupil Support Teachers have a teaching commitment it may not be possible to contact them directly to arrange an interview. The school office should be contacted on:

**Tel No: 01236 794888**

You should ask for the Pupil Support Teacher in person. If they are unavailable to answer at that time, please leave your telephone number which will be passed to them, with a message to contact you when they are free to do so.

Pupil Support Teachers can arrange for:

- Extra work or transport for your son or daughter if he/she is medically indisposed.
- An update on your child's progress (two or three days should be allowed for this to contact subject teachers)
- An instant update on attendance
- A meeting with your child's subject teachers.

If initial contact with your child's Pupil Support Teacher cannot be arranged please contact

**Mrs L Williamson, Depute Head Teacher.**

### **SCHOOL – COMMUNITY LINKS**



Saint Margaret's High School has always prided itself on its commitment to strengthening the links with the community in all the geographical areas which it serves. This is seen in the first instance in our strong and continuing involvement with our partner Primaries and with the local Parishes in all the areas which we serve.

The commitment is also reflected in our involvement in a wide range of fund raising and charitable activities, such as Christmas parcels for the elderly and house bound. We also have strong, well established links with St Andrew's Hospice.

Many other charitable organisations in the Community benefit from fund raising by students eg. Hospitals and homes for the elderly. There are also groups of students who visit these organisations on a voluntary basis.

In addition, the evening hours and weekend of school term time is occupied by a very wide spectrum of leisure and recreational activities under the umbrella of Community Learning & Development.

Details of actual courses and pursuits available can be obtained by contacting the Community Learning & Development Resource Centre.

### **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.

Parents and schools therefore have a clear duty to ensure that children attend school on a regular basis.

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.

We must therefore insist that a student who has been absent returns to school with a note signed by the parent/guardian explaining the reason for the absence.

If you are aware that your child is likely to be absent for some time – i.e. longer than a period of three days, please inform the school either by telephone or letter.

### **ABSENCE ALERTS FOR PARENTS**

At Saint Margaret's we will operate a text message or e mail system that will contact you directly if your child is marked absent at period 1. This will ensure that the reason for the absence for the absence is known as soon as possible and alert you if your child is not in school when he/she should be.

By introducing this service our school is able to reassure you that we are meeting the Government's recommendations in contacting you on the first day of your child's absence. It will also provide an early warning system should your child go missing from school. As always your child's safety is our main concern.

### **GENUINE ABSENCE**



Where a genuine absence through illness or disability is prolonged parents should contact the Pupil Support teacher who will, if the child can cope arrange for subject teachers to provide work. They may, in very prolonged absences, also arrange for the provision of tutors once permission has been obtained from the Education Authority.

### **SUSPECT TRUANCY**

Parents who suspect their child may be truanting should contact their child's Pupil Support Teacher who will give them every support by counselling his/her child and monitoring their attendance. All requests for permission to leave school must be in the form of a signed note from the parent which the pupils will give to the office staff at morning interval. This note will be passed to their Pupil Support Teacher.

### **PROVISION FOR REGISTERING ATTENDANCE OF LATECOMERS**

Students are informed that should they arrive in school after 9.15 in the morning, they must report to reception to be signed in, explaining why they are late. They will then be issued with a LATE Slip which they must take to the class teacher. Their recorded absence will then be deleted on the central computer database and replaced by indication of Late Entry.

### **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 the end of term
- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences).

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



## **EXTENDED LEAVE WITH PARENTAL CONSENT**

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

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

## **EXCEPTIONAL DOMESTIC CIRCUMSTANCES**

Parents may request permission for 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.

## **MEDICAL AND HEALTH CARE**

### **ILLNESS DURING THE SCHOOL DAY**

Please note that the school does not have the service of a qualified nurse. In the event of a student becoming ill during the school day, members of staff are not authorised to issue any medication or advice on treatment. **If a child continues to feel unwell in school, parents will be notified and asked to collect the child from school.** Should your child show symptoms of illness or sustain cuts or bruises out with School he /she should be referred to his /her doctor.

### **MEDICAL/EMERGENCY CONTACT FORM**

Parents will be provided with a form on which they will be required to state any medical condition or physical disability affecting their child which might influence their educational attainment. This also forewarns the school of medical provision or facilities which must be made available. Should parents wish to discuss health matters of a more confidential nature then it is recommended that an appointment be made with Mrs L Williamson, Depute Head Teacher.

### **EMERGENCY CONTACT**

You will also be asked to provide the name, address and telephone number of at least one person who will be available immediately in case of illness or in an emergency (preferably a relation) since he or she may be asked to collect your child from school.

If it is thought necessary to send the student to hospital, the parent will be notified and asked to meet the child at the Casualty Department of Monklands General Hospital. (Often consent and signature of parent is required for further medical treatment)



In the interest of safety it is absolutely essential that parents inform the school as soon as possible of any illness or other factor affecting their child's progress.

### **MEDICAL/DENTAL APPOINTMENT**

Permission to release students from school for medical or dental appointments will only be given when written notice by the parent is received. Notes should be presented during morning break to the SLT at reception on the preceding day of the appointment.

When a prolonging series of appointments is indicated parents are requested to contact the pupil support teacher to ensure provision is made for missed school work.

### **MEDICATION DURING SCHOOL HOURS**

It is only on very rare occasions that children will require to take any form of medication during school hours.

(Most prescriptions allow for time adjustment so that parents can supervise the consumption/application of medicine at home) In these cases where children need to partake of medication in school the parents must contact the school to discuss how this best can be managed.

On no account must any child be given medicine to carry around school or be allowed to regulate own consumption/application of medicine at school.

## **MEDICAL AND HEALTH CARE**

### **INFORMATION IN EMERGENCIES**

We make every effort to maintain a full education service, but on some occasions circumstances arise which will 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 in touch by using letters, announcements in the press and on local radio and via the school and North Lanarkshire Website.

## **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. 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 Education, Skills and Youth Employment services 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 include items which:

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



- Could be used to inflict injury to other pupils or to be used by others to do so

Parents in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Assistant Chief Executive, Education, Skills and Youth Employment. Information and application forms may be from any school or First Stop shops. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits:

*Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit, 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 may be deemed to be a serious challenge to the Head Teacher's authority and to be detrimental to the wellbeing of the whole school community. In such circumstances a Head Teacher may justify the use of the school discipline procedure.

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

### **SCHOOL UNIFORM**

We regard Saint Margaret's RC High School as a community and encourage the wearing of its own smart, distinctive uniform including blazer to cultivate the community attitude. We recognise and are grateful of the strong commitment shown by parents over many years to the wearing of uniform. We believe it is advisable for the following reasons:

- it protects children from the effects of social distinction and competitive dressing
- it identifies the school in the local community. Our links with the community, local business and industry are very strong and if the uniform commands respect it can only enhance our students' future prospects for employment
- The wearing of uniform indicates a pride in the school and helps students take a pride in their appearance. This encourages self-respect and should lead to good attitudes towards school work.
- Students are not allowed to wear outdoor clothes (i.e. jackets, coats and scarves) in the classroom and in the corridors since this is not conducive to alert work practices or the general atmosphere of the school.
- It improves the security for pupils in and around school.



### **APPLICATION FOR FME**

Application forms are available from the school office or council offices. The school encourages all who are entitled to claim this to do so.



- Burgundy blazer with school badge
- White shirt/blouse
- School tie
- Grey dress trousers/skirt
- Grey or burgundy V-neck/pullover/cardigan
- Black/Brown/Burgundy shoes

### **UNIFORM STOCKIST**

Parents may contact school office for the telephone number and address of school uniform supplier.

School ties are also available direct from school.



## PHYSICAL EDUCATION

White t-shirt or school PE t-shirt, black shorts, black tracksuit bottoms, warm clothes for outdoor activities.  
**Training shoes are essential for indoor and outdoor activities.**

We make every endeavour to maintain the high standards of dress throughout your child's school career from S1 to S6 and would ask for your continued support by seeing to it that they always wear it for the duration of their stay in Saint Margaret's RC High School.

## SCHOOL – COMMUNITY LINKS

Saint Margaret's RC High School has always prided itself on its commitment to strengthening the links with the community in all the geographical areas which it serves. This is seen in the first instance in our strong and continuing involvement with our partner Primaries and with the local Parishes in all the areas which we serve.

The commitment is also reflected in our involvement in a wide range of fund raising and charitable activities, such as Christmas parcels for the elderly and house bound. We also have strong, well established links with St Andrew's Hospice. A broad range of fundraising events take place throughout the year to support our international partnerships, brothers and sisters in Malawi.

### **Charity Fundraising for Malawi, NO MAKEUP, NOVEMBER**

Many other charitable organisations in the Community benefit from fund raising by students eg. Hospitals and homes for the elderly. There are also groups of students who visit these organisations on a voluntary basis.

In addition, the evening hours and weekend of school term time are occupied by a very wide spectrum of leisure and recreational activities under the umbrella of Community Learning & Development.

Details of actual courses and pursuits available can be obtained by contacting the Community Learning & Development Resource Centre

### **EXTRA-CURRICULAR ACTIVITIES**

These cover a wide range of activities including cross country, athletics, netball, badminton, basketball, dance and skiing. The PE facilities are available every lunch-time to allow students to develop individual skills in badminton, basketball, table tennis, dance and to enhance personal fitness levels.





### **CARE OF PERSONAL PROPERTY**

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

All articles of uniform should be indelibly marked, since honest mistakes do arise. In addition, if by chance an article is stolen, it will be easier to identify if it is clearly marked with the owner's name and class.

In addition, students should not bring to school articles of value to school such as mobile phones, electronic games or other expensive items as their safety cannot be guaranteed. Neither should students bring large sums of money to school. Any payments for school trips should be made directly to the teacher organising the trip at the beginning of the school day or through our direct payment system.

### **OUT OF HOURS LEARNING**

Our Out of Hours Learning programme continues to assist the students of St Margaret's High School to develop vital skills to assist in study and for lifelong learning. Mrs Williamson DHT works with a wide range of tutors to provide an extensive programme of Out of Hours Learning activities.

Activities which help to raise the self-esteem of our young people and which help them to develop skills and to work together co-operatively in teams are a focus of the programme and they are delivered by a team of enthusiastic and dedicated staff at lunchtimes and after school.

Music, Art and debating activities prove very popular alongside the successful ICT clubs which enhance the technological skills of many pupils. The PE department offer a large range of activities including football, badminton, gymnastics, dance and trampolining.

Older students also benefit from study support sessions and Easter School, which run for four days during the Easter holidays as part of the Out of Hours Learning programme. Together these allow students to concentrate on subject based work with the additional benefits of:

- Expert help on hand
- Access to resources and equipment which may not be available at home
- Discussion with other students

With so many different activities on offer every student should be encouraged to become involved.



The programme aims to assist the students in acquiring skills to help them become more independent learners, not just for school, but for life.

### **SCHOOL MEALS**

There is a cafeteria system in operation for the serving of school meals. Hot meals are available, cooked on the premises by a qualified staff and a wide variety of snacks, sandwiches and filled rolls is also available. Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed from the child's school or dietician, or from North Lanarkshire's catering service. Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

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

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

Those who prefer to bring packed lunches will have accommodation available in the canteen/pupil social area and they will be expected to keep such areas clean and tidy.

All children are in receipt of a National Entitlement Card (YSC) which allows them to access purchase of food from the cafeteria.

**Children of parents receiving income support of Job Seekers Allowance (income based) Employment & Support Allowance (income related) are entitled to a meal without charge.**

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

**Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge**

**Parents are entitled to receive a clothing grant if they are in receipt of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Housing Benefit, and Council Tax Rebate.**

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



## **EDUCATIONAL MAINTENANCE ALLOWANCE (EMA)**

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

In session 2018/2019 students who are born before 1 March 2003 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.

### **ELIGIBILITY**

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

The income used as the basis of the assessment is the gross household income for the preceding financial year. The income thresholds used in assessing applications in Session 2017-18 are as shown below. These levels may be subject to changes in session 2018-2019.

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

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

### **ATTENDANCE**

Students in receipt of an EMA must attain 100% 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 5 day's self-certification would continue to require submission of 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 school 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. 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.

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

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



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

## **TRANSPORT**

### **GENERAL**

All matters relating to school transport should be referred to Mr. S Grimshaw, Depute Head Teacher.

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

Parents who consider they are eligible should obtain an application form from the school or from Education Skills and Youth Employment. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

There is discretion in special 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.

### **PICKUP POINTS**

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

### **PLACING REQUESTS**

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

### **TRAVEL DURING THE SCHOOL DAY**

Saint Margaret's has **two main forms** of transport arrangements

- (a) Contract buses for students. The schedules are timed to suit our start time in the morning and our dismissal at night. These buses operate to and from the school bus bays.
- (b) Contract taxi or minibus transport for students with special needs or from outlying isolated areas of the bus-routes. Travel by this form of transport can only be arranged by prior agreement with the Authority.

Please note: Contact Bus Passes are not valid on buses other than those of the issuing contractors.

### **BUS BAY**



The various pick up points some nine in number, have been assigned to all buses and students should queue on the pavements in an orderly fashion.

### **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 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**

Parent Councils came into force on 1<sup>st</sup> August 2007.

The composition of the Parent Council was determined by the Parent Forum. The Head Teacher is the professional adviser to the Parent Council.

The Parent Council's right 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.
- Improving home school partnership and facilitating parental involvement

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions of placing requests 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 Head Teacher has a right and duty to attend all meetings of the parent Council. Meetings of the parent council are open to members of the public.

The procedures for election of Parent Council Representatives for Saint Margaret's High School are as follows:-

- Nominations invited from parent/carers
- Membership will be a minimum of 6 parents/carers of children attending the school. The maximum size is 12
- The School Council will be selected for a period of two years after which they may put themselves forward for re-selection if they wish. All parents/carers of children at the school can take part in the election

**PARENT COUNCIL MEMBERS (All members can be contacted via school.)**

Chair	TBA Parent)
Vice Chair	Liam Spillane (Parent)
Clerk	Kirsty McSorley
Treasurer	TBA (Parent)
Church Representative	Giovanna Tweedie (Parent)
Member	Matthew Costello (Parent)
Member	June Ford (Parent)
Member	Louise Wholmes (Parent)
Member	Paul Timoney (Parent)
Staff	Helen Parker (Teacher)
Staff	Carol Anne Lees (Teacher)



## **PUPIL COUNCIL SYSTEM WITHIN SAINT MARGARET'S RC HIGH SCHOOL**

### **1 INTRODUCTION**

- 1.1 The purpose of this section is to describe school policy and procedures for involving pupils in making decisions about their personal, social, environmental, educational and spiritual welfare. It seeks to develop, clarify and exemplify expectations and procedures which will allow pupils to feel that they are being involved in and can affect their school experiences.
- 1.2 One of our aims is: *to develop and build upon the skills, expertise and commitment of all members of the school community, showing commitment to their welfare and development and promoting involvement and participation as key school values.*
- 1.3 This development, articulation and implementation of key policy circulars on learning and teaching and positive behaviour, both of which have at their heart belief that active pupil participation and respect for their views leads to more effective learning and positive behaviour on their part. Moreover, pupil participation has become increasingly more important in Standards and Quality inspections and self-evaluation exercises.
- 1.4 These proposals for procedures and arrangements for pupil involvement are made, therefore, with the intention of developing and fostering good citizenship among pupils and positive pupil/staff relationships.
- 1.5 *Within the structure of Pupil Voice arrangements, we offer the opportunity for young people to take on leadership opportunities, in the context of developing the key strands of Curriculum for Excellence, helping them develop raised self-esteem, further develop their self-confidence, and empower them to take on a more involved role in decision making whilst assisting them in working towards wider achievement qualifications.*

### **2 AIMS OF PUPIL COUNCIL SYSTEMS**

- 2.1 To draw upon the skills of all pupils in the school and to use them in the promotion of the common good of the school and the local community;
- 2.2 To help create a school climate which encourages a keen sense of involvement, community responsibility and citizenship among pupils at all stages in the school;
- 2.3 To involve pupils in discussing and making recommendations on various aspects of school life.

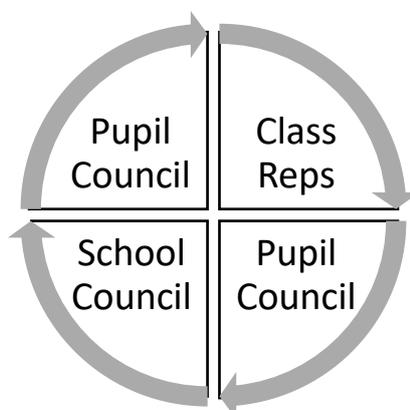


## PREFECT SYSTEM

- 2.4 During the S5/6 Induction in June, all senior pupils will be encouraged to become involved in school activities such as a school prefect. The duties of a school prefect would be:-
- a) To set the tone for all pupils in the school by personal example in behaviour, manner and uniform.
  - b) To undertake one or specific prefect duties such as; dinner duty/library supervision/parents' evening duties/buddy system/social active/ Christmas parcels.
- 3.2 These duties would be logged and recognised by a wider achievement community volunteering award. The election of the Senior Ambassadors would also be conducted at the S6 Induction. As well as representing the pupils of the school, these senior pupils would meet the Senior Leadership Team regularly to discuss key issues.

## 4 PUPIL COUNCIL

- 4.1 At the start of each session, there will be a presentation about the role of the pupil and school council and the role of the class representatives. Teachers will then be asked to conduct the election of 2 class reps per Transition class who will form the Pupil Council and 3 Year group representatives from each year group who will form the School Council. The School Council will be led by identified members of staff and 2 senior students who have been successfully chosen after interview.
- 4.2 The pupils elected will undergo a short training course consisting of basic skills such as note taking, listening and valuing others' opinions, and how to conduct meetings and control discussions. The importance of punctuality, attendance, dress, honesty and fairness will also be clearly stressed. The whole issue of responsibility and representation will be emphasised and participation in Transition time and assemblies or key events within the life of the school will be highlighted and expected.
- 4.3 Structure of Pupil Voice





Each pupil council will have a designated teacher. Each term each pupil council should have a designated focus that can change each term. This allows the young people to focus on the issues that affect their particular year group.

#### 4.3 **ROLE OF CLASS REPRESENTATIVES:**

- to consult peers and bring forward areas of concern;
- to disseminate information back to their classes;
- to witness their faith by leading prayer in registration and participating in assemblies
- to help organise charity events and social events for their classes;
- to participate fully in the issue or topic their year group has identified as their focus for the term

#### **ROLE OF YEAR GROUP REPRESENTATIVES:**

- to consult peers and bring forward areas of concern to Pupil and School Councils
- to disseminate information back to their designated year group
- to take a leading role in assemblies
- to witness their faith by leading prayer in registration and participating in assemblies
- to help organise charity events and social events for their year group
- to update and maintain the year group notice boards and tutor areas

#### 4.4 **PRIVILEGES** braiding and badge

#### 4.5 **MEETINGS**

held at pupil council times as per calendar of council events,

Pupil Council meetings chaired by members of pupil council

School Council meetings chaired by school ambassadors

Meetings will have an agenda, with minutes taken and later distributed.

Pupils to use transition time to discuss issues for future meetings and report.

to the head teacher to be invited to attend School Council

Class reps to issue notices of meetings / agenda / minutes on notice board.

Attendance at meetings to be monitored to encourage commitment.

Attendance at meetings to be monitored to encourage commitment.

### 5 **SCHOOL COUNCIL**

- 5.1 To enable all year groups and senior pupils to meet collectively and discuss cross-sector issues, School Council will be formed and meetings held once a term under the leadership of the School Council leaders. Each year group council will have representation on the School Council.



## 6 RESPONSIBILITIES

- 6.1 **DHT SENIOR SCHOOL** to organise the S6 Induction, the Prefect System and the election of Senior Ambassadors
- 6.2 **TEACHER** to conduct election of class reps and year group reps  
to actively support the class reps in performance of their duties  
to support teachers with responsibility for each year group
- 6.3 Nominated Teachers to actively support the class reps in performance of their duties
- 6.4 **SCHOOL COUNCIL LEADERS** To liaise with Year group reps to organise Pupil Council meetings each term  
To lead the School Council and represent the Pupil Voice  
To identify areas for improvement for the School Council  
To work closely with staff and pupils
- 6.5 **YEAR GROUP REPRESENTATIVES** To organise class reps meetings for their year Group.  
To represent the views of their year group at School Council meetings.  
To actively support the School Council Leaders.  
in taking forward improvements.



### Attendance & Exclusion

		% Total Absences	% Exclusion
2017/18	Saint Margaret's	9.8%	0.031%
	North Lanarkshire	8.9%	0.41%
2016/17	Saint Margaret's	13.36%	0.030%
	North Lanarkshire	11.38%	0.065%
2015/16	Saint Margaret's	8.30%	0.094%
	North Lanarkshire	10.33%	0.15%

### Grants

	Claimed free school meal		Claimed clothing grant	
	Number of pupils	% of pupils	Number of pupils	% of pupils
2018	192	17.30%	226	20.4%
2017	181	15.50%	235	20.2%
2016	238	19.33%	179	14.5%

### Pupil Equity Fund

Academic Year	Amount in Pounds
2017-2018	£124,600
2016-2017	£117,600



### PRESENTATION FOR EXAMINATIONS

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

#### Saint Margaret's RC High School

Percentage of S4 roll Achieving									
S4	5+@ National 3			5+@ National 4			5+@ National 5		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
	87.6	83.7	84.7	83.0	79.0	81.1	43.8	41.1	35.1
Percentage of S4 roll Achieving									
S5	1+@ Higher			3+@ Higher			5+@ Higher		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
	50.6	52.3	52.3	31.6	33.5	27.7	8.3	12.8	9.5
Percentage of S4 roll Achieving									
S6	3+@ Higher			5+@ Higher			1+@ Advanced Higher		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
	44.1	41.6	45.7	30.4	27.6	32.4	11.9	12.8	12.8

% shaded green indicate a positive performance against our virtual Comparator School

#### Virtual Comparator School

Percentage of S4 roll Achieving									
S4	5+@ National 3			5+@ National 4			5+@ National 5		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
	84.9	85.4	79.8	80.5	79.7	75.6	34.3	32.5	34.3
Percentage of S4 roll Achieving									
S5	1+@ Higher			3+@ Higher			5+@ Higher		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
	51.7	52.1	50.8	27.8	28.5	27.6	10.6	12.5	10.7
Percentage of S4 roll Achieving									
S6	3+@ Higher			5+@ Higher			1+@ Advanced Higher		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
	36.0	36.7	37.9	21.9	22.3	23.2	14.6	15.0	15.1



c

Percentage of School Leavers in Positive Destination 2016-2017			
	+ Leaver destination (Initial)	+ Leaver destination (Follow up)	Number of pupils
Saint Margaret's RC High School	89.0%	91.5%	236
Local authority	91.8%	91.3%	3,703

The transition from school to one of the following placements, would be deemed as a positive destination:

- Higher Education
- Further Education
- Pre-employment Training
- Employment
- Activity Agreement
- Volunteering



## USEFUL NAMES AND ADDRESSES

### **Learning & Leisure Services**

North Lanarkshire Council

Municipal Offices

Kildonan Street

Coatbridge ML5 3BT

Tel no: 01698 403140

### **Chief Executive Area Office**

North Lanarkshire Council

Civic Centre

Motherwell

ML1 1AB

### **Community Learning and Development Locality Office**

Airdrie CLD Locality Office

Chapelside Community Centre

Waddell Street

Airdrie ML6 6DL

### **Head of Education (Central)**

Gerard McLaughlin

### **Continuous Improvement Officers**

Jackie Cahill

Jackie Ballantyne

Kildonan Street

Coatbridge

ML5 3B

### **Careers Officer**

Gillian Lowndes c/o St Margaret's High School

### **Area Office**

Skills Development Scotland

61 Stirling Street

Airdrie ML6 0AS



**COUNCILLORS WHO HAVE WARDS COVERING OUR CATCHMENT AREA**

<b>Ward Name</b>	<b>Name</b>	<b>email address</b>
Airdrie North	Alan Beveridge	beveridgeal@northlan.gov.uk
	Sophia Coyle	coyles@northlan.gov.uk
	Tommy Morgan	morgant@northlan.gov.uk
	David Cullen	cullend@northlan.gov.uk
Airdrie Central	Jim Logue	loguej@northlan.gov.uk
	Trevor Douglas	douglastr@northlan.gov.uk
	Nancy Pettigrew	<a href="mailto:pettigrewna@northlan.gov.uk">pettigrewna@northlan.gov.uk</a>
	David Stocks	stocksd@northlan.gov.uk
Airdrie South	Michael Coyle	coylem@northlan.gov.uk
	Paul Di Mascio	dimasciop@northlan.gov.uk
	Ian McNeil	mcneili@northlan.gov.uk
	Sandy Watson	watsons@northlan.gov.uk



## **GLOSSARY OF TERMS**

### **COMPREHENSIVE SCHOOL**

All North Lanarkshire Council secondary schools cater comprehensively for every range of ability in the secondary population. A wide range of courses are provided at a range of levels to suit the needs of all pupils.

**CfE**– Curriculum for Excellence

### **CURRICULUM PROGRAMME**

The total range of subjects available within the school.

### **PARTNER AGENCIES**

Any outside body, e.g. Community Police, Social Work Department, Children's Panel, Careers Service etc., who work in partnership with the school in order to make full, caring provision for pupils.

### **3 – 18 (THREE TO EIGHTEEN)**

A programme involving close collaboration between Primary and Secondary school to ensure appropriate, coherent and progressive learning and assessment for pupils between 3 and 18 years of age.

### **EDUCATION SCOTLAND**

National body supporting quality and improvement in Scottish Schools.

### **SUBJECT OPTIONS**

The range of subjects offered to pupils to be studied at transition stages.

### **PLACING REQUEST**

The request made by the parent for his/her child to go to school out with the normal catchment area.

### **RESOURCES**

All ancillary equipment such as ICT audio-visual material, hardware and software, print and non-print materials, used in the classroom to support the learning process.

### **SQA**

Scottish Qualifications Authority. The agency responsible for running national examinations and accreditation Awards.

### **BGE**

Broad General Education of Curriculum for Excellence.

### **SGED**

Scottish Government Education Department

### **NATIONAL QUALIFICATION COURSES**

Courses offered at a range of levels from S3 onwards and certified by the Scottish Qualifications Authority (SQA)

### **MIXED ABILITY**

Teaching groups which are composed of children who represent the full range of ability.



### QUALIFYING STATEMENT

Although this information is accurate at the 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 in December each year.

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

### CONTACTS IN RELATION TO SUPPORT FOR LEARNING

Help and advice on any matters relating to Additional Support Needs are available from:

Karen Clarkson (Airdrie Area)

Additional Support Manager

Municipal Buildings

Kildonan Street

Coatbridge

ML5 3BT

01236 632363

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.

Tel: 0345 123 2302

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

#### **Resolve:ASL**

0131 222 2456

[smitchell@childreninscotland.org.uk](mailto:smitchell@childreninscotland.org.uk)

#### **Scottish Independent Advocacy Alliance**

0131 524 1975

Mansfield Traquair Centre

15 Mansfield Place

Edinburgh

EH3 6BB

[enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

[www.siaa.org.uk](http://www.siaa.org.uk)

#### **Reference to Additional Support Needs Tribunal (Scotland)**

##### **ASNTS**

4<sup>th</sup> Floor

1 Atlantic Quay

45 Robertson Street

Glasgow

G2 8JB

0141 302 5960

##### **NHS Lanarkshire**

Airdrie Health Centre

01236 772200

##### **Airdrie Social Work**

Coats House

Gartlea Road

Saint Margaret's RC High School  
Handbook 2021-2022



Airdrie, ML6 9JA  
01236 757000



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Waverley Drive  
Airdrie  
ML6 6EU

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Website: [www.stmargaretshigh.org.com](http://www.stmargaretshigh.org.com)

Follow us on twitter: @MargaretsHigh



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