

St Maurice's High School

School Handbook 2020/2021

The Spirit of St Maurice's



Love God, Love Learning, Love One Another

Success

Perseverance

Integrity

Respect

Inclusion

Trust



School Vision, Values and Aims

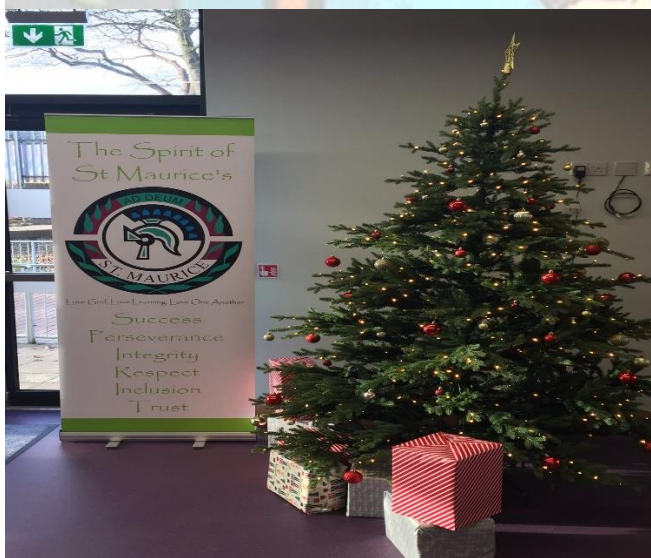


In session 2018/2019, we reviewed and revised our school vision, values and aims, which now forms 'The SPIRIT of St Maurice's'. As a community of faith and learning, our motto encourages all within our school community to Love God, Love Learning and Love One Another. Moreover, our school values are encompassed within the word SPIRIT, which is an acronym for:

Success Perseverance Integrity Respect Inclusion Trust

All members of our community are expected to endorse our school values and to ensure that these are evident in our actions and interactions. Our Student Forum also led a review of our school aims and the aims below reflect the collective responsibilities and aims of our school for learners, staff, parents/carers and all connected with our school:

- Working together and helping others through acts of kindness, empathy and charity.
- Promote a culture which creates a positive, friendly and respectful environment for everyone within our school community.
- To learn, develop and grow as individuals and use our God given talents to become the very best that we can be.
- To strive towards excellence through hard work and dedication by setting ourselves high standards and achieving the necessary qualifications, skills and experiences to succeed in the world of work.
- To use all resources, help and support within the St Maurice's community to make the most of our school experience to prepare us for the future.





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Introduction from the Head Teacher

Mr James McParland

Purpose of this School Handbook

This booklet has been designed to help the pupils and parents considering admission to St. Maurice's High School for the first time.

A modern comprehensive school is a complex institution and can be a source of confusion, particularly for young pupils coming from the apparently more sheltered atmosphere of a primary school. It is hoped that this booklet will illustrate, briefly, how St. Maurice's is organised and administered. We hope it will enable parents and pupils to understand, at least in outline, what the school is trying to achieve and how we also try to ensure that your child is seen as an individual not just a name and admission number.

Head Teacher's Welcome

Welcome to the handbook of St Maurice's High School. We are extremely proud of our school and the positive ethos that exists across our school community. The strong working relationships that are evident within St Maurice's High School results in our young people having a great sense of pride in their school; ensuring that they make significant contributions to the life and work of the school and participate fully in a range of events across North Lanarkshire. In addition to this, we are in the unique position of having pupils contributing to three Catholic Church Diocese; namely the Archdiocese of Glasgow, the Archdiocese of St Andrew's and Edinburgh and the Diocese of Motherwell. Our shared vision for the school is as follows:

Within St Maurice's High School, we aspire to be a welcoming, safe and inclusive Catholic, Christian Community which aims to inspire all of our young people to reach their full potential through an ethos of hard work and the teaching of Gospel values.

The young people of St Maurice's High School are a credit to their families, their parishes and themselves. Not only do we wish to prepare our young people academically, we are also committed to promoting the Catholic faith, Christian values and the moral and spiritual development of all our pupils through the liturgy. We aim to work in partnership with parents and carers and all stakeholders within our school. I would encourage you to have a look at the information contained within our website and also to review some of our most up-to-date news via our twitter feeds. This will give you a real flavour of the excellent work that goes on within St Maurice's High School on a daily basis.

In St. Maurice's we aim to provide a fully comprehensive education for pupils from 12 to 18 years of age. This education will be organised to suit, as far as possible, the varying needs and abilities of pupils whether their intention be to proceed to Higher or Further Education, Public Service, Industry or Business. It will involve not only the development of the necessary academic skills enabling them to pursue their careers in later life, but also the provision of an environment and facilities



encouraging them to grow and mature through their years of adolescence. We hope also to develop good habits in relation to following an active and healthy lifestyle, which will serve our young people well throughout their lives. To achieve these aims the school depends to a very great extent on the support of parents, the Church, and the community. Communication with all members of the school community is therefore a high priority.

Morning Prayer

Lord, we offer you our day. Please help us to work in harmony with each other, to be tolerant and care for one another, and always to be patient and kind.

St Maurice, Pray for us

Afternoon Prayer

Lord, thank you for our day.

Forgive me for any hurtful things which I have said or done within our school community and give me strength to do better tomorrow.

Keep us safe on our journey home.

St Maurice, Pray for us



Charter for Catholic Schools in Scotland



Scottish Catholic Education Service

A Charter for Catholic Schools 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 inclusive 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 in life;*
- *A commitment to uphold the moral teaching faith tradition and sacramental life of the Catholic Church;*
- *A commitment to communicate Catholic social 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 inter-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, mission, values and ethos of the school, as illustrated in this Charter.



SCOTTISH CATHOLIC
EDUCATION SERVICE



School Information



School Contact Details

St Maurice's High School

Westfield

Cumbernauld

G68 9AG

Telephone number: 01236 794845

Fax: 01236 728660

Email: ht@st-maurices.n-lanark.sch.uk

School Website: <https://blogs.glowscotland.org.uk/nl/stmauriceswebsite/>

Capacity: 1344

Stages Covered: S1 to S6 (12 to 18 years of age approximately)

Current Roll: 979 (December 2019)

S1 171

S2 185

S3 184

S4 175

S5 156

S6 108

Probable Intake (Partner Primary Schools)

August 2020: 170

August 2021: 182

August 2022: 160



Accommodation

Phase 1, which came into use in August 1976, contains the school administrative offices, teaching rooms, assembly hall, dining room, Resource Centre/Library and staff accommodation at ground level with two landscaped internal courtyards. Above this is a two-storey block for Science, Home Economics, and Religious Education. A separate block gives access to the gymnasium, drama studio, dance studio, games hall and changing rooms

Phase 2, completed in August 1981, contains additional classrooms, staffroom and offices, including a conference room, and “open-plan” art department.

Apart from the buildings themselves the site has been used to provide two football pitches and a hockey pitch. A grass rugby and football pitch, to the rear of the pitches, has been in use since 2009.

Car parking is provided at the northern end of the school and janitors' accommodation is located overlooking this area. A lift, ramps and specially designed toilet accommodation have been provided to make possible the admission to the school of pupils with additional support needs.

A major fire (Feb 2003) destroyed one wing of our extension building. Work was completed on the upgrading and reinstatement of this area with the refurbished wing opening in August 2004. Maths/History/ Mod. Studies and Music departments are established in the new wing.

Community Facilities

Phase 3

A Sports Hall, partially funded by grants from the National Lottery Fund and Sports Scotland was opened by North Lanarkshire Council in January 2006. The Sports Hall and associated facilities are used by Saint Maurice's High School during the school day but at other times are a fabulous facility for the community, supporting the work done by partner clubs in the area.

We also offer extra support to our partner primary schools and other local primaries and endeavour to be a hub school supporting sports and activity provision for local secondary schools.

The emphasis is on healthy lifestyles and developing positive attitudes. Extra staff have been appointed to support all aspects of sport and physical activity. Pupils are now involved in a far wider range of activities each day and also after normal school hours.

One of our targets is to increase girls' involvement in fitness and health activities. We have had significant success in this area.



Senior pupils have the opportunity to take on leadership roles in sport and gain certificates. They are developing leadership skills and are proving to be valuable Assistant Coaches and Mentors for younger students both in St. Maurice's and in its partner primaries.

We are delighted to be involved in this major initiative and are confident that the link between good healthy lifestyles and learning will be better established in the lives of our students and of others in the community,

We believe in the transformational power of the self-confidence, goal-setting and sense of achievement which can come through sport.

The school premises are available for let. Details of charges, clubs and evening classes offered are available from:

Community Facilities
Coatbridge Community Centre
9 Old Monkland Road
Coatbridge
ML5 5EE
Tel. 01698 302110

Some information re facilities is also available from St Maurice's High School Offices on Tel: 01236 794845.



Partner Primary Schools

Holy Cross Primary School

Croy; Tel: 01236 757697

St Helen's Primary School

Condorrat; Tel: 01236 720070

St Patrick's Primary School

Kilsyth; Tel: 01236 821538

St Michael's Primary School

Moodiesburn; Tel: 01236 794822

School Community links

St. Maurice's is a focal point of the local community. It is therefore, a priority of the school to develop and strengthen links with the local community. These links include working together with industry, Glencryan School, local interest groups and community organisations. Community involvement of our pupils is evident and positive. The school building itself is a fully used resource for social and educational activity for the wider community as well as St. Maurice's pupils.

School Staff



Senior Leadership Team	
Mr James McParland	Head Teacher
Mrs Tracy McGee	Depute Head Teacher (S1 & S6)
Mrs Angeline Boslem	Depute Head Teacher (S2)
Mrs Margaret-Ann Docherty	Depute Head Teacher (S3 & S4)
Mrs Laura Moreland	Depute Head Teacher (S5)



Business and Modern Languages	
Mrs Alison Smart	Faculty Head
Mrs Lorena Barrack	Teacher - French and Italian (0.6 FTE)
Mrs Louise Marley	Teacher - French and Italian
Miss Paula McGhie	Teacher - French and Italian (PT Pupil Support)
Mrs Ciara Foley	Teacher - French and Spanish
Miss Mary Ann McAlinden	Teacher - French and Spanish
Mrs Tracy McGee	Teacher - Business Education (DHT)
Mr David McAloon	Teacher - Business Education
Mrs Claire McCallum	Teacher - Business Education

Creative and Aesthetic	
Mrs Lynzey Malone	Faculty Head
Mr Mark Russell	Teacher - Drama
Mrs Patricia Hamilton	Teacher - Music
Mrs Angeline Boslem	Teacher - Music (DHT)
Mr Robert Donnelly	Teacher - Art & Design
Mrs Evelyn Galloway	Teacher - Art & Design (0.6 FTE)
Mrs Ruth Ramsay	Teacher - Art & Design

English	
Mr Edward O'Neil	Principal Teacher
Mrs Maureen Cavanagh	Teacher - English (PT Pupil Support)
Mrs Veronica Sergeant	Teacher - English (PT Pupil Support)
Mrs Kirsten Macfarlane	Teacher - English



Miss Caitlin Milton	Teacher - English
Mrs Anne McLellan	Teacher - English
Mrs Nicola Gilmour	Teacher - English (0.6 FTE)
Mrs Siobhan Thompson	Teacher - English
Mrs Mary Taylor	Teacher - English

Health and Wellbeing Faculty	
Miss Lisa Palombo	Faculty Head
Mrs Clare Dall	Teacher - Home Economics
Miss Iona Marshall	Teacher - Home Economics
Miss Mairi-Claire Cairns	Teacher - Physical Education (PT Pupil Support)
Miss Nicola James	Teacher - Physical Education
Mr Michael Hughes	Teacher - Physical Education
Mr David Aitken	Teacher - Physical Education
Mr Jordan Pryde	Teacher - Physical Education (Prob)

Technical	
Mr James McConnell	Principal Teacher (0.6 FTE)
Mr Richard McNeill	Principal Teacher (0.4 FTE Acting)
Mr Raymond Smith	Teacher - Technical
Miss Aimee Livingstone	Teacher - Technical
Miss Megan Clancy	Teacher – Technical (Prob)

Mathematics	
Mrs Ann Rae	Principal Teacher
Mrs Maureen Connelly	Teacher – Mathematics (PT Pupil Support)
Mr Albert Baeumel	Teacher - Mathematics
Mr Terence McDonald	Teacher - Mathematics
Mrs Margaret Slaven	Teacher - Mathematics
Mrs Margaret Hynes	Teacher - Mathematics
Miss Amy Laird	Teacher - Mathematics
Mr Maurice Gallagher	Teacher – Mathematics (0.4 FTE)
Miss Rebecca Hughes	Teacher – Mathematics (Prob)

Religious Education	
Mrs Nicola Harvie	Principal Teacher
Mr Andrew Nelson	Teacher – Religious Education
Vacancy	

Science	
Mr John Osborne	Faculty Head
Mr John McCann	Teacher - Physics
Mrs Rebecca Howie	Teacher - Physics
Miss Clare Leggat	Teacher - Biology
Mr Scott Singer	Teacher - Biology
Miss Kimberley Gillanders	Teacher - Biology

Mr Brian Pickett	Teacher - Chemistry
Mrs Margaret Kelly	Teacher - Chemistry
Mrs Amanda Lynas	Teacher - Chemistry
Mrs Julie McCall	Teacher - Chemistry

Social Subjects	
Mr Martin Canning	Faculty Head (0.6 FTE)
Miss Morven Watt	Faculty Head (0.4 FTE Acting)
Mrs Margaret-Ann Docherty	Teacher – History/Modern Studies (DHT)
Mrs Laura Moreland	Teacher – History/Modern Studies (DHT)
Mr Marco McKerr	Teacher – History/Modern Studies (PT PS)
Mr Ronan Fitzpatrick	Teacher – History/Modern Studies
Miss Rachel McClelland	Teacher – History (Prob)
Mr Paul Dollochinn	Teacher - Geography
Miss Lauren Donald	Teacher - Geography
Mr Marc Welsh	Teacher - Geography

Support for Learning	
Miss Kerry Scott	Principal Teacher (Acting)
Vacancy	

Administration and Finance/Office	
Mrs Elizabeth Macmillan	Administration and Finance Assistant (AFA)
Mrs Lorraine McConnell	Office Manager
Mrs Ann Courtney	Clerical Assistant
Mrs Margaret Metcalf	Clerical Assistant
Vacancy	

Janitors	
Mr John Sly	Area Facilities Officer (AFO)
Mr John Hall	Facilities Officer (FO)
Ms Ruby Pinkerton	Facilities Officer (FO)
Ms Eileen Miller	Facilities Officer (FO)

School Librarian	
Mrs Sharon McMichael	School Librarian

School Technicians	
Mr Archie McBride	Senior Technician
Mr Thomas Wiseman	Technician - Technical
Mrs Elizabeth Macfarlane	Technician - Science
Mr John Watson	Technician - ICT

ASN Assistants	
Mrs Patricia Brunton	ASN Assistant
Ms Laura Reid	ASN Assistant
Mrs Isobel McGregor	ASN Assistant
Ms Catherine McPhedran	ASN Assistant
Ms Laura Reid	ASN Assistant

Catering Team	
Mr James Givens	Catering Manager
Ms Irene Betts	Catering Assistant
Ms Lizanne Scott	Catering Assistant
Ms Jean Urquart	Catering Assistant
Ms Rena Braid	Catering Assistant
Ms Carol Jones	Catering Assistant
Ms Angela Young	Catering Assistant
Ms Anne Marie McGinley	Catering Assistant

School Hours



The timetable model is based on 33 lasting for 50 minutes each.

Each day starts at 8.55am.

Monday, Tuesday and Thursday will have 7 periods, finishing at 3.45pm.

Wednesday and Friday will have 6 Periods, finishing at 2.55pm.

Monday, Tuesday and Thursday		Wednesday and Friday	
Period 1	8.55am – 9.45am	Period 1	8.55am – 9.45am
Period2	9.45am – 10.35am	Period2	9.45am – 10.35am
Interval	10.35am – 10.50am	Interval	10.35am – 10.50am
Period3	10.50am – 11.40am	Period3	10.50am – 11.40am
Period4	11.40am – 12.30pm	Period4	11.40am – 12.30pm
Lunch	12.30pm – 1.15pm	Lunch	12.30pm – 1.15pm
Period 5	1.15pm – 2.05pm	Period 5	1.15pm – 2.05pm
Period 6	2.05pm – 2.55pm	Period 6	2.05pm – 2.55pm
Period 7	2.55pm – 3.45pm		



School Holidays (session 2020/2021)



August 2020

In-service day: Tuesday 11 August 2020 In-service day: Wednesday 12 August 2020 Pupils return to school: Thursday 13 August 2020

September 2020

September weekend holidays: Friday 25 September 2020 to Monday 28 September 2020

October 2020

October break: Monday 12 October 2020 to Friday 16 October 2020 (inclusive)

November 2020

In-service day: Monday 16 Nov 2020

December 2020 – January 2021

Christmas and New Year Holidays: Wednesday 23 December 2020 - Tuesday 5 January 2021 (inclusive)

February 2021

Mid-term break: Monday 8 February 2021 and Tuesday 9 February 2021 In-service Day: Wednesday 10 February 2021

April 2021

Thursday 1 April 2021 and re-open on Monday 19 April 2021 (Good Friday 2 April 2021 and Easter Monday 5 April 2021)

May 2021

May Day holiday: Monday 3 May 2021 In-service day: Thursday 6 May 2021 May weekend holiday: Friday 28 May 2021 and Monday 31 May 2021

June 2021

School closes: Thursday 24 June 2021

If the school cannot be opened on any of the above dates, parents will be informed normally via the Churches and the media. There will be no early closures without adequate warning given to parents and in the case of an emergency closure, every effort will be made to ensure that pupils return home safely. Information will also be shared via the school website and the details for the website are contained within this booklet under School Information.





Transfer/Enrolment

The majority of pupils come to St. Maurice's via their primary school and close liaison is maintained with Head Teachers of primary schools to ensure that parents are kept informed of what the transfer involves.

Parents are very welcome to visit St. Maurice's and meet the Pupil Support Staff and/or the Head Teacher. An initial Information Evening is held in October for Parents/Guardians of P7 pupils.

In addition, all pupils from the associated primaries will visit St. Maurice's for two days in May and are given the opportunity to take part in a programme of activities arranged in departments across the school. Support for Learning and Pupil Support staff also visit each primary school to help facilitate the transfer of information from primary to secondary school.

Parents who wish to enrol their children at any other stage should make an appointment with the Head Teacher or Depute Head for that year group to discuss the matter.

If, however, they live outside the catchment area, they will also have to write to:

Education, Skills and Youth Employment
North Lanarkshire Council
Municipal Buildings Kildonan Street
Coatbridge
ML5 3BT.

and make a placing request. Whether this is granted or not will depend largely, but not entirely, on the places available.

Our Transition teacher, although based in St Maurice's, teaches classes in all our partner primaries. This gives us greater insight into the abilities of all the students and aids their transition.

School Leaving Dates

The school leaving dates for North Lanarkshire Council are as follows:

- (a) 31 May
- (b) the first day of the Christmas holiday period

Pupils who attain the age of 16 years on or between 1 March and 30 September cease to be of school age on 31 May and pupils who attain the age of 16 years on or between 1 October and the last day of February cease to be of school age on the first day of the Christmas holiday period. A pupil is then free to leave school.





Support for pupils

Over and above their teaching responsibilities, Pupil Support staff have particular responsibility for the overseeing and care of curricular, pastoral and vocational needs of pupils and they are specially trained in these activities. They are under the general supervision of a Depute Head Teacher and each teacher has a group of pupils in his or her care.

It is important that parents know the teacher concerned and enquiries regarding pupils will be referred in the first instance to this teacher.

As Pupil Support staff are also class teachers, parents who wish to meet them should make appointments - if possible by telephone.

It is also one of the functions of Pupil Support teachers to advise pupils at critical points in their careers, e.g. before entering S3 and S5, when they are choosing new courses.

Pupil Support staff are also involved in monitoring attendance.

The School Chaplain also has a "pastoral" role in the school and is available to discuss problems with parents and visit homes if requested.

Much can be done by both Pupil Support staff and the Chaplain if problems are presented to them sufficiently early.

In addition to the Core Team of 5 Principal Teachers of Pupil Support (Guidance) we also have a number of other teachers who, although not formally part of the Guidance structure, have committed their time and energy to this crucial area of Pupil Support. This means that the pupil teacher ratio in pupil support is much lower and therefore the quality of care far higher than it would otherwise be. Furthermore, there other members of staff who offer their support as tutors to individuals and groups of pupils across the school which we feel ensures a more personal and effective pastoral service to our young people.

The school also has a school Partnership Officer, Mrs Julie Parker. Julie is a Community Education worker who works closely in conjunction with the Pupil Support Team to support the needs of our young people. In addition to individual and group counselling sessions, Julie has developed programmes to develop social skills, self confidence and self-esteem and assists in the delivery of our alternative curriculum programme in the middle school. He also works closely with the families of pupils who have particular issues with school life.

Since the McCrone Agreement (Teaching Profession for the 21st Century) all aspects of Pupil Support, (Guidance, Learning and Behaviour), have been united under the one umbrella of Pupil Support so that all aspects of a pupil's needs are managed more coherently and holistically.

Furthermore, the school has a well-established HART Team which comprises professionals from within the school and others from external agencies such as Social Work, Psychological Services, Health and Careers, who meet regularly throughout the school year to discuss, plan and support the needs of our pupils.

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



Equal Opportunities



The school is committed to promoting equal opportunities in line with council policy. The school Mission Statement acknowledges supporting all of our pupils, irrespective of gender, race, disability, religion and social class. Equal opportunities are promoted through the formal curriculum, the hidden curriculum and in the organisation of special events.

The local authority policy on equal opportunities and social inclusion guides our policies but we are also guided, as a Catholic School, by the additional imperative of gospel values.

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

Implementation of the Education, Skills and Youth Employment Equality Policy including The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This can be accessed at:

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



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 Curriculum for Excellence?

There are eight curriculum areas:-

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

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

The opportunities for pupils to develop skills for learning, life and work, including literacy, numeracy and health and well-being in and out of the classroom

Learning is divided into two phases.

The BROAD GENERAL EDUCATION (BGE) is from nursery to the end of Secondary School Year 3 and **The SENIOR PHASE**, S4-6.

LEVEL	STAGE
Early	the pre-school years and P1 or later for some
First	to the end of P.4 but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third and fourth	S1-S3, but earlier for some
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.



How will my child's learning be assessed?

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

National 4 and 5 qualifications were introduced in 2013/2014

Highers and Advanced Highers have been updated to reflect Curriculum for Excellence

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

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

The school involves parents at all key transitions, through Parents' Evening, Information Evenings and Workshops.

Support for pupils leaving school includes career guidance, financial advice, further education, post 16+ learning choices and career conferences they are given information about how to access more information through:

Job Centre

Skills Development Scotland - My World of Work

My World of Work is a web service for people to plan, build and direct their career throughout their lives. Customers can see jobs in action; build their CVs; search for vacancies and explore training opportunities in a way that's personal to them. There are video clips of people explaining their job roles and a news magazine cover with some great up-to-the-minute tips on how to get a job or training.

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

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

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





Additional Support Needs

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

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

Many pupils have difficulties of one sort or another in learning, but it is the policy of the school to provide extra time and resources to assist pupils with additional needs. St Maurice's is equipped to take pupils with both physical, mobility and learning needs. Good partnership with primary schools and parents enables likely problems in First Year to be identified prior to pupils starting in St Maurice's. Secondary staff are alerted to the additional needs of all first year pupils and this allows departments to try to have resources and appropriate methodology in place to help such pupils.

Level 1 - Internal support, where education staff, identify that a child or young person needs support or planning which can be met within the existing classroom or playroom setting

Level 2 - Internal support, where education staff identify that a child or young person needs support or planning from within the school or early years establishment.

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

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

St Maurice's provides small classes with individual programmes of work in both English and Maths for those who need extra support in these areas. Support teachers also work in the classroom with students.

Extra support for pupils with English as a second language is provided by English as a Secondary Language support teacher.

Additional classroom support is given through co-operative teaching, team teaching, smaller classes, individual tuition, support from Additional Support Needs Assistants and Classroom Assistants, as well as support from Senior pupils to our younger pupils.

The area of Additional Support Needs is under the supervision of a Depute Head who can, with parental co-operation, call on outside agencies e.g. Psychological Services for additional support.

For extra information please see Appendix 5.

Looked after Children are deemed to have additional support needs unless assessment determines otherwise. The DHT with responsibility for Pupil Support will ensure that any child who is looked after will be automatically included in HART meetings



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.

Additional Support Plans (ASPs) enable staff to plan for children with additional support needs. Some children may require significant support from education and at least one other agency, such as health, social work, voluntary agency to help meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered.

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 Education Authority throughout the process of producing a CSP. Parents and young people will be invited to take part in the multi-agency meetings and their views will be recorded in the plan.

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground. If the matter cannot be resolved with the Education Authority you have the right to request **mediation**. An independent mediation service is available to parents and young people through Resolve (See contact details at 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 an Independent Adjudication (see contact details at the back of the handbook) can be made free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The Additional Support Needs Tribunal has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans and placing requests. If you disagree with any decision relating to your child's CSP or the content of it you may be able to refer to the Tribunal.



School Improvement Plan



An Improvement Plan is produced each year outlining how we plan to improve the quality of our education provided for our young people as outlined in the statement of our vision and values.

Our Vision and Values

We aspire to be:

A welcoming, safe and inclusive Catholic, Christian community which aims to inspire pupils to reach their full potential through and ethos of hard work and the teaching of Gospel values.

Our present Improvement Plan identifies four main priorities-

1. To embed more robust self-evaluation strategies and systems across the school
2. Leadership of change – developing leadership at all levels
3. To ensure that there is a clear focus on the delivery of high quality learning experiences for all learners, incorporating ‘Making Thinking Visible’
4. To ensure the best possible outcomes for all learners by raising attainment and achievement

Copies of the complete School Improvement Plan are available from the school or can be found on the school Website:

<https://blogs.glowscotland.org.uk/nl/stmauriceswebsite/>





Homework

The Nature of Homework:

It is important that we agree as a school community that homework is important and takes many forms. However, whatever form it takes, it must at all times be;

- A regular feature of pupil experience at all levels, of all abilities in all classes in all subjects
- Relevant to the development of knowledge, skills and abilities of the individual pupil
- Appropriately challenging for the individual pupil
- Appropriately realistic for the individual pupil
- Appropriately monitored/recorded
- Appropriately evaluated (By teacher, peer or whole class)

1 The Homework Planner

The Homework Planner is central to the school homework policy. Its place in the school will be consolidated by the following;

- Every pupil is provided (free of charge) with a Planner on the first day of each session
- All homework tasks, however small, should be entered into the Planner
- The Planner is the means by which the classroom teacher communicates concerns regarding homework to parents, carers and staff members who monitor the use of the Planner
- The Planner is checked at various times by Teachers, Pupil Support Teachers, Depute Heads and the Head Teacher
- The Planner is the means by which Parents can respond to the concerns of classroom teachers or by which they can raise initial concerns regarding homework to the classroom teacher

2 Warning Letters to Parents

An important mechanism to support our policy on Homework will be a coordinated system of warning letters to parents.

St Maurice's High School Homework Policy is available on the school website.



Assessment and Reporting

Assessment forms an important part of the teaching and learning process. It provides opportunities for both teacher and learner to obtain and use information about progress towards learning goals and thus should not only be confined to an end of term report. It can take the form of class and homework assignments as well as end of topic tests and more formal examinations such as prelim exams and National Certificate examinations. Changes in assessment procedures are gradually developing in line with Curriculum for Excellence.

The information gathered from the various assessment methods described above is collated within a full report for each pupil which is issued to parents at least once a year on specified dates for each year group (see calendar). This report will therefore contain references to a pupil's homework, classwork and general demeanour in class, as well as to the results of more formal tests and examinations. It will serve to highlight a pupil's strengths and indicate those areas which require development and support.

Tracking of pupils is an integral part of the Assessment and Reporting process of the school

A programme of tracking has been introduced across all year groups. The results of this tracking are sent home to all carers. The school's commendation or concerns are indicated to all carers who are encouraged to contact the school if they wish to discuss the matter further

Parents' meetings are arranged at various points in the year, currently:

S1 – November

S2 – March

S3 – December

S4 – February

S5/6 – October

In accordance with our new Tracking Policy, tracking reports will be issued as follows:

S1- October and May

S2 – November and March

S3 – November and May

S4 – September, November and February

S5/6 – October, December and March

These target dates might be subject to change if, after consultation with parents and staff, we believe other dates would better serve the needs of students.



Spiritual, Social, Moral and Cultural Values

Religious Education in a Roman Catholic school naturally has a very important place both in the curriculum and in school life generally.

All pupils attend Religious Education classes for two hours per week. The Scottish National Syllabus for Roman Catholic Schools is the course followed. We take account of the advice given on Faith Development and RE Curriculum given, on behalf of the Scottish Bishops, by the Scottish Catholic Education Service (SCES).

Traditionally Holy Mass and the Sacraments have been available regularly. Our school Chaplain Father John Mullholland, from Our Lady and St Helen's Parish, celebrates Mass at 8.30 on Tuesday and Friday mornings and provides spiritual support to our community.

Parents have the right to withdraw their children from Religious Education. This may be done only after discussion with the Head Teacher or a member of the S.M.T. as alternative arrangements/supervision will have to be organised.

It is hoped, however, that all parents sending their children to St. Maurice's High School will appreciate that the R.E. Programme teaches Christian values such as:

Love

Care and concern for others

Using our talents to the full

Helping and supporting others in need tolerance of other beliefs

Fostering and encouraging community spirit and so much more.

These values will, hopefully, back up family values which you as a parent are imparting to your child(ren) and which, in an ideal situation, are also the values they experience in your parish.

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

The Catholic School as a Christian Community

Parents have chosen to send their children to St. Maurice's which is a Catholic school where pupils will be educated in the Christian faith, Christian values, and living the Gospel. Christ should permeate every aspect of the school and it should be clear to all that the school is a living witness to our commitment to this way of life.

Prayer is central to the life of the Christian Community and so daily prayer is an important part of the daily life of our school.

Year Assemblies as arranged will include an element of the Word of God plus a few prayers.

At the start of each day classes should say a morning prayer displayed in all rooms. This may be



pupil-led.

Prayer should be said at the end of each school day. Again this prayer will be displayed in all classrooms. This prayer may be pupil-led.

School meetings should start with a prayer, including SLT and PT meetings and also meetings with parents/carers such as the Parent Council or Information Evenings.

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.

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 Religious Observance, 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.

The Role of the School Chaplain.

- 1 To provide pastoral support to the whole school faith community.
- 2 To cooperate with the R.E. Department and R.E. teachers throughout the school year.
- 3 To be available to celebrate Mass and other liturgical celebrations, when required.
- 4 To liaise with associated Parishes.

Parish Priests

The school will issue an annual letter to Parish Priests with an open invitation to visit the school at any time. They will have an opportunity to have a meal and a chat with pupils at lunchtime and/or visit R.E. classes etc. We operate an open door policy.

Retreats / Conferences / Seminars

Where appropriate, pupils will be given time off to attend these events as they play a vital role in the development of the Christian Person. Any classwork missed during these events should be made up by the pupils involved.

Education Sunday:

The school will be involved in a variety of ways in highlighting Catholic Education Week. This may vary from year to year and will follow the guidelines published by the Catholic Education Commission.



Extra-Curricular Activities



It is most important that pupils do not confine their energies to the classroom. They are encouraged to join school societies, take part in educational visits, make full use of the school library, and enjoy a full list of sporting activities, including school football teams; five-a-side competitions; girls football; badminton; basketball; skiing and snowboarding; professional golf lessons; gymnastic club; cinema, theatre and concert trips; school trips at home and abroad; debating; school band and school choir; quiz teams; book clubs; interval/ lunchtime use of school library; Pro-Life Cell; Justice and Peace Group; Youth SVDP Group; Eco School Group; Science Club.

This continues to expand through and through the outstanding commitment of school staff.

Over the past few years Out Of School Learning Activities have expanded considerably in St Maurice's. As well as traditional exam revision supported study offered in the second term, St Maurice's offers a large number of activities designed to raise achievement and self-esteem and to encourage lifelong learning and citizenship.

Currently we offer the following programmes:

- Summer School - a programme for new S1 entrants designed to aid transition to the secondary school where pupils are encouraged to get to know their staff and fellow pupils and become familiar with the school surroundings before the session starts. Film and sound recording are used by the pupils to provide a wonderful record of the week's experience.
- Easter School - This is a programme of revision and study classes which are made available to all S4 and S5 pupils during the Easter Vacation. All pupils are actively encouraged to avail themselves of this opportunity.
- S1/2 Lunchtime Reading club to promote reading and literacy in S1/S2 through personal reading, discussion, writing about novels of pupils' choice.
- Debating club, developing the skill of speaking in public and arguing a case.
- An S1 Arts and Crafts Club is held every Wednesday lunchtime in the Library.
- Geography, Sports Journalism Club and Science Clubs.
- Exam revision for S4/S5/S6 pupils after school in the second term to provide pupils with extra support to revise for forthcoming examinations and enhance their performance in both their written and practical assessments. Supported Study for a variety of subjects taking place at times throughout the year at lunchtime and after school.
- Sporting initiatives have allowed us to offer a host of activities every lunchtime and after school. These activities include basketball, volleyball, table tennis, football, rugby, gymnastics, archery and fishing.



Freedom of Information



The Freedom of information (Scotland Act 2002) came into force on 1st January 2005. The act allows anyone to ask for information from the council, and imposes a very tight time schedule for the council to respond. These requests, which generally have to be made in writing, can come in to any part of the Council. To deal with Freedom of Information Officer with the backing of an officer in each service. The service contact for freedom of information is our Records Management, who can be reached by telephone on 01236 524712.

Data Protection



a) The processing of personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. In terms of Section 7 of The Act such requests should be sent to Freedom of Information and Records Management Officer who can be contacted by telephone 01698 524712.

b) Transferring Educational Data About Pupils

Education authorities and the Scottish Government Education Portfolio (SGEP) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme. Data on each pupil is collected by local authorities and SGEP. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SGEP. The postcode is the only part of your 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 and leisure services need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SGEP, education authorities and schools to:

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data



Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

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

Concerns

If you have any concerns about the ScotXed data collections you can email the 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.

Child Protection

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations. The Head Teacher is responsible for the schools actions in response to Child Protection concerns.

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

Child Protection Coordinators are: Mrs L Moreland, Mrs Boslem and Mr McParland
Telephone Number: 01237 794845





Ethos and Discipline

It is clearly emphasised to all pupils that nothing can be achieved by the school generally or by pupils individually without good order and discipline. Courtesy, good manners, and respect towards all teachers and those entrusted with the organisation of the school are essential. Pupils are expected to carry out all the instructions promptly and willingly. If pupils or parents feel that they have a grievance, however, they should inform the relevant Guidance staff as soon as possible, but only in the most exceptional circumstances should a pupil not carry out an instruction.

Rules are kept to a minimum and are as follows:

SCHOOL CODE OF CONDUCT

At St Maurice's High School it is expected that all pupils who wish to be part of the community of the school are:

1. Considerate
 - well-mannered
 - helpful
 - sensitive to the needs of others
 - treat others as they would like to be treated
2. Prepared
 - study
 - revise for assessments
 - bring correct equipment/materials/kit
 - use their Homework Planner
 - do Homework
3. Responsible
 - treat the school with respect
 - wear the uniform
 - behave in class, in the corridors and treat the school environment with care and respect
4. Positive
 - work hard
 - do their best
 - try to improve
 - listen to advice

All parents are asked to stress the importance of good order and discipline. In cases of infringement of discipline, various sanctions can be applied e.g. detention, Code of Conduct exercises (which should be signed by parents) and when these become too frequent or serious, parents can be asked to come to school and sign a declaration of good conduct. Ultimately, a pupil can be excluded for a time in line with NLC Policy.

Anti-Bullying Policy

Great emphasis is placed on self-discipline, and in the **SPIRIT** of rewarding good behaviour, pupils will be credited for their individual good behaviour. We try to operate our policy using our school values, which openly promote respect, inclusion and trust and encourage all with the school to 'Love God, Love Learning, Love One Another'. The anti-bullying policy can be seen in Appendix 3.

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





Home and School Links

If a parent/guardian contacts the school with an enquiry we will endeavour to respond to the enquiry within one school day. Please bear in mind, however, that almost all staff have a heavy teaching commitment and this must take priority. Parents have always been encouraged to feel that they have swift access to the school and both formal and informal contacts are encouraged through meetings with Pupil Support staff (Sections 8 & Appendices).

We consider ourselves to be an open school with:

Direct and easy access to who you want to talk to

A school which is always responsive within 24 hours

A school which makes the effort to engage all stakeholders

In order to improve the communication between home and school we have established a complaints and concerns log to assess the level of parental satisfaction with the service we offer.

Our School Partnership Officer is Mrs Julie Parker. She works with the pupils of St Maurice's and our four partner primaries. This is another channel of home/school links for specific circumstances.

Attendance at school



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

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

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

Parents/guardians are asked to inform the school if their child is likely to be absent for some time, and to give the child a note on his/her return to school, with a reason for the absence.

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. If the child is going to be absent for some time then parents/guardians are asked to indicate the possible length of absence. The child should be given a note on their return to school.

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

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

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

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

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

Parents/guardians may request permission for a child to be absent from school to make an extended visit to relatives. For a request to be granted and the absence recorded as authorised it must be in writing and must contain detail of the destination and duration of the absence, and the provision to be made for the education of the child during the period of absence.

If there is no explanation from the parent, the absence will be recorded as unauthorised.





School and Community

St Maurice's High School sees itself as a focal point in the local community. We are always striving, therefore, to strengthen our links with that community. These links not only include working closely with the local industry and important educational establishments such as Glencryan School and our associated primaries but also in demonstrating our sense of citizenship by supporting the people in our community. Such projects bring us closer to our community and show that we understand that we must, as a school, contribute to the development of a sense of community in our area.





School Uniform and Clothing

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 the education authority that parents will be keen to support the dress code and written agreement may be sought.

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

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

Parents in receipt of a grant for footwear and clothing from the council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Learning and Leisure Services. Information and application forms may be obtained from any school or First Stop Shop.

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: income support, job seeker's allowance (income based), housing benefit, council tax rebate and employment and support allowance (income related).

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

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

St Maurice's High School - Our Uniform

Pupils are asked to wear uniform for several reasons.

- To show pride in Saint Maurice's High School.
- To show we are willing to be part of the Saint Maurice's community.



- To clearly identify us as having a right to be on the school premises.
- To help show that each one of us is of equal value in this community.

The wearing of school uniform also helps with security as it allows us to identify people who should not be in the building swiftly.

When we wear our uniform we show that we don't want anyone to appear disadvantaged or unequal in the way we dress.

WEAR YOUR UNIFORM WITH PRIDE! Here is what is expected within our ABOUT standards!

BOYS

Black blazer with school badge

White traditional shirt (not a polo shirt)

School tie

Black v-neck sweatshirt or jumper (not a cardigan)

Black dress trousers (not jeans etc)

Black shoes

GIRLS

Black blazer with school badge

White button-up school shirt/blouse with buttons to collar
(not leaving a gap blouse to trousers or collar to neck)

School tie

Black v-neck jumper or v-neck sleeveless top.

(not a cardigan and not a vest top)

Black traditional skirt of a modest length or

black dress trousers.

(not shorts, culotted, footless tights etc)

Black shoes - socks must be worn below the knee.

S5/6 students have the privilege of a different senior tie provided they wear the blazer.

Girls may wear a plain black pinafore (without embellishments) provided they are wearing the school blazer.

No items of clothing should have designer or manufacturers' logos or labels visible. We want to avoid competition regarding labels and cost of clothes.

Our current supplier is LogoXpres, acknowledged by parents' representatives as providing good quality, appropriate uniform items which are hard wearing and cope with frequent washing.

It is perfectly possible for parents to buy uniform items from other sources as long as they match



the agreed policy. This is especially the case with girls' blazers which should be clearly recognisable as traditional blazers and not as 'black jackets' (even with a badge to disguise them).

Thank you for all your support in the excellent standard of uniform we have established in St Maurice's High School.

PE KIT

- T-shirt (White plain)
- Black shorts and socks, trainers
- Sweatshirts, black jogging bottoms if conditions require
- **NO** football tops
- Girls should wear 'T' shirts and shorts which are worn modestly

School Meals



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.

Arrangements for those who bring packed lunches are in place via the cafeteria.

Children of parents receiving Income Support, Job Seekers Allowance (income based) and Employment and Support Allowance (income related) are entitled to a meal without charge.

Information and application forms 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 any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment and Support Allowance (income related), housing benefit, council tax rebate.

Free milk is not provided for secondary pupils. Milk may, however, be available from the school canteen during break and lunch.

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 admissions of children to a school, takes place at the start of a school session. Other than those who are moving home, to 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 and not the pupil's parents** may choose which school to go to.

Placing requests to a 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. All placing request details and procedures are available from the school or the council 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, 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.

Education Maintenance Allowance



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

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

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

- (i) 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 from 1 January 2016 in the Session 2017-2018 are as shown below. These levels may be subject to change in session 2020-2021.

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

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

- (ii) Attendance

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

- (iii) Application forms

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

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



The council, at time of writing, has a policy of providing free transport to secondary pupils who live more than two miles from their local school by the shortest safe walking route. This policy is more generous than the law requires and may change. This provision could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or the education department. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. There is discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred.

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. **Poor behaviour on the bus could result in a loss of the right to free transport.**

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

Health and Medical Care



Health and medical inspections are carried out by qualified medical staff, normally from the area hospital, Monklands General Hospital, but parents are given timeous warning. If pupils have medical conditions which affect their life in school, Pupil Support staff should be informed.

Dental inspections are not carried out in the school, and parents and/or pupils should make their own arrangements for dental treatment within a local Dental Practice.

When children take ill at school, parents are informed as soon as possible and are asked to make suitable arrangements to accommodate their child. If hospitalisation is required, parents are expected to accompany pupils to the hospital. Parents are asked to supply an explanatory note when pupils have been kept off school for reasons of ill-health or for any other reason.

If a young person is unable to attend a suitable education establishment as a result of prolonged ill health, North Lanarkshire Council will make special arrangements for the pupils to receive their education elsewhere, other than at an educational establishment. In North Lanarkshire, children and young people are treated in the Paediatric In-patient unit within Wishaw General Hospital.

It is not common for children and young people to have extended stays in Wishaw General, and therefore North Lanarkshire Council does not require a dedicated hospital education service. Children and young people resident in North Lanarkshire and in hospital in Glasgow, may access education through the Hospital Education Service (HES). This service is provided by Glasgow City Education Department and Social Work Services. For further information please contact St Maurice's High School.

Information for Emergencies



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

Parent Forum/Parent Council



The Parent Forum

As a parent of a child at this school you are automatically a member of the Parent Forum.

The Parent Forum is composed of all the parents and carers of children at the school.

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

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



The Parent Council

The Parent Council's rights and duties include:

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

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available.

Parent Council Office Bearers – session 2020/2021

Chair	-	Mrs Anne Tourish
Secretary	-	Mrs Gillian Lewis
Church Rep	-	Mr J Campbell

North Lanarkshire Council is registered under the Data Protection Act 1998 and we will comply with the terms of the Act when processing your personal data. Data collected via this form will be held on North Lanarkshire Council's Parent Council database and will only be used to support Parent Councils.

The Head Teacher and local Councillors may attend all meetings of the board and have the right to speak, although, not being members of the board, no right to vote.

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school, or for a particular stage in a particular school, exceeds the number of places available.



Attainment and Achievement

Policy with regard to entering pupils to public examinations:

In S4, pupils who have been following the relevant courses and who have attained a standard which indicates that they will gain an award in the SQA National 4 and 5 Examinations are normally presented for the examination at the level of the course they have been following.

In S5, pupils who have completed the relevant SQA National 4 and 5 Courses and attained a standard both in the SQA Examinations and in their classwork in S5 high enough to indicate an award of at least 40% in the SQA "H" Grade Examinations are presented.

A similar policy is followed with regard to the Advanced Higher Examination which is frequently advisable for pupils hoping to proceed to university or other forms of higher education.

It is most important, however, that parents are fully informed of pupils' examination prospects and are strongly advised to consult the Head Teacher or appropriate Pupil Support staff at an early stage if they are in any way concerned.

Where there is cause for concern the school will endeavour to give an early warning to parents and students in cases where students may not be achieving to their full potential.

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 parent.



Wider Achievement Awards

Pupils in St Maurice's achieve success through a wide range of competitions, awards, volunteering, leadership opportunities, vocational courses and through extra-curricular activities. In this session wider achievement has been awarded in:

- 17 young people completed their Bronze Duke of Edinburgh award – 60 signed up for next year – following presentation from successful participants
- 16 pupils achieved the High 5 award for participation in Summer School
- 15 pupils received the Caritas Award
- 12 CSLA and 12 Leadership Level 6 awards within Sports/PE Coaching – this year 2 classes of 20 doing Leadership level 6
- 12 pupils completed the Fire Reach Programme gained SCQF Level 4 qualifications
- 5 pupils completed Leavers course achieving SQA Working with Others & Communications
- 8 Prince's Trust Pupils achieved the PDE (Personal Development & Employability) Qualification from the Prince's Trust
- RMPS Units at Level 4 for whole of S4 as part of core PE



In session 2019-20 there will be additional wider achievement awards:

- S5/6 Core RE - Religion, Belief and Values Award 5
- S1 – I lead, Saltire Award – Tinto Hill Climb
- S2 – North Lanarkshire Challenge – Health and Wellbeing
- S3/4 – 2 Personal Development Units each year SCQF Level 5
- S6 SQA Leadership Level 6





Important Addresses

Executive Director of Education

Mr Derek Brown

Education and Families
North Lanarkshire Council
Civic Centre
Windmillhill Street
Motherwell
ML1 1TN.

Head of Education (North)

Mrs Janie O'Neill
Civic Centre, Motherwell (as above)

Mrs Margaret Hunter - Education Manager
Mrs Craig Barnstable - Continuous Improvement Officer
Lynsday Malley - Additional Support Needs Manager

Area Education Office

Fleming House
Tryst Road
CUMBERNAULD G67
Tel: Cumbernauld 731044

Area Careers Office

Muirfield Centre
Brown Road
Seafar
CUMBERNAULD
Tel: Cumbernauld 720889

Area Careers Office

Burngreen
KILSYTH G65 0HT Tel: Kilsyth 823208

Community Education Centre

Muirfield C.E. Centre
Brown Road
Seafar
CUMBERNAULD Tel: Cumbernauld 725448



Elected Members (Councillors)

Councillor Ashraf	Councillor Barclay
Councillor Currie	Councillor Fannan
Councillor Fisher	Councillor Hogg
Councillor Masterton	Councillor Johnston
Councillor Ashraf	Councillor Jones
Councillor Goldie	Councillor Kerr
Councillor Graham	Councillor McVey
Councillor Johnston	

may be contacted at: **Members Service, Civic Centre, Motherwell, ML1 1TN.**

Telephone: 01698 302658

Glossary

Abbreviations:

DHT	Depute Head Teacher
DSM	Devolved School Management
FTE	Full Time Equivalent
HT	Head Teacher
PSHE	Personal, Social and Health Education
PT	Principal Teacher
FH	Faculty Head
SLT	Senior Leadership Team (consists of Head Teacher, and 4 DHTs)
SfL	Support for Learning
EM	Education Manager
CIO	Continuous Improvement Officer
ASN	Additional Support Needs
CfE	Curriculum for Excellence
MAST	Multi Agency Support Team



AifL	Assessment is for Learning
EMA	Education Maintenance Allowance
CSP	Coordinated Support Plan

Support for Learning:

Additional help for pupils who require it but especially for those with special educational needs (Recorded and Non-recorded).

Pupils with Additional Support Needs (ASN):

Pupils where a physical or developmental barrier is preventing them achieving their full potential. When appropriate a Coordinated Support Plan is put in place for a child.

School Assessment Policy:

The school's plan for judging, as accurately as possible, pupil progress.

SQA Examinations:

Examinations organised by the Scottish Qualifications Authority mainly for pupils in S4 to S6.

Catchment Area:

Zoned area from which pupils are drawn.

Placing Request:

A request by a parent to have a pupil educated in a school outside the zoned area.

Mixed Ability:

Term applied to a class containing pupils of a range of ability.

National Certificate Units/Courses or National Qualifications Units/Courses:

Courses certificated by the SQA.

Qualifying Statements



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

(a) before the commencement or during the course of the school year in question.

(b) in relation to subsequent school years.

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



Appendix 1

Examination Results (data extracted from Insight)

Percentage of S4 pupils achieving Level 4/5 in Literacy and Numeracy

S4	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	
St Maurice's High School	2015	87.43	42.08	183
St Maurice's High School	2016	76.07	49.69	163
St Maurice's High School	2017	85.71	53.25	154
St Maurice's High School	2018	74.36	59.62	156
St Maurice's High School	2019	91.67	79.91	180

Percentage of S5 pupils achieving Level 4/5 in Literacy and Numeracy

S5	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
St Maurice's High School	2015	94.41	64.8	179
St Maurice's High School	2016	97.66	62.57	171
St Maurice's High School	2017	89.93	73.83	149
St Maurice's High School	2018	88.89	70.37	135
St Maurice's High School	2019	94.93	92.62	138

Percentage of S6 pupils achieving Level 4/5 in Literacy and Numeracy

S6	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
St Maurice's High School	2015	98.35	82.64	121
St Maurice's High School	2016	99.25	82.71	133
St Maurice's High School	2017	99.23	84.62	130
St Maurice's High School	2018	100	91.30	92
St Maurice's High School	2019	99.1	97.82	111



Traditional 5@ Measures (SCQF Levels 3, 4 and 5 – S4 Learners)

(Data extracted from NLC Whole School Measures information)

S4	Year	5 @ Level 3	5 @ Level 4	5 @ Level 5
St Maurice's High School	2015	88.5	85.8	47.5
St Maurice's High School	2016	88.3	84.7	45.4
St Maurice's High School	2017	88.3	86.4	54.6
St Maurice's High School	2018	83.3	83.3	59.6
St Maurice's High School	2019	74.4	73.9	47.8

Performance in Higher Examinations – S5 Learners

S5	Year	1 @ Level 6	3 @ Level 6	5 @ Level 6
St Maurice's High School	2015	60.9	32.3	11.5
St Maurice's High School	2016	71.6	50.3	16.9
St Maurice's High School	2017	63.8	39.9	17.8
St Maurice's High School	2018	68.8	43.5	14.9
St Maurice's High School	2019	72.4	49.4	21.2

Performance in Higher Examinations – S6 Learners

S6	Year	1 @ Level 6	3 @ Level 6	5 @ Level 6
St Maurice's High School	2015	62.0	49.2	34.2
St Maurice's High School	2016	65.6	45.3	31.3
St Maurice's High School	2017	77.6	61.8	39.9
St Maurice's High School	2018	79.1	48.5	35.6
St Maurice's High School	2019	82.5	49.4	39.0



Attainment Dashboards

Performance in Literacy and Numeracy

National Measure – Based on combined leaver cohort of S4, S5 and S6

National Benchmarking Measure: Literacy and Numeracy



Local Measure – Based on all candidates in S4, S5 and S6

Local Benchmarking Measure: Literacy and Numeracy



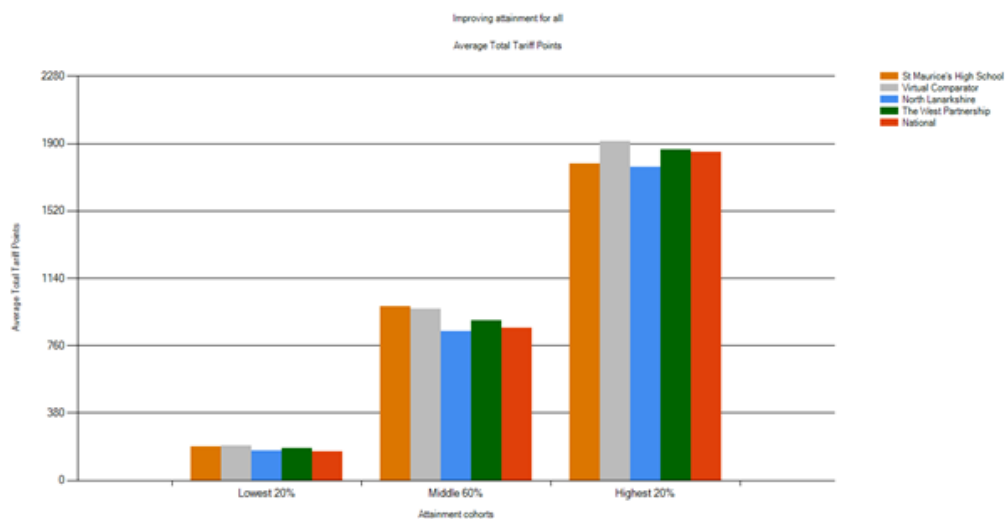
Improving Attainment for All

National Measure – Based on combined leaver cohort of S4, S5 and S6

National Benchmarking Measure: Improving Attainment for All

View Options Change Options Associated Pages - Help

The selected year is 2018



Show Grade Neutral

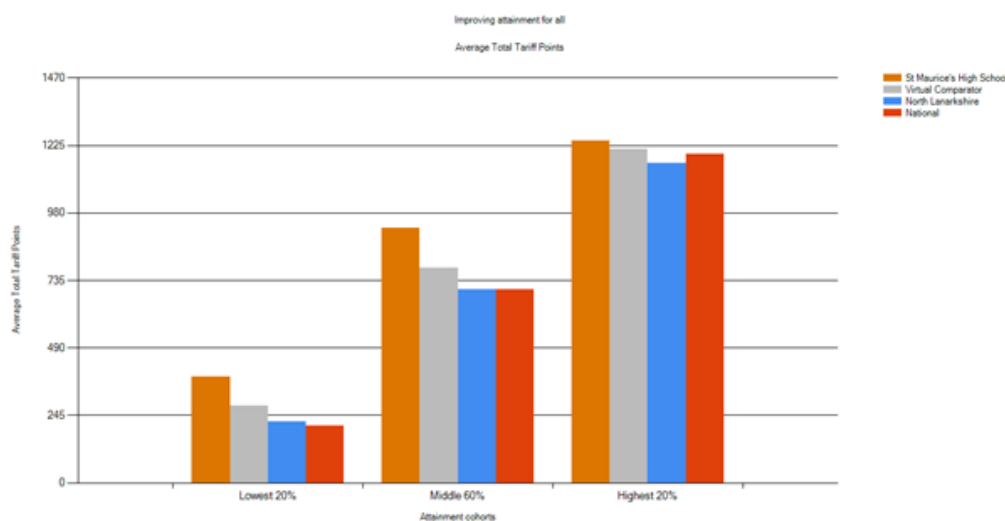
- Add to personal dashboard
- Show/Hide Tabular Data
- Download Extended Data

Local Measure – Based on all candidates in S4, S5 and S6

Local Benchmarking Measure: Improving Attainment for All

View Options Change Options Associated Pages - Help

The selected year is 2019



Show Grade Neutral

- Add to personal dashboard



Leavers' Initial Destinations

National Measure – Based on combined leaver cohort of S4, S5 and S6

National Benchmarking Measure: Leaver Initial Destinations

[View Options](#) [Change Options](#) [Associated Pages](#) [Help](#)

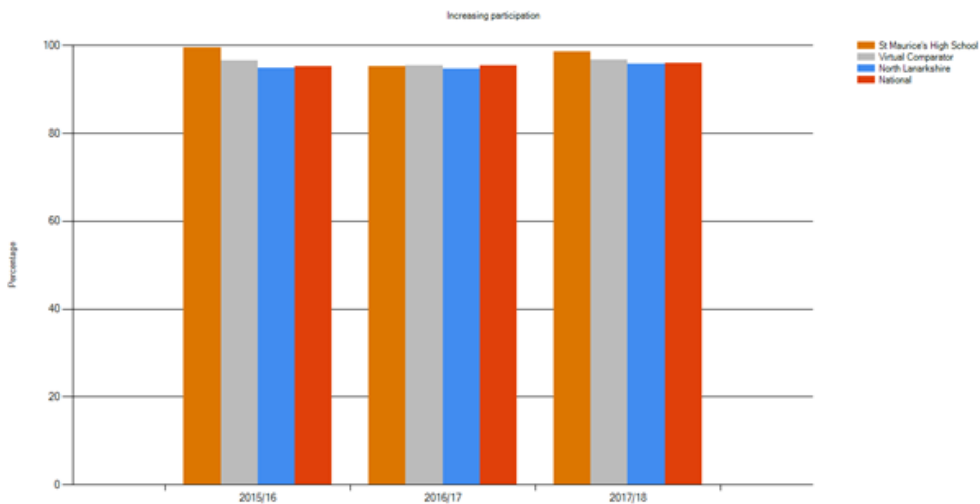


[Add to personal dashboard](#)
[Show/Hide Tabular Data](#)
[Download Data](#)

Local Measure – Based on all candidates in S4, S5 and S6

Local Benchmarking Measure: Candidate Initial Destinations

[View Options](#) [Change Options](#) [Associated Pages](#) [Help](#)



[Add to personal dashboard](#)
[Show/Hide Tabular Data](#)
[Download Data](#)



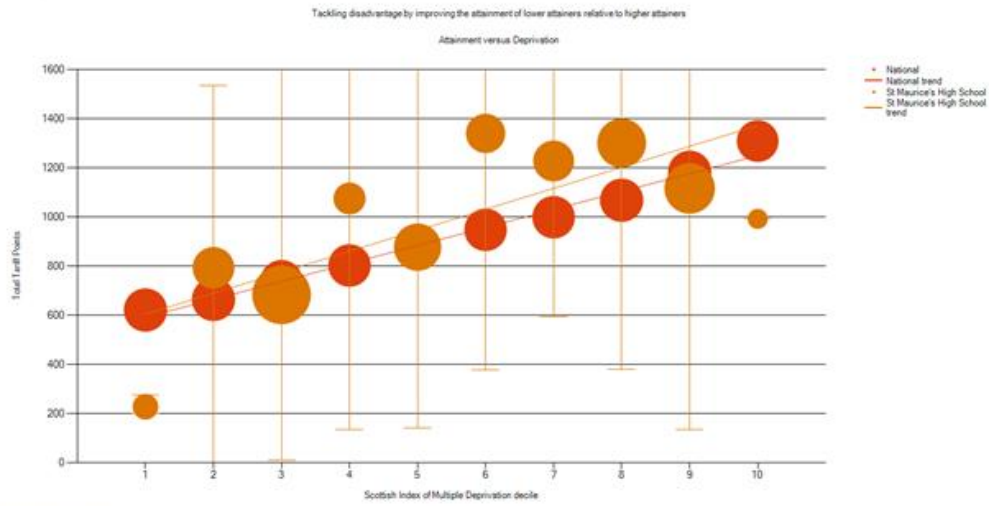
Attainment versus Deprivation

National Measure – Based on combined leaver cohort of S4, S5 and S6

National Benchmarking Measure: Attainment versus Deprivation

View Options Change Options Help

The selected year is 2017/18



Add to personal dashboard

Testing found that the following comparisons were significant.

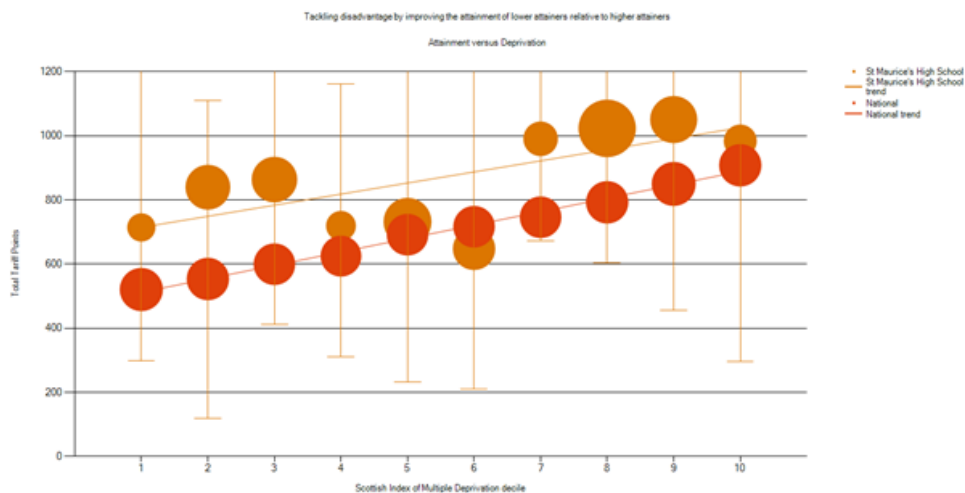
- In SIMD decile 6, your performance is much greater than the National Establishment
- In SIMD decile 4, your performance is greater than the National Establishment
- In SIMD decile 7, your performance is greater than the National Establishment
- In SIMD decile 8, your performance is greater than the National Establishment

Local Measure – Based on all candidates in S4, S5 and S6

Local Benchmarking Measure: Attainment versus Deprivation

View Options Change Options Help

The selected year is 2018/19



Add to personal dashboard

Testing found that the following comparisons were significant.

- In SIMD decile 2, your performance is much greater than the National Establishment
- In SIMD decile 3, your performance is much greater than the National Establishment





Attendance Data

Data extracted from North Lanarkshire Secondary Attainment Dashboard

Year	Average Attendance (%)	Cohort
2014/2015	92.46%	965
2015/2016	90.39%	961
2016/2017	88.83%	958
2017/2018	89.23%	937
2018/2019	90.18%	995
Total	90.23%	

The attendance in St Maurice's High School remains above the North Lanarkshire Average but it still a focus for improvement.

Appendix 2

Following changes to the Pupil Support structure and Senior Leadership Team remits, the following structure will be in place for session 2020/2021:

DHT	Year Group	PT Pupil Support
S1	Mrs Tracy McGee	Miss Mairi-Claire Cairns
S2	Mrs Angeline Boslem	Mrs Maureen Cavanagh
S3	Mrs Margaret-Ann Docherty	Miss Paula McGhie
S4	Mrs Margaret-Ann Docherty	Mrs Maureen Connelly
S5	Mrs Laura Moreland	Mrs Veronica Sergeant
S6	Mrs Tracy McGee	Mr Marco McKerr





Appendix 3

Anti-Bullying Policy

The aims and objectives of St. Maurice's High School in formulating this statement are:

To reduce and eradicate wherever possible instances in which pupils are subjected to bullying in any form.

To establish appropriate means of providing after-care where an incident of bullying occurs

To ensure that all pupils and staff are aware of this Policy and fulfil their obligations to it

To ensure that parents are aware of this policy and support the school in its practice

Definition

Bullying may be defined as "behaviour by one or more people which produces damaging or hurtful effects, physically or emotionally to any individual."

Setting Standards

The values and beliefs underlying this Policy may be considered in the context of the following statements

All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.

The school recognises the detrimental effect on pupils who may be subjected to bullying and will work actively to minimise the risks

Victims of bullying will be treated in a supportive manner, and staff will regard such support as a priority.

The harmful effect on pupil performance which can be occasioned by bullying is recognised and the school is committed to combating all bullying behaviour.

Persons covered by this Policy

All pupils, whether permanently or temporarily on the school roll, will be covered by this Policy.

Action to Combat Bullying

Among the activities which the school will establish and maintain in an effort to combat bullying behaviour are:

Sanctions against perpetrators.

Allocation of specific roles and responsibilities, both at staff and pupil level, in order that incidents may be detected, behaviour monitored, and appropriate after-care delivered. The establishment of a database through which all incidents are collated and periodically reviewed and reported in appropriate quarters.

Communication of the Policy and periodic update, in order to ensure that staff and pupils are continuously aware of the Policy and also of their individual responsibilities. This will be done via year assemblies, R.E. and P.S.E. programmes. At Assemblies, pupils will be told if there is a bullying problem to talk to someone whom they feel comfortable with. They will be given an assurance that if they report it, staff in Saint Maurice's High School will work with the pupil(s) and



parents/guardians to improve the situation. All SMT operate an open door policy and bullying issues are a top priority.

- 2.13 Use of the school prayers to communicate the positive message of care for one another.
- 2.14 Use of posters to highlight anti-bullying message.
- 2.15 Examination of preventative measures in an effort to reduce the risks of bullying behaviour occurring.
- 2.16 Staff awareness raising to ensure that all responsibilities in respect of this Policy can be delivered in a competent, caring and efficient manner.
- 2.17 Using year group councils as a forum in order that current issues with regard to bullying can be discussed on a regular basis.
- 2.18 Regularly reminding everyone in our school community of putting Gospel values into practice with particular emphasis on "TREATING OTHERS AS YOU WOULD LIKE TO BE TREATED".

Individual Responsibilities

It is important that pupils recognise the difficulties which staff may encounter in ensuring that the purpose and intent of the Bullying Policy can be effectively introduced and enforced. In this regard, pupils are expected to:

- 2.13 Report all incidents of bullying including bus travel and transport to and from school and coming from and going to school (especially buses) using the procedures in place.
- 2.14 Act in a respectful and supportive manner to their fellow pupils, reporting any suspected incidents which the victim may be afraid to report.
- 2.15 Adhere to and promote the aims and objectives of this statement.
- 2.16 Refrain at all times from any behaviour which would constitute bullying of fellow pupils.
- 2.17 Promote the Christian ethos of the school emphasising care, concern and love for your neighbour.
- 2.18 To participate in "Buddy Systems" where senior pupils help support junior pupils and senior pupils via their personal contact to look after and care for younger pupils.

Parents too can play a vital role by:

- 3.3 Stressing to pupils the importance of sociable behaviour.
- 3.4 Reporting any misgivings they have concerning either victims or perpetrators of bullying.
- 3.5 Actively endorsing and supporting the Bullying Policy.

3.6 Working with the school especially when newsletters are sent out highlighting aspects of the school's endeavours in this area.

3.7 By contacting school (anonymously if necessary) if aware of bullying.

Evaluation Procedures

In order to assess the effectiveness of this Policy, the following standards will be used as a means of measuring performance.

5.3 Variations in number of reported incidents termly over a given period.

5.4 Individual incident returns, including nil returns within given periods for different age groups.

5.5 Indication of number of pupil days lost which are suspected to have arisen as a consequence of bullying. Indication of any marked improvement in academic performance which may be regarded to have arisen due to the eradication of bullying behaviour.

5.6 Indication that relationships across the school are in harmony with the ethos of the school.

Ownership and Responsibilities

This Policy will be considered to be a living document. As such, it will be periodically updated and reviewed.

Ultimate responsibility for its introduction and implementation will rest with the Head Teacher. However, it is important to remember that all staff, pupils and parents have an active part to play in the evolution, development and maintenance of this Policy.

The ultimate aim should be to provide a learning environment free of any threat or fear, thus being conducive to the attainment of individual aspirations. To fulfil the mission statement of the school -

TO ENDEAVOUR TO PROVIDE A BROAD EDUCATION OF THE HIGHEST QUALITY FOR EVERYONE AT ST. MAURICE'S BY HELPING AND SUPPORTING EACH INDIVIDUAL TOWARDS HIS/HER FULLEST SPIRITUAL, EDUCATIONAL, SOCIAL, VOCATIONAL AND PHYSICAL DEVELOPMENT



Appendix 4

Child Protection

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

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

If there are any Child Protection concerns the HT or the Child Protection Coordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Our Child Protection Coordinators are Mrs Laura Moreland (DHT), Mrs Boslem (DHT) and Mr McParland (HT) and they can be contacted via 01236 794845.

In St Maurice's High School we recognize that Child Protection is a very sensitive area in which many emotions are raised, but we feel it is necessary to keep you informed of the procedures we must follow should any Child Protection Incident arise. In North Lanarkshire it is mandatory for each school to have a named Child Protection Coordinator whose role is to attend courses, report back and provide training and advice for staff. Ultimately, however, the Head Teacher has overall responsibility for ensuring all Child Protection issues are dealt with through the proper channels.

In Education our role is to provide a safe environment for all children where effective learning can take place, but the provision of pastoral care is of great importance. We have a duty to 'be alert to the need to act in the best interests of children and in co-operation with other key agencies in order to protect children from harm and abuse.' This means that as teachers we have a contractual and professional duty to report any suspicions we may have regarding the possible abuse of any child. We have no choice in the matter and we do not require proof. Our job is not to question the child but to pass on our suspicions to the Head Teacher who will contact either the Social Work Department or the Police. Equally, should a child disclose any concerns to us, again we must proceed within the guidelines laid down for us and report our information. Naturally, any Child Protection issue is confidential and only those who need to know are informed.

Education has an important role to play in promoting the welfare of children and we try to do this through creating a positive, caring environment where children are encouraged to discuss concerns, build positive relationships based on trust and become aware of their rights and responsibilities.

Please remember that we are here primarily to teach your children but if we are uneasy about any aspects of, or changes in a child's behaviour, appearance etc. then we must report our concerns. We do not have a choice and we ask for your understanding in this matter. We hope we have clarified our situation regarding Child Protection, but if you have any queries, please do not hesitate to contact the school.





Appendix 5

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

Lyndsay Malley

Cumbernauld/Kilsyth Area

Additional Support Manager

Kildonan Street Coatbridge ML5 3BT 01236 632363

Lyndsay Malley may be contacted directly or through the school. 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,

0845 123 2303 info@enquire.org.uk

www.enquire.org.uk for parents and practitioners www.enquireorg.uk/yp for children and young people.

Resolve

0131 222 2456 (Independent Adjudicator)

Scottish Independent Advocacy Alliance

Melrose House 69a George Street Edinburgh

EH2 2JG 0131 260 5380

enquiry@siaa.org.uk

www.siaa.org.uk

Reference to Tribunal

Europa Building

450 Argyle Street Glasgow

G2 8LG

Tel: 0141 242 0367

NHS Lanarkshire

Cumbernauld

Kildrum Health Centre - 01236 820031

Cumbernauld

Condorrat Health Centre - 01236 723 383

Kilsyth -

01236 820031

Kilsyth Health Centre

Social Work

Cumbernauld/Chryston 01236 638737

Carron House

Town Centre

Cumbernauld

G67 1DP



