

Taylor High School



SCHOOL HANDBOOK 2025/26



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 or visit www.sces.uk.com

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1. NORTH LANARKSHIRE



Welcome to North Lanarkshire: <https://www.northlanarkshire.gov.uk>

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 all our young people to develop into the talented well-rounded young adults that God intends them to be: well-prepared to move on to further or higher education, or to training or employment and, ultimately, to fulfilling careers where they are fully using their gifts and talents in the world. In consultation with pupils, teachers, families and partners, our school values are: FAITH and LEARNING, through CARE (compassion; ambition; respect; encouragement)

Taylor is a school which seeks to be caring and encouraging! 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 and experienced staff, both teaching and non-teaching. Staff wish, at all times, to work in close and active partnership with parents as the first educators their children.

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. Close partnership working with parents is essential to promote the best outcomes for our young people, and to promote the best within our school community: I warmly urge you to be actively involved in the school and in the education of your child.

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

P McWatt

Head Teacher

2. SCHOOL INFORMATION



Taylor High School

Carfin Street

New Stevenston

Motherwell ML1 4JP

Telephone: (01698) 274976

E-mail: <mailto:enquiries-at-taylor@northlan.gov.uk>

Website: www.taylor.n-lanark.sch.uk

X (formerly 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 1047 pupils. Our school estate comprises a range of practical, specialist and general classrooms across two levels, and four newly constructed modular classrooms in the school grounds. 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 200 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, and a full-size grass football pitch.

School Roll 2024-25	Projected intake from P7
S1 – 194	2025 – 163
S2 – 185	2026 – 181
S3 – 174	2027 – 151
S4 – 192	2028 – 154
S5 – 148	2029 – 168
S6 – 141	
1034 pupils	

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: NLC Community Facilities Section [Tel: 01236 633778](tel:01236633778) or you can also email: school&facilitybookings@northlan.gov.uk

ASSOCIATED PRIMARIES



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

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 Woods

85a Loanhead Road
Newarthill
Motherwell
Tel: 01698 274912



St Mary's Primary School
H.T. Mr F McIntyre

Chapel Street
Cleland
Motherwell
Tel: 01698 274955



St Patrick's Primary School
Acting H.T. Mrs P McIntyre
Substantive H.T. Mr M Dinsmor

Coronation Road East
New Stevenson
Motherwell
Tel: 01698 352528

PARENT COUNCIL

MESSAGE FROM PARENT COUNCIL CHAIR (Ms M. MORGAN):

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. We along with the wider school community contribute to working groups both within Taylor High and NL Council to continuously improve school policies and the learning experience for our children 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.

If you would like to join the Parent Council please feel free to join any of our open meetings, either to become an active participant or to discuss a particular area of interest. Dates of our meetings can be found through the school newsletter, from the office or via our social media Facebook page **Taylor High Parent Council**. Alternatively we can be contacted at

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

Marney

Marney Morgan
Taylor High School
Parent Council Chair 24/25

[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	Ursula Johnston

SMT REMITS

SLT MEMBER	YEARGROUPS	STRATEGIC RESPONSIBILITY	OPERATIONAL DETAIL
P McWatt		Overall strategic and operation leadership of the school	School Improvement and Leadership Overall school performance Staff welfare Overall budgetary responsibility Link depts: English; Expressive Arts
J McLaughlin	S1/S2	Pupil Support, Wellbeing & Inclusion	Child Protection PSHE Empowering Cluster Primary Transition and Continuity First Aid Parent Council Partnership Liaison for GIRFEC Link depts: RE; Support for Learning
U Johnston	S3/S4	Attainment, Achievement and Positive Outcomes	Raising attainment Timetabling Options & Pathways Tracking and monitoring Wider achievement (including Future Fridays) ICT Health & Safety/First Aid Link depts: Science; Technologies; Maths
G McQuaid	S5/S6	Learning, Teaching & Assessment	SQA Professional Learning for staff (inc students and probationers) Developing the Young Workforce Skills Development Scotland liaison Education Maintenance Allowance UCAS Consortium arrangements Link depts: Social Subjects; HWB

STAFF LIST 2025-26

Mr. P McWatt, HT
Fr Kieran Hamilton, Chaplain

EXPRESSIVE ARTS

Mrs. S Muir (FH)
Mrs. N Pollock
Mrs. K Devlin
Miss. E Barclay
Miss. R. Blackburn-Turner
Mrs. S. Murphy (PTPS)
Miss. K. McHugh
Miss. E. McSporran

TECHNOLOGIES

Mr. D Lewis, PTC
Mr. S Price
Mr. E. Robertson
Mr. C. Thomson
Mrs. J Young
Mrs. U Johnston DHT
Mr. B McMahon
Mr. A MacLeod
Miss. S Aitken

ENGLISH

Mrs. M J Burton, PTC
Ms. D Collins
Miss. C Murphy
Miss. A MacKinnon
Miss. C Moore
Miss. K Harris
Mr. N Kerr (Prob)

LEARNING SUPPORT

Mrs. A Robertson, PTC
Mr. S Whiteford

MATHEMATICS

Mrs N Duffy, PTC
Mr. D Anderson
Mr. C Geddes
Miss. A Milligan
Mr. J. McSherry
Miss. A McIntyre
Miss. N McCart

MODERN LANGUAGES

Mrs. S Jackson
Miss. G. Murphy
Miss. G. Graham

HEALTH & WELLBEING

Mr. S Russell PTC
Ms. K Sneddon
Mrs. G Carnegie
Miss. J McNicol
Mr. J Ryan PT (PTPS Act)
Mr. G McQuaid DHT
Mrs. J McGuigan
Mr. P Hewitt
Miss. E Millar
Mr. K Markey

RELIGIOUS EDUCATION

Mrs. M McCoy PTC
Mr. D Harkins
Miss. C Callaghan (PT Inc)

SCIENCE

Mrs. C Brown, PTC
Mr. C Phairs PTPS
Mrs. K McCranor
Mr. W Choi
Mrs. A Harris
Mrs. J Cummings
Mrs A Meharry
Mr. K Savage
Mr S McKenzie
Miss. K McIntyre
Mrs. L Baylan
Miss. L Clarke (Prob)

SOCIAL SUBJECTS

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

ADMIN STAFF

Miss. J McGleish AFA
Mrs. L Menzies AA
Mrs. F O'Donnell Roberts CA (TT)
Miss. P Illand CA
Mrs G Wilkinson CA (TT)

TECHNICIANS

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

CAREERS ADVISER

Ms. 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 A Wilson ASN Assistant
Mrs. S Iftikhar ASN Assistant

CLEANING SUPERVISORS

Mrs M Shea

MUSIC INSTRUCTORS

Mr. S Crawford (Drum Kit)
Mr. S Dowling (Strings)
Ms. E Moverly (Woodwind)
Mr. S Nelson (Pipe Band Snare Drum)
Mr. Paterson (Guitar)
Mrs. Paterson (Brass)
Mr. D Somerville (Bagpipes)

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
Prob - Probationer

THE SCHOOL DAY

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.

The timings of the school day are as follows:

	08:55	09:55	10:35	10:50	11:40	12.30	1.15	2.05	2.55	3.45
MON	50	50	INTERVAL	50	50	LUNCH	50	50	50	
TUES	50	50		50	50		50	50	50	
WED	50	50		50	50		50	50	50	
THU	50	50		50	50		50	50	50	
FRI	50	50		50	50	FUTURE FRIDAYS				

4. THE SCHOOL YEAR – 2025-26

First Term	Teachers return and in-service day	Tuesday 12 August 2025
	In-service day	Wednesday 13 August 2025
	Pupils return	Thursday 14 August 2025
	September weekend	Friday 26 September and Monday 29 September 2025 (inclusive)
	October week	Monday 13 to Friday 17 October 2025 (inclusive)
Second Term	Pupils return	Monday 20 October 2025
	In-service day	Monday 17 November 2025
	School closes	Thursday 18 December 2025 at 2.30pm
	Christmas and New Year holidays	Friday 19 December 2025 - Friday 2 January 2026 (inclusive)
Third Term	Schools return	Monday 5 January 2026
	Mid-term break	Monday 16 February and Tuesday 17 February 2026
	In-service day	Wednesday 18 February 2026
	Pupils return	Thursday 19 February 2026
	School closes	Thursday 2 April 2026 at 2.30pm
	Spring holiday (Easter)	Friday 3 April - Friday 17 April 2026 (Inclusive)
	Good Friday	3 April 2026
	Easter Monday	6 April 2026
Fourth Term	Schools return	Monday 20 April 2026
	In-service day	Thursday 7 May 2026 (to coincide with UK Parliamentary elections, but may be subject to change)
	May holiday	Monday 4 May 2026
	Pupils return	Tuesday 5 May 2026
	May weekend	Friday 22 May 2026 and Monday 25 May 2026 (inclusive)
	Pupils return	Tuesday 26 May 2025
	Schools close	Friday 26 June 2026 at 1pm

THE SCHOOL YEAR – 2026-27

First Term	Teachers return and in-service day		Monday 10 August 2026
	In-service day		Tuesday 11 August 2026
	Pupils return		Wednesday 13 August 2026
	September weekend		Friday 25 September and Monday 28 September 2026 (inclusive)
	October week		Monday 12 to Friday 16 October 2026 (inclusive)
Second Term	Pupils return		Monday 26 October 2026
	In-service day		Monday 16 November 2026
	School closes		Thursday 17 December 2026 at 2.30pm
	Christmas and New Year holidays		Friday 18 December 2024 - Friday 1 January 2027 (inclusive)
Third Term	Schools return		Monday 4 January 2027
	Mid-term break		Monday 15 February and Tuesday 16 February 2027
	In-service day		Wednesday 17 February 2027
	Pupils return		Thursday 18 February 2027
	School closes		Thursday 25 March 2027 at 2.30pm
	Spring holiday (Easter)		Friday 26 March - Monday 12 April 2027 (Inclusive)
	Good Friday		26 March 2027
	Easter Monday		29 March 2027
Fourth Term	In-service day	Tuesday 13 April 2027	
	Schools return	Wednesday 14 April 2027	
	May Holiday		Monday 3 May 2027
	Pupils return		Tuesday 4 May 2027
	May weekend		Friday 28 May 2027 and Monday 31 May 2027 (inclusive)
	Pupils return		Tuesday 1 June 2027
	Schools close		Friday 25 June 2027 at 1pm

5. TRANSFER AND ENROLMENT

PRIMARY-SECONDARY TRANSITION

The Head Teacher, and the Depute Head Teacher responsible for Transition (Mr McLaughlin) 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 by their primary Head Teacher. Mr McLaughlin 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 and visit departments. During this time, they work in a number of subject departments to meet the staff and experience the learning in each of these areas. Subject teachers are timetabled to visit Primary schools to deliver areas of the curriculum and to build relationships with young people.

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 the associated Primary School, parents of Primary 7 pupils in will be invited to an introductory information session and tour of the school. 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 each have a link associated primary who they visit throughout the year and attend to support individual pupils with enhanced transition arrangements. 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.

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 year group from August. These 2 days allow the pupils to:

- Meet their Pupil Support Teachers
- 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.

6. PUPIL SUPPORT STRUCTURE

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

St Columba House: Mr A McPake

St Ninian House: Mr J Ryan (Acting)

St Margaret House: Mr C Phairs

St Kentigern House: Mrs S Murphy

St John Ogilvie House: Ms M Valente

St Andrew House: Miss G Kane

Key:

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 8 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.

The Principal Teacher of Inclusion, Mrs C Callaghan will work with pupils requiring additional and intensive supports and will have the responsibility to oversee JOE's (Just Offering Encouragement) which is an area in the school to support young people into classes to achieve their full potential. The Principal Teacher of inclusion will work with the whole staff to promote inclusive practices and liaise with other agencies to provide the best possible outcomes and learning experiences for young people.

JOE's SPACE (Just Offering Encouragement)

Joe's Space in Taylor High School is being introduced to underpin our targeted support procedures and data collection by using evidence-based practices and data-informed decision making for safe, respectful and inclusive expectations. This facility compliments our whole school structures. We utilise a wide range of approaches to encourage positive behaviour, e.g. a curricular focus on social and emotional wellbeing, restorative approaches, nurturing approaches, peer mentoring and solution-oriented approaches. Importantly, in response to societal trends, we appreciate that positive and supportive approaches are increasingly being used to support young people. Our approach has nurture at its heart with a focus on developing strong, positive relationships between and amongst all those who are part of the Education and Families partnerships. It is therefore important that establishments coordinate individual assessment and plans for all children where wellbeing needs may be at additional or intensive levels.

Pupils and staff benefit from:

- increased respectful and positive relationships;
- increased time focused on teaching and learning;
- improved social and emotional wellbeing;
- positive and respectful relationships among pupils, staff and parents;
- increased adoption of evidence-based practices and supports; and,
- a predictable learning environment with improved perceptions of safety and increased attendance.

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. 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.

PROMOTING POSITIVE RELATIONSHIPS

The school had a detailed inclusion policy which details the role of Pupil Support, Support for Learning and Promoting Positive relationships. As part of this policy all members of the community reflect on the 3R's to ensure high standards, strong relationships and positive behaviour.

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

CLUSTER IMPROVEMENT AND INTEGRATION LEAD (CIIL)

The school is supported by a Cluster Improvement and Integration Lead. This person works with the school and associated primaries to support improvements in attainment, support young people's planning around the GIRFEC pathways and to liaise with colleagues and partners to ensure high quality wellbeing provision for young people.



7. 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 and is committed commitment to eliminate unlawful discrimination and promote equality of opportunity for and between different groups of people in line with the Equality Act 2010, the Service's Equality and Diversity Policy 2018, and the Council's Equality and Diversity Policy and Equality Strategy 2019 - 2024. This commitment 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.

Ultimately, the school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued. 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 at: [Technical guidance for schools in Scotland | EHRC](#)

8. 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.

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

Subject	Period Allocation
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
Total	32

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 through units 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 in Creative Digital Media, Social Care and Health and vocational courses including Coaching of Sports, Practical Craft Skills, Computer Games Design and Personal Development. The availability of these courses is subject to change and local variance across different college campuses. This year students have also been able to study to HNC level in Cyber Security.

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. Mrs Brand and Miss McHugh, Principal Teachers of DYW (2023-24), work to help ensure our young people in S4 are offered the opportunity to experience a weeklong work placement. Young people are supported in advance of this and complete work journals which forms part of SQA accreditation. All young people in S3-S6 are given the opportunity to attend our annual Careers Fair, traditionally held in early February. This event continues to grow each year and sees a wide variety of local and national companies, services, colleges and universities in attendance.

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 2024/25, parents of pupils in S1 to S3 receive one tracking reports per year which give details of their child's levels of learning and progress; a full progress report is also issued once per year. Parents of pupils in S4 to S6 pupils receive three tracking reports per year which give details of their child's progress; again, a full progress report is issued once per year. Each year-group also enjoys a formal meeting for parents. Further details will communicated at the start of the new session with any key changes that have been made in light of school improvement and stakeholder feedback

SKILLS DEVELOPMENT SCOTLAND – MY WORLD OF WORK

[My World of Work](http://www.myworldofwork.co.uk) 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. Pupils access the service from S1 through the PSHE curriculum and continue with it as they journey through the school where they also receive group and 1 to 1 support from our SDS careers adviser, Mrs Pauline McBride.

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



9. 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.

Being a Catholic school, the mission of Taylor High School is to develop as a community of faith and learning, aiming to provide the highest quality of education for the students in our charge, meeting the needs and aspirations of our young people, helping them to feel safe, happy, nurtured and challenged. Alongside class teachers and Pupil Support staff, the Support for Learning Department exists to provide support, help and encouragement to those children who require extra assistance in accessing and dealing with the day to day demands of the school curriculum. This is supported by the Education (Additional Support for Learning) Scotland Act 2004, revised 2009, which states that the key duties of any educational establishment are: ***"... to identify, make provision for, and review provision for the additional support needs of children and young people."***

These 'needs' can stem from a number of factors such as:

- A diagnosed barrier to learning or health issue such as dyslexia, dyspraxia, dyscalculia, autistic spectrum disorder, hearing impairment, visual impairment or other physical disability
- Other specific difficulties such as slow processing, short term memory difficulties, handwriting difficulties
- Global delay. (Significant learning underachievement compared to most students within a particular age group)
- The learning environment, for example, having English as a second language, being particularly gifted or having experienced interrupted learning
- Social or emotional issues
- Family Circumstances

PROVISION FOR ADDITIONAL SUPPORT NEEDS

The Support for Learning Department at Taylor High School offers a wide range of supports which include:

- Support with literacy and numeracy. Support with organisation of class work, homework, and studies (This support may be one-to-one, within groups or in class).
- Support with planning for learning (this may be in the form of a GIRFme Plan – Getting It Right for me Plan)
- Peer Tutoring and Mentoring (including pupils with emotional difficulties)
- Support with Specialist equipment (including visual and hearing aids and computer software)
- Arrangements for internal and external examinations such as readers and scribes
- Regularly updated information provided for classroom teachers to ensure supports are in place in class.
- Support with transition from primary and with transition from high school to college/workplace.

All students identified with a specific need are monitored by the Support for Learning Department using a staged approach. Information is regularly shared with all teaching staff through the secure school spreadsheet and staff meetings. Close partnerships are developed with teaching staff, outside agencies, parents and students to ensure that the appropriate level of intervention is followed.

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.

GENERAL CLASSROOM PRACTICE

In Taylor High School the class teacher is seen as the main educator, with a duty to address the learning needs of all young people in his or her class. For most students, their additional support needs will be met by effective learning and teaching and appropriate differentiation.

1. UNIVERSAL – ADDITIONAL – INTENSIVE

The class teachers are the first line assessors of a young person's additional support needs and should differentiate the curriculum or teaching strategies accordingly. Examples of this include:

Ensuring that they are aware of the needs of pupils within their classes, having read and followed advice disseminated by the Support for Learning Department. Ensuring that each pupil accesses a curriculum tailored to his/her needs. Using ongoing formative and summative assessment to assist in the identification of needs and liaising with the Support for Learning Department where further support, information or advice is required. Identifying/providing evidence to support additional examination arrangements where appropriate.

Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of his or her life laying the foundations for lifelong learning and work. Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are important for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development.

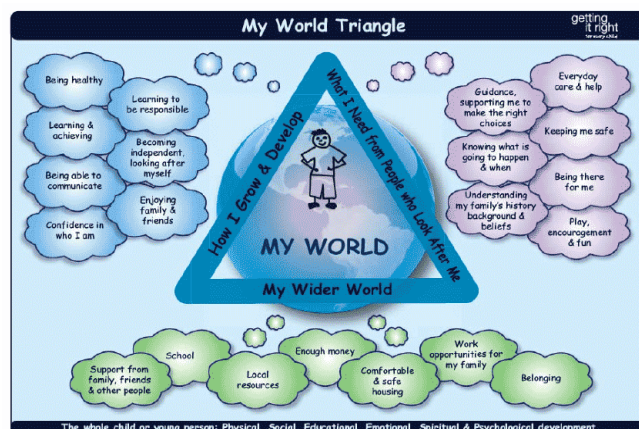
At Taylor High School we invest a great deal of time and resource to ensure that our pupils are given every opportunity to improve their literacy skills in order to fully access the curriculum and to prepare them for the world beyond school. This includes adapting the curriculum and the provision of equipment or resources to assist with learning.

Assessments used to benchmark giving detailed information on pupils reading ability, reading rate, comprehension and spelling. These include:

- York Assessment for Reading and Comprehension (YARC)
- NARA (Neale Analysis of Reading Ability)
- Single Work Spelling Assessment (SWST)
- Read, Write, Inc Placement Assessment

Based on information gathered from these assessments, interventions tailored to pupils' individual needs are put in place. These interventions include:

- **Read, Write, Inc.** This literacy programme is aimed at pupils who are reading below 9 years 6 months. It is an intensive programme focussing on all aspects of phonics, reading and comprehension which may last throughout S1 and S2, its aim being that participants will be able to read fluently upon completion. Pupils generally participate in this programme for a period each day as their English lesson. It is delivered in groups by a trained teacher. Pupil progress is closely monitored and regularly assessed.



- **Toe-by-Toe.** This individualised support programme is used where pupils need more one-to-one support with phonics and is aimed primarily at pupils who have severe dyslexia.
- **LR Comprehension.** This paired reading and comprehension programme is aimed at pupils who are reading above age 9 years and 6 months but below their chronological age. S1 and S2 pupils are targeted, and support is provided by ASNA staff and Peer Tutors. This support generally takes place for two 15-minute sessions per week. Pupil progress is monitored, and support levels are adjusted, as necessary.
- **SSER Spelling.** This is an individualised programme targeted at pupils who have a spelling age below 9 years 6 months. It is delivered by ASNA staff and Peer Tutors. This support generally takes place for two 15-minute sessions per week. Pupil progress is monitored, and support levels are adjusted, as necessary.
- **Dyslexia Gold.** This software was piloted by the Support for Learning Department this year and is a successful add on used alongside other literacy programmes. This programme is for all students who need support with literacy and not just those identified as having dyslexia. Parents are encouraged to support their children to use Dyslexia Gold for 10 minutes each night.
- **Story Sparklers.** Used by ASNAs and Peer Tutors to support targeted pupils who struggle with writing. Pupils are given choice of topic with colourful cards as prompts and are helped with structure and grammar.
- **BBC Dance Mat typing.** This programme is used to encourage touch-typing skills to help pupils who may use word processing for examinations. Pupils are encouraged to practice typing skills at home to promote independence.
- **Individual Support in preparing for N4 and N5 English examinations.** ASNAs play a key role in revising with and preparing pupils with additional support needs for assessments. They do this through liaison with class teachers, and through extraction from class.

The Support for Learning Department also plays a pivotal role in helping to support **numeracy** within Taylor High School.

Assessments are used to benchmark pupils which give detailed information on pupils' numeracy levels and particular areas which require targeted support. These include:

- Mathematics Assessment for Learning and Teaching (MALT)
- Basic Number Screening Test

Based on information gathered from these assessments and from observations and referrals interventions are put in place. These interventions include:

- **Number Box** ASNAs are trained to deliver this initiative and this year they have trained Peer Tutors to assist. This year this has been overseen by the school's numeracy co-ordinator.
- **Maths Numeracy Workout.** A computer-based programme which targets all areas of numeracy.
- **Games to help improved working memory and retention of number bonds and tables.** ASNAs take forward this initiative with individual pupils and with small groups.
- **Lunchtime Tutorials.** The Principal Teacher of Support for Learning offers tutorials at all levels from S1 to Higher to help pupils with specific areas of difficulty, including homework. These have proven to be very successful with pupils commenting that they are better equipped to cope in class and with assessments.
- **Supporting completion of N4 and N5 Maths and Numeracy Units.** Supporting pupils individually and in groups to help with N4 and N5 maths/numeracy assessments.

GENERAL CURRICULAR SUPPORT:

In S1 and S2 pupils are supported with curricular studies within the classroom by ASNAs and Peer Tutors, who help with writing and staying on task. They help ensure that pupils have their work up to date and homework noted. Pupils can also receive support at lunchtime within the library Homework Club.

A few pupils require support at the start of the school day to help them settle and they report to PT Support for Learning to discuss their timetable for the day and any worries they may have. Some of these pupils also like the routine of meeting with the PT Support for Learning at the end of the day to discuss how their day went and for positive reinforcement.

As students move to S3 and S4 the prospect of an ASNA or Peer Tutor in the class can become less appealing as they become more self-conscious and aware. At Taylor High School pupils can choose the Study Group as part of their options in S3 and S4. Its aim is to support students who need extra time to manage their curriculum and additional help with their studies. Reducing their curriculum by one subject not only lessens their stress and workload but also provides a formal time slot for additional support. As well as the PT Support for Learning who has background in maths and science, staff volunteers and Peer Tutors help run these classes and offer support in a wide range of curricular areas. These groups run 3 periods a week in S3 and 4 in S4. Pupils who have benefitted from this support include with:

- ASD who are overwhelmed by the demands of the busy curriculum and need time to rationalise and organise their studies.
- Dyslexia who need extra time to process information and help to organise their studies
- Visual impairment, hearing impairment, or other physical disability who need extra time to organise their notes and their studies
- Bilingual pupils who need extra time to help with grammatical problems and vocabulary

Although students within these groups are presented at one less subject than their peers, results have demonstrated that they perform much better than predicted in the subjects they sit. (Based on S2 assessments/S3 assessments and prelims as well as pupil voice). As pupils move to upper school support is provided on an individual basis to help with editing of work and exam preparation. In addition, S6 volunteers are trained as Peer Tutors and supported in helping lower school pupils with their work in and out of class. The Support for Learning Department also helps pupils transition from school by encouraging participating in New College Lanarkshire's Independent Link Programme, which gives participants the opportunity to experience college life and helps them decide what course to follow. Furthermore, the PT Support for Learning helps pupils to write personal statements and completes references for UCAS and helps with applications and CVs for college and other courses.

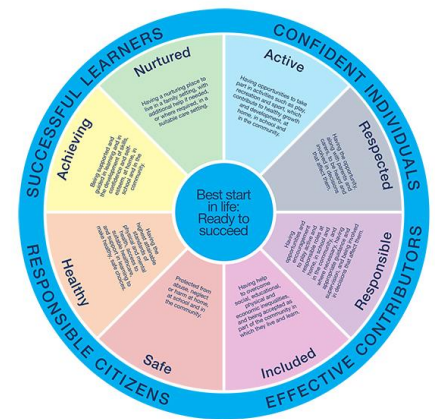
RELATIONAL APPROACHES

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. More information is available about our Relationships and Behaviour policy in Ch.19 or [from our website here](#).

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.

10. 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.

Through consultation with all stakeholders, the school has identified its core 5-year mission and the values that it seeks to express as we continue to improve outcomes for all our young people:

We celebrate being a community of faith and learning through CARE where:

- Pupils feel well-known, supported and celebrated
- Pupils and parents receive regular constructive feedback about progress and next steps
- Learning and teaching experiences are consistently high-quality, varied and meet pupils needs
- Our attainment is consistently high, and is improving against our comparator schools
- Our curriculum meets the needs of our pupils and supports their learning and progress well
- Our school works closely in and with our local parishes, primaries and the wider community

In line with this 5-year mission, updated Improvement Priorities will be set for each session. For example, our school improvement priorities in session 24/25:

School Improvement Priority 1:	<p>Learning and teaching experiences are consistently high-quality, varied and meet pupils' needs to improve attainment:</p> <ul style="list-style-type: none"> By May 25 most learners will feel that learning is built on prior learning and is planned & adapted to meet their needs By Dec 25, most pupils will be confident in knowing their level of study and progress By March 25, almost all pupils will report experiencing a variety of learning experiences that is motivating and enjoyable Improve equitable outcomes for targeted groups of learners Improve attainment outcomes in line with NLC stretch-aims and Virtual Comparator data By May 25, improvement in Literacy and Numeracy attainment at Level 5+ for all Leavers (with specific targeting of lowest 20%) by targeting a group of young people who have been identified as Leavers in 2025 to be aligned with our VC. School evaluation of Curriculum (QI.2.2)
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School Improvement Priority 2:	<p>Develop the school's ethos and culture so that pupils feel well-known, well-supported, listened to and celebrated.</p> <ul style="list-style-type: none"> • By December 2024 achieve The Promise Education Scotland Award • By May 2025, attendance will be at least 90% from a baseline of 87% • By May 2025 most of lessons visited will show evidence of planning for individual pupils according to need. • By December 24, most pupils will report feeling supported in school from an average baseline of 43% with particular focus on improving pupils' feelings of being safe (48%), being important (30%) and dealing well with bullying (30%) • By May 25, most pupils will report being valued members of our community who are well-known, listened to, and celebrated (from an average baseline of 46% of pupils) • By March 25, the majority of pupils will be able to report confidence in the school's approach to supporting a children's rights-based approach within the school from a baseline of 25%
PEF Activities (Pupil Equity Fund)	<ul style="list-style-type: none"> - Develop and trial a new Attainment Mentoring programme (Rising Stars) - Target and support 80 learners across S3-6 and develop a mentoring relationship for supported learning across the curriculum and across the year - Extend literacy pilot for targeted intervention with an identified cohort of S1/2 pupils - Appoint new staff to support these activities: <ul style="list-style-type: none"> ○ PT PEF Co-ordinator ○ PT PEF: numeracy; health and wellbeing; future pathways ○ 2 x literacy teachers

NB. The full School Improvement Plan can be found on the school website.

11. 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 using 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.
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. Parents are encouraged to seek advice/clarification on any issues regarding homework. Please contact your child's Pupil Support Teacher in the first instance.

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 VISION

Our vision is for all young people to be included, safe and fulfilling their God-given potential. We CARE about growing as a community of faith and learning which fosters Compassion, Ambition, Respect and Encouragement based on the example and teachings of Christ.

OUR VALUES

FAITH & LEARNING through C.A.R.E.:

- Compassion - caring for and about others
- Ambition - aiming for the highest standards and best outcomes possible
- Respect - recognising and protecting the dignity of every person without discrimination
- Encouragement - working together to support, motivate and inspire

OUR COMMITMENTS

- We CARE about developing young people’s ambitions, skills, abilities and talents through faith and learning
- We CARE about high quality learning and teaching that puts young people at the centre and supports them to lead their own learning
- We CARE about maximising attainment and achievement opportunities for all our young people through our improving curriculum
- We CARE about staff professional learning to help young people to overcome barriers to success
- We CARE about our shared responsibility to work in partnership with parents/carers, local parishes, cluster primaries, businesses and community organisations to meet the needs and ambitions of our young people



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 or visit www.sces.uk.com

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. Our Chaplain, 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. In session 24/25 we initiated an exciting partnership with the NET Team of young evangelists who support the spiritual development of young people across a planned programme in November. It is our hope to continue this partnership in light of such positive feedback and evaluation from our young people.



Caritas Award Winners 2025

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. Taylor continues to support a partnership 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



Fundraising Team from 2025

TAYLOR HIGH SCHOOL IS A UNICEF RIGHTS RESPECTING SCHOOL

The United Nations Convention of the Rights of the Child

At Taylor High our vision is for all young people to be included, safe and fulfilling their God-given potential. We CARE about growing as a community of faith and learning which fosters **C**ompassion, **A**mbition, **R**espect and **E**ncouragement based on the example and teachings of Christ.

One way we can make this vision a reality is by taking a rights-based approach to our interactions with young people, ensuring that they are aware of their rights and have a real voice in the decision making within our community. Since 2021, Taylor High has been on a journey to gain the Rights Respecting Schools Award, a three-stage award which confirms our commitment to and embedding of rights within the school.

What makes the United Nations Convention on the Rights of the Child so special?

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children and young people everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Every child and young person under the age of 18 has rights, no matter what their ethnicity, gender, religion, language, abilities or any other characteristic.

The Convention must be understood as a whole: all rights are linked and no right is more important than another. The right to relax and play (article 31) and the right to freedom of expression (article 13) are as important as the right to be safe from violence (article 19) and the right to education (article 28)

The Rights Respecting Schools Award

The Rights Respecting Schools Award supports schools to embed the Convention in their practice to improve wellbeing and help all children and young people to realise their potential.

The Award takes a whole school approach to child rights and human rights education. Child rights education can be defined as: learning **about** rights, **through** rights and **for** rights within a context of education **as** a right.



The Rights Respecting Schools Award aims to build the capacity of children and young people as rights-holders to claim their rights, and the capacity of adults as duty bearers to fulfil their obligations. Child rights education helps adults, children and young people to work together. It provides the space and encouragement for the meaningful participation and sustained civic engagement of children and young people.

Taylor High was awarded the Bronze: Rights Committed Award in 2022.

We then gained our Silver: Rights Aware Award in 2024 and we are currently working on gaining the Gold Award.



S1 learners on Bannockburn Learning Visit

15. EXTRA-CURRICULAR ACTIVITIES

The school provides a wide variety of extra-curricular clubs and activities. This is updated at the beginning of each session with a Freshers' Fair being run to support our pupils awareness of these opportunities across our school.

SUPPORTED STUDY

Our staff also offer a comprehensive programme of supported study at lunchtimes and after school. This programme is a voluntary offer from staff who are available. The programme of supported study is shared with staff at the start of each session. All young people in the Senior Phase are encouraged to attend these sessions to follow up on any outstanding queries or difficulties that arise from their personal study.

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

FUTURE FRIDAYS

WHAT IS FUTURE FRIDAYS?



Future Friday is an enrichment afternoon organised by North Lanarkshire Council. The Principal Teacher at Taylor 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 23/24, our Future Fridays programme includes:

- | | | |
|--------------------|-----------------------|-----------------------|
| • Football | • Movie Club | • Craft Club |
| • Baking/Cooking | • Creative Arts | • Universal Offer |
| • Badminton | • Leadership | Activities (from NLC) |
| • Bushcraft skills | • Sports Leadership | • Subject Specific |
| • Dance | • Emergency First Aid | Masterclasses |
| • Table Tennis | • Dungeon & Dragons | • CSCS Card Training |
| • STEM Leadership | Club | |

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.



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:

<p><u>PE:</u></p> <ul style="list-style-type: none">• Football Tennis - Tues lunch time(S1-3)• Badminton - Mon Lunch time (All)• Basketball & Athletics -Tues after school (All)• Girls Football – Tues after school (All)• Volleyball - Wed after school (All)• Yoga - Thurs Lunch time (All)• Fitness Circuits - Lunch time Mon - Fri <p><u>RE:</u></p> <p>Various activities related to the Caritas Award</p> <p>Wayside Club (Tues eve) – S6 only</p> <p>Helping Hands (All year groups)</p>	<p><u>Music:</u></p> <ul style="list-style-type: none">• Rock Band - Mon• Scholar Cantorum – Tues• Soul Band - Tues• Trad Band - Wed• Concert Band - Wed after school• Junior Choir - Thurs <p><u>Science:</u></p> <p>STEM Club mostly during FFs but also can be on at other points</p> <p><i>*Activities and times are updated yearly</i></p>
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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.

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 at our website at

<http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003>

or you can request a hardcopy of this from Education, and Families, Civic Centre, Motherwell, ML1 1AB.

YOUR RIGHTS UNDER GDPR

You can:

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

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

THE COUNCIL'S DATA PROTECTION OFFICER

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

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

THE INFORMATION COMMISSIONER

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

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

NORTH LANARKSHIRE COUNCIL COMPLAINTS

If you feel that we have got something wrong, please tell us about it. It is usually easiest to express your concern directly to this school through your child's Pupil Support Teacher or a member of the Senior Leadership Team. Alternatively, or for North Lanarkshire's full complaints procedure, you can get access support for a complaint here: [Make a complaint | North Lanarkshire Council](#)

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).

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

Click [here](#) for NLC Policy on Child Protection

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.



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.

19. RELATIONSHIPS AND BEHAVIOUR

I. PROMOTING POSITIVE RELATIONSHIPS AND BEHAVIOUR: Ready Respectful Responsible

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,

For a full copy of the policy see the school website of click [here](#)

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.

II. 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, 2024)

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- Being called names, teased, put down or threatened face-to-face/online
- Being hit, tripped, pushed, or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face-to-face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- Being targeted because of who you are or who you are perceived to be (face-to-face and/or online).

Aims:

As a Roman Catholic school, we are based on the teachings of Christ with the commandment to 'Love our neighbour as our self' as the basis for all our relationships. 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. Bullying behaviour potentially infringes on UNCRC Articles 12, 19, 28 and 31. The school will seek ways to counter the effects of bullying that may occur within the 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.

The aims of our anti-bullying policy are 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: The National approach to Anti-Bullying for Scotland's Children and Young People'

<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2024/11/respect-national-approach-anti-bullying/documents/respect-national-approach-anti-bullying-scotlands-children-young-people/respect-national-approach-anti-bullying-scotlands-children-young-people/govscot%3Adocument/respect-national-approach-anti-bullying-scotlands-children-young-people.pdf>

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 ensuring 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, 2024)

The reasons bullying is occurring may be clearly identified such as sexual orientation, jealousy, appearance, SEN or disability, race, religion, home circumstances, including young carers and poverty or, it may be for no clearly defined reason. [The Equality Act \(2010\)](#) prohibits discrimination (whether direct or indirect) against people who possess one of the protected characteristics, listed above. It also prohibits the harassment and victimisation of such people. Any breach of this may be seen as a hate crime. At Taylor High School we have a commitment to inclusion and non-discrimination linked to our faith-view that all people are made in the image and likeness of God and therefore are entitled to the same respect and dignity.

Fuller details of the school's anti-bullying policy are available on the [school website](#).

III. 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.

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 SLT before the close of the business day.

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 PE 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.

Maths Camp 2025



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):

St Columba House: Mr A McPake
St Ninian House: Mr J Ryan (Acting)
St Margaret House: Mr C Phairs
St Kentigern House: Mrs S Murphy
St John Ogilvie House: Ms M Valente
St Andrew House: Miss G Kane

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

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.

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

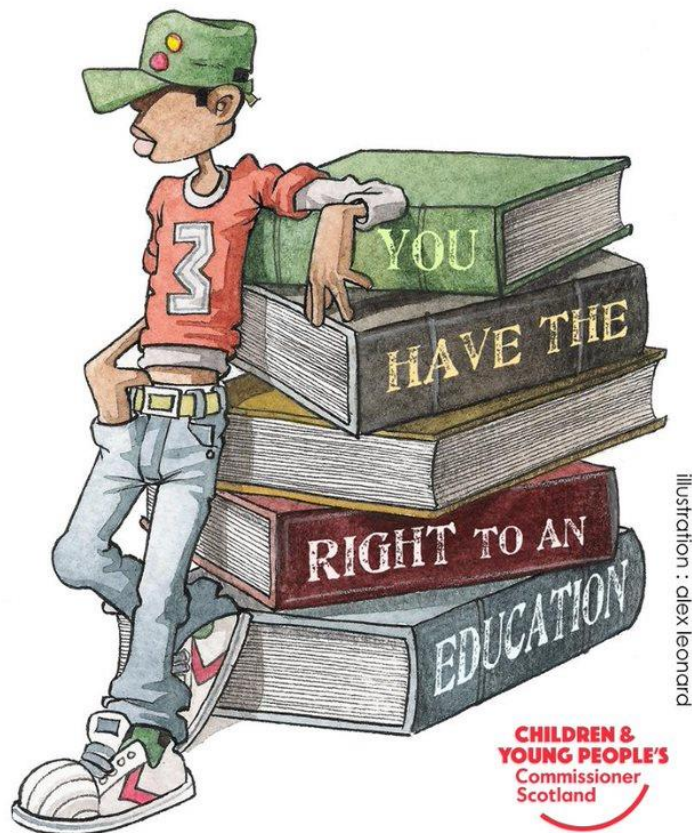
c) EXCEPTIONAL DOMESTIC CIRCUMSTANCES

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)
Blouse/Shirt	White
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. Our current provider for uniform in MIYO: <https://miyoschoolwear.com/>

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

- could hide or mask a person's identity and membership of our school community (hooded tops)
- 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.
- are items deemed unsuitable for school e.g. crop-tops, hoodies, leggings, beach or casual shorts, crocs and other overly casual dress

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

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.

The school is in discussion at present with stakeholders to look at the Physical Education dress code with the proposal to introduce a Taylor High School PE kit.

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>

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 £796 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 2025.

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.

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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 £3.45.

All options 1 and 2, are now £2.95 and include vegetable of the day, a mixed salad and a piece of fruit. These options also include soup for all pupils who receive Free School Meals.

All options 3 and 4 are now £2.95 and include soup, a mixed salad and a piece of fruit.

The meal deal is £3.45. All four options are included in the meal deal which also includes a 500ml bottle of water and a cake.

Also on offer at morning break are pizzini pizza, roll & potato scones, waffles and roll & sausage.

Crisps, popcorn, cereal bars and are available at morning break and lunch. These are also available from the vending machine in the Canteen area.

A free school meal entitlement is up to the value of the school meal price of £3.45.

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.

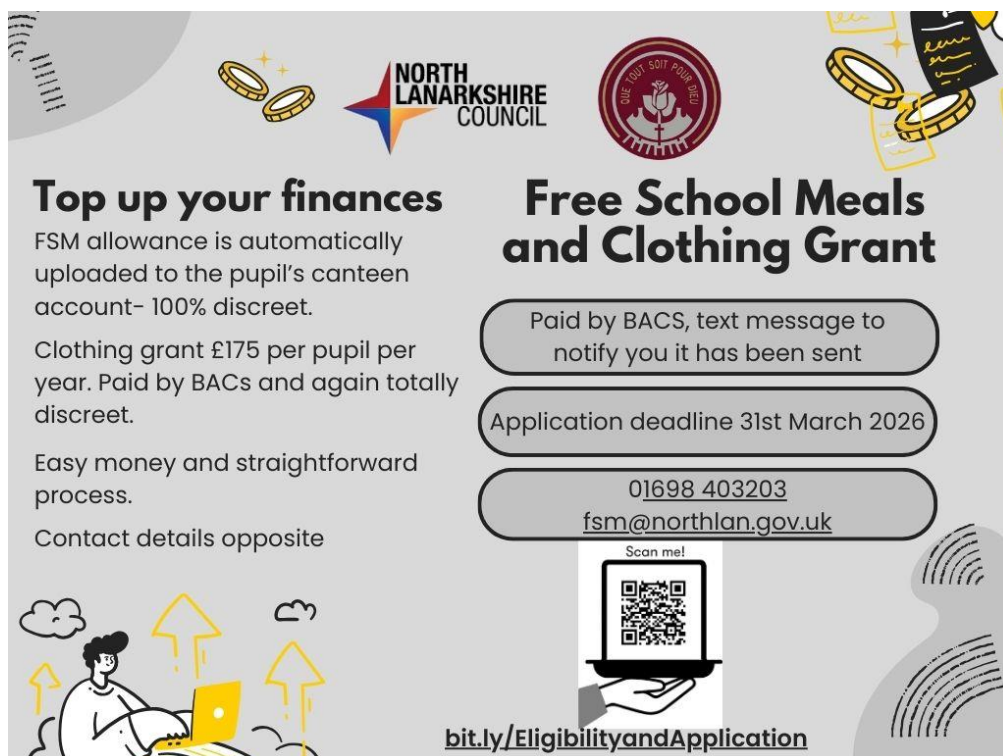
Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service including the nutritionist to ensure appropriate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

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

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



Top up your finances
FSM allowance is automatically uploaded to the pupil's canteen account- 100% discreet.
Clothing grant £175 per pupil per year. Paid by BACS and again totally discreet.
Easy money and straightforward process.
Contact details opposite

Free School Meals and Clothing Grant
Paid by BACS, text message to notify you it has been sent
Application deadline 31st March 2026
01698 403203
fsm@northlan.gov.uk

Scan me!

bit.ly/EligibilityandApplication

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.

Information and application forms for free school meals may be obtained from schools or downloaded from [Free school meals and clothing grants | North Lanarkshire Council](#).

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



FREE SCHOOL MEALS AND CLOTHING GRANT APPLICATION

If you receive any of the following benefits and your child attends a North Lanarkshire school then you can apply for free school meals:

- Income support
- Job seekers allowance (income based)
- Employment and support allowance (income related)
- Universal credit (max. monthly income of £796)
- Child tax credit (gross annual income less than £19,995 and no element of working tax credit)
- In receipt of both maximum child tax credit and maximum working tax credit (gross maximum income below £9,552)
- Support under part VI of the Immigration and Asylum Act 1999

If you receive any of the following benefits and your child attends a North Lanarkshire school then you can apply for a clothing grant:

- Income support
- Job seekers allowance (income based)
- Employment and support allowance (income related)
- Universal credit (maximum monthly income of £796)
- Housing benefit (housing element paid through Universal Credit is not housing benefit)
- Council tax reduction (council tax discount or exemption does not apply)

bit.ly/EligibilityandApplication

Scan me!

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 is 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.

Knights of St Columba Debating Champions Dec 2024



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 2024/2025 are as shown below. These levels may be subject to change in session 2025/2026.

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 Groupcall message will be sent to all students who are in the eligible age-band to apply for EMA in May each year, providing details of the main eligibility criteria and a link to online application form.

Application information, qualifying criteria, payment schedule and guidance notes are available under the Education Maintenance Allowance information page on the Council website. [Education Maintenance Allowance | North](https://www.northlanarkshire.gov.uk/schools-and-learning/additional-support-families-and-children/education-maintenance-allowance)<https://www.northlanarkshire.gov.uk/schools-and-learning/additional-support-families-and-children/education-maintenance-allowance> [Lanarkshire Council](https://www.northlanarkshire.gov.uk/schools-and-learning/additional-support-families-and-children/education-maintenance-allowance) A link to the online application form can also be found here.

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

26. TRANSPORT

GENERAL

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

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.

Please note that transport is not provided for pupils to attend curricular options in other schools which are delivered online.

TAYLOR HIGH SCHOOL TRANSPORT ARRANGEMENTS

Special services available for pupils from part of Newarthill and Cleland for 2025/2026 are as follows:

Bus No 1 - Pupils travelling from Cleland:

The operator for the above service is ARG Travel 07703 318888. Boarding locations and times are as follows:

- | | |
|---------------------------------|--------------|
| • Main St opposite Biggar Rd: | 8.20-8.30am |
| • 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 |

Bus No 2 - Pupils travelling from Parkside, Cleland:

The operator for the above service is Aspect Travel 01698 593953. 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 Torrance Park, Newarthill:

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

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

Bus No 4 - Pupils travelling from Bellside, Cleland. Boarding locations and times as follows:

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

- | | |
|------------------------------------|-------------|
| • Junction Wilson's RD & Hareshaw: | 8:11-8:21am |
| • Greenhill Rd, Cleland: | 8:12 |
| • Murdstoun terr Shawstonfoot: | 8:18-8:28am |
| • Bellside Rd at Spindleside Rd: | 8:20-8:30am |

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.

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.

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).



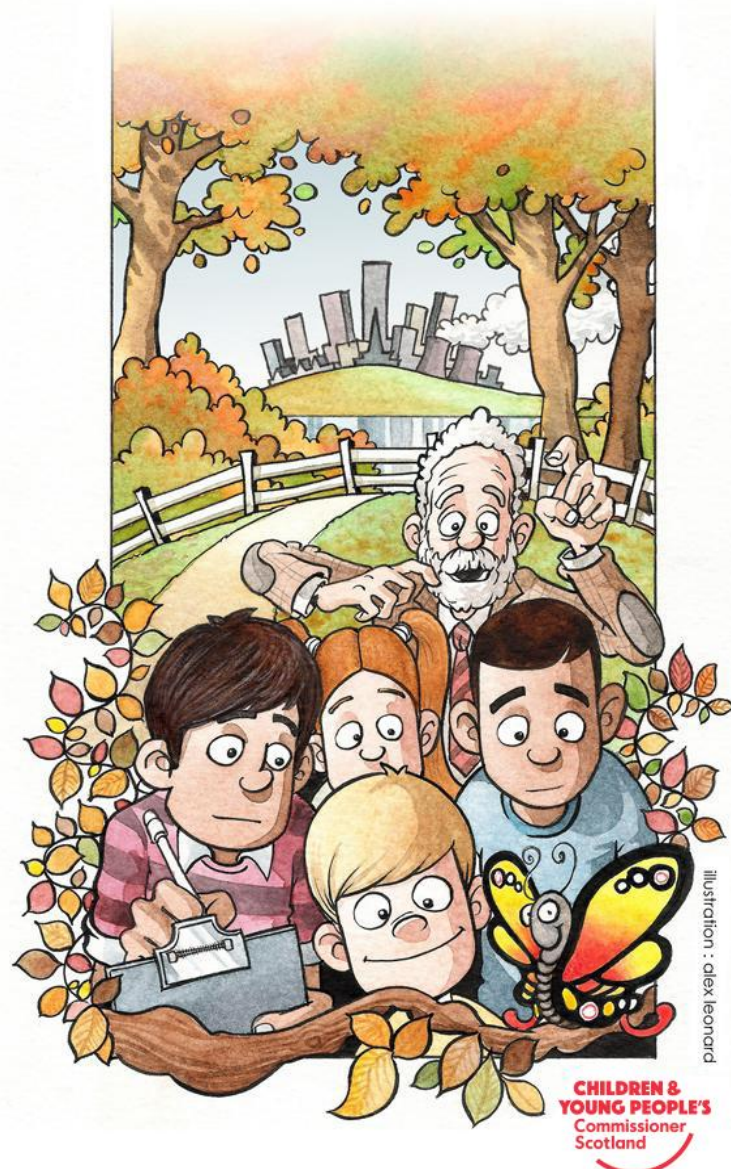
You should have a say in decisions that affect you

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 X.



Education should teach you to respect other people and the environment

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

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; and,
- 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;
- receiving an annual budget for administration, training and other expenses; and,
- improving home school partnership and facilitating parental involvement

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 (Ms M. MORGAN):

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. We along with the wider school community contribute to working groups both within Taylor High and NL Council to continuously improve school policies and the learning experience for our children 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.

If you would like to join the Parent Council please feel free to join any of our open meetings, either to become an active participant or to discuss a particular area of interest. Dates of our meetings can be found through the school newsletter, from the office or via our social media Facebook page **Taylor High Parent Council**. Alternatively we can be contacted at 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.

<u>Name</u>	<u>Designation</u>
Marney Morgan	Chair
Elaine Haldane	Vice-Chair
Stephanie McCrossan	Treasurer
Claire Collins	Treasurer (2 nd)
Anne McMenemy	Secretary
Alan White	PC
Alison Kean	PC
Nsenam Obot	PC
Mary Frances Dysko	PC
Charlotte Valentine	PC
Jamie Kerr	PC
Nicole Clark	PC
Lorna Donnelly	PC
Paul Brennan	PC
Angela Duncan	PC
Tracey Tweedlie-Yuill	PC

30. ATTAINMENT AND NATIONAL EXAMINATION RESULTS

We are proud to share our academic achievements of our students in the 2024 SQA (Scottish Qualifications Authority) examinations. This year's results reflect the dedication, resilience, and hard work of our learners, supported by our committed teaching staff and the continued encouragement from families at home.

Across all levels, our young people have demonstrated strong performance and achieved personal academic milestones. These results not only highlight academic excellence but also showcase the school's commitment to nurturing every learner's potential. In session 2024/25, a wide range of supports have been in place, including the Rising Stars Mentoring Programme, Supported Study sessions, Easter School, and SQA Masterclasses, all designed to help young people reach their full potential. As we look ahead to session 2025/26, a key focus will be involving and informing both young people and their parents throughout the attainment journey. We remain focused on continuous improvement in Session 2025-2026 in equity in education, and preparing all young people for further learning, life, and work.

S4 ATTAINMENT

Awards	Level 3	Level 4	Level 5
1 or more	98.22%	92.90%	85.21%
3 or more	95.86%	87.57%	72.78%
5 or more	88.17%	79.29%	59.17%

S5/6 ATTAINMENT

S5 Attainment

Awards	Level 5	Level 6
1 or more	96.07%	66.85%
3 or more	85.39%	39.89%
5 or more	67.98%	23.60%

S6 Attainment

Awards	Level 5	Level 6	Level 7
1 or more	83.87%	58.71%	17.42%
3 or more	74.84%	43.23%	1.94%
5 or more	63.23%	32.26%	

2024 N5 SUBJECT SUMMARY RESULTS

Qualification Name	Qualification Level	% Grade A	% Grades A to B	% Grades A to C
Applications of Mathematics	National 5	5.41	10.81	18.92
Art and Design	National 5	20	50	84
Biology	National 5	19.18	47.95	67.12
Business Management	National 5	43.48	73.91	86.96
Chemistry	National 5	45.83	70.83	87.5
Computing Science	National 5	59.26	92.59	92.59
English	National 5	32.06	63.36	87.02
English for Speakers of Other Languages	National 5	0	100	100
Geography	National 5	38.46	66.67	84.62
Graphic Communication	National 5	20	60	80
Health and Food Technology	National 5	90.91	100	100
History	National 5	45.24	59.52	80.95
Mathematics	National 5	47.67	56.98	73.26
Modern Studies	National 5	20.59	58.82	85.29
Music	National 5	53.66	78.05	95.12
Physical Education	National 5	49.21	79.37	95.24
Physics	National 5	60.47	74.42	88.37
Practical Cookery	National 5	33.33	68.89	93.33
Practical Woodworking	National 5	14.29	57.14	71.43
Spanish	National 5	75	75	87.5

2024 HIGHER SUBJECT SUMMARY RESULTS

Qualification Name	Qualification Level	% Grade A	% Grades A to B	% Grades A to C
Administration and IT	Higher	0	0	33.33
Art and Design	Higher	0	13.64	50
Business Management	Higher	40	64	92
Chemistry	Higher	19.7	48.48	78.79
Computing Science	Higher	31.25	62.5	81.25
English	Higher	15.38	41.96	68.53
English for Speakers of Other Languages	Higher	0	50	50
Geography	Higher	19.23	34.62	50
Graphic Communication	Higher	28.57	57.14	57.14
Health and Food Technology	Higher	37.5	62.5	93.75
History	Higher	7.5	27.5	37.5
Human Biology	Higher	16.07	37.5	64.29
Mathematics	Higher	31.58	51.32	77.63
Modern Studies	Higher	27.27	48.48	81.82
Music	Higher	19.23	46.15	84.62
Photography	Higher	5.56	22.22	61.11
Physical Education	Higher	42.86	80.95	90.48
Physics	Higher	28.57	53.57	71.43
Religious, Moral and Philosophical Studies	Higher	0	10	50
Spanish	Higher	60	80	100
Urdu	Higher	100	100	100

2024 ADVANCED HIGHER SUBJECT SUMMARY RESULTS

Qualification Name	Qualification Level	% Grade A	% Grades A to B	% Grades A to C
Art and Design (Design)	Advanced Higher	0	20	60
Art and Design (Expressive)	Advanced Higher	0	25	50
Chemistry	Advanced Higher	0	25	75
Mathematics	Advanced Higher	42.86	64.29	78.57
Music	Advanced Higher	12.5	37.5	87.5
Physics	Advanced Higher	14.29	42.86	78.57



Public Examinations

1. The policy below is our Draft Presentation Policy with regard to entering pupils for SQA examinations. [Presentation Policy](#)
2. Schools in consultation with pupils/parents normally decide on presentation for examinations. However, in the final analysis, the school will accede to the wishes of the parents/carers.

Other Examination Results

3. Schools must include information on their examination presentation policy, highlighting curricular/qualifications pathways for all students.
Results of other examinations taken by pupils should be set out in a similar manner, including, where appropriate, those for school certificates.

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 Andrew 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.

2001	DAVID PINKOWSKI	2013	THEA KELLY
2002	NATALIE MCINTYRE, JAMES NICOL	2014	BEN CARROLL
2003	RICHARD QUINN	2015	REBEKKA NEWNS
2004	JOSHUA CLARK	2016	LUKE POUTNEY
2005	MARK RICE	2017	LOUIS DOUGLAS
2006	PAUL MCNULTY	2018	ROSIE PERCY
2007	PAUL MCNULTY	2019	JOSH FERRIE
2008	THOMAS LAFFERTY	2020	DARIO ALEMANO
2009	DEAN KENNEDY	2021	NO AWARD
2010	CAMERON MARTIN	2022	OWEN MURPHY
2011	CAMERON MARTIN	2023	OWEN MURPHY
2012	JACK SHEARER	2024	OWEN MURPHY

The Ross McGowan 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. It is now presented in memory of a former student Ross McGowan who died in 2006 after a long illness. Ross was an excellent sportsman and was highly thought of by all members of the school community.

2001	LOUISE MCGUIRE	2013	JACK SHEARER
2002	NO AWARD	2014	THEA KELLY/STEPHEN NEWNS
2003	NO AWARD	2015	BEN CARROLL
2004	BRIAN SMEDLEY	2016	STEPHEN NEWNS
2005	ROSS MCKENNA	2017	LUKE POUTNEY
2006	DAVID O'NEIL	2018	REBEKKA NEWNS/NATHAN MURRAY
2007	LAUREN BECK/MEGAN TIMMONS	2019	MARIA MCLEISH/RHYS BROWN
2008	COLETTE MARTIN/JAMES WHYTE	2020	UGNE TRIUKAITE/SEAN CLARK
2009	STEPHEN O'NEILL/MICHAELA MOOTY	2022	MILLIE TIPPING
2010	TONY PERKINS/IAN MCSHANE	2023	NEIVE GRANT
2011	THOMAS LAFFERTY/COLETTE MARTIN	2024	JACK BURTON / CARA WATT
2012	LEWIS HAY/LAURA DAVIDSON		

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 has been known as a '**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.

2001	MONICA TIERNEY	2012	AMANDA CONNELLY
2002	HAYLEY MORRIS	2013	AMANDA CONNELLY
2003	NO AWARD	2014	CAITLIN MILLAR
2004	ASHLEIGH COLLINS	2015	SARAH FALLON
2005	NO AWARD	2016	ROISIN BRENNAN
2006	JONATHAN CARR	2017	CHRISTOPHER MCCANN
2007	NO AWARD	2018	ANNA CORMACK
2008	SUZANNE MOOTY	2019	NATHAN O'NEIL
2009	DENNIS DIGNALL	2020	CALUM BRENNAN
2010	STEPHEN MCNULTY	2021	CAOIMHE CURRAN
	RACHEL OATES	2022	JOHN WOODS
	NICOLE COLLINS	2023	MATTHEW O'ROURKE
2011	NO AWARD	2024	ROONEY CHAN

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

2001 NO AWARD

2002 JOANNE IRVINE

2003 JENNIFER CLARK

2004 OUZMA NAVEED

2005 KELLY MCNAIR

2006 NICOLE RITCHIE

2007 GRAEME DIVERS

2008 JASMINE GIBSON

2009 KENNETH LAW

2010 CLARE-LOUISE FOY

2011 LISA DIGNALL

2012 CHRISTOPHER
LAWLOR

2013 MARIE FOY

2014 GEMMA ROSS

2015 SOPHIE ROWAN

2016 NADIA MCCONVILLE

2017 GEORGIA DORAN

2018 CIAN CURRIE

2019 MORRIN

MCMENEMY

2020 THOMAS DONNELLY

2021 THOMAS DONNELLY

2022 NO AWARD

2023 NO AWARD

Gerry McCormick Award for Outstanding Personal Achievement:

This award is presented to the sixth year student(s) who has shown the greatest personal achievement. The winner(s) in this category is chosen after all staff – both teaching and non-teaching – are asked for nominations.

2001	JOHN REYNOLDS		LEEHAM MURRAY		AISTE TRIUKAITE
2002	DANIEL SMITH	2009	STEVEN RANKINS	2015	SCOTT HART
2003	RICKY EGAN	2010	BOBBY STEWART		MATTHEW GALLERY
	JAMES GRANT		REAGIN LOWDON	2016	ADAM CAMPBELL
2004	FRANCIS BRADLEY	2011	CRAIG MURRAY	2017	ABBIE CARRUTHURS
2005	PATRICK BROWN		LUKAS JANKAUSKAS	2018	HARRY STRATTON
	LISA HATTIE		DAVID BECK	2019	NO AWARD
2006	JULIE MCGRORY	2012	COLLETTE MARTIN	2020	FINLAY COLLINS
	JAMIE CREECHAN		ANDREW	2021	SOPHIE DEVINE
2007	MEGAN TIMMONS		MC FARLANE		STEPHANIE REID
	MARIA SMITH	2013	DOMINIQUE	2022	
	JOHN MCFEELY		MCGINN		KIRSTEN MCCALLUM
2008	KARINA MCGOWAN		JORDAN GRAHAM	2023	
	CHRISTOPHER	2014	MAURA	2024	EMMA STEEDMAN
	MCGOWAN		MCLAUGHLIN		

Richard Lynas Award for Service to School and Community:

This is an award that is presented annually to the sixth year student who has made the most significant contribution to the corporate life of the school and enhanced the reputation of the school in our community. The winner of the award is the young person who attracts the most nominations from all staff across the school.

2001	KATHRYN BRENNAN	2013	AMANDA CONNELLY
2002	MARTIN CARLIN	2014	MARC MULDOON
2003	JOSEPH GRADY		RYAN SWEENEY
2004	ASHLEIGH COLLINS	2015	DYLAN BELL
2005	DOMINIC DUFFY		JENNA HUGHES
2006	FRANCES INGRAM	2016	JOSH CLIFFORD
	SEAN O'HARA		LUCY MCLEISH
2007	LAURA BROUGH	2017	CHRISTOPHER MCANN
2008	ALLAN REID	2018	NIAMH PROVAN
2009	MARIA MURPHY	2019	OLIVIA MCAREE
	KENNETH LAW	2020	CARLY NIMMO
2010	STEPHEN MCNULTY	2021	NO AWARD
	RACHEL OATES	2022	DANIEL HARDING
2011	JACQUELINE	2023	MIA GORRELL
	MCKENDRICK	2024	JUDE ALLEN
2012	CHRISTOPHER LAWLOR		

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.

2005	KAMWOKYA PUPIL GROUP	2015	TAYLOR Y-DANCE GROUP
2006	KAMWOKYA PUPIL GROUP	2016	NORTH LANARKSHIRE CHALLENGE GROUP
2007	TAYLOR HIGH SCHOOL MUSIC GROUP	2017	TAYLOR MUSIC GROUP
2008	S4 XL GROUP	2018	ST ANDREW'S HOSPICE AMBASSADORS
2009	NO AWARD	2019	MENTAL HEALTH AMBASSADORS
2010	S6 GYMNASTICS GROUP	2020	NO AWARD
2011	YORKHILL FUNDRAISING TEAM	2021	NO AWARD
2012	NO AWARD	2022	NO AWARD
2013	NO AWARD	2023	NO AWARD
2014	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.

2005	TAYLOR HIGH SCHOOL TECH TEAM	2014	LITURGY GROUP
2006	TAYLOR HIGH SCHOOL FAIRTRADE GRP	2015	THE CARNEGIE GROUP
2007	SNAG/KAMWOKYA GROUP	2016	NO AWARD
2008	NEON KNIGHTS/PROJECT X	2017	FAIRTRADE GROUP
2009	NORTH LANARKSHIRE CHALLENGE GRP	2018	ZAMBIA GROUP
2010	S4 PAPAL VOCAL ENSEMBLE	2019	NO AWARD
2011	TAYLORS GOT TALENT TEAM	2020	NO AWARD
2012	NO AWARD	2021	NO AWARD
2013	NO AWARD	2022	NO AWARD
2014	TAYLOR TYCOON	2023	NO AWARD

St Teresa's Golden Jubilee Award:

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

2007	FIONA CAMPBELL	2015	DYLAN BELL
2008	JILLIAN GREEN		MATTHEW WRIGHT
2009	MARIA MURPHY	2016	THOMAS MCKENNA
	EMMA O'NEILL		AARON SLAVIN
2010	ERIN CANNY	2017	CHRISTOPHER MCCANN
2011	REBECCA WEIR	2018	LEWIS KELLY
2012	MARIA BURNS	2019	OLIVIA MCAREE
	COLETTE GRANT	2020	CARLY NIMMO
	KATIE MCSHANE	2021	AMY BURTON & KIERAN WATTERS
2013	CHLOE GALLACHER	2022	MAURA FAGAN & MONICA MCCANN
	AMY WATTERS	2023	MARIA CROSSAN
2014	JULIE MCKENDRICK	2024	LUCY CROSSAN
2014	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.

2008	ASHRAF AHMED	2014	MALIHA FAROUQ		CARA MCGURK
	COLETTE SAVAGE		JENNA HUGHES	2019	HUSSAIN AHMED
	LOUISE LAWLOR		CHRISTY SMITH		EMILY HIGGINS
2009	MARK ANDERSON	2015	CAITLIN MCALEER		BRIA MCNALLY
	MONICA DAY		KAYLEIGH	2020	UGNE TRIUKAITE
	LOUISE MORGAN		McFARLANE	2021	STEPHANIE REID
2010	LUKAS KANKAUSKAS	2016	NIMRAH EJAZ	2022	MICHAEL SMALL
2011	KEVIN MONAGHAN	2017	JACK MOORE		DANIEL
2012	LORNA HUGHES		RYAN BRENNAN	2023	MCLAUGHLIN
2013	JORDAN GRAHAM		STEVEN NUGENT	2024	LOIS KERR
		2018	JODIE MCBRIDE		

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.

2013	CAITLIN COGAN
2014	JENNA HUGHES
2015	DAVID MCLELLAN
2016	AARON SLAVIN
2017	GEORGIA DORAN
2018	SOPHIE MURRAY
2019	COURTNEY DEVINE
2020	SIMONE WALLACE
2021	NO AWARD
2022	FREYA FORSYTH
2023	CAMERON DORAN
2024	ELLIE GLOVER

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.

2013	ST MARY'S PRIMARY SCHOOL, CLELAND (Maria McLeish, Erin McCormick and Christy Lawlor)
2014	CHRIST THE KING PRIMARY (Erin Corella, Gary Joe McMullen and Carly Nimmo)
2015	OUR LADY AND ST FRANCIS PRIMARY (Rosie Higgins, Lucy McCormick and Hannah Robertson)
2017	ST PATRICK'S PRIMARY (Julianna Logan, Lucy Formosa, Jordan Wotherspoon)
2019	ST MARY'S PRIMARY SCHOOL, CLELAND (Catriona Gorrell, Kiera Erskine, Sophia Almaki)

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.

2001	JOSEPH GRADY	2013	LUKE MILLER
2002	CAROLINE MCFARLANE	2014	RACHEL MCKAY
2003	RACHAEL FORRESTER		NICOLE ROBIN
	JOHN MCFARLANE	2015	KARA TOAL
2004	FRANCES INGRAM		CHRISTOPHER WRIGHT
2005	LOUISE WARD	2016	BRANDON FERRIE
2006	CRAIG LEES		LUKE POUTNEY
2007	DENNIS DIGNALL	2017	KIERAN WELLS
2008	STEPHEN MCNULTY	2018	AIDAN DONNELLY
2009	JENNIFER MACIS	2019	LUKE MCDONALD
2010	MARIA BURNS	2020	LIA HEFFERNAN
	COLETTE GRANT	2021	SOPHIE RANKIN
	CAMERON MARTIN	2022	GRACE DURKIN / LOIS KERR / CARLA LEES
	ALIYAH SHAFIQ	2023	CATRIONA GORRELL / KHURRAM CHANNA
2011	KEVIN GORMAN	2024	HARRY MCNULTY
2012	LEAH MCSHANE/ AMINAH SHAHZAD		

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.

2001 HAYLEY MORRIS

2002 BRIAN MORRIS

2003 MARTIN MCALEESE

2004 DANIELLE FERRIE
ALANA MCKIBBEN

2005 FRANCES INGRAM
GRAEME MCGRATH

2006 JOHN MCFEELY

2007 CRAIG LEES

2008 HANNAH TOUGHER

2009 STEPHEN MCNULTY

2010 IQRAH SIDDIQUE

2011 JOSEPHY WILSON

2012 MARIANN GALLERY

2013 EMILY MCGUINNESS

2014 SOPHIE ROWAN

2015 AISHA AHMED
NICOLE ROBIN

2016 BEN MILLER

2017 BRANDON FERRIE

2018 KIERAN WELLS

2019 SOPHIE HO
JEMMA STEELE

2020 AMY BURTON, JAKUB DYSKO, LUKE
MCDONALD,

2021 HANNAH ROBERTSON, REBECCA
WHITE

2022 MIA GORRELL

2023 CARLA LEES

2024 PATRYK DYSKO

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.

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

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

Andrew McPherson

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

Skills Development Scotland

New College Lanarkshire Campus
Kildonan Street
Coatbridge
ML5 3LS
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

The names of Councillors covering the Taylor High School area are available here [CMIS > Councillors](#). 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: Lois Mullaney mullaneyl@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

www.enquire.org.uk for parents and practitioners

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

Resolve

0131 222 2456

(Independent Adjudicator)

Scottish Independent Advocacy Alliance

Melrose House
69a George Street
Edinburgh
EH2 2JG
0131 260 5380
enquiry@siaa.org.uk
www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Europa Building

450 Argyle Street

Glasgow

G2 8LH

Helpline: 0845 120 2906

E.Mail: 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

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	Post-16 course structure from 1999 onwards.
NQ UNITS	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)
AVU	Added Value Unit – Unit Assessment at National 4 level that assesses all areas of the course
WORK EXPERIENCE	An opportunity for potential school leavers to mix with adults in work

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

Anna Robertson

nlrobertsona2@northlan.org.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

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

COMMUNITY LEARNING & DEVELOPMENT LOCALITY OFFICES

Airdrie CLD Locality Office

Chapelside Community Centre
Waddell Street
Airdrie
ML6 6DL

Tel: **01236 638538**

E: 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

Coatbridge CLD Locality Office

Coatbridge Community Centre
9 Old Monkland Road
Coatbridge
ML5 5EA

Tel: 01236 638470

E: 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

North CLD Locality Office

Pivot Community Centre
Glenmanor Ave
Moodiesburn
G69 0DL

Tel: **01236 638393**

E: 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

Additional Information

NL Digital School

It is recognised that digital technology is already making a significant contribution to learning and teaching practices. When used appropriately and, with all stakeholders being supported it can enrich learning and teaching, help to raise attainment.

North Lanarkshire Council have developed a range of supports to enhance the use of digital learning within our schools. This includes the development of resources and training materials to support school staff, young people and their families with their digital learning and the provision of a universal offer the NL Virtual Classrooms, providing digital learning materials for all curricular areas at every level, up to and including the BGE.

Parents Portal

Parentsportal.scot is a digital service to help provide direct communication to parents and carers through a selection of online services. This includes

- [Annual data checks](#)
- [Online payments](#)
- [Permission slips](#)
- [Reporting absence](#)
- [Viewing timetables \(secondary schools\)](#)
- [Pupil reporting](#)

Information and guidance relating to North Lanarkshire Council Digital offering including how to access [parentsportal.scot](https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school) can be found on the NL Digital School page available on the Councils website <https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school>

Glow and M365

All pupils and staff in NLC have access to Glow – Scotland’s national digital learning platform provided by Scottish Government and managed by Education Scotland. It provides learners and educators across North Lanarkshire with an environment that can support learning across the whole curriculum through. This is primarily achieved in NLC using the services found within Microsoft M365.

Pupils will be given a login to Glow when they start school, and these details will follow the young person throughout their school journey. Glow passwords are issued directly to pupils, and it is Education Scotland policy that these passwords should not be shared with anyone else. Guidance on Glow passwords can be found [here](#). All staff in schools have the ability to reset a pupil’s Glow password.

Once logged into Glow, pupils will have the ability to use the full range of apps available via M365. These include MS Teams, OneNote, PowerPoint and MS Word. Users also have the option of downloading O365 to install on up to 5 additional personal devices and this can be accessed from the national section of the Glow Launchpad.

Armed Forces Covenant Duty

North Lanarkshire Council is committed to the Armed Forces Covenant.

The Armed Forces Covenant Duty – Statutory Legislation 2022 is a legal obligation placed on relevant bodies, when exercising relevant functions, such as Education, Health Care and Housing Services, to have due regard to the three principles of the Armed Forces Covenant.

Further details on the Armed Forces Covenant can be found on [Scottish Armed Forces Education Support Group - gov.scot \(www.gov.scot\)](https://www.gov.scot/topics/armed-forces/covenant/support-group)