

# Taylor High School

## SCHOOL HANDBOOK

2022-23





# 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 to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for 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.



For more information, contact SCES. Tel: 0141 556 4727, email: [mail@sces.uk.com](mailto:mail@sces.uk.com) or visit [www.sces.uk.com](http://www.sces.uk.com)

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## TABLE OF CONTENTS

1.	NORTH LANARKSHIRE.....	4
2.	SCHOOL INFORMATION.....	5
3.	TEACHING STAFF .....	8
4.	SCHOOL HOURS .....	10
5.	THE SCHOOL YEAR – 2022-23.....	11
6.	TRANSFER AND ENROLMENT .....	13
7.	GUIDANCE STRUCTURE (PUPIL SUPPORT) .....	15
8.	EQUAL OPPORTUNITIES.....	17
9.	WHAT IS CURRICULUM FOR EXCELLENCE? .....	18
10.	ADDITIONAL SUPPORT NEEDS.....	23
11.	IMPROVEMENT PLAN .....	26
12.	HOMEWORK .....	30
13.	SCHOOL ETHOS.....	32
14.	SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES .....	35
15.	EXTRA-CURRICULAR ACTIVITIES .....	36
16.	FREEDOM OF INFORMATION .....	39
17.	GENERAL DATA PROTECTION REGULATIONS (GDPR) .....	40
18.	CHILD PROTECTION & ADULT PROTECTION.....	44
19.	RELATIONSHIPS AND BEHAVIOUR.....	45
20.	HOME AND SCHOOL LINKS.....	57
21.	ATTENDANCE AT SCHOOL .....	58
22.	CLOTHING AND UNIFORM.....	60
23.	MEALS.....	62
24.	PLACING REQUESTS.....	64
25.	EDUCATION MAINTENANCE ALLOWANCE (EMA) .....	65
26.	TRANSPORT .....	66
27.	MEDICAL AND HEALTH CARE.....	68
28.	INFORMATION IN EMERGENCIES.....	70
29.	THE PARENT FORUM .....	71
30.	ATTAINMENT AND NATIONAL EXAMINATION RESULTS .....	73
31.	NAMES AND ADDRESSES.....	90
32.	SPECIALIST TERMS .....	92
33.	QUALIFYING STATEMENTS .....	93
34.	PROVISION OF SCOTTISH STATISTICAL INFORMATION.....	93
35.	CONTACTS.....	94

## 1. NORTH LANARKSHIRE



In North Lanarkshire, our vision is to improve the wellbeing of all children and young people, by ensuring they are loved, nurtured and empowered and so able to thrive in all aspects of their lives.

We will work collaboratively with children, their families and our partners to ensure our children have the best start in life and are supported to fulfil their potential.



We will do this by making sure we have the right supports available, at the right time and delivered in the right places to ensure equity for all.

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### INTRODUCTION - PAUL MCWATT, HEAD TEACHER

Welcome to Taylor High School. I hope this handbook provides all the information you need about the school: our aims, what we offer to our students, and what we expect of them in turn.

Our school is a Catholic school which provides a wide range of experiences and opportunities to develop the faith and learning of our young people. Our most important aim is for them to develop into well-rounded young adults well prepared to move on to further or higher education, to training and employment and, ultimately, to fulfilling careers.

Taylor is a school which accentuates the positive! From day one your child will have the opportunity to have success recognised, whether in relation to academic attainment, application, charitable works or a wide range of extra-curricular activities. We take pride in our sense of community and we hope that your child will quickly come to feel a part of this community. At the end of each academic year, the school celebrates success and recognises pupil achievements of all kinds which have occurred during the year.

In making progress in learning, all pupils are supported by our well qualified, experienced staff, both teaching and non-teaching. Staff wish, at all times, to work in close and active partnership with parents.

The school has an active Parent Council and throughout the year, parents will have a number of opportunities to get involved in the life of our school community. I urge you to get involved in the education of your child.

If you require further information, or, if you wish to discuss any aspect of this handbook, please contact me at the school.

### Covid-19 Pandemic

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

[www.northlan.gov.uk](http://www.northlan.gov.uk)

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## 2. SCHOOL INFORMATION



**Taylor High School**  
Carfin Street  
New Stevenston  
Motherwell ML1 4JP

Telephone: (01698) 274976  
E-mail: [enquiries-at-taylor@northlan.gov.uk](mailto:enquiries-at-taylor@northlan.gov.uk)  
Website: [www.taylor.n-lanark.sch.uk](http://www.taylor.n-lanark.sch.uk)  
Twitter: [@Taylor1982](https://twitter.com/Taylor1982)  
**Head Teacher:** Paul McWatt

### ACCOMMODATION AND FACILITIES

Opened in 1982, Taylor High is a six-year co-educational Catholic comprehensive school with a maximum capacity of around 960 pupils. Our school estate comprises a range of practical, specialist and general classrooms across two levels. Accessibility to all spaces is provided through lifts and ramps, and we have a single-use accessible toilet on the first floor.

At the heart of our school is our school Oratory where the Blessed Sacrament is reserved. This is located next to our school canteen and school library/resource centre. Our school theatre hosts approximately 250 people which is utilised for school assemblies, music and drama productions as well as an additional space for physical activities.

The school enjoys good provision for indoor physical activity with a large games-hall, a gym space, and a fitness suite indoors. Within the school grounds there is an all-weather multi-use sports facility, a full-size grass football pitch, and an athletics track.

<b>School Roll 2022-23</b>	<b>Projected intake from P7</b>
S1 – 166	2023 – 177
S2 – 191	2024 – 203
S3 – 173	2025 – 180
S4 – 197	
S5 – 129	
S6 – 89	
<b>945 pupils</b>	

### COMMUNITY FACILITIES AND LETTING

It is council policy that the school facilities summarised on this page should be made available for use by the community out with school hours. Such use will be in accordance with approved letting procedures. Enquiries to:

- Area Community Office (Bellshill 844607) / Area Office, Wishaw (Wishaw 374679)

ASSOCIATED PRIMARIES



**Our Lady & St Francis Primary School**  
Acting H.T. Mrs C Lewis

Newarthill Road  
Carfin  
Motherwell  
Tel: 01698 274947



**Christ the King Primary School**  
H.T. Mrs M Tierney

Melrose Avenue  
Holytown  
Motherwell  
Tel: 01698 274965



**St Teresa's Primary School**  
H.T. Ms. N Woods

85a Loanhead Road  
Newarthill  
Motherwell  
Tel: 01698 274912



**St Mary's Primary School**  
H.T. Mr Francis McIntyre

Chapel Street  
Cleland  
Motherwell  
Tel: 01698 274955



**St Patrick's Primary School**  
H.T. Mr M Dinsmor

Coronation Road East  
New Stevenson  
Motherwell  
Tel: 01698 352528

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## PARENT COUNCIL

### MESSAGE FROM PARENT COUNCIL CHAIR (M TOOLAN):

Taylor High School Parent Council is made up of parent volunteers who wish to support the whole of the school & represents the wider parent forum. We meet every 6-8 weeks to offer support to the school and to make an active contribution to the wider experience of the pupils at Taylor High by organising fund-raising events, discussing school activities and plans, and by ensuring parents voices have a valuable place in school improvement.

The members of the Parent Council ask that you play an active part in the life of the school and make your voice heard through the completion of school surveys & questionnaires. Your participation, thoughts and opinions are crucial in driving school improvement and ensuring support of the work of the school which in turn supports your child.

We can be contacted at [ptaylorhighschool@northlanarkshire.npfs.org.uk](mailto:ptaylorhighschool@northlanarkshire.npfs.org.uk) or leave your details with the receptionist at the school and we will get back to you using your preferred platform. If you would like further information or clarification, please contact me using the details above.

Please click on the documents below to find out more details about the parent council:

[THS Parent Council Constitution](#)

[What is a Parent Council](#)

[Purpose and Role of Parent Councils Leaflet](#)



### 3. TEACHING STAFF

The management of the school, the policy making, the long-term planning and the day-to-day administration, is in the hands of a Senior Management Team which is composed of:

HEAD TEACHER	Paul McWatt
DEPUTE HEAD TEACHER	Gerry McQuaid
DEPUTE HEAD TEACHER	John McLaughlin
DEPUTE HEAD TEACHER (ACTING)	Ursula Johnston

#### SMT REMITS

SLT MEMBER	YEARGROUPS	STRATEGIC RESPONSIBILITY	OPERATIONAL DETAIL
P McWatt		Leadership of Change (QI 1.1/1.3/1.4/1.5)	School Improvement and Leadership Overall school performance Staff welfare Overall budgetary responsibility  Link depts: Science; English; RE
G McQuaid	S1 / S6	Learning & Teaching (QI 2.2/2.3/2.6)	SQA Professional Learning for staff (inc students and probationers) Student Regent DYW & SDS EMA UCAS Consortium Transition  Link depts: Expressive Arts; HWB
J McLaughlin	S2 /S3	Pupil Support & Inclusion (QI 2.1/2.4/3.1/2.7)	Child Protection PSHE Empowering Cluster First Aid Parent Council  Link depts: Social Subjects; Support for Learning
U Johnston	S4 / S5	Attainment, Achievement and Positive Outcomes (QI 2.2/3.2/3.3)	Raising attainment Timetabling Options & Pathways Tracking and monitoring Wider achievement (including Future Fridays)  Link depts: Technologies; Maths



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## STAFF LIST 2022-23

Mr. P McWatt, HT  
Fr Kevin Lawrie, Chaplain

### ART

Mrs. N Pollock, PTC  
Mrs. K Devlin  
Mr. M Costello  
Mr. C Mullen  
Mrs. L Boyle

### TECHNOLOGIES

Mr. D Lewis, PTC  
Mr. W Richardson  
Mrs. L Brand, PT DYW  
Mr. S Price  
Mr. E Robertson-Sword  
Mrs. J Young  
Mrs. U Johnston Acting DHT  
Mr. M Hamilton  
Mr. A MacLeod

### ENGLISH

Mrs. M J Burton, PTC  
Ms. D Collins  
Mrs. A Rooney  
Mr. M Lavelle  
Miss. C Murphy  
Miss. A MacKinnon  
Miss. N Pye  
Miss Swanson

### LEARNING SUPPORT

Mrs. A Robertson, PTC  
Mrs C Chaddock  
Mrs P McBride

### MATHEMATICS

Miss N Clelland, PTC  
Mr. D Anderson  
Mr. C Geddes  
Miss. A Milligan  
Mr. J. McSherry  
Miss. A MacIntyre  
Miss. N McCart

### MODERN LANGUAGES

Mr. A Campbell  
Mrs. S Jackson  
Miss J McGuigan

### MUSIC

Mrs. S Muir PTC (Acting FH  
(PTC) Expressive Arts)  
Mrs. K McKinlay  
Mrs. S Murphy PTPS  
Miss. K McHugh

### HEALTH & WELLBEING

Mr. S Russell PTC  
Ms. K Bannatyne  
Mrs. G Carnegie  
Mr. J Ryan  
Ms. P Rooney  
Mr. G McQuaid DHT  
Mrs. J McGuigan  
Mr. P Hewitt  
Miss. E Millar

### RELIGIOUS EDUCATION

Mrs. M McCoy, PTC  
Ms. C Callaghan (Acting PTC)  
Mrs. L Fitzpatrick  
Mr. D Harkins

### SCIENCE

Mrs. C Brown, PTC  
Mr. C Phairs, PTPS  
Mrs. K McCranor, PT PEF  
Mr. W Choi, PT PEF  
Mrs. A Harris  
Mrs. J Cummings  
Mrs A Meharry  
Mrs. L Wilson#, PTPS  
Mr. K Savage  
Mr S McKenzie  
Miss. K McIntyre

### SOCIAL SUBJECTS

Mrs. H Stoutjesdyk, PTC  
Ms. M Valente, Acting PTPS  
Mr. C Dale, PT FF  
Mr. A McPake, PTPS  
Ms. G Kane, Acting PTPS  
Miss. N. Conlon  
Mr. C Biggerstaff  
Mr. J McLaughlin, DHT  
Miss. M Bates

### ADMIN STAFF

Mrs. J McGleish AFA  
Mrs. L Menzies AA  
Mrs. T Inglis CA (TT)  
Miss. P Illand CA  
Mrs. G. Wilkinson (TT)

### TECHNICIANS

Mr. B Murphy (Science)  
Mr. A White (Science)  
Mr. J Daniels (Technical) (0.5FTE)  
Mr. T McKeown (ICT)

### HOME-SCHOOL PARTNERSHIP OFFICER

Mrs. E Craig

### CAREERS ADVISER

Mrs. P McBride

### JANITORIAL STAFF

Mrs J Lynn  
Mr P O'Grady

### SUPPORT STAFF

Mrs. M Dickson ASN Assistant  
Mrs. E. Dalrymple ASN Assistant  
Mrs. M Findlay ASN Assistant  
Ms. L McCabe ASN Assistant  
Mrs. J McFarlane ASN Assistant  
Mrs. C McLaughlin ASN Assistant  
Mrs. B Moran ASN Assistant

### MUSIC INSTRUCTORS

Mrs. E Anderson (Woodwind)  
Mr. A McDonald (Keyboard)  
Mr. B McKenna (Percussion)  
Mrs. A Paterson (Brass)  
Mr. M Patterson (Guitar)  
Mr. S Dowling (Strings)  
Mr. S Nelson (Snare Drum)

#### KEY:

HT - Head Teacher  
DHT - Depute Head Teacher  
PTC - Principal Teacher Curriculum  
PTPS - Principal Teacher Pupil Support  
AFA - Administrative & Finance Assistant  
AA - Administrative Assistant  
CA - Clerical Assistant  
ASN - Additional Support Needs  
TT - Term-time  
DYW - Developing the Young Workforce  
PEF - Pupil Equity Fund  
FF - Future Fridays

Teaching Staff: 64.6FTE

## 4. SCHOOL HOURS

School starts at 8.55am each day and closes at 3.45 on Mondays to Thursdays. On a Friday morning, the school operates as normal until it closes at 12.30pm. After this time pupils are provided with the opportunity to take part in the wide variety of extra-curricular, vocational and sporting activities offered within our 'Future Friday' programme.

Pupils have 15 minutes for morning interval and 45 minutes for lunch. Pupils in S2-6 can access local services and shops during their lunchtime; parents are asked to remind pupils of the importance of road-safety at these times. Pupils in S1 are asked to remain within the school grounds for lunch until after the Easter break.

This session, we are piloting the reintroduction of a Registration Period at the start of each day. As such, the timings of the school day are as follows:

	08:55	09:05	09:53	10:42	10:57	11:45	12.34	1.19	2.08	2.56	3.45
MON	10	48	49	INTERVAL	48	49	LUNCH	49	48	49	
TUES	10	48	49		48	49		49	48	49	
WED	10	48	49		48	49		49	48	49	
THU	10	48	49		48	49		49	48	49	
FRI	6	48	49		48	49		FUTURE FRIDAYS			
							12.30				

**TAYLOR HIGH SCHOOL IS A UNICEF RIGHTS RESPECTING SCHOOL**



## 5. THE SCHOOL YEAR – 2022-23

<b>First Term</b>	Teachers return and in-service day	Monday 15 August 2022
	In-service day	Tuesday 16 August 2022
	Pupils return	Wednesday 17 August 2022
	September weekend	Friday 23 September to Monday 26 September 2022 (inclusive)
	October week	Monday 17 to Friday 21 October 2022 (inclusive)
<b>Second Term</b>	Pupils return	Monday 24 October 2022
	In-service day	Monday 14 November 2022
	Schools close	Thursday 22 December 2022 at 2.30pm
	Christmas and New Year holidays	Friday 23 December 2022 to Friday 6 January 2023 (inclusive)
<b>Third Term</b>	Schools return	Monday 9 January 2023
	Mid-term break	Monday 13 February 2023 and Tuesday 14 February 2023
	In-service day	Wednesday 15 February 2023
	Pupils return	Thursday 16 February 2023
	School closes	Friday 31 March 2023 at 12.30pm
	Spring holiday (Easter)	Monday 3 April to Friday 14 April (inclusive)
	Good Friday	7 April 2023
	Easter Monday	10 April 2023
<b>Fourth Term</b>	Schools return	Monday 17 April 2023
	May holiday	Monday 1 May 2023
	In-service day	Tuesday 2 May 2023
	Pupils return	Wednesday 3 May 2023
	May weekend	Friday 26 May 2023 to Monday 29 May 2023 (inclusive)
	Pupils return	Tuesday 20 May 2023
	Schools close	Wednesday 28 June 2023 at 1pm

## THE SCHOOL YEAR – 2023-24

<b>First Term</b>	Teachers return and in-service day	Monday 14 August 2023
	In-service day	Tuesday 15 August 2023
	Pupils return	Wednesday 16 August 2023
	September weekend	Friday 22 September and Monday 25 September 2023 (inclusive)
	October week	Monday 16 to Friday 20 October 2023 (inclusive)
<b>Second Term</b>	Pupils return	Monday 23 October 2023
	In-service day	Monday 13 November
	School closes	Friday 22 December 2023 at 12.30pm
	Christmas and New Year holidays	Monday 25 December 2023 - Friday 5 January 2024 (inclusive)
<b>Third Term</b>	Schools return	Monday 8 January 2024
	Mid-term break	Monday 12 February and Tuesday 13 February 2024
	In-service day	Wednesday 14 February 2024
	Pupils return	Thursday 15 February 2024
	School closes	Thursday 28 March 2024 at 2.30pm
	Spring holiday (Easter)	Friday 29 March - Friday 12 April 2024 (Inclusive)
	Good Friday	29 March 2024
	Easter Monday	1 April 2024
<b>Fourth Term</b>	Schools return	Monday 15 April 2024
	In-service day	Thursday 2 May 2024 (to coincide with UK Parliamentary elections, but may be subject to change)
	May holiday	Monday 6 May 2024
	Pupils return	Tuesday 7 May 2024
	May weekend	Friday 24 May 2024 and Monday 27 May 2024 (inclusive)
	Pupils return	Tuesday 28 May 2024
	Schools close	Wednesday 26 June 2024 at 1pm

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## 6. TRANSFER AND ENROLMENT

### PRIMARY-SECONDARY TRANSITION

The Head Teacher, and the Depute Head Teacher responsible for Transition (Mr McQuaid) meets with all five Primary Head Teacher on a regular basis to plan a range of programmes and strategies to promote further development between the schools e.g. Learning Support developments, improvements in transfer of information systems, curricular links and so on. Primary 7 pupils due to transfer at the end of the session to secondary school are advised of the normal arrangements for this transfer in the month of December by their primary Head Teacher. Mr McQuaid who manages the school's Transition Programme can be contacted for further details.

An extensive programme exists between Taylor High and its associated primaries to make transfers between the schools as smooth and easy as possible for our pupils. The following outlines our current arrangements:

- **Continuity Programme**

Pupils from our 5 associated primaries (Our Lady & St Francis, St Teresa's, St Patrick's, St Mary's and Christ the King) attend Taylor High School for two afternoons whilst still in Primary 7. During this time, they work in a number of subject departments to meet the staff and experience the learning in each of these areas.

In addition to the curricular continuity which these opportunities promote, pupils also have the opportunity to meet Taylor High School staff, become familiar with the layout of the school and meet the pupils with whom they will spend their secondary career.

- **Senior Leadership Visits to Primary School**

By arrangement with the Head Teachers of associated Primary School, parents of Primary 7 pupils in will be invited to an introductory information session. This meeting will enable staff from Taylor High School to provide parents with detailed information regarding pupil transition and induction, the curriculum in Taylor High, and to answer questions regarding the forthcoming transfer of pupils from Primary 7 to First Year.

- **Pupil Support Staff Visits to Primary**

The Principal Teacher of Pupil Support who will have responsibility for the next session's S1 will visit associated primaries along with the Depute Head Teacher. This visit allows them to obtain important information about the pupils from their Primary 7 teacher to support the continuity of pupils' wellbeing, learning and support.

Individual interviews with every Primary 7 pupil, using each pupil's P7 profile are conducted by the Depute Head Teacher and the PT Pupil Support. This allows the staff at Taylor High to get to know each pupil personally. Depending on the amount of information already made available to secondary staff, Learning Support staff may also participate in these visits.

- **Primary 7 Induction Days**

All P7 pupils normally visit Taylor High School for two days in May. During this visit, pupils continue to meet other young people from our other associated primary schools who will be in the same S1 yeargroup from August. These 2 days allow the pupils to:

- Meet their Pupil Support Teacher
- Familiarise themselves with the layout of the building as they move from subject to subject
- Meet other pupils in their class
- Meet staff of Taylor High School
- This should help allay fears of pupils (and often their parents) before they begin First Year in August.

## ENROLMENTS

### **Pupils who move into the catchment area**

If a pupil comes from another school or area to reside within the school's catchment area, the pupil can be enrolled in Taylor High by the parent contacting the school to arrange an appointment.

### **Pupils who live out with the catchment area**

If a pupil of secondary age lives beyond our school catchment area but parents/carers wish the pupil to be enrolled at Taylor High, then a Placing Request must be made official through North Lanarkshire Council. Further details and supports are available on the NLC website [here](#). In this situation, and in the case of the Placing Request being granted, parents must be prepared to pay the pupil's transport costs to and from the school.

Parents who wish to visit the school before applying for a placement are invited to telephone the school for an appointment.

## SCHOOL LEAVING DATES

All pupils must complete compulsory education until they are 16. More specifically, if a pupil turns 16 between 1 March and 30 September they can leave school after 31 May of that year. If a pupil turns 16 between 1 October and the end of February, they can leave at the start of the Christmas holidays in that school year.

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## 7. GUIDANCE STRUCTURE (PUPIL SUPPORT)

### PURPOSE OF PUPIL SUPPORT

The pastoral care of individual pupils is provided by a team of promoted Principal Teachers of Pupil Support who are led by Mr John McLaughlin, Depute Head Teacher.

The function of the Pupil Support team is to promote the safety, wellbeing and learning of all pupils in their care through support for personal, social, vocational, learning and curricular issues. Each pupil has an entitlement to a Key Adult and Named Person to support their wellbeing as defined in the Scottish Government's 'Getting It Right For Every Child' (GIRFEC) approach:

- Safe
- Healthy
- Active
- Nurtured
- Achieving
- Respected
- Responsible
- Included

To accomplish this task, Pupil Support staff endeavour to get to know and support pupils on an individual basis throughout their school career to maintain a valuable line of continuity from one year to the next.

Pupil Support staff are assisted in their work by a range of other staff:

- class teachers have regular contact with class groups and assist in the monitoring of attendance and punctuality;
- the Principal Teacher of Learning Support is also part of the Pupil Support Team and works closely with other members of the team to support pupils identified as having specific needs;
- careers staff from Skills Development Scotland and the Home School Partnership Officer provide advice and information on further/higher education and employment;
- staff from psychological services also assist Pupil Support staff where support is needed for pupils with behavioural or other difficulties; and,
- the school's Cluster Integration and Improvement Lead (CIIL) supports engagement with a wider network of supports and agencies within and beyond the local cluster area.

Pupil Support staff are ideally placed to support and advise the pupils for whom they have a responsibility and to be available to discuss concerns with parents. As such, the Pupil Support teacher is the first point of contact for parents if they have any concerns.

### PUPIL SUPPORT STRUCTURE AT TAYLOR HIGH SCHOOL

A 'horizontal' system is currently in operation at Taylor High School which is organised as follows:

- S1 - [Mr Phairs \(PTPS\)](#) / [Mr McQuaid \(DHT\)](#)
- S2 - [Miss Valente \(PTPS\)](#) / [Mr McLaughlin \(DHT\)](#)
- S3 - [Mr McPake \(PTPS\)](#) / [Mr McLaughlin \(DHT\)](#)
- S4 - [Mrs Wilson \(PTPS\)](#) / [Mrs Johnston \(DHT\)](#)
- S5 - [Mrs Murphy \(PTPS\)](#) / [Mrs Johnston \(DHT\)](#)
- S6 - [Miss Kane \(PTPS\)](#) / [Mr McQuaid \(DHT\)](#)

<b>Key:</b>
DHT: Depute Head Teacher
PTPS: Principal Teacher Pupil Support

The pupil support structure shows the year group that each PT Pupil Support has responsibility for, and this person should be the first line of contact for parents wishing to contact the school. Pupil Support staff are happy to meet with parents throughout the school year and will arrange appointments as required.

Each year, the Pupil Support Teacher will move with the year group, thus allowing pupils and parents to establish a long-term link with a particular member of the Pupil Support team.

The promoted post structure currently in place within the school has a team of 7 Principal Teachers working in Pupil Support (inclusive of Support for Learning). Six of these discharge pastoral and management responsibilities related to pupil welfare while one, Mrs Anna Robertson (PT SfL) specialises in Support for Learning. The Pupil Support Team is often enhanced by volunteer members of staff who shadow promoted staff.

### HOME SCHOOL PARTNERSHIP OFFICER (HSPO)

The Home School Partnership Officer, Esther Craig, works to promote positive partnerships between the school, home and community. Esther is a Community Learning and Development officer who works in a variety of ways to tailor support and programmes to best suit the needs of the young people and their families. In particular, the HSPO will support those pupils who have educational, social and/or behavioural needs.

The HSPO works with the existing Pupil Support provision to develop:

- Working with small groups of pupils to enhance their learning experiences
- Working with small groups of pupils on topics such as self-esteem, dealing with
- Stress, supporting positive attitudes and encouraging attendance.
- One to one pupil and family support. This support can take place within Taylor
- High School or alternatively a home visit can be arranged by the HSPO.
- Meeting parents and families to provide support, advice and information.
- Supporting and training the Pupil Council.
- Working with Primaries to support the transition to High School
- Supporting senior students in training to become Buddies/Peer Tutors to younger pupils.
- Develop networks between young people, families, the school, community and
- Other Agencies.

Home School Partnership, as a service, is committed to:

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

### SCHOOL COUNSELLING SERVICE

Additionally, Taylor High School is supported to provide professional counselling services to our young people on a referral basis. This year, our counselling service is provided by Teen Talk and our key Counsellor is Ross Burgess. This service is accessed in response to a need that is identified through the school's Wellbeing Assessment process in discussion with the young person and/or their parent/carer.



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## 8. EQUAL OPPORTUNITIES

As a Catholic School, we believe that every person is entitled to live, work and be treated with dignity and respect. At Taylor High School, we uphold and promote the United Nations Convention on the Rights of the Child in the firm belief that our commitment to dignity and respect comes from the fact that each person is a child of God who is made in His image and likeness. This belief underpins our commitment to social justice in line with Catholic Social Teaching which is expressed through the ethos, curriculum and faith-activities undertaken by the school community.

Taylor High School is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued. The school embraces a commitment to North Lanarkshire's policies on equal opportunities, race equality, social inclusion and social justice. The Education, Skills and Youth Employment Equality Policy includes instruction to take action to eliminate discrimination and promote equality of opportunity and good race relations.

The theme of equality permeates the school's ethos and formal curriculum, notably within the religious and social education programmes. Parents wishing further information or advice on equal opportunities, race equality, social inclusion and social justice should contact the Head Teacher in the first instance.

The school is committed to supporting North Lanarkshire's strategy for inclusion. This aims to help all young people to 'achieve whatever they are capable of achieving, irrespective of socio-economic background, gender, race or levels of ability or disability'. The school is committed to developing a culture of restorative justice and is committed to assessing all policies and practices to ensure that there are no negative impacts on any group of people.

We also accept our responsibility to take positive action, within the resources available to us, to remove or reduce whatever barriers are sometimes placed in the way of pupils and which prevent them from having equal opportunities.

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

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

[Technical guidance for schools in Scotland | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/technical-guidance-for-schools-in-scotland)

## 9. WHAT IS CURRICULUM FOR EXCELLENCE?

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

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

- a successful learner,
- a confident individual,
- a responsible citizen and
- an effective contributor.

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners.

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

Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing across all aspects of learning and every teacher will support learners with the development of these, including digital literacy skills.

Curriculum for Excellence is defined as:

*The totality of all that is planned for children and young people throughout their education'.  
The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fun.*

These contexts are:

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

### WHAT ARE THE CURRICULUM FOR EXCELLENCE LEVELS?

There are five levels and these are flexible depending on pupils' needs and abilities (some children and young people may achieve these levels earlier or later dependent on ability):

- Early level pre-school to P1
- First level to the end of P4
- Second level to the end of P7
- Third and fourth levels S1 to S3
- Senior phase S4 to S6 and other forms of study.

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## WHAT IS THE BROAD GENERAL EDUCATION?

The Broad General Education (BGE) is the first phase of two closely connected phases of education. The BGE phase stretches from age 3 until the end of S3 after which learners move into the Senior Phase which starts in S4.

## CURRICULUM AREAS AND SUBJECTS

The BGE is delivered via 8 curricular areas which, in secondary school cover years S1 to S3, and may be subdivided further into individual subjects.

The 8 curricular areas are:

- Expressive Arts
- Languages and Literacy
- Health and Well Being
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies.

## S1/S2 CURRICULUM IN 2020-2021

<b>Subject</b>	<b>Period Allocation</b>
English	5
Maths	5
Science	3
Spanish + Experience of French	3
Social Subjects	3
Art and Design	2
Music	2
Home Economics	1
Technical	1
ICT	2
Physical Education	2
Religious Education	2
PSHE	1
<b>Total</b>	<b>32</b>

Inter Disciplinary Learning is delivered through cross-curricular projects.

## THIRD YEAR CURRICULUM

In Third Year, we continue with a Broad General Education covering Curriculum for Excellence Third and Fourth Level Experiences and Outcomes. All curriculum areas are studied in Third Year with two elective subjects to allow for increased personalisation and choice.

## THE SENIOR PHASE

The senior phase curriculum, from S4 to S6, follows a young person's broad general education, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development such as awards and wider achievements. It is designed to support young people in moving on to positive sustained destinations, whether that is college, university, training or employment. In the Senior Phase, schools and their partners (such as colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners – including pupils who might previously have become disengaged from education.

## FOURTH YEAR CURRICULUM

The Fourth Year Curriculum reflects the design principles of a curriculum for excellence and involves students choosing five subjects to study along with English and Mathematics. Pupils will be presented at either National 3, National 4 or National 5, with only National 5 having external examinations which, in most cases, can progress onto Higher level in S5/6. Levels of study at National 3 or National 4 are internally assessed without an external examination.

## FIFTH AND SIXTH YEAR CURRICULUM

At this stage, Students choose 5 courses. These courses lead to awards at Advanced Higher, Higher, National 3, National 4 and National 5 or freestanding units. It may be possible to organise courses at neighbouring schools if Taylor High is unable to offer a given choice of course.

In addition, students can undertake Foundation Apprenticeships and vocational courses including sports coaching, practical craft skills and personal development. The availability of these courses is subject to change and local variance across different college campuses.

## PERSONAL SUPPORT/CAREER PLANNING

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

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## ASSESSMENT AND REPORTING

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

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

The main purpose of assessment in Taylor High School is:

- to ensure that all pupils know and understand the level and progress of their learning;
- to understand what they need to do to improve or progress in their learning; and,
- to experience a genuine sense of achievement in their learning.

Key aspects of the pupil's work are assessed to provide a cumulative profile of the pupil's achievements in terms of subject content, concepts and skills. End of unit assessments are used in all stages and help the teacher and pupil check the progress which is being made. Areas of difficulty can be highlighted and next steps identified to direct pupils to further work to overtake identified development needs. Each pupil will be supported in understanding the assessment of their learning through Learner Conversations.

During session 2022-23, parents of pupils in S1 to S3 receive two tracking reports per year which give details of their child's progress. Parents of pupils in S4 to S6 pupils receive three tracking reports per year which give details of their child's progress. Further details are outlined below:

S1	First year pupils receive a tracking report in October, and May. Each report contains information on progress, effort, behaviour, homework, attendance and time keeping. The First Year Parents Meeting takes place in March 2023.
S2	Second year pupils receive a tracking report in October, and May. Each report contains information on progress, effort, behaviour, homework, attendance and time keeping. The Second Year Parents Meeting takes place in November 2022.
S3	Third year pupils receive a tracking report in November and June . Each report contains information on progress, effort, behaviour, homework, attendance and time keeping. The Third Year Parents Meeting takes place in February 2023.
S4	Fourth year pupils receive a tracking report in November, January and March. Each report contains information on progress, effort, behaviour, homework, attendance and time keeping. The Fourth Year Parents Meeting takes place in November.
S5/6	Fifth and Sixth year pupils receive a tracking report in October, December and March. Each report contains information on progress, effort, behaviour, homework, attendance and time keeping. The Fifth Year Parents Meeting takes place in November 2022.

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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.

Pupils can see jobs in action; build their CVs; search for vacancies and explore training opportunities in a way that's personal to them. There are video clips of people explaining their job roles and a news magazine cover with some great up-to-the-minute tips on how to get a job or train for one.

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

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

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



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## 10. ADDITIONAL SUPPORT NEEDS

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

The Education (Additional Support for Learning) Scotland Act 2009 has introduced a new framework for supporting children and young people in their school education, and their families. This framework is based on the idea of Additional Support Needs (ASN). This term will apply to children and young people who, for whatever reason, require additional support, short or long term in order to help them make the most of their school education.

Any pupil who is or has been Looked After or Care Experienced (that is, young people who are or have been cared for directly or whose care is supervised by the Local Authority) is automatically deemed to have Additional Support Needs and will be assessed for planned intervention following a 'most inclusive, least intrusive' principle. Mr McLaughlin (DHT) is the Designated Manager with responsibility for overseeing arrangements for pupils in these circumstances.

### STAGED INTERVENTION

Through a process of Staged Intervention and, where appropriate in conjunction with other appropriate agencies, the school will work to support these pupils and their families within the framework of the new legislation and in line with the Code of Practice.

The Staged Intervention process is as follows:

UNIVERSAL	Where education staff identify that a child or young person needs support or planning which can be met within the school using classroom and whole school resources.
ADDITIONAL	Requesting support from within Education and Families (services/resources out with school) e.g. Educational Psychologist, Community Learning and Development. Further planning may be required develop the wellbeing of children and young people the Named Person may request assistance from colleagues in partner agencies.
INTENSIVE	Integrated and compulsory working with other agency/agencies. Targeted intervention(s) required to promote the wellbeing of the child would be identified by relevant agencies (child's Network of Support) and included in the Child's Plan. A Lead Professional would be identified. At this level, it is possible that there would a statutory Child's Plan with integrated assessment, integrated chronology and a Lead Professional identified.

### RELATIONAL APPROACHES – NURTURE

As a school, Taylor High School is committed to developing our universal approaches to inclusion through relational approaches which are fundamentally person-centred approaches to promoting positive learning relationships and environments for all learners. To offer further additional support, Taylor High School is increasing its provision through a Nurture Group programme. This programme seeks to identify and support pupils through an enhanced social and emotional curriculum, which requires participants to attend the programme for 1 or 2 periods each day. Parents are informed, involved and must give consent for a pupil to be supported through this programme.

## SUPPORT FOR LEARNING

The staff of Taylor High School fully support North Lanarkshire Council's policy on the inclusion of children with Additional Support Needs. The Council's policy acknowledges that an appropriately differentiated curriculum should be delivered in a supportive way which recognises that every child's contribution is of equal importance. Each pupil has a Principal Teacher of Pupil Support who is the Named Person with overall responsibility for the overall picture of how each pupil is progressing in their learning and wellbeing. This Principal Teacher is the first-point of contact between the school and parents/carers.

While every member of staff has the responsibility to provide and deliver an appropriate curriculum which supports the learning of all pupils, we also have a Support for Learning department. This department is led by a Principal Teacher (Mrs Robertson) and is supported by a team of Additional Support Needs Assistants. In session 22/23, grant funding from the Scottish Government has been used to increase the number of teachers available to support young people's recovery from the disruption caused by COVID.

In Taylor High School, Support for Learning is a whole-school resource: it is for all pupils and all staff. The main roles of the Support for Learning staff are as follows:

- to work as a co-operative teacher - to support the needs of pupils experiencing difficulties in the classroom;
- to provide guidance to other staff - to advise staff on materials, methodology and resources which help to meet the needs of pupils;
- to deliver direct teaching - where necessary pupils will be withdrawn from class and taught individually. This would only occur in exceptional cases and would be for a short period of time and with the consent of parents; and,
- to liaise with outside agencies - to work in partnership as required by the needs of the pupils with such agencies as Psychological Services, Hearing Impaired Service, Bi-lingual Support, Speech & Language specialists and other relevant agencies in order to provide a full programme of support for pupils with special needs.

## ADDITIONAL SUPPORT NEEDS ASSESSMENT AND PLANNING (GETTING IT RIGHT FOR ME PLANS)

Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought. Parents, carers and young people themselves can request an assessment at any time to establish if any Additional Support Needs are present and requiring planned intervention.

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

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



Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents/carers will receive letters from the Education Authority throughout the CSP process. Parents/carers and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

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

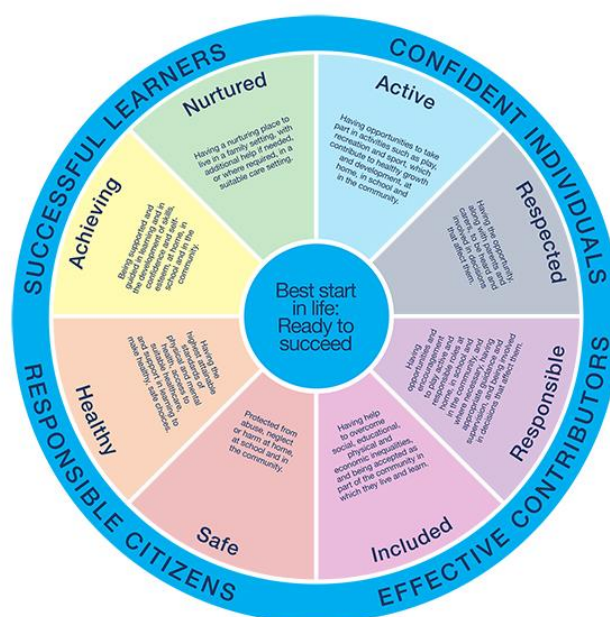
## DISPUTE RESOLUTION

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.

If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents/carers and young people through Resolve (see contact details at the back of this handbook). Mediation is free through Resolve and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application for Independent Adjudication (see contact details at the back of this handbook) can be made by parents/carers free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The Additional Support Needs Tribunal has been set up to hear appeals made by parents/carers or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child’s Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal.

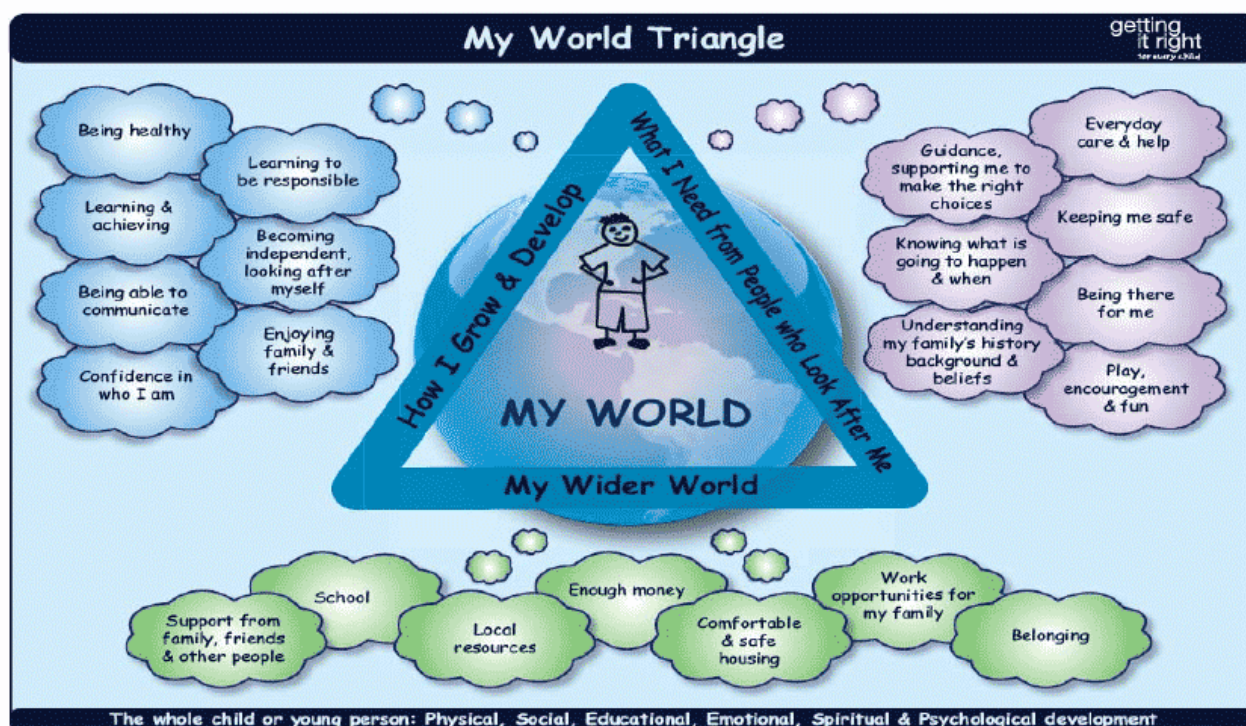


## 11. IMPROVEMENT PLAN

Each session we look at various aspects of the service we provide and in discussion with staff, pupils and parents we look at the improvements we can make within the resources available to us. Plans are then drawn up to guide the actions we propose to take so that these improvements can be made. Details are made available to the Parent Council and are available to any parent on request. The current outline plan is appended to this handbook.

The School Improvement Priorities are as follows:

<p><b>Cluster Priority (Taylor High School in partnership will associated primary schools)</b></p>	<p>GIRFEC: improved identification, assessment and intervention to meet pupils’ needs.</p> <p>Working as a cluster of schools, we will work towards a common and consistent approach to identifying, assessment and planning to meet pupils’ needs. We will particularly focus on Transition pupils.</p> <p>To achieve this, we will:</p> <ul style="list-style-type: none"> <li>- Survey all staff, pupils and parents/carers about our current approaches to Getting It Right For Every Child (GIRFEC)</li> <li>- Professional learning opportunities for all staff across the cluster</li> <li>- Develop a common tool to support assessment and transition arrangements across all establishments</li> <li>- Compile a list of partner agencies and effective approaches for meeting pupils’ needs</li> <li>- Take a cluster approach to reviewing attendance and exclusions from school</li> </ul>
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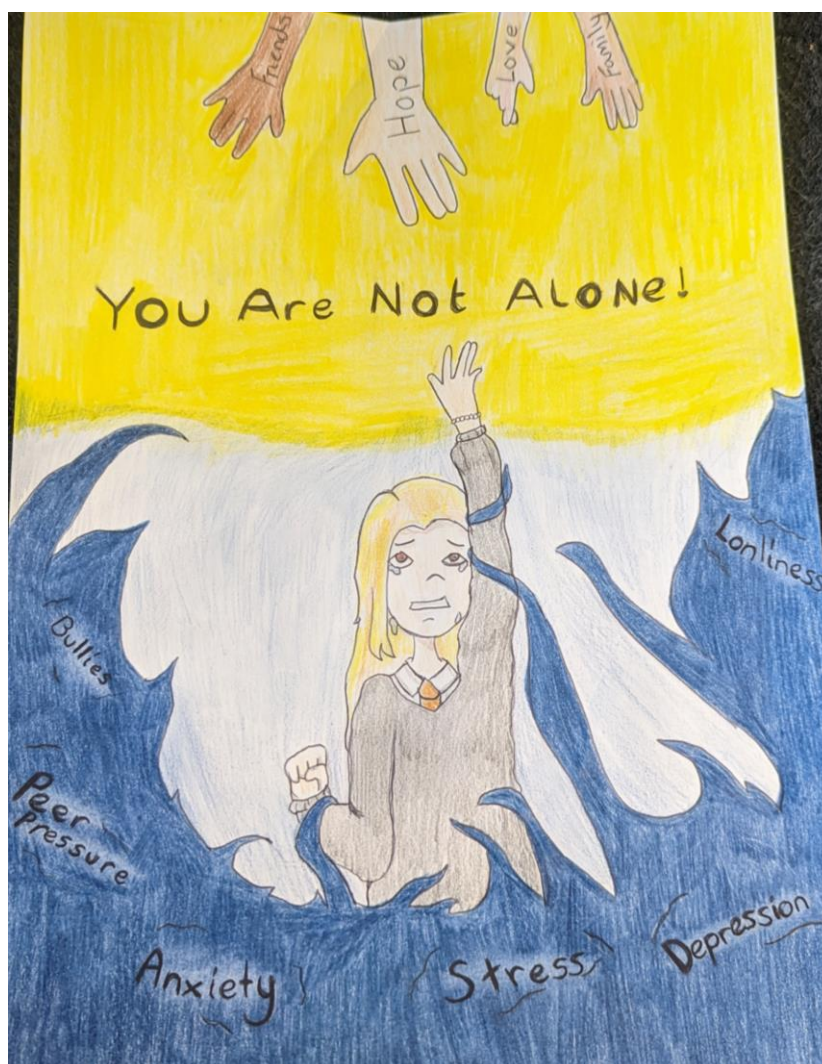


<p><b>School Improvement Priority 1: Improving pupil attainment</b></p>	<p>Our S4 results from 2022 have improved from our 2021 performance, and a range of interventions were successful in helping pupils to improve their learning within the session 21/22. More pupils achieved at least 3 or more Highers, and at least 5 or more Highers in S5 in 21/22 than in 2019. This year, we want to build on the effective strategies from last year, and set a target to improve our exam passes even further. For BGE pupils, we will aim to build on the improvements shown last year in supporting pupils' core literacy and numeracy levels.</p> <p>We will seek to improve:</p> <ul style="list-style-type: none"> <li>- Targeted support to improve literacy in S1-3 (reading; talking; listening)</li> <li>- Improved numbers of pupils achieving National Qualifications across their Senior Phase</li> <li>- Support all pupils to move through school, ideally to S6, then onto a positive destination after school</li> </ul> <p>To achieve this, the school plans to work on the following activities:</p> <ul style="list-style-type: none"> <li>- Provide support to targeted groups of pupils in S1 and S2</li> <li>- Updated and improved arrangements for assessment activities with a focus on S3-6</li> <li>- Staff professional learning on SQA's latest advice and guidance</li> <li>- Increased capture and use of assessment information to provide better feedback to pupils/families, and to plan activities to support improved learning</li> <li>- Revised approach to planning and tracking supported study activities through study skills, additional learning experiences and mentoring</li> <li>- Develop additional courses and programmes within the curriculum</li> <li>- Focus on pupils who may need additional help and put it in place</li> </ul>
<p><b>School Improvement Priority 2: Improving learning and teaching</b></p>	<p>Feedback from pupils, staff and parents has shown us that we need to have a more consistent approach to our planned learning and teaching across the school. Staff and pupils have worked on developing a 'Taylor Good Lesson' as the standard expectation for all pupils in all subjects. We want all pupils to be engaged in their learning and to experience the right amount of support and challenge in their learning and be clear on how well they are doing. We want pupils and their families to know more about the learning and how learners can improve.</p> <p>To achieve this, the school plans to work on the following activities:</p> <ul style="list-style-type: none"> <li>- Staff professional learning will explore current standards and approaches to active learning and teaching</li> <li>- Improved use of ICT for learning and teaching</li> <li>- More opportunities for staff to see and share each other's teaching</li> <li>- Improve content of reports to parents to clarify progress and next steps in learning</li> <li>- Review and improve approach to learner conversations to clarify learning targets</li> </ul>

<p><b>School Improvement Priority 3: Improving inclusive practice to meet pupils' needs</b></p>	<p>Further work is required to build on the new approach to Pupil Support that was developed last year. This year we are seeking to further improve our approach to identifying and assessing pupils' needs, and planning interventions that improve learning and/or wellbeing. We will also expand our target group support experience to offer more pupils a bespoke learning experience based on nurture group principles. We will seek to improve pupils' attendance at school and reduce the need for exclusions from school.</p> <p>To achieve this we will work on the following activities:</p> <ul style="list-style-type: none"> <li>- Trial a new approach to registration to support routines and to monitor attendance and wellbeing needs daily</li> <li>- Develop new systems to capture and review key pupil data such as attendance and wellbeing needs</li> <li>- Evaluate the impact of our recently developments to improve attendance and improve pupil support procedures</li> <li>- Staff professional learning opportunities to support inclusive practice based on GIRFEC</li> <li>- Develop a new relationships policy to replace the previous behaviour policy</li> <li>- Develop and extend our Mental Health Ambassador programme and our supports for mental wellbeing</li> </ul>
<p><b>School Improvement Priority 4: Improving the pupils' experience of contributing to an empowered community of faith and learning</b></p>	<p>Work began in session 21/22 to review our school's Values, Vision and Aims. With a significant number of staff newly appointed to the school, and to align to our 40th Anniversary within this session, work must be done to complete the refreshing of our school's stated values, vision and aims. Children's rights must be promoted within the faith-based context of the school to ensure particularly that opportunities are created to ensure that learners' voices (Article 12) are heard and listened with a view to supporting empowerment of all stakeholders, especially the learners.</p> <p>To achieve this we will work on the following activities:</p> <ul style="list-style-type: none"> <li>- Work in partnership between pupils, staff and parents/carers to refresh and embed our schools Values, Vision and Aims</li> <li>- Develop the school's approach to Pupil Council work to ensure clear plans and activities for pupil leadership</li> <li>- Continue pupil involvement in evaluating the learning and teaching within the school</li> <li>- Seek ways to acknowledge and celebrate pupils' talents, successes and achievements</li> <li>- Confirm completion of UNICEF's Rights Respecting School Award at bronze level, and work towards silver</li> </ul>

<p><b>PEF Activities (Pupil Equity Fund)</b></p>	<ul style="list-style-type: none"> <li>- PEF DHT: to oversee the planning and impact of activities to improve outcomes for pupils equitably; further extend and implement Nurture at Taylor.</li> <li>- PT Data &amp; Digital: to develop and embed improved systems to capture and analyse data for improved attendance, attainment and wellbeing planning.</li> <li>- PT Raising Attainment: to develop targeted approaches to aid pupils' recovery in their learning and improve their attainment</li> <li>- Literacy Pathways Support: specialist staff brought in to support core literacy improvement with targeted groups of pupils</li> <li>- Additional staffing: to support delivery of targeted interventions for literacy, numeracy and wellbeing.</li> </ul>
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The full School Improvement Plan can be found on the school website.



Children's Mental Health Week Poster Winner

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## 12. HOMEWORK

During their school careers, all pupils undertake school-work which is additional to that done during formal lessons. If properly designed, this homework can play a valuable part in a pupil's education:

- it can add a substantial amount of study time to consolidate, assess or extend class-based learning;
- it offers opportunities for pupil-work which is independent of the teacher;
- it can exploit materials and sources not readily accessible in the classroom;
- it allows pupils to practise skills learned in the class;
- it permits the setting of targets in accordance with the needs and abilities of individual pupils;
- it can help to strengthen the link between home and school by involving families in pupils' learning at home.

In more specific terms, the following statements outline the Homework Policy of Taylor High School and each Department will base its own homework policy on these principles:

1. Homework is an integral part of any well-structured course and is, therefore, incorporated into the course at the design stage.
2. Homework should be designed to confirm and reinforce existing skills. It provides opportunity to further develop problem solving and information-handling abilities.
3. Homework is given to pupils from First Year onwards and builds on existing practices in the Primary Schools to foster the correct habits and attitudes which are necessary in later years.
4. Homework tasks are appropriate to the needs and skills of individual pupils.
5. The amount of homework should be reasonable. What is appropriate depends on pupil abilities and on the extent to which these develop as the pupil progresses through school. The varying depth and degree of challenge of coursework at different stages, is also taken into account. Departments will also take into account requests from parents for extra homework.
6. Homework encourages in pupils a responsibility for their own learning and prepares pupils for the discipline of private study.
7. Homework helps Principal Teachers to monitor the effectiveness of learning and teaching in their department.
8. All homework is monitored by teachers by a variety of methods -marking, spot-checks, skimming, related class activities. The amount of homework set is not therefore limited by the volume of correction borne by the teacher. A proportion of homework tasks will also be assessed so that assessment may contribute to Reports to Parents or to internal assessments required by the Scottish Qualifications Authority. The extent to which such assessment occurs is a matter for individual subject departments.
9. All homework is recorded by teachers, largely for the purpose of pupil assessment and reporting. Increasingly, however, it will provide opportunities for pupils to make their own entries in self-assessment profiles or their student planners
10. Departments give considerable thought to parental involvement in pupils' homework. Parents are often asked to sign pieces of written homework. But there are many other ways pupils can be helped by their parents; spelling, "testing" their children; listening to what has been learned; asking them for explanations of homework tasks.
11. Parent are encouraged to seek advice/clarification on any issues regarding homework. Please contact your child's Pupil Support Teacher in the first instance.

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Every pupil is provided with a Taylor High School Student Planner to record their homework, assessments and achievements. Staff assist pupils to use the planner and monitor its effectiveness. Parents are asked to inspect their child’s planner and sign it at the end of each week. This planner also includes important information for both pupils and parents and indeed can form part of good discussion at home about school issues. (The use of planners is under review in session 22/23).

Young Musician of the Year Competition Winners 2022-23



## 13. SCHOOL ETHOS

Taylor High School is a Roman Catholic comprehensive secondary school and is committed to upholding and promoting the mission, standards and expectations of all Catholic schools as outlined in the Charter for Catholic Schools in Scotland (below).

As a Catholic school we are concerned to promote the two great Christian commandments:

- to love God
- to love our neighbours as ourselves

It is for that reason that we have adopted as our motto the prayer of our patron Monsignor Thomas Taylor which he offered up in 1897, the year of his ordination to the priesthood.

**“Que tout soit pour Dieu”.**

**“May all things be for God”.**

As a comprehensive school, we welcome everyone who wishes to come here. As a Catholic School, we are committed to the education of the whole person, intellectual, social, physical, spiritual, in line with the scripture, traditions and teachings of the Church.

### OUR AIMS

In seeking to develop the gifts and talents of all of our young people in line with their vocation from God, we follow the Catholic Church’s model of education which is based on a partnership between home, the school and the parish. In particular, we are determined to:

- promote Gospel values
- encourage spiritual growth in pupils
- develop a caring, Christian ethos
- foster a strong sense of community
- promote positive pupil standards, expectations, relationships and behaviour
- ensure high quality learning and teaching
- develop pupils’ knowledge, understanding, skills and abilities
- ensure equal opportunities for all
- develop staff of the highest quality
- implement clear school policies and plans

### OUR STANDARDS

In choosing to send their children to Taylor High School, we assume that parents will support us in our determination to maintain the following standards:

- high levels of attendance
- punctuality at all classes
- high levels of effort at all times
- high standards of behaviour
- a determination to succeed
- support for the school’s dress policy.

In return, all staff are committed to doing their very best to help all pupils achieve their full potential. In particular we shall have high expectations of our pupils in the belief that we shall encourage them to have greater self-esteem and greater confidence in what they can achieve.



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## THE SERVICE WE PROVIDE

The service which we provide and which is dealt with in more detail in the pages which follow, can be thought of as a curricular service and as a pastoral service.

Our curricular service is concerned with such aspects as:

- breadth balance and choice of courses
- continuity and progression of courses from stage to stage
- the quality of learning and teaching
- assessment and reporting arrangements
- the quality of teaching resources, timetabling arrangements including class
- size and organisation and the use of classrooms and other available space.
- arrangements for national examinations.
- links with associated agencies and partners
- monitoring and evaluating the quality of overall curricular provision

Our pastoral service is concerned with such aspects as:

- the religious, spiritual and moral life of pupils.
- attendance, punctuality and behaviour of pupils
- personal, vocational and careers guidance
- learning support for all
- equal rights
- multi-cultural and anti-racist education
- home school community links
- personal, social and health education programmes link with outside agencies such as psychological services and Skills Development Scotland
- links with industry and further and higher education
- extra-curricular activities
- monitoring and evaluating the quality of overall pastoral provision

*In partnership with pupils, staff and parents/carers, and in marking our 40<sup>th</sup> Anniversary as a community of faith and learning, Taylor High School is in the process of refreshing its values, vision and aims in session 2022/23. This will be fully in keeping with the Charter for Catholic Schools (below).*



# 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 to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for 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.

For more information, contact SCES. Tel: 0141 556 4727, email: [mail@sces.uk.com](mailto:mail@sces.uk.com) or visit [www.sces.uk.com](http://www.sces.uk.com)

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## 14. SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

As a Catholic Comprehensive School Taylor High School enjoys the privilege of having its own Oratory at the heart of the school building where the Blessed Sacrament is reserved. Father Lawrie celebrates Mass regularly during the school year. Mass is offered twice a week during Lent and Advent with additional Eucharistic Services. Mass is also offered on Holydays of Obligation. The Sacrament of Reconciliation is also made available to pupils, as are the other services appropriate to the Church's year.

As a Catholic School, religious education is of prime importance within the school along with the celebration of the liturgy. All pupils receive two periods of Religious Education per week. The Acting Principal Teacher of Religious Education, Ms. Callaghan, assumes general responsibility for the designing of courses and the management of RE resources within the school. She is supported in this role by Father Kevin Lawrie (School Chaplain) and the Head Teacher. Pupils are actively encouraged to participate in the religious services which are available in the school.

As a community of faith and learning, all staff, pupils and parents/carers are invited to put faith into action through such activities as charity and fundraising. In session 22/23, a new partnership is being explored with the Wayside Club in Glasgow for active service in the community, and funds are raised for charity throughout the school year, and especially during the season of Lent. Groceries are collected during Advent by pupils and Christmas parcels are made up for the needy in the local area.

It is recognised that the Education Act allows parents to withdraw their children from any religious instruction. 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.

Provision is made during Ramadan and Friday religious observance for our Muslim pupils.

### Taylor High School Prayer

*God Our Father  
Guide us through each day  
Give us the strength to do Your will  
Help us to work together  
To serve our school, our home and our parish  
Give us the Gift of Faith to live our school motto*

*'Que tout soit pour Dieu'*

*We ask this through Christ Our Lord*

*Amen*

## 15. EXTRA-CURRICULAR ACTIVITIES

The school provides a wide variety of extra-curricular clubs and activities. It also offers a comprehensive programme of supported study at lunchtimes and after school.

In addition to this the school also offers Easter School which provides pupils with additional tuition immediately prior to SQA examinations.

### SUPPORTED STUDY

 <b>Taylor High School</b> <b>Support Study Offering</b> 					
Subject and Level	Monday	Tuesday	Wednesday	Thursday	Friday Afternoon
Higher Modern Studies – Miss Conlon		After School			
National 5 Geography – Mr Biggerstaff		After School			
Higher Geography – Mr Dale			After School		
National 5 Modern Studies – Miss Bates			After School		
Higher/N5 History – Miss Stoutjesdyk*			After School*		
Maths AH		After School			
Maths H		After School			
Maths N5		After School			
Maths N5 Applications			After School		
Higher Spanish				After School	
National 5 Spanish				After School	
Higher English				After School	
National 5 English				After School	
Nation 4/5 Business Management	Lunchtime	Lunchtime	Lunchtime	Lunchtime	
National 4/5 Computing Science	Lunchtime	Lunchtime	Lunchtime	Lunchtime	
Higher Graphic Communication			Lunchtime		
Chemistry N5		After School			
Chemistry H	After School				
Chemistry AH	Lunchtime				
Biology N5				After School	
Biology H				After School	
Physics N5			After School		
Physics H			After School		
Physics AH				After School	
PE Higher	After School				
Music – By Arrangement with Teacher					

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## FUTURE FRIDAYS

### WHAT IS FUTURE FRIDAYS?

Future Friday is an enrichment afternoon organised by North Lanarkshire Council. The Principal Teacher at Dalziel High School is Mr C. Dale.

While formal education ends at 12.30 pm on a Friday afternoon at Taylor High School, the afternoon is the opportunity for all learners to get involved in new activities which will enrich their educational experience. All pupils are eligible and encouraged to take part in the enrichment activities on a Friday afternoon which include activities in range of areas such as: health and wellbeing; sport; creativity; arts and crafts; study and master-class learning; vocational and industry-standard qualifications and work-experiences; and leadership opportunities. In session 22/23, our Future Fridays programme includes:



- Football
- Baking
- Badminton
- Bushcraft skills
- Dance
- Driver awareness course
- Table Tennis
- STEM Leadership
- Movie Club
- Creative Arts Leadership
- Film Making Club
- Sports Leadership
- Acting
- Cooking
- Emergency First Aid
- Creative Writing
- Media Team
- Universal Offer Activities (from NLC)
- Karate
- Drama
- CSCS Card Training

Where possible, Mr Dale seeks to align these experiences to formally recognised accreditation or qualification frameworks.

### WHAT IS EXPECTED OF PUPILS AT FUTURE FRIDAY?

Mr Dale organises and manages weekly sign-up for activities to give pupils and their families the greatest flexibility for pupils' experiences. It is important that pupils attend the sessions they have signed up to. If they are taking part in an opportunity where accreditation is available, they must take responsibility for record keeping and adhering to deadlines. The school cafeteria will be available to all pupils during lunch time (12.30- 1.15pm). However, from 1.15 pm pupils should only be in the building if they are engaging in a Future Friday Activity; transport is always available for pupils who usually take a school bus home.

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## EXTRA-CURRICULAR ACTIVITIES

A range of other opportunities for wider and personal achievement are available at Taylor High School. This session the following activities are available; parental support is always appreciated to encourage pupil participation:

### PE:

- Football Tennis - Mon lunch time(S1-3)
- Badminton - Tues Lunch time (All)
- Basketball & Athletics -Tues after school (All)
- Girls Football - Wed Lunch time(All)
- Volleyball - Wed after school (All)
- Dodgeball - Thurs Lunch time(S1)
- Yoga - Thurs Lunch time (All)
- Netball - Thurs after school (All)
- Fitness Circuits - Lunch time Mon, Tues & Thurs (All)

### Music:

- Rock Band - Mon
- Scholar Cantorum - Tues
- Trad Band - Wed
- Concert Band - Wed after school
- Junior Choir - Thurs

### Science:

STEM Club mostly during FFs but also can be on at other points

### RE:

Various activities related to the Caritas Award Wayside Club (Tues eve) – S6 only



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## 16. FREEDOM OF INFORMATION

Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information held by the Council and imposes a timescale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information Coordinator can be contacted by telephone on 01698 302484.



## 17. GENERAL DATA PROTECTION REGULATIONS (GDPR)

### a. GENERAL DATA PROTECTION REGULATIONS (GDPR) STATEMENT FOR EDUCATION

#### WHAT IS THIS STATEMENT?

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

#### WHO ARE WE?

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

#### WHY DO WE NEED YOUR PERSONAL INFORMATION AND THAT OF YOUR CHILD OR YOUNG PERSON?

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

#### LEGAL BASIS FOR USING YOUR INFORMATION

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

#### YOUR PERSONAL INFORMATION

Education uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually.

We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances.

We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

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



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## HOW WILL WE USE THIS INFORMATION?

Your personal information will be used:

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

## WHO DO WE SHARE INFORMATION WITH?

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

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

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

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

## HOW LONG DO WE KEEP YOUR INFORMATION FOR?

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can view this on our [website](#), or you can request a hardcopy of this from Education, and Families, Civic Centre, Motherwell, ML1 1AB.

## YOUR RIGHTS UNDER GDPR

You can:

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

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

## THE COUNCIL'S DATA PROTECTION OFFICER

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

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

## THE INFORMATION COMMISSIONER

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

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

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## b. TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

### EDUCATION AUTHORITIES AND THE SCOTTISH GOVERNMENT

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

The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP. Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

### WHY DO WE NEED YOUR DATA?

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

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

### YOUR GDPR RIGHTS

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

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

### CONCERNS

If you have any concerns about the ScotXed data collections you can [email](#) or write to The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed data exchanges are available on the [ScotXed website](#).

## 18. CHILD PROTECTION & ADULT PROTECTION

### CHILD PROTECTION

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

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

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

Child Protection Co-ordinator is: John McLaughlin, Depute Head Teacher  
Telephone number: 01698 274 976

### ADULT PROTECTION

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

If there are any Adult Protection concerns the Head Teacher or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines  
Adult Protection Co-ordinator is: John McLaughlin, Depute Head Teacher.

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**The Child Protection Co-ordinator in Taylor High School is:**

**MR MCLAUGHLIN**



**Please contact Mr McLaughlin if you have any regarding the care and welfare of a Taylor High pupil.**

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## 19. RELATIONSHIPS AND BEHAVIOUR

### a. SCHOOL DISCIPLINE



#### RATIONALE

In the context of education, influencing, teaching and/or supporting positive behaviour may involve a vast range of skills from helping a young person to regulate their emotions through to proactively helping them learn new more positive ways to behave. ALL adults in an educational establishment know why relationships are important in creating a learning environment and take personal responsibility for building and maintaining relationships with learners, parents and each other. In this way adults can model the behaviour they would like to see.

Relational approaches are often mis-perceived as the 'soft' option that allows disrespectful or irresponsible behaviour to go unchecked. If implemented properly, however, they involve equal measures of challenge and support and create boundaries based on shared expectations or values which are proactive, preventative and positive.

Recent legislation has enshrined in law the duty to get it right for every child. The GIRFEC approach contained within the Children and Young People (Scotland) Act 2014 determines eight areas of wellbeing which are the basic requirements for all children and young people. These are set within the context of the four capacities of Curriculum for Excellence. Every member of staff within Taylor High School is legally required to ensure that our pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included. Further details are available within teachers' professional standards, as well as national guidance/legislation; e.g. UNCRC; ASL Act.

All who work with children and young people within Taylor High School and across North Lanarkshire schools must demonstrate a professional and personal commitment to meeting the needs of all children and young people. We continue to fully embed the nurture principles, through our understanding of attachment, the teenage brain and our awareness of adverse childhood experiences. It is planned that further training opportunities are implemented for staff on Nurturing and Restorative Approaches, along with Relational Approaches, Solihull with the continued support from, amongst others, our Educational Psychologist.

In Taylor High School, we strive to be a consistent and positive part of young people's lives for their learning and wellbeing. This consistent approach by all staff will ensure that there is a community working together to ensure that all young people start the day on a positive note.

High standards, strong relationships and positive behaviour are essential to create a positive environment to learning. The THS Good Lesson provides us with a goal to enable this to happen. This policy aims to set out three school rules to ensure all are respected, responsible and ready for learning.

The three rules should be referred to in every conversation with young people when promoting our standards:

**Ready**- Ensuring all young people are ready for learning with the understanding of the principles of GIRFEC in mind (e.g. child focused, an understanding of wellbeing, tackling needs early, working together):

- Ready physically – prepared for school; materials; in on time to be settled etc
- Ready mentally – time to change gear (e.g. from lunch); focused; settled

**Responsible** – promoting the participation of young people in the life of the school

- Understand options and the impact of decisions they may have for self or others
- Making responsible choices to ensure the safety of themselves and others
- Engaging with learning in class and beyond, to support achievement and next steps
- Taking responsibility for their actions and move forward in a safe and positive way
- Participation in restorative conversations
- Confidence in developing greater independence in the face of adversity

**Respectful** – promoting an ethos of respect for all the school community

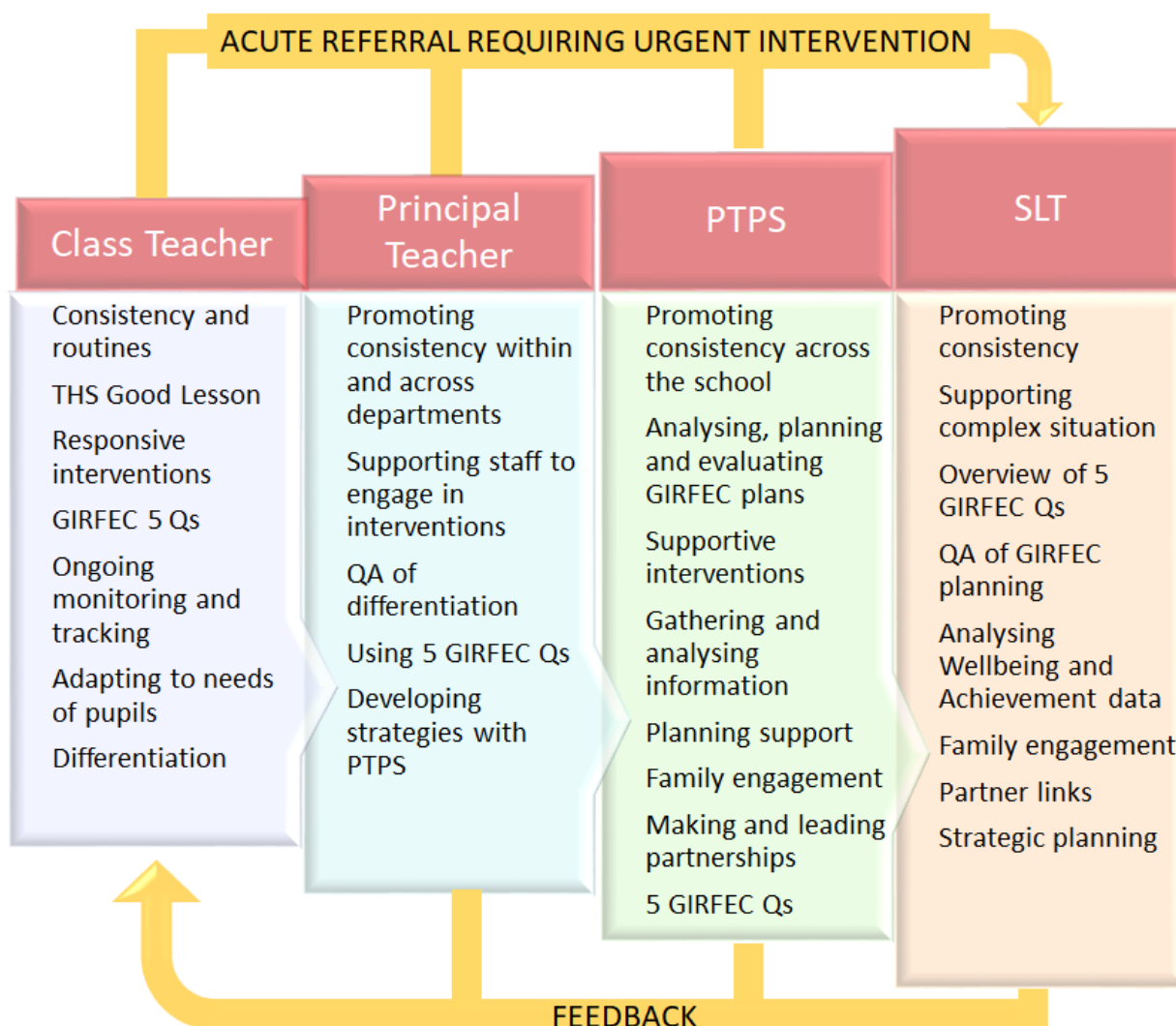
- Respectful towards self
- Respectful towards adults
- Respectful towards young people
- Respectful towards our community

## GIRFEC APPROACH

A range of universal approaches are outlined within this document to support us all to be Ready, Respectful and Responsible. Taylor High school's interim Ethos and Relationships policy is based on staged intervention at its core: support must be always in line with GIRFEC values and delivered in the most inclusive and least intrusive way. All adults should be familiar with the 5 GIRFEC questions:

- What is getting in the way of the child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed?

## STAGED INTERVENTION



## STAGED INTERVENTIONS

Some strategies to teach, support and model RRR to meet pupils' needs and help them to get it right:

## CLASSROOM TEACHER

Preventative Approaches	Responsive Approaches
<ul style="list-style-type: none"> <li>• Knowing young peoples (interests; skills; achievements; triggers)</li> <li>• Meet and Greet</li> <li>• Development of class contract with young people in the class (standards etc)</li> <li>• Opportunities to repeat/rehearse expected standards of behaviour with young people (through L&amp;T and learner conversations)</li> <li>• Knowing SfL/ASN information about young people in assigned classes and adjusting learning content, environment or teaching approach as required</li> <li>• Learning which is differentiated, varied, accessible and meaningful</li> <li>• Clear communication of instructions and agreed expectations</li> <li>• Calm environment</li> <li>• Seating plans</li> <li>• Understanding what key ASNs look like in a class setting and how best to engage (e.g. ASD; ADHD etc)</li> <li>• Meaningful praise</li> <li>• Encouragement</li> <li>• Humour</li> <li>• Ensure pupil understands a 'clean slate' approach after an issue is resolved</li> <li>• Unconditional positive regard</li> <li>• Curious concern</li> <li>• Prioritising better behaviour</li> <li>• Recognition Boards</li> <li>• Deliberately notice things about students to reinforce positive relationships</li> <li>• Map rules, routines, success criteria clearly for specific activities that may become difficult to manage e.g., co-operative learning tasks, experiments</li> </ul>	<ul style="list-style-type: none"> <li>• Remain calm – scripted responses</li> <li>• 5 GIRFEC Questions</li> <li>• Show caring curiosity and safely enquire with the pupil (avoiding 'why?')</li> <li>• Noting patterns of behaviour (e.g. time of day; triggers etc)</li> <li>• Restorative enquiry: explore what happened; what the trigger/motivation was; identify who has been affected and how; what is needed to repair the harm</li> <li>• Explanation of why a behaviour needs to change</li> <li>• Explanation of what happens next in the pupil's chosen path of behaviour (natural/logical outcomes of the chosen behaviour)</li> <li>• Warnings</li> <li>• Calm voice</li> <li>• Calming/de-escalation techniques</li> <li>• Moving seat</li> <li>• 'Parking' issues until the end of the period to avoid interrupting L&amp;T for the rest of the class</li> <li>• Support conversation (without audience e.g. at end of period/break/lunch - may be perceived as detention)</li> <li>• Non-verbal signs to stop/engage</li> <li>• Consultation with PT or PTPS</li> <li>• Referral to PT</li> <li>• Explicitly showing care/concern</li> <li>• Scaling conversations</li> <li>• Target setting and reviews with feedback</li> <li>• 30 second interventions*</li> <li>• High visibility and presence to ensure that standards are applied consistently (including corridors)</li> </ul>



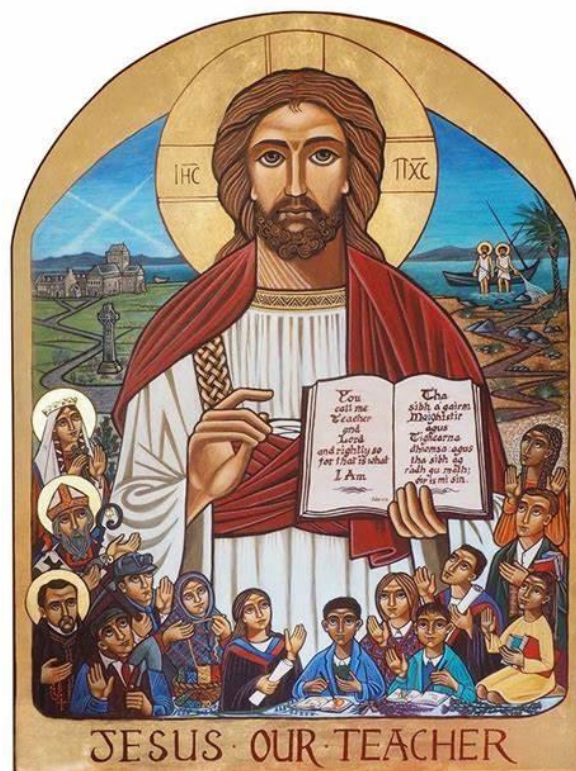
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Early intervention is important to help prevent escalation. By being certain in your approach you can calm an uncertain situation.

Interventions should be relevant, meaningful and proportionate. As a relational school we aim to maintain relationships and trust, try to avoid resentment even when holding young people to account.

#### PRINCIPAL TEACHER

- Review class-level strategies in light of needs
- Review of pupil's barriers to learning / ASN condition
- High visibility and presence to ensure that standards are applied consistently (including corridors)
- Review learning materials and approach to differentiation
- Learner conversation to set and review targets
- Dept monitoring card
- Extended support meeting (without audience e.g. at end of period/break/lunch - may be perceived as detention)
- Temporary move to a different class to support learning/engagement
- Restorative enquiry: explore what happened; what the trigger/motivation was; identify who has been affected and how; what is needed to repair the harm
- Observation of pupil in situ
- Identify CLPL needs/opportunities
- Involve young people meaningfully in developing or reviewing a plan
- Scaling conversations (rating conversation 1-10 to identify strengths and weaknesses; can be focused on learning; behaviour; contribution to class etc)



#### PUPIL SUPPORT / SFL

- Review class and dept level strategies in light of needs
- Pupil interviews to meet every pupil (universal)
- Know pupils very well – meet every morning; cohort for check-ins etc
- High visibility and presence to ensure that standards are applied consistently
- Learner conversations and check-ins/drop-ins to class
- Involve pupils meaningfully in developing or reviewing a plan
- Provide clear and updated information about pupils' needs and current interventions in place
- Restorative enquiry: explore what happened; what the trigger/motivation was; identify who has been affected and how; what is needed to repair the harm
- Regular review of pupil progress (attendance; referrals; effectiveness of interventions); round robin
- Agree a bespoke plan for when things aren't going well – anticipate an approach or routine for a time when it doesn't go well
- Pre-arranged library support
- Time-out card
- One-to-one support
- Mentoring support
- Specialist intervention (internally provided or through partnership engagement)
- Temporary removal from a class to access support
- PTPS Monitoring Card (with targets and daily check-in/review)
- Engagement with parent/carer to undertake or review wellbeing assessment/plan
- Ensure parents know PTPS is first point of contact
- Nurture
- HART/GIRFEC/RfA
- Alternative provision (learning or support)
- Scaling conversations
- Adaptation to the curriculum

#### SLT

- Review class, dept and PTPS strategies in light of needs
- High visibility and presence to ensure that standards are applied consistently
- Timetabling issues reviewed
- Accommodation issues reviewed
- Alternative provision (learning and support) – review proposals from PTPS
- Assemblies to reiterate standards
- Immediate intervention in escalated situations (contain immediate situation and engage with PT to follow-up)
- Parental meeting
- Change of class
- Removal from a class to access support
- Restorative enquiry: explore what happened; what the trigger/motivation was; identify who has been affected and how; what is needed to repair the harm
- SLT Monitoring Card
- Exclusion
- Review PTPS preparation for Needs Based Pathway Review

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## ENSURING CONSISTENT STANDARDS AND QUALITY ACROSS THE SCHOOL

### MEET AND GREET (READY) - MORNINGS AND CHANGEOVERS

Senior leaders are positioned at main entrances to meet and greet young people (mornings)

Principal Teachers of curriculum are visible in their corridors meeting and greeting the young people; in split-site faculties, arrangements are agreed within the team to ensure high visibility and presence.

Staff are at the door of their classroom in time for the beginning of the lesson, greeting their students.

Where staff are moving around the department PT or SLT are welcoming the class into the room and ask them to get "Ready". Explicitly continuing to promote a positive and welcoming environment for all (as is our tradition).

### PUNCTUALITY (READY)

**Rationale:** Late-coming disrupts learning. While it is understood that there are genuine reasons for late coming (meetings, self-regulation, emergencies), when it becomes a regular pattern it can have a negative impact on learning.

- Remind students when entering the class to knock on the door to ensure the teacher is aware
- Quick welcome and wellbeing check-in
- Promote readiness by getting young person to work quickly
- Check in with the young person at a suitable time to ensure there is a reasonable reason for being late

Pupil support and admin should review late coming via SEEMIS; if any patterns are noticed, especially in Registration, all colleagues should highlight this to the PTPS in the morning or by email.

### MOBILE PHONE USE

Mobile phones should not be used in class unless instructed by the teacher for educational purposes. In these circumstances, provision should be made for those without data, signal or use of a device. Care should be taken when allowing use of mobile phones, considering implications on the cost of the school day and potential financial or poverty challenges.

Pupils should not leave class to go to the toilet with mobile phones. Suggested approaches to this can be leaving it in their bag or on the teacher desk. Where warnings have been repeated and the issue persists, one solution could be that teachers request the mobile phone be placed on their desk until the end of the lesson in order to support the learning. In some instances, it may be stated in a GIRFme plan to allow the use of mobile phones. Staff can also use their judgement when extended pieces of work are taking place that pupils listen to music.

### PRIORITISING BETTER BEHAVIOUR

**Rationale:** Poor behaviour can overtake the learning that is going on. All behaviour is communication. While it should be addressed it is important to recognise, acknowledge and promote positive behaviour choices with young people. By having scripted responses, we as a school community can be more consistent.

e.g

#### TWO OPTIONS SCRIPT:

1. Offer practical solution to the behaviour e.g., move to another area, can I help you get a blazer....
2. Stop and remind student of the agreed behaviour. e.g., we should be respectful to each other, is that displaying a responsible way of behaving?

Where possible avoid prolonged dialogues with pupils.

If a young person responds inappropriately use a standard response e.g. You know the expectations and standards regarding ...(issue) Thank you for listening and taking this on board.

#### RECOGNITION (RESPONSIBLE)

In class identify behaviours you want to see, e.g., show working, try to use an evaluative word, when you are tired keep trying, language, raise your hand to speak out. Pursue the behaviour you want to see and recognise young person's achievement (age and stage appropriate).

Use things such as, praise cards, certificates, stamps to identify when learners show the desired behaviours, remember bad behaviour does not cancel out the positive.

#### INTERVENTIONS

##### 30 SECOND INTERVENTIONS

Limit formal one to one interventions during lessons to 30 seconds by using scripted language

Create your own response to young people along the lines of:

*This is what I want to see today.... not .....*

*End it with "Thank you for listening"*

Take a note of the behaviour and discuss it at a time when you and the young person are calm.

**Ensure you follow up on this.**

#### EXTENDED SUPPORT MEETINGS

**Rationale:** These one-to-one meetings are vital when pupils cross boundaries and need time out with the classroom environment to connect, understand and plan a way forward.

During this time, we help pupils express their feelings and points of view, listening to and empathizing with the pupil. This co-regulation calms their nervous system.

When the pupil is calm, staff then explain why the behaviour is not okay and help the pupil problem solve the situation.

We may discuss alternative ways of addressing the situation in an age- appropriate way, and get their input and ideas.

These 'time-in' meetings will always involve a two-way conversation where we actively listen to what the pupil is saying and respect the child's perspective and feelings. Staff will use their relationship with the pupil to share their concerns with such behaviours with a focus on standards and expectations and plan going forward.

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## RESTORATIVE FOLLOW-UPS

### Rationale:

Any person who has been involved in a situation can lead a restorative conversation with young people:

The following process should be adopted to ensure young people can join back in the learning. It is often beneficial to have this meeting in a time that suits the adult.

Follow the process (training available):

1. What happened? (...and then what happened?)
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected by this? How have they been affected?
5. What do you think needs to happen now?

## RESTORATIVE MEETING

What happened? (...and then what happened?)
What were you thinking at the time?
What have your thoughts been since?
Who has been affected by this? How have they been affected?
What do you think needs to happen now?

## b. ANTI-BULLYING

### WHAT IS BULLYING?

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened, and left out. This behaviour happens face to face and online.

### ***(Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2017)***

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. As a Rights Respecting School, bullying is in breach of the UNCRC and therefore bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Taylor High School's Anti-Bullying policy is available on our school website, and is in the process of being updated as we work in partnership with RespectME, the national agency to support anti-bullying. The aims of the school's policy is to ensure a consistent approach in how bullying behaviour is dealt with. The document will provide the anti-bullying strategy based on 'Respect for All: national approach to antibullying', 2017. This will also provide advice to pupils, parents/ carers and staff, of what actions to take when bullying does occur.

### OUR COMMITMENT:

Taylor High school is committed to ensure that children and young people feel safe and secure and can build up strong and positive relationships with peers and with adults. We C.A.R.E for our pupils and strive to develop a positive ethos within the school. We are committed to developing children and young people's emotional, physical, and mental wellbeing as well as supporting their academic achievements. Bullying behaviour will not be tolerated and it is our aim to ensure that

- Every child and young person can learn in an environment free from bullying.
- Every child and young person will develop respectful, responsible, and confident relationships with other children, young people, and adults.
- Children, young people, and their parent(s), will have the skills and resilience to prevent and/or respond to bullying appropriately.
- Every child and young person who requires help will know who can help them and what support is available.
- Adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from Early Learning and Childcare onwards

***(Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2017)***

Fuller details of the school's anti-bullying policy are available on the school website.

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### c. SUPERVISION IN NON-CLASS TIMES

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

Pupils who decide to access shops and services during lunchtime must ensure that their behaviour, language and engagement with our neighbours is fully in line with the standards and expectations of our school community.

Pupils are NOT allowed to leave the school premises during morning interval.

### d. EXTERNAL PROVIDER STAFF

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

### e. PHYSICAL EDUCATION

The following code of practice has been developed to ensure schools offer a consistent approach to what is expected of pupils with regard to dress and participation in Physical Education in North Lanarkshire schools. It provides a set of guidelines which are clear enough to apply yet offer flexibility for individual schools to tailor their own policies on dress.

It is deemed that all pupils who attend school will normally be able to participate in Physical Education. However, on occasions exceptions may arise and only in these circumstances could Physical Education be considered inappropriate and impractical.

The following rules apply to all pupils:

- If pupils are able to attend school then they will normally be expected to participate in Physical Education
- Pupils should always bring full kit regardless of the circumstances
- The absence of kit is an inappropriate reason for non-participation
- Refusal to take part in Physical Education could result in disciplinary sanctions being applied
- Inability to participate for medical reasons must be supported by a valid medical certificate
- Persistent failure to bring P.E. kit, or refusal to participate, will be regarded as a serious disciplinary matter
- Staff will only accept responsibility for valuables handed in at the beginning of the lesson

There are three categories of non-participation:

- 1 Pupils who have an appropriate note from parents/guardians indicating a minor ailment. In such cases the school will offer an appropriate form of activity which has been discussed and agreed and deemed reasonable and practical to offer such a pupil.
- 2 Pupils who have no kit or may have some form of minor ailment without a supporting letter signed by the parent or guardian. In such cases the pupil will normally be offered spare kit as a first step. A standard letter may be issued to the pupil to be signed by the parent indicating their awareness that repetition of this will result in disciplinary action being taken. Any subsequent failure to participate could then result in further supportive interventions or meetings with the pupil and/or a parent/carer to assist in removing the barrier that is preventing participation.
- 3 Pupils who have kit or items pre-assessed as hazardous in terms of health and safety. In such cases a standard letter may be issued to the pupil to be signed by the parent or guardian indicating that a failure to bring suitable kit or failure to remove the offending article prior to the lesson could result in further supportive interventions or meetings with the pupil and/or a parent/carer to assist in removing the barrier that is preventing participation.

#### STEM LEADERS CONTRIBUTING TO PRIMARY TRANSITION PROGRAMME





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## 20. HOME AND SCHOOL LINKS

### SUPPORTING PUPILS

Throughout the session you will receive school reports on how your child is progressing in her/his subjects and these will be followed up by the opportunity to meet teachers. However, you need not wait until you are invited by the school. Each pupil has a Name Person, their Pupil Support Teacher, who is the principle contact between the school and home. Each Pupil Support Teacher is aligned to one of the Depute Head Teachers to ensure there is always a means of communication for queries or to seek support. You may phone or email your child's Pupil Support Teacher for an interview to be arranged at a convenient time (links below):

- S1 - [Mr Phairs \(PTPS\) / Mr McQuaid \(DHT\)](#)
- S2 - [Miss Valente \(PTPS\) / Mr McLaughlin \(DHT\)](#)
- S3 - [Mr McPake \(PTPS\) / Mr McLaughlin \(DHT\)](#)
- S4 - [Mrs Wilson \(PTPS\) / Mrs Johnston \(DHT\)](#)
- S5 - [Mrs Murphy \(PTPS\) / Mrs Johnston \(DHT\)](#)
- S6 - [Miss Kane \(PTPS\) / Mr McQuaid \(DHT\)](#)

We also enjoy the support of a Community Learning and Development worker within the school called a Home School Partnership Officer (HSPO); Ms Esther Craig is HSPO for Taylor High. One of her key roles is to visit young people and their parents at home as a way of supporting them in learning and development. Esther is a significant partner in our extended Pupil Support team who assists in meeting pupils' needs through family engagement, 1-1 support or through groupwork activities.

### PARENTAL ENGAGEMENT AND INVOLVEMENT

As a parent, you may wish to act as a representative on the Parent Council. The Parent Council works for the good of Taylor High School and meets on a regular basis in the school. It organises social functions, fund-raising events and works in partnership with the school to deliver workshops for parents designed to improve their understanding of a range of issues which affect their children's education. A list of current office bearers is given in section 29 of this handbook. As a member of the Parent Council, you can expect to be involved in helping to develop the school's activities and policies to assist the Head Teacher in keeping all parents informed about their role in turning policies into practice. For example, the school's Christmas Fayre is a very successful fundraiser and parents, carers, parishioners and other family members are always encouraged to support and participate in this activity.

The Annual General Meeting is held in the month of September each year. If you would like more information regarding The Parent Council please telephone the school on 01698 274976 or email [pctaylorhighschool@northlanarkshire.npfs.org.uk](mailto:pctaylorhighschool@northlanarkshire.npfs.org.uk)

## 21. ATTENDANCE AT SCHOOL

Section 30 of the 1980 Education Act places a duty on every parent/carer of a child of 'school age' to ensure that their child attends school regularly.

Attendance must be recorded twice a day, morning and afternoon.

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

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

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

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

### a) FAMILY HOLIDAYS DURING TERM TIME

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

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

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

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

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

Family 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.

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## b) EXTENDED LEAVE WITH PARENTAL CONSENT

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

Leave in such circumstances will be authorised under circumstances such as

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

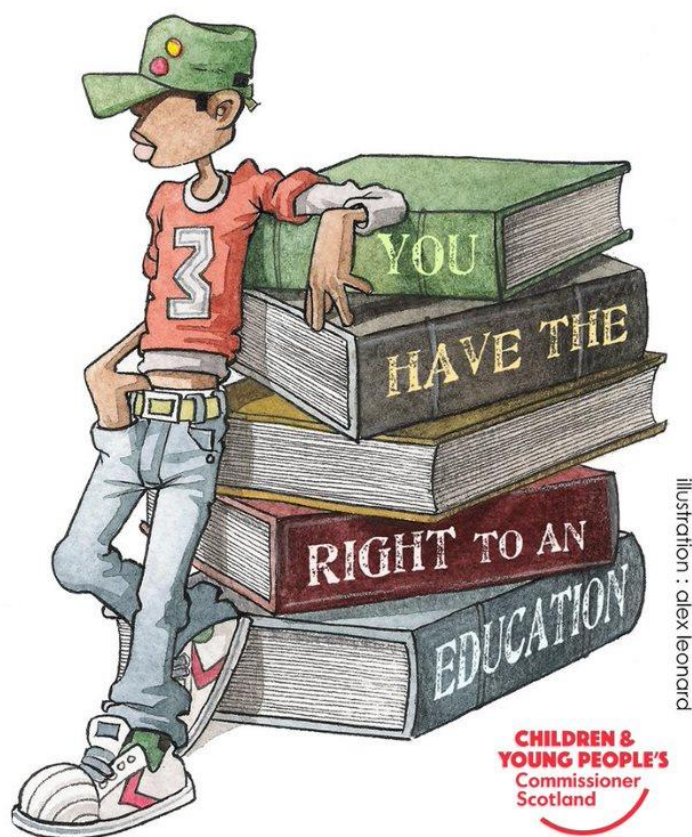
## c) EXCEPTIONAL DOMESTIC CIRCUMSTANCES

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

- 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.

The school will investigate any unexplained absence, and offer support where necessary to support young people to attend school.

The local authority has the power to write to, interview or prosecute parents/carers, or to refer pupils to the Reporter of the Children's Panel, if necessary.



*U.N. Convention on the Rights of the Child: Article 28*

## 22. CLOTHING AND UNIFORM

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

Across its 40 years, Taylor High School has been well supported by parents in carers in setting and maintaining high standards in terms of school uniform. The tradition of school uniform at Taylor High School is one we can all be very proud of.

### TAYLOR HIGH SCHOOL UNIFORM

Blazer	Wine (Suppliers are aware of the shade)
Skirt / Trousers	Grey / Black (self-coloured)
Tie	Wine / Gold / Silver-Grey
Badge	Wine / Gold / Silver
Jumper / Sweatshirt	Black or Grey

The following retail outlets have been contacted and they will supply the uniform. We also arrange for them to sell via the school. Details are sent to parents in May/ June each year.

**LogoXpres, Stirling - 01786 447454**

There are some items of clothing which are unacceptable in school under any circumstances. This includes items which:

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

Parents/carers in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Education and Families. Information and application forms may be obtained from the Council website [www.northlan.gov.uk](http://www.northlan.gov.uk)

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31 March 2023.

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

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

**PHYSICAL EDUCATION DRESS CODE**

Indoor	shorts/tracksuit, T-shirt, polo shirt or similar with appropriate change of footwear (plain black and /or white)
Outdoor	Tracksuit, sweatshirt or other previously agreed alternative (plain black and /or white)  Waterproof outers may be worn as considered appropriate  A towel should be brought when appropriate

Physical Education clothing must be in line with the school dress policy and must not include football team colours or feature inappropriate social comment.

Jewellery must be removed. If jewellery cannot be removed it must be covered unless a risk assessment by staff indicates that it would be unsafe for the student to participate while wearing the item. An appropriate member of staff will have the final say in the matter.

Further information about clothing and free-school meal grants are available on NLC’s website here: <https://www.northlanarkshire.gov.uk/schools-and-learning/school-meals/free-school-meals-and-clothing-grants>

## 23. MEALS

A self-service cafeteria is available to pupils. At present, the preference is to operate a cashless system operates in which pupils top up their Young Scot Card with money through machines located in the canteen area; this can also be topped up online through iPayImpact.

The cafeteria offers a variety of snacks, fast food and full meals which are available daily.

### BREAKDOWN OF A SCHOOL MEAL

The two-course lunch is £3.15.

All options 1 and 2, are now £2.70 and include vegetable of the day, a mixed salad and a piece of fruit.

All options 3 and 4 are now £2.70 and include soup, a mixed salad and a piece of fruit.

The meal deal is £3.15. All four options are included in the meal deal which also includes a 500ml bottle of water.

A free school meal entitlement is up to the value of the school meal price of £3.15.

In August 2020 we launched the Fusion pre-order app. This has reduced queues at break or lunchtimes and removed the need to handle cash. Download the [Fusion Secondary School Pre-Ordering App](#).

If you have not already done so then sign up to [lpay impact](#).

Please note, if you have a food allergy or intolerance please visit our [diet and nutrition](#) section for application forms and guidance.

### SPECIAL DIET PROCEDURES

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in school by our catering staff. A medically prescribed diet form 1a must be completed and signed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian or doctor. For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

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

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service including the nutritionist to ensure appropriate food provision. In this case a form will still need to be signed by a medical professional including a Speech and Language Therapist.

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

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

Any change in the child's dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. Special Diets such as Vegan and ethnic diets can also be accommodated. In this case a form b should be completed and can be signed by the parent. All completed forms should be returned to the email [specialdiet@northlan.gov.uk](mailto:specialdiet@northlan.gov.uk)

All forms can be downloaded from NLC's website here: [Special diet | North Lanarkshire Council](#)

#### SUPERVISION AND FREE SCHOOL MEALS

New S1 pupils should remain in the school building for lunch until after the Christmas holiday when they can, with parental permission, access shops and services in the local area. Staff supervision is in place in the canteen area during interval and lunchtimes.

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), are entitled to a meal without charge.

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

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31 March 2023.

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

Further information about clothing and free-school meal grants are available on NLC's website here: <https://www.northlanarkshire.gov.uk/schools-and-learning/school-meals/free-school-meals-and-clothing-grants>

## 24. PLACING REQUESTS

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

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

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

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

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

Further information on placing requests and procedures is available from the school or the council's website: [Placing requests | North Lanarkshire Council](#)

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



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## 25. EDUCATION MAINTENANCE ALLOWANCE (EMA)

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

In session 2023-2024 students who are born before 1 March 2008 will be eligible to apply for an EMA.

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

The following notes are useful when considering an EMA application:

### I) ELIGIBILITY

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

The income used as the basis of the assessment is the gross household income for the preceding financial year. The income thresholds used in assessing applications in session 2022/2023 are as shown below. These levels may be subject to change in session 2023/2024. 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 carer of all students who are in the eligible age-band to apply for EMA in May each year, providing details of the main eligibility criteria.

Application forms 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 may be downloaded from the Council website [Education Maintenance Allowance | North Lanarkshire Council](#). Applications can also be made online.

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

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

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## 26. TRANSPORT

### GENERAL

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

Parents/carers who consider they are eligible should apply online before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

Applications can be made online at the Council website [School transport | North Lanarkshire Council](#)

### PICK-UP POINTS

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point.

Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph).

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

### PLACING REQUESTS & TRANSPORT

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

### TAYLOR HIGH SCHOOL TRANSPORT ARRANGEMENTS

Special services available for pupils from part of Newarthill and Cleland for 2022/-2023 are as follows:

Bus No 1 - Pupils travelling from Cleland:

The operator for the above service is Stuarts Coaches 01555 773533. Boarding locations and times are as follows:

- |                                 |              |
|---------------------------------|--------------|
| • Main St opposite Biggar Rd:   | 8.25-8.35am  |
| • Main St at Omoa Rd:           | 8:26-8:36am  |
| • Main St near Chapel St        | 8:27-8:37am  |
| • Omoa Road:                    | 8.28-8.38am  |
| • Morris Crescent at Jones Wynd | 8.33- 8.43am |

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Bus No 2 - Pupils travelling from Parkside, Cleland:

The operator for the above service is Halls Coaches 01698 374981. Boarding locations and times as follows:

- Biggar Road opposite shop (Bus Stop): 8:25-8:35am
- Biggar Road opposite Windyedge Road (Bus Stop): 8:27-8:37am
- Crossgates Ave at turning circle (Bus Stop): 8:29-8:39am

Bus No 3 - Pupils travelling from Newarthill: Boarding locations and times are as follows:

The operator for the above service is Access Travel 01698 861661. Boarding locations and times as follows:

- High St opposite Manse View (Bus Stop): 8:17-8:27am
- High Street before east of Mosshall St (Bus Stop): 8:20-8:30am

Bus No 4 - Pupils travelling from Torrance Park, Newarthill:

The operator for the above service is Halls Coaches. Boarding locations and times as follows:

- Carmuir Dr, Newarthill (at playpark): 8:29-8:39am

Bus No 5 - Pupils travelling from Bellside, Cleland. Boarding locations and times as follows:

The operator for the above service is A&C Coaches 01698 252652. Boarding locations and times as follows:

- Junction Wilson's RD & Hareshaw: 8:20-8:30am
- Greenhill Rd, Cleland: 8:21-8:31am
- Murdstoun terr Shawstonfoot: 8:27-8:37am
- Bellside Rd at Spindleside Rd: 8:29-8:39am

At the end of the school day pupils will return at 3.55-4.05pm, Monday to Thursday and 12.40-12.50pm on Fridays. Alternative transport will be available for pupils who are registered for the school bus service and who wish to participate in Future Fridays activities.

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## 27. MEDICAL AND HEALTH CARE

Parents/carers should inform the school if a pupil is feeling unwell and unable to attend school. This will be recorded on the pupil's SEEMIS attendance record. If a pupil feels unwell within the school day and is likely to require to go home, they should attend the Main School Office to speak with their Pupil Support Teacher or Year Head. Pupils' safety, especially when unwell, is of the utmost importance. To ensure efficient communication and management of the pupil's wellbeing, all such cases must be quickly alerted by the pupil to staff to then engage with parents/carers as required by the situation.

### FIRST AID PROCEDURES

Taylor High has staff trained in basic First Aid. The following procedures take place within Taylor High School in the event of any pupil requiring First Aid Treatment. In the event of a pupil requiring First Aid then:

1. The pupil's confidential file will be accessed to check:
  - Name and Address**
  - Parent / Emergency Contact**
  - Medical Information - History of particular illness e.g. Asthma, Allergy to medication which should be taken daily etc. This information is of importance especially for medical practitioners e.g. if hospital treatment is required.**
2. Depending on the treatment required the following will apply:
  - Minor treatment e.g. a graze or small cut from a fall in the playground. Treatment given and pupil told to inform a parent on arriving home later that day. No direct contact with a parent will be made.
  - Where sickness/injury results in a pupil requiring to be sent home e.g. due to severe sickness then parent/emergency contact will be telephoned. The pupil should be collected from the school. No pupil will be sent home without contact being made with parent/emergency contact.
  - Where a pupil requires to be taken to hospital e.g. suspected broken arm or severe asthma attack, then contact with parent/emergency contact will be made immediately. Until the ambulance arrives it is not certain which hospital a pupil will be taken to. Once this is known parents will be informed. If no contact is made, then a member of staff will go to the hospital in the ambulance and will remain there until a relative arrives.

All incidents dealt with by staff will be recorded in the School First Aid book. Parents should note that members of staff cannot 'dispense' medication e.g. paracetamol for a headache or issue inhalers to pupils. It is the responsibility of pupils to bring any medication which they require to take during the course of the school day. This medication should be left with the Pupil Support teacher with clear instructions attached for administering it.

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## EDUCATION PROVISION – LONG-TERM ILLNESS

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

In North Lanarkshire, children and young people are treated in the paediatric inpatient 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).



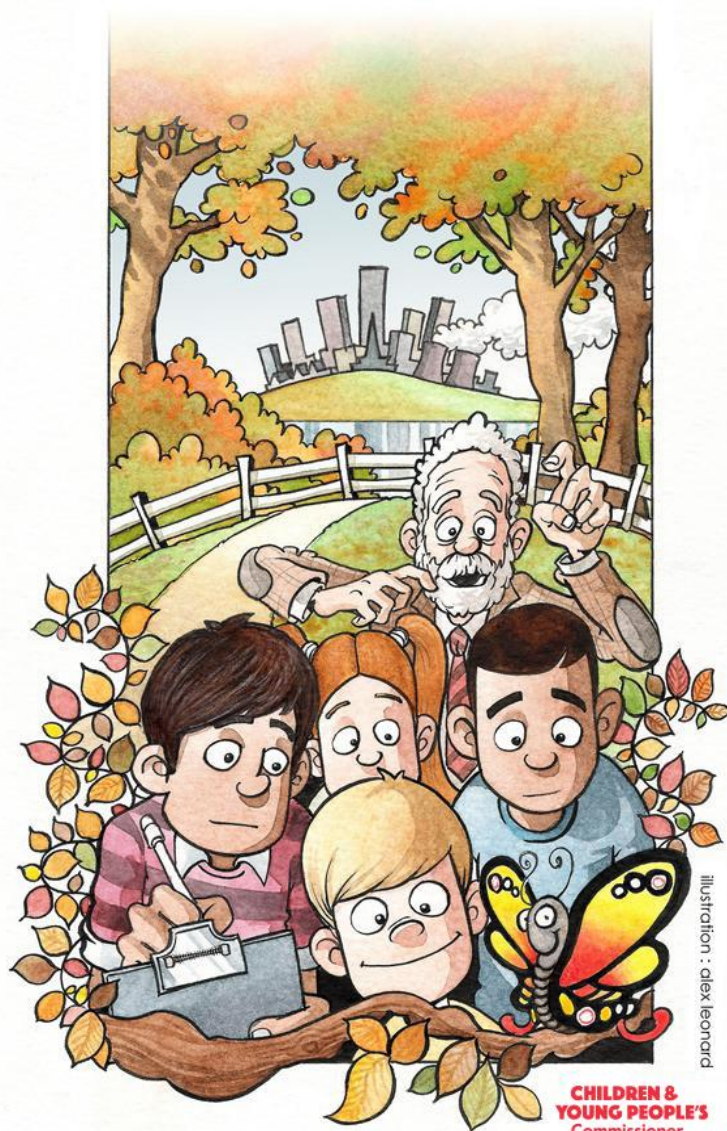
You should have a say in decisions that affect you

*U.N. Convention on the Rights of the Child: Article 12*

**CHILDREN &  
YOUNG PEOPLE'S**  
Commissioner  
Scotland

## 28. INFORMATION IN EMERGENCIES

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



Education should teach you to respect other people and the environment

*U.N. Convention on the Rights of the Child: Article 29*

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## 29. THE PARENT FORUM

### GENERAL

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

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

### THE PARENT COUNCIL

The composition of the parent Council is determined by the Parent Forum. As the professional adviser to the Parent Council, the Head Teacher has the right and duty to attend all meetings of the Parent Council.

The Parent Council's right and duties include:

- Supporting the work of the school
- Representing the views of parents
- Consulting with parents and reporting back to the Parent Forum on matters of interest
- Promoting contact between the school, parents, pupils, and the wider community
- Fundraising
- Taking part in the selection of senior promoted staff
- Receiving reports from the Head Teacher and Education Authority

Please click on the documents below to find out more details about the Taylor High School parent council including details of membership, election and meetings:

[THS Parent Council Constitution](#)

[What is a Parent Council](#)

[Purpose and Role of Parent Councils Leaflet](#)

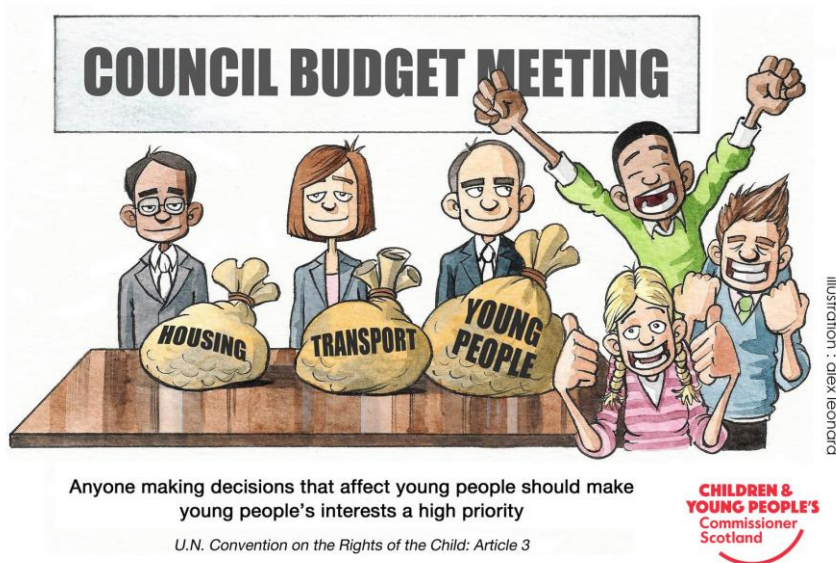
**MESSAGE FROM PARENT COUNCIL CHAIR (M TOOLAN):**

Taylor High School Parent Council is made up of parent volunteers who wish to support the whole of the school & represents the wider parent forum. We meet every 6-8 weeks to offer support to the school and to make an active contribution to the wider experience of the pupils at Taylor High by organising fund-raising events, discussing school activities and plans, and by ensuring parents voices have a valuable place in school improvement.

The members of the Parent Council ask that you play an active part in the life of the school and make your voice heard through the completion of school surveys & questionnaires etc.. Your participation, thoughts and opinions are crucial in driving school improvement and ensuring support of the work of the school which in turn supports your child.

We can be contacted at [pctaylorhighschool@northlanarkshire.npfs.org.uk](mailto:pctaylorhighschool@northlanarkshire.npfs.org.uk) or leave your details with the receptionist at the school and we will get back to you using your preferred platform. If you would like further information or clarification, please contact me using the details above. Please see below the list of Parent Council Members and their respective roles:

<u>Name</u>	<u>Designation</u>
Michael Toolan	Chair
Claire Collins	Treasurer
Veronica Muldoon	Secretary
Mary Frances Dysko	Vice Chair
Mary McGibbon	PC Member (TEPOP)
Fr. Kevin Lawrie	Church Rep
David Semple	PC Member
Marney Morgan	PC Member
Lesley McBride	PC Member
Marita Oliphant	PC Member
Tracey Tweedlie-Yuill	PC Member
Gillian O'Donnell	PC Member





## 30. ATTAINMENT AND NATIONAL EXAMINATION RESULTS

### SQA ATTAINMENT UPDATE FROM AUGUST 22

Staff and pupils demonstrated a tremendous creativity and effort in supporting pupils' recovery throughout the year. There have particular strategies and approaches that were created as part of our 21/22 attainment programme that need to be replicated and mainstreamed. Involving and informing pupils and parents in pupils' attainment journey is a crucial element for session 22/23 along with a clear plan for targeting and supporting improvement.

### S4 ATTAINMENT

- 17 pupils achieved 7 National 5 Awards at grade A.
- A further 8 pupils achieved 6 As and 1 B.
- Results for S4 across all levels show a decrease in percentage in comparison to last examination diet in August 2019.
- Results show an **improvement** in Nat 5 Awards from 2021, but a reduction in N3 and N4 Awards when make the same year-on comparison

	%	5+ Nat 3	5+ Nat4	5+ Nat5
<b>2018</b>		91.1	82.1	48.0
<b>2019</b>		92.1	91.4	51.8
<b>2020</b>		95.1	88.0	49.3
<b>2021</b>		90.7	83.9	48.5
<b>2022</b>		86.4	81.2	50.0

LEVEL/NUM+	Tracking 1	Tracking 2	Estimate	RESULT
<b>Nat3+</b>				
5	<b>70.4</b>	<b>73</b>	<b>85.5</b>	<b>86.4</b>
3	<b>84.9</b>	<b>87</b>	<b>91.5</b>	<b>92.2</b>
1	<b>92.8</b>	<b>93</b>	<b>97.4</b>	<b>97.4</b>
<b>Nat4+</b>				
5	<b>69.7</b>	<b>69</b>	<b>79.6</b>	<b>81.2</b>
3	<b>84.2</b>	<b>86</b>	<b>88.8</b>	<b>89</b>
1	<b>92.1</b>	<b>92</b>	<b>95.4</b>	<b>95.5</b>
<b>Nat5</b>				
5	<b>45.4</b>	<b>47</b>	<b>48.7</b>	<b>50</b>
3	<b>58.6</b>	<b>63</b>	<b>63.2</b>	<b>63.6</b>
1	<b>80.3</b>	<b>84</b>	<b>80.9</b>	<b>79.2</b>

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**S5/6 ATTAINMENT**

- In S5, 9 pupils achieved 5 Higher Awards at grade A.
- A further 6 pupils achieved 4 As and 1 B.
- Results for S5 are more in line with where we were pre-pandemic in 2019 however, 1+ Higher percentage is markedly lower.
- S5 Results are lower than 2020 and 2021 results but in line with
- In S6, 23 pupils achieved at least 1 Adv Higher Award. 10 pupils achieved at least 2 Adv Higher Awards
- Results for S6 across Higher and Advanced Higher are positive showing a slight increase in comparison to 2019
- S6 Results are lower than 2020 and 2021 results

**S5 ATTAINMENT:**

	%	<b>1+ Highers</b>	<b>3+ Highers</b>	<b>5+ Highers</b>
<b>2018</b>		56.9	37.9	19.0
<b>2019</b>		54.4	34.4	17.6
<b>2020</b>		65.7	46.2	23.8
<b>2021</b>		59.2	40.9	22.5
<b>2022</b>		55.6	36.4	18.5

**S6 ATTAINMENT:**

	%	<b>3+ Highers</b>	<b>5+ Highers</b>	<b>1+ Adv H</b>
<b>2018</b>		50.4	34.4	16
<b>2019</b>		46.1	29	10.5
<b>2020</b>		49.2	35.7	18.3
<b>2021</b>		54.9	40.1	18.3
<b>2022</b>		46.9	31.5	19.6

**NEXT STEPS:**

- To increase number of awards across all levels
- Identify additional courses and accreditation opportunities to offer at Senior Phase
- Consider equity with particular regards to pupils at risk of more inequitable outcomes
- Raising attainment strategy: most & least able; targeted interventions; improved parental communication; learner conversations to set and review targets

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2022 S4 SUBJECT SUMMARY RESULTS

S4 NATIONAL 5 COURSE RESULTS	GRADES					TOTALS
SUBJECT	A	B	C	D	N/A	TOTALS
Applications of Mathematics	0	6	9	11	4	30
Art and Design	8	14	3	0	0	25
Biology	21	15	10	11	0	57
Business Management	12	8	7	0	0	27
Chemistry	27	14	9	0	0	50
Computing Science	14	5	1	1	0	21
English	59	30	11	2	1	103
Geography	11	2	5	1	1	20
Graphic Communication	3	1	2	0	0	6
Health and Food Technology	9	5	2	0	0	16
History	25	13	12	2	1	53
Mathematics	33	10	7	5	4	59
Modern Studies	13	7	11	3	0	34
Music	12	6	5	2	0	25
Physical Education	23	8	3	0	0	34
Physics	15	7	5	2	0	29
Practical Cookery	10	13	8	1	1	33
Practical Woodworking	3	1	2	0	0	6
Spanish	23	3	4	2	2	34
	<b>321</b>	<b>168</b>	<b>116</b>	<b>43</b>	<b>14</b>	<b>662</b>

<b>NO. OF GRADE A AWARDS</b>	<b>321</b>
<b>NO. OF GRADE A-C AWARDS</b>	<b>605</b>
<b>NO OF GRADE A-D AWARDS</b>	<b>648</b>
<b>TOTAL</b>	<b>662</b>

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S4 NATIONAL 4 COURSE RESULTS	
<b>SUBJECT</b>	<b>NO. OF AWARDS</b>
Art and Design	13
Biology	18
Business	20
Chemistry	27
Computing Science	12
English	51
Geography	12
Graphic Communication	1
Health and Food Technology	2
History	32
Mathematics	67
Modern Studies	12
Music	1
Physical Education	20
Physics	16
Practical Cookery	2
Spanish	17
<b>TOTAL</b>	<b>323</b>

S4 NATIONAL 3 COURSE RESULTS	
<b>SUBJECT</b>	<b>NO. OF AWARDS</b>
Applications of Mathematics	22
Chemistry	1
English	6
History	5
Modern Studies	2
Physical Education	1
Science	10
<b>TOTAL</b>	<b>47</b>

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2022 S5 SUBJECT SUMMARY RESULTS

S5 HIGHER COURSE RESULTS	GRADES					TOTALS
SUBJECT	A	B	C	D	N/A	TOTALS
Art and Design	3	2	3	1	0	9
Business Management	2	1	2	0	2	7
Chemistry	17	7	12	7	1	44
Computing Science	4	2	1	0	0	7
English	22	24	22	9	2	79
Geography	1	1	5	1	3	11
Graphic Communication	0	1	0	0	0	1
Health and Food Technology	1	0	1	0	0	2
History	5	9	2	6	3	25
Human Biology	9	4	10	9	2	34
Italian	1	0	0	0	0	1
Mathematics	18	3	9	5	6	41
Modern Studies	10	5	4	4	2	25
Music	6	3	2	0	1	12
Physical Education	11	7	4	4	0	26
Physics	11	6	8	4	1	30
Spanish	2	1	1	1	2	7
Urdu	1	2	0	0	0	3
<b>TOTALS</b>	<b>124</b>	<b>78</b>	<b>86</b>	<b>51</b>	<b>25</b>	<b>364</b>

<b>NO. OF GRADE A AWARDS</b>	<b>124</b>
<b>NO. OF GRADE A-C AWARDS</b>	<b>288</b>
<b>NO OF GRADE A-D AWARDS</b>	<b>339</b>
<b>TOTAL</b>	<b>364</b>

S5 NATIONAL 5 COURSE RESULTS	GRADES					TOTALS
SUBJECT	A	B	C	D	N/A	TOTALS
Applications of Mathematics	0	1	2	2	5	10
Art and Design	3	0	1	0	0	4
Biology	0	0	2	2	1	5
Business Management	0	0	1	0	1	2
Computing Science	1	0	0	0	0	1
English	3	6	10	3	3	25
Geography	0	1	1	0	0	2
Graphic Communication	0	2	0	0	0	2
History	0	1	1	3	0	5
Mathematics	3	8	4	8	8	31
Modern Studies	0	0	0	1	0	1
Music	1	1	0	0	0	2
Physical Education	4	2	0	0	0	6
Physics	0	2	1	1	0	4
Practical Cake Craft	1	10	1	0	0	12
Practical Cookery	0	0	1	0	0	1
Practical Woodworking	4	2	0	0	0	6
<b>TOTAL</b>	20	36	25	20	18	119

<b>NO. OF GRADE A AWARDS</b>	<b>20</b>
<b>NO. OF GRADE A-C AWARDS</b>	<b>81</b>
<b>NO OF GRADE A-D AWARDS</b>	<b>101</b>
<b>TOTAL</b>	<b>119</b>

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## 2022 S6 SUBJECT SUMMARY RESULTS

S6 ADVANCED HIGHER COURSE RESULTS	GRADES					
SUBJECT	A	B	C	D	N/A	TOTALS
Biology	0	4	0	6	3	13
Chemistry	0	6	4	1	2	13
History	1	2	0	3	2	8
Mathematics	1	6	3	3	0	13
Music	2	1	1	0	0	4
Physics	1	1	1	1	0	4
<b>TOTAL</b>	<b>5</b>	<b>20</b>	<b>9</b>	<b>14</b>	<b>7</b>	<b>55</b>

<b>NO. OF GRADE A AWARDS</b>	<b>5</b>
<b>NO. OF GRADE A-C AWARDS</b>	<b>34</b>
<b>NO OF GRADE A-D AWARDS</b>	<b>48</b>
<b>TOTAL</b>	<b>55</b>

S6 HIGHER COURSE RESULTS	GRADES					
SUBJECT	A	B	C	D	N/A	TOTALS
Business Management	1	3	1	1	0	6
Chemistry	0	2	4	0	0	6
English	0	2	6	4	4	16
Geography	0	3	0	0	0	3
Health and Food Technology	3	3	0	2	0	8
History	5	4	0	1	2	12
Human Biology	1	3	4	1	2	11
Mathematics	0	2	1	0	6	9
Modern Studies	2	1	2	3	0	8
Music	1	1	4	0	0	6
Photography	0	0	5	4	0	9
Physics	0	1	0	2	1	4
Religious, Moral and Philosophical Studies	3	6	2	0	2	13
Urdu	1	0	1	0	0	2
<b>TOTAL</b>	<b>17</b>	<b>31</b>	<b>30</b>	<b>18</b>	<b>17</b>	<b>113</b>

<b>NO. OF GRADE A AWARDS</b>	<b>17</b>
<b>NO. OF GRADE A-C AWARDS</b>	<b>78</b>
<b>NO OF GRADE A-D AWARDS</b>	<b>96</b>
<b>TOTAL</b>	<b>113</b>

S6 NATIONAL 5 COURSE RESULTS	GRADES					TOTALS
	A	B	C	D	N/A	
Applications of Mathematics	0	2	1	0	1	4
Biology	0	0	1	2	0	3
English	0	0	0	0	2	2
Mathematics	0	0	2	1	1	4
Modern Studies	1	0	0	0	0	1
Music	1	1	1	0	0	3
Practical Cake Craft	4	0	1	0	0	5
Practical Cookery	1	2	2	0	0	5
Practical Woodworking	0	3	1	1	0	5
<b>TOTAL</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>4</b>	<b>4</b>	<b>32</b>

**NO. OF GRADE A AWARDS**            **7**  
**NO. OF GRADE A-C AWARDS**       **24**  
**NO OF GRADE A-D AWARDS**       **28**  
**TOTAL**                                   **32**

CARITAS COMMISSIONING CEREMONY 2022-23





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## PUPIL ACHIEVEMENTS

In Taylor High School, we strive to capture and recognize all the activities which demonstrate the talent and achievements of our pupils. Each year, we host a Celebrating Success Ceremony which recognises the positive behaviour, achievement in learning and personal achievements of a large number of our pupils. Three areas are recognised in our programme: 'Successful learners', 'Effective Contributors' and 'Merit in' specific subject areas.

### SPECIAL AWARDS

Descriptions of our special awards are given below along with the names of the recipients for the previous academic sessions.

#### **The Woodlock Trophy for Outstanding Athletic Achievement:**

This trophy is awarded to the pupil who has shown the greatest athletic ability in Third or Fourth Year. The award was donated by Mrs Phyllis Woodlock as a memorial to her son Andrew who died in tragic circumstances in 1997. Andrew had been a talented athlete while at school and this trophy is a fitting memorial to him.

<b>2001</b>	DAVID PINKOWSKI	<b>2012</b>	JACK SHEARER
<b>2002</b>	NATALIE McINTYRE, JAMES NICOL	<b>2013</b>	THEA KELLY
<b>2003</b>	RICHARD QUINN	<b>2014</b>	BEN CARROLL
<b>2004</b>	JOSHUA CLARK	<b>2015</b>	REBEKKA NEWNS
<b>2005</b>	MARK RICE	<b>2016</b>	LUKE POUTNEY
<b>2006</b>	PAUL MCNULTY	<b>2017</b>	LOUIS DOUGLAS
<b>2007</b>	PAUL MCNULTY	<b>2018</b>	ROSIE PERCY
<b>2008</b>	THOMAS LAFFERTY	<b>2019</b>	JOSH FERRIE
<b>2009</b>	DEAN KENNEDY	<b>2020</b>	DARIO ALEMANO
<b>2010</b>	CAMERON MARTIN	<b>2021</b>	NO AWARD
<b>2011</b>	CAMERON MARTIN	<b>2022</b>	OWEN MURPHY

#### **Taylor High Award for Outstanding Sporting Achievement:**

This award is presented to a student who has distinguished him or herself in the sporting field. The student is nominated by the Physical Education staff for involvement and success in a number of individual and team events during their time at Taylor High School.

<b>2001</b>	LOUISE McGUIRE	<b>2012</b>	LEWIS HAY
<b>2002</b>	NO AWARD	<b>2013</b>	NO AWARD
<b>2003</b>	NO AWARD	<b>2014</b>	THEA KELLY
<b>2004</b>	BRIAN SMEDLEY	<b>2015</b>	NO AWARD
<b>2005</b>	ROSS McKENNA	<b>2016</b>	NO AWARD
<b>2006</b>	DAVID O'NEIL	<b>2017</b>	NO AWARD
<b>2007</b>	LAUREN BECK	<b>2018</b>	REBEKKA NEWNS
<b>2008</b>	COLETTE MARTIN	<b>2019</b>	MARIA MCLEISH
<b>2009</b>	STEPHEN O'NEILL	<b>2020</b>	UGNE TRIUKAITE
<b>2010</b>	TONY PERKINS	<b>2021</b>	NO AWARD
<b>2011</b>	THOMAS LAFFERTY	<b>2022</b>	NO AWARD

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**Taylor High Award for Cultural Achievement: Music**

This award is presented to a senior student who has distinguished him or herself in Musical activities during their time at Taylor High School. The pupil is nominated by the music staff in recognition of her or his contribution to music both individually and as part of music groups in Taylor High School and also in our associated primary schools and parishes. From 2013 this award will be known as **'The Taylor High School Josh Irving Cultural Achievement Award for Music'**.

It is named after Josh Irving, a former fifth year pupil who passed away in December 2012. Josh was an outstanding musician who played the snare drums, representing the School and North Lanarkshire Council on many occasions. He fought his illness with dignity, courage and determination and was an inspiration to everyone in the school community. It is very fitting that this award is presented to a senior pupil who has excelled in music and is an appropriate way to ensure that Josh's name will always be remembered in the School.

<b>2001</b>	MONICA TIERNEY	<b>2012</b>	AMANDA CONNELLY
<b>2002</b>	HAYLEY MORRIS	<b>2013</b>	AMANDA CONNELLY
<b>2003</b>	NO AWARD	<b>2014</b>	CAITLIN MILLAR
<b>2004</b>	ASHLEIGH COLLINS	<b>2015</b>	SARAH FALLON
<b>2005</b>	NO AWARD	<b>2016</b>	ROISIN BRENNAN
<b>2006</b>	JONATHAN CARR	<b>2017</b>	CHRISTOPHER MCCANN
<b>2007</b>	NO AWARD	<b>2018</b>	ANNA CORMACK
<b>2008</b>	SUZANNE MOOTY	<b>2019</b>	NATHAN O'NEIL
<b>2009</b>	DENNIS DIGNALL	<b>2020</b>	CALUM BRENNAN
<b>2010</b>	STEPHEN MCNULTY	<b>2021</b>	CAOIMHE CURRAN
	RACHEL OATES	<b>2022</b>	JOHN WOODS
	NICOLE COLLINS		
<b>2011</b>	NO AWARD		

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**Taylor High Award for Cultural Achievement – Art and Design:**

This award is presented to the sixth year student who has distinguished him or herself in Art and Design during six years at Taylor High School. The pupil is nominated by the Art and Design department in recognition of his or her contribution to art, both individually and as part of a group. The student is recognised for excellence in personal folio work as well as contributing to the aesthetic life of the school

<b>2001</b>	NO AWARD	<b>2013</b>	MARIE FOY
<b>2002</b>	JOANNE IRVINE	<b>2014</b>	GEMMA ROSS
<b>2003</b>	JENNIFER CLARK	<b>2015</b>	SOPHIE ROWAN
<b>2004</b>	OUZMA NAVEED	<b>2016</b>	NADIA MCCONVILLE
<b>2005</b>	KELLY MCNAIR	<b>2017</b>	GEORGIA DORAN
<b>2006</b>	NICOLE RITCHIE	<b>2018</b>	CIAN CURRIE
<b>2007</b>	GRAEME DIVERS	<b>2019</b>	MORRIN MCMENEMY
<b>2008</b>	JASMINE GIBSON	<b>2020</b>	THOMAS DONNELLY
<b>2009</b>	KENNETH LAW	<b>2021</b>	THOMAS DONNELLY
<b>2010</b>	CLARE-LOUISE FOY	<b>2022</b>	NO AWARD
<b>2011</b>	LISA DIGNALL		
<b>2012</b>	CHRISTOPHER LAWLOR		

**Taylor High Excellent Attendance Award:**

This is an award presented to the sixth year student(s) who has the best cumulative attendance since first year. The information to identify this pupil is gained from the electronic registration system.

**THIS AWARD IS NO LONGER PRESENTED**

<b>2001</b>	KIMBERLEY ROSS	<b>2010</b>	OLIVIA MCAVOY
<b>2002</b>	MARK DONNELLY	<b>2011</b>	JACQUELINE MCKENDRICK
<b>2003</b>	JOSEPH GRADY	<b>2012</b>	COLETTE GRANT KEVIN MONAGHAN
<b>2004</b>	FRANCIS BRADLEY	<b>2013</b>	JAMIE RAY
<b>2005</b>	CHRISTOPHER LAW	<b>2014</b>	NATHAN PEATTIE
<b>2006</b>	GRAEME MCGRATH	<b>2015</b>	MICHAEL HART
<b>2007</b>	MARY FRANCES BLAIR	<b>2016</b>	SAM GORDON
<b>2008</b>	STACEY ANNE HOWEY	<b>2017</b>	AMY MCNAUGHTON
<b>2009</b>	RACHEL KENNEDY		



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**Taylor High School Citizenship Award:**

This award is presented to a pupil or group of pupils who have given outstanding service to the school, local community and/or enhanced awareness of global citizenship within the Taylor High School community.

<b>2005</b>	KAMWOKYA PUPIL GROUP	<b>2015</b>	TAYLOR Y-DANCE GROUP
<b>2006</b>	KAMWOKYA PUPIL GROUP	<b>2016</b>	NORTH LANARKSHIRE CHALLENGE GROUP
<b>2007</b>	TAYLOR HIGH SCHOOL MUSIC GROUP	<b>2017</b>	TAYLOR MUSIC GROUP
<b>2008</b>	S4 XL GROUP	<b>2018</b>	ST ANDREW'S HOSPICE AMBASSADORS
<b>2009</b>	NO AWARD	<b>2019</b>	MENTAL HEALTH AMBASSADORS
<b>2010</b>	S6 GYMNASTICS GROUP	<b>2020</b>	NO AWARD
<b>2011</b>	YORKHILL FUNDRAISING TEAM	<b>2021</b>	NO AWARD
<b>2012</b>	NO AWARD	<b>2022</b>	NO AWARD
<b>2013</b>	NO AWARD		
<b>2014</b>	NO AWARD		

**Taylor High School Enterprise Award:**

This award is presented to a pupil or group of pupils who demonstrate a 'can and will do it' approach in everything that they undertake, be it skill acquisition, success in national examinations or experience and understanding of the world of work including entrepreneurial activity.

<b>2005</b>	TAYLOR HIGH SCHOOL TECH TEAM	<b>2014</b>	LITURGY GROUP
<b>2006</b>	TAYLOR HIGH SCHOOL FAIRDTRADE GRP	<b>2015</b>	THE CARNEGIE GROUP
<b>2007</b>	SNAG/KAMWOKYA GROUP	<b>2016</b>	NO AWARD
<b>2008</b>	NEON KNIGHTS/PROJECT X	<b>2017</b>	FAIRTRADE GROUP
<b>2009</b>	NORTH LANARKSHIRE CHALLENGE GROUP	<b>2018</b>	ZAMBIA GROUP
<b>2010</b>	S4 PAPAL VOCAL ENSEMBLE	<b>2019</b>	NO AWARD
<b>2011</b>	TAYLORS GOT TALENT TEAM	<b>2020</b>	NO AWARD
<b>2012</b>	NO AWARD	<b>2021</b>	NO AWARD
<b>2013</b>	NO AWARD	<b>2022</b>	NO AWARD
<b>2014</b>	TAYLOR TYCOON		

**St Teresa's Golden Jubilee Award:**

Awarded to a pupil(s) for outstanding contribution to the pastoral life of the school.

<b>2007</b>	FIONA CAMPBELL	<b>2015</b>	DYLAN BELL
<b>2008</b>	JILLIAN GREEN		MATTHEW WRIGHT
<b>2009</b>	MARIA MURPHY	<b>2016</b>	THOMAS MCKENNA
	EMMA O'NEILL		AARON SLAVIN
<b>2010</b>	ERIN CANNY	<b>2017</b>	CHRISTOPHER MCCANN
<b>2011</b>	REBECCA WEIR	<b>2018</b>	LEWIS KELLY
<b>2012</b>	MARIA BURNS	<b>2019</b>	OLIVIA MCAREE
	COLETTE GRANT	<b>2020</b>	CARLY NIMMO
	KATIE MCSHANE	<b>2021</b>	AMY BURTON & KIERAN WATTERS
<b>2013</b>	CHLOE GALLACHER	<b>2022</b>	MAURA FAGAN & MONICA MCCANN
	AMY WATTERS		
<b>2014</b>	JULIE MCKENDRICK		
<b>2014</b>	JAMES CARR		

**Claire Hughes Trophy for Outstanding Endeavour in Mathematics:**

This award is presented annually to a pupil for their outstanding endeavour in Mathematics. It is named after Claire Hughes, a Maths Teacher who joined Taylor in August 2004 and who died in November 2007, aged 27 after a brave battle with illness.

Claire was an inspiration to everyone in the school community as she fought her illness with dignity, courage and determination and worked, whenever she could, throughout her illness. Mathematics was very important to Claire and it is very fitting that this award should go to pupils for their endeavour in the subject.

<b>2008</b>	ASHRAF AHMED COLETTE SAVAGE LOUISE LAWLOR	<b>2014</b>	MALIHA FAROUQ JENNA HUGHES CHRISTY SMITH	<b>2018</b>	JODIE MCBRIDE CARA MCGURK
<b>2009</b>	MARK ANDERSON MONICA DAY LOUISE MORGAN	<b>2015</b>	CAITLIN MCALEER KAYLEIGH MCFARLANE	<b>2019</b>	HUSSAIN AHMED EMILY HIGGINS BRIA MCNALLY
<b>2010</b>	LUKAS KANKAUSKAS	<b>2016</b>	NIMRAH EJAZ	<b>2020</b>	UGNE TRIUKAITE
<b>2011</b>	KEVIN MONAGHAN	<b>2017</b>	JACK MOORE	<b>2021</b>	STEPHANIE REID
<b>2012</b>	LORNA HUGHES		RYAN BRENNAN	<b>2022</b>	MICHAEL SMALL
<b>2013</b>	JORDAN GRAHAM		STEVEN NUGENT		

**Lawrence O'Hare Trophy for Outstanding Achievement in Geography:**

This award is presented annually to a fifth year pupil for their outstanding SQA performance in Geography. It is named after Lawrence O'Hare, an outstanding Geography teacher who taught in Taylor for many years who passed away in January 2012. He gave long and faithful service to the school and was an inspiration to those he taught. He is greatly missed by all his friends, colleagues and pupils at Taylor High School. The trophy was donated by the O'Hare family in Larry's memory.

<b>2013</b>	CAITLIN COGAN
<b>2014</b>	JENNA HUGHES
<b>2015</b>	DAVID MCLELLAN
<b>2016</b>	AARON SLAVIN
<b>2017</b>	GEORGIA DORAN
<b>2018</b>	SOPHIE MURRAY
<b>2019</b>	COURTNEY DEVINE
<b>2020</b>	SIMONE WALLACE
<b>2021</b>	NO AWARD
<b>2022</b>	FREYA FORSYTH

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**Mairi MacIntyre Award for Public Speaking in Primary 7:**

This award is presented biannually to one of our associated Primary Schools whose team of three pupils won the annual P7 Public Speaking Award.

The competition and award honours the life and contribution of Mairi MacIntyre, an inspirational English Teacher at Taylor High School, who passed away in November 2011. Mairi had a particular interest in public speaking and encouraged many pupils to be involved in this field. She is very much missed by all members of the school community.

<b>2013</b>	<b>ST MARY'S PRIMARY SCHOOL, CLELAND</b> <b>(Maria McLeish, Erin McCormick and Christy Lawlor)</b>
<b>2014</b>	<b>CHRIST THE KING PRIMARY</b> <b>(Erin Corella, Gary Joe McMullen and Carly Nimmo)</b>
<b>2015</b>	<b>OUR LADY AND ST FRANCIS PRIMARY</b> <b>(Rosie Higgins, Lucy McCormick and Hannah Robertson)</b>
<b>2017</b>	<b>ST PATRICK'S PRIMARY</b> <b>(Julianna Logan, Lucy Formosa, Jordan Wotherspoon)</b>
<b>2019</b>	<b>ST MARY'S PRIMARY SCHOOL, CLELAND</b> <b>(Catriona Gorrell, Kiera Erskine, Sophia Almaki)</b>
<b>2021</b>	<b>NO AWARD</b>
<b>2022</b>	<b>NO AWARD</b>

**Gillian Monaghan Award for Outstanding Academic Excellence at Standard Grade/National 5:**

This award is presented to the fourth year pupil(s) who has overall individual greatest academic achievement. Mrs. Maureen Monaghan donated the trophy in memory of her daughter Gillian who died after a short illness while in fourth year at Taylor High School in 1998. Gillian was a student of academic promise and this is an appropriate way of ensuring that her name will always be remembered in the school. The information needed to identify the pupil to receive this award is gained principally from the SQA results which the Head Teacher examines at length.

<b>2001</b>	JOSEPH GRADY	AMINAH SHAHZAD
<b>2002</b>	CAROLINE MCFARLANE	<b>2013</b> LUKE MILLER
<b>2003</b>	RACHAEL FORRESTER JOHN MCFARLANE	<b>2014</b> RACHEL MCKAY NICOLE ROBIN
<b>2004</b>	FRANCES INGRAM	<b>2015</b> KARA TOAL CHRISTOPHER WRIGHT
<b>2005</b>	LOUISE WARD	<b>2016</b> BRANDON FERRIE LUKE POUTNEY
<b>2006</b>	CRAIG LEES	<b>2017</b> KIERAN WELLS
<b>2007</b>	DENNIS DIGNALL	<b>2018</b> AIDAN DONNELLY
<b>2008</b>	STEPHEN MCNULTY	<b>2019</b> LUKE MCDONALD
<b>2009</b>	JENNIFER MACIS	<b>2020</b> LIA HEFFERNAN
<b>2010</b>	MARIA BURNS COLETTE GRANT CAMERON MARTIN ALIYAH SHAFIQ	<b>2021</b> SOPHIE RANKIN GRACE DURKIN LOIS KERR
<b>2011</b>	KEVIN GORMAN	<b>2022</b> CARLA LEES
<b>2012</b>	LEAH MCSHANE	

## Head Teacher's Award for Outstanding Academic Excellence:

The trophy for outstanding academic excellence is awarded to the fifth year student(s) who has the best overall individual outstanding academic achievement. The information needed to identify this student is gained from the SQA results which again the Head Teacher examines closely.

<b>2001</b>	HAYLEY MORRIS	<b>2011</b>	JOSEPHY WILSON
<b>2002</b>	BRIAN MORRIS	<b>2012</b>	MARIANN GALLERY
<b>2003</b>	MARTIN MCALEESE	<b>2013</b>	EMILY MCGUINNESS
<b>2004</b>	DANIELLE FERRIE ALANA MCKIBBEN	<b>2014</b>	SOPHIE ROWAN
<b>2005</b>	FRANCES INGRAM GRAEME MCGRATH	<b>2015</b>	AISHA AHMED NICOLE ROBIN
<b>2006</b>	JOHN MCFEELY	<b>2016</b>	BEN MILLER
<b>2007</b>	CRAIG LEES	<b>2017</b>	BRANDON FERRIE
<b>2008</b>	HANNAH TOUGHER	<b>2018</b>	KIERAN WELLS
<b>2009</b>	STEPHEN MCNULTY	<b>2019</b>	SOPHIE HO JEMMA STEELE
<b>2010</b>	IQRAH SIDDIQUE	<b>2020</b>	AMY BURTON, JAKUB DYSKO, LUKE MCDONALD,
		<b>2021</b>	HANNAH ROBERTSON, REBECCA WHITE
		<b>2022</b>	MIA GORRELL

WELCOMING THE RELICS OF ST BERNADETTE TO CARFIN





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There are a number of other achievements of our pupils that are noteworthy.

**Sport:**

The school makes an award of Sport Champion each year to the top performing boy and girl in sport in First and Second Year. These awards were not presented in 2020 due to COVID-19.

**Ross McGowan Shield:**

Awarded for Outstanding Sporting Excellence in memory of a former student Ross McGowan who died in 2006 after a long illness. Ross was an excellent sports student and was highly thought of by all members of the school community. This award provides a fitting tribute to Ross.

<b>2007</b>	<b>MEGAN TIMMONS</b>	<b>2015</b>	<b>BEN CARROLL</b>
<b>2008</b>	<b>JAMES WHYTE</b>	<b>2016</b>	<b>STEPHEN NEWNS</b>
<b>2009</b>	<b>MICHAELA MOOTY</b>	<b>2017</b>	<b>LUKE POUTNEY</b>
<b>2010</b>	<b>IAN MCSHANE</b>	<b>2018</b>	<b>NATHAN MURRAY</b>
<b>2011</b>	<b>COLETTE MARTIN</b>	<b>2019</b>	<b>RHYS BROWN</b>
<b>2012</b>	<b>LAURA DAVISON</b>	<b>2020</b>	<b>SEAN CLARK</b>
<b>2013</b>	<b>JACK SHEARER</b>	<b>2021</b>	<b>NO AWARD</b>
<b>2014</b>	<b>STEPHEN NEWNS</b>	<b>2022</b>	<b>MILLIE TIPPING</b>

**House Tournaments:**

Each year group has a house name as mentioned previously. Each year pupils compete in house sports tournaments in autumn which involve all pupils from S1 to S3. The sports involved are football, netball and baseball. The overall class winners of each House then receive an impressive trophy which is the property of the class concerned until the following year. The trophies which are presented at the relevant Celebrating Success Ceremony, are as follows:

**The John Taggart Shield First Year House Trophy**

This trophy is named after a distinguished former Depute Head Teacher in Taylor High who also taught Physical Education in the school. Mr Taggart's very strong contribution to the school was given recognition by naming this award in his honour.

**The Francis Flynn Trophy Second Year House Trophy**

This trophy was donated by the family of Francis Flynn who died while he was a third-year pupil in the school in 1998.

Francis had battled illness for a long time and is much remembered. He is often spoken of with affection and regard in the school. This trophy perpetuates his memory.

**The Cantwell Trophy Third Year House Trophy:**

This trophy was donated by the family of Stephen Cantwell who died some years after he left Taylor High School. Again, Stephen has been held in high regard by all at Taylor and this trophy provided a fitting memorial to him.

These awards were not presented in 2020 or 2021 due to COVID-19.

## 31. NAMES AND ADDRESSES

### **Derek Brown**

Depute Chief Executive Officer & Executive Director for Education and Families  
North Lanarkshire Council  
Civic Centre  
Motherwell  
ML1 1AB  
Tel: 01698 302222

### **Skills Development Scotland**

North Lanarkshire Centre  
61 Stirling Street  
Airdrie  
ML6 0AS  
Tel: 01236 757400

### **Motherwell CLD Locality Office**

Our Lady's High School  
Dalziel Drive  
Motherwell  
ML1 2DG  
Tel: 01698 403830  
E: [CLD-Motherwell@northlan.gov.uk](mailto:CLD-Motherwell@northlan.gov.uk)

The names of Councillors covering the Taylor High School area are available [here](#). They can be contacted at the Civic Centre, Motherwell: 01698 302222. You can find details for and about your local Councillor:

**Cluster Improvement and Integration Lead (CIIL)** - Contact in relation to Support for Learning across Taylor HS Cluster: Nicola Ritchie [RitchieN@northlan.gov.uk](mailto:RitchieN@northlan.gov.uk)

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

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

[www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) for children and young people

### **Resolve**

0131 222 2456

(Independent Adjudicator)

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**Scottish Independent Advocacy Alliance**

Melrose House  
69a George Street  
Edinburgh  
EH2 2JG  
0131 260 5380  
enquiry@siaa.org.uk  
[www.siaa.org.uk](http://www.siaa.org.uk)

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

ASNTS  
Europa Building  
450 Argyle Street  
Glasgow  
G2 8LH  
Helpline: 0845 120 2906  
Fax: 0141 242 0141  
E.Mail: [ASNTSInquiries@scotland.gsi.gov.uk](mailto:ASNTSInquiries@scotland.gsi.gov.uk)

**NHS Lanarkshire**

Bellshill  
Bellshill Health Centre      01698 575700  
Motherwell Health Centre    01698 242610

**Social Work**

Bellshill  
303 Main Street      01698 346666  
Bellshill  
ML4 1AW  
Motherwell  
  
Scott House  
73/77 Merry Street    01698 332100  
Motherwell  
ML11 1JE

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## 32. SPECIALIST TERMS

A.H.	Advanced Higher
A.S.P.	Additional Support Plan
COMMON COURSE	The subjects followed by all pupils in First and Second Years.
CONSORTIUM	An association of schools and a Further Education College in an area which provides as wide a variety of courses as possible for senior pupils.
CONTINUOUS ASSESSMENT	Assessment based on regular evaluation of course work often supplemented by regular tests.
CO-OPERATIVE TEACHING	Refers to the presence of more than one teacher in a classroom enabling added help to be given to individual pupils.
C.P.D.	Continuous Professional Development.
C.S.P.	Coordinated Support Plan
CURRICULUM	All the experiences of learning which are planned and organised by the school.
DIARY / PLANNER	A booklet issued to all pupils at the beginning of each session to help them record homework and plan their studies.
D.S.M.	Devolved School Management.
E.I.L.	Education-Industry Links.
E.M.A	Education Maintenance Allowance.
ETHOS	The general atmosphere aimed at within the school.
F.E.	Further Education
H.E.	Higher Education
L.S.	Learning Support
MIXED ABILITY CLASSES OR GROUPS	Pupils of a wide range of ability taught together as a class. The work of such a group is often based on individual and group assignments.
NATIONAL QUALIFICATIONS NQ UNITS	Post-16 course structure from 1999 onwards. National Qualifications elements, normally of 40 hours duration, which can be free-standing or contribute to a course award.
P7/S1	Primary 7/Secondary Year One.
P.S.H.E.	Personal Social and Health Education.
P.S.T.	Pupil Support Team (formerly generally referred to as 'Guidance').
P.T.	Principal Teacher
S.Q.A.	Scottish Qualifications Authority.
TERTIARY EDUCATION	Post Secondary school education such as is provided by colleges, universities, further education establishments.
T.S.S	Team Sports (Scotland)
WORK EXPERIENCE	An opportunity for potential school leavers to mix with adults in work

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### 33. QUALIFYING STATEMENTS

Although this information is accurate 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.

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

### 34. PROVISION OF SCOTTISH STATISTICAL INFORMATION

All Government produced statistics relating to schools can be found here:

<https://www2.gov.scot/Topics/Statistics/Browse/School-Education>

That includes, among other things:

- Teacher judgement
- Leaver Destination
- School profile statistics (rolls etc.)
- Attendance / Exclusions

## 35. CONTACTS

### **Contacts in relation to Support for Learning**

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

**Taylor High**

**Nicola Ritchie**

**RitchieN@northlan.gov.uk**

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,

0345 123 2303

Enquire

Children in Scotland

Rosebery House

9 Haymarket Terrace

Edinburgh

EH12 5EZ

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

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

[Website: www.enquire.org.uk](http://www.enquire.org.uk) for children and young people

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

**0131 313 8844**

**Email: resolve@childreninscotland.org.uk**

#### **Independent Adjudication**

Scottish Government

Directorate for Learning

Support and Wellbeing Unit

Area 2C North

Victoria Quay

Edinburgh

EH6 6QQ

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

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

0141 302 5860

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

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**NHS Lanarkshire** (Please insert details of the Health Centre)

**Airdrie Health Centre**

01236 772200

**Bellshill Health Centre**

01698 575700

**Coatbridge Health Centre**

01236 432200

**Cumbernauld - Kildrum Health Centre**

01236 721354

**Cumbernauld - Condorrat Health Centre**

01236 733221

**Kilsyth Health Centre**

01236 801677

**Motherwell Health Centre**

01698 242610

**Wishaw Health Centre**

01698 355511

**Social Work** (Please insert relevant Social Work Office contact number)

**Airdrie**

Tel No        01236 757000

**Bellshill**

Tel No        01698 346666

**Coatbridge**

Tel No        01236 622100

**Cumbernauld/Chryston**

Tel No        01236 638700

**Motherwell**

Tel No        01698 332100

**Wishaw/Shotts**

Tel No        01698 348200

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**COMMUNITY LEARNING & DEVELOPMENT LOCALITY OFFICES (Please insert relevant CLD Office)**

**Airdrie CLD Locality Office**

Chapelside Community Centre

Waddell Street

Airdrie

ML6 6DL

Tel: **01236 638538**

E: [CLD-Airdrie@northlan.gov.uk](mailto:CLD-Airdrie@northlan.gov.uk)

**Bellshill CLD Locality Office**

Bellshill Academy

321 Main Street

Bellshill

ML4 1AR

Tel: **01698 274685**

E: [CLD-Bellshill@northlan.gov.uk](mailto:CLD-Bellshill@northlan.gov.uk)

**Coatbridge CLD Locality Office**

Coatbridge Community Centre

9 Old Monkland Road

Coatbridge

ML5 5EA

Tel: 01236 638470

E: [CLD-Coatbridge@northlan.gov.uk](mailto:CLD-Coatbridge@northlan.gov.uk)

**Motherwell CLD Locality Office**

Our Lady's High School

Dalziel Drive

Motherwell

ML1 2DG

Tel: 01698 403830

E: [CLD-Motherwell@northlan.gov.uk](mailto:CLD-Motherwell@northlan.gov.uk)

**North CLD Locality Office**

Pivot Community Centre

Glenmanor Ave

Moodiesburn

G69 0DL

Tel: **01236 638393**

E: [CLD-North@northlan.gov.uk](mailto:CLD-North@northlan.gov.uk)

**Wishaw/Shotts CLD Locality Office**

Calderhead High School

Dyfrig Street

Shotts

ML7 4DH

Tel: **01698 274343**

E: [CLD-Wishaw@northlan.gov.uk](mailto:CLD-Wishaw@northlan.gov.uk)



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**Welcome to  
Taylor  
High School**



**1982 - 2022**

**Serving as a  
community of faith  
and learning for  
40 years**