



BIGGAR HIGH SCHOOL PARENT HANDBOOK

2025

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It is our ambition that with your support and the support of other parents, that we can work together in creating an environment where our children can be successful learners, confident individuals, effective contributors and responsible citizens.

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- *A list of useful information and the links to the content is now available from the council's website*

General school information

Introduction

This handbook aims to provide you with the information which you need to get the best from our school. It is intended especially for the parents of pupils new to the school.

Our school aims were recently reviewed following wide consultation. We will continue to work hard to make these aims a reality.

A key feature in the work of the school is encouraging each young student to take increasing responsibility for their own life and learning. We provide as many opportunities as possible for this. Biggar High School offers a systematic progression from First Year towards the point when a pupil leaves school as a young adult, prepared to make his or her own decisions and able to live with the consequences of these decisions.

‘Responsibility’ includes responsibility for learning. The school is committed to helping every youngster to achieve their full potential, not only in terms of examination success but also in every other aspect of life.

We work to ensure that teaching is of the highest quality and employ a wide range of strategies to support our learners. We want our pupils to become successful, independent, lifelong learners.

School is only one of the influences on this process of development. We will only achieve the best for our pupils in partnership with you and with the community at large.

This handbook is an integral part of forging such a partnership. More important is the willingness of staff always to listen to parents and to be open to their concerns and wishes.

If there is anything that you want to know, or if you have any worry, no matter how small, then please get in touch.

Biggar High School staff look forward to working with you over the coming sessions and throughout your child’s time at secondary school.

Robert Stewart
Head Teacher

Your commitments

We ask that you:

- support and encourage your child's learning
- respect and adhere to the school's policies and guidance
- let the school know if you change your mobile/telephone number and/or address/ e-mail address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward our commitment to care for and educate your child.



Biggar High Vision and Aims

Declarer factum – Declare It!

The purpose of Biggar High School is to enable each member of the school community (both pupils and staff) to achieve their fullest potential.

- ✓ **Provide a positive learning environment for all** which enthuses, motivates and encourages pupils to embrace new ideas and to achieve the highest level of success in all curricular and extra-curricular areas.
- ✓ **Celebrate our successes-** school, class, team, group or individual- past and present.
- ✓ **Support pupils-** to provide a high-quality delivery of pastoral care where at the heart of what we do is the focus on fostering positive relationships while developing confident individuals with self-respect, secure beliefs and values, improved life skills and a genuine sense of well-being
- ✓ **Promote respect** for people of all backgrounds, cultures, religions and ethnic origins and encourage and develop acceptance, tolerance and personal responsibility.
- ✓ **Foster effective leadership** at all levels of school life to maximise the support and commitment from staff and pupils; empowering through distributive leadership at all levels and encouraging team-work in meeting the needs of all our school community in developing the work of our school.
- ✓ **Make a commitment to ongoing improvements in attainment and achievement** over time and to ensure we endeavour to facilitate our school leavers to as high a proportion of positive sustained destinations as possible.
- ✓ **Promote and encourage exemplary behaviour**, developing our young people as effective contributors who are increasingly resilient, enterprising, eco-aware and self-reliant.
- ✓ **Regularly and rigorously self-evaluate** the work we do to measure positive impact and identify ways to further improve the service we provide to our local community.
- ✓ **Work in partnership with all in our wider school community** for the good of our pupils and foster a positive and supportive ethos which allows pupils to develop their full potential, to promote their intellectual, emotional and health development and to see the value of learning as a skill for life.

Local Authority context

Biggar High School is one of 17 secondary schools throughout South Lanarkshire Council.

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas, Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council's Plan "Connect" sets out the council's vision to improve the quality of life for all within South Lanarkshire.

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families and communities in most need. The Education Resources Plan further builds on the commitment to improve the experience for children and young people as they participate in learning or make use of the wide range of services within Education.

Learning Community

A Learning Community is made up of local education establishments including a secondary school, the local primary schools, early years establishments, early years partners and schools and bases which provide specialist additional learning services.

The Learning Community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and are delivered as effectively as possible.

All the establishments and services in a Learning Community share priorities for improvement and are involved in the deployment of additional support to meet the needs of the child and family.

Each Learning Community is managed by a Head of Education (Area).

The Head of Education for the Clydesdale area is Jacqueline Wallace

Biggar High School offers a variety of subject choices that will develop your creative, team working, curiosity and problem-solving skills. It has helped me to make new friends and helped me develop many skills I might need in the future.

Kirsten (Student Union)

Curriculum for Excellence

Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is in principle a forward looking, coherent flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery and school.

In our secondary school setting the broad general education (BGE) will provide them with opportunities to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century. The Senior Phase that follows on from the BGE will provide learners with the opportunity to achieve a wide range of qualifications to recognise their learning.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enrich the curriculum, to provide the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. The curriculum areas for the broad general education are as follows:

- Expressive arts
- Religious and moral education
- Languages and literacy
- Science
- Health and wellbeing
- Social studies
- Mathematics and numeracy
- Technologies

In the Senior Phase (S4-6), learners are asked to personalise their learner journey and work towards achievement of relevant and appropriate qualifications (including National Qualifications)

If you want to know more about Curriculum for Excellence, please visit these websites:
www.education.gov.scot or www.education.gov.scot/parentzone

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

Level Stage

Early- the pre-school years and Primary 1 or later for some.
First- to the end of Primary 4, but earlier or later for some.
Second- to the end of Primary 7, but earlier or later for some.
Third and Fourth- S1 to S3, but earlier or later for some.
Senior Phase- Secondary 4-6, college or other means of study.

Changing Qualifications Framework

SCQF Level SQA National Qualifications New Qualifications

7 Advanced Higher/**Advanced Higher**
6 Higher/**Higher**
5 Intermediate 2 S G Credit/ **National 5**
4 Intermediate 1 S G General/ **National 4**
3 Access 3 S G Foundation/ **National 3**
2 Access 2/ **National 2**
1 Access 1/ **National 1**

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that is needed within the resources available to our school at any given time.

There will be a renewed emphasis by all staff on looking after our children's health and wellbeing – to ensure that our school is a place where our children feel safe and secure.

Ultimately, Curriculum for Excellence aims are to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.



Contacting our School

There are a variety of people whom you can contact at the school. Don't worry if you are not sure who can best deal with your questions – we will all do our best to help, and can re-direct your enquiry if need be.

We hope you won't have any concerns, but if you do your child's Pupil Support teacher is usually the best person to deal with them (names listed below – Depute Head Pupil Support is Mrs Elizabeth Clingan)

General enquiries will often best be answered by the Senior Manager responsible for your child's year group (the Year Head). You may prefer to contact your child's Pupil Support teacher or Depute Head Pupil Support about more personal matters, or if your child is experiencing problems.

Class teachers will be happy to deal with most day-to-day enquiries about subject work, but since class teachers spend most of their time teaching we ask you not to contact them directly by phone and to contact either your child's Pupil Support teacher or ask for the subject Faculty Head in the first instance.

You are welcome to write, telephone or arrange an appointment to discuss any matter. The School Office is open for phone calls between 8.15am and 4.15pm Monday to Thursday and between 8.15am and 3.15pm on Friday. In adverse weather every effort is made to deal with enquiries from 7.30am, but we cannot guarantee this service. The Head Teacher is also available by appointment during or after the school day to speak to about school matters.

Year Heads at present are:

S1/S2 Mr Craig Robertson (Acting) (gw10robertsoncraig4@glow.sch.uk)

S3 S4 Pupil Support Mrs Kate Retson (Acting) (gw07retsonkthrym@glow.sch.uk)

S5/S6 Ms Denise McFarlane (gw07mcfarlanedenise3@glow.sch.uk)

Pupil Support staff are:

ANDERSON

Mrs Gillian Richardson (gw07richardsongilli2@glow.sch.uk)/

Mr Donal Good (gw07gooddaniel@glow.sch.uk)

BURNS

Mrs Donna Mackintosh (gw07mackintoshdonna2@glow.sch.uk)

WALLACE

Mr Steven Pratt (gw07prattstephen2@glow.sch.uk)

LEARNING SUPPORT

Mrs Kate Retson (gw07retsonkathryn@glow.sch.uk)

The School Building

Name of school: Biggar High School
Address: Market Road, Biggar, ML12 6AG
Phone: 01899 222050
Fax: 01899 222051
Email: office@biggar.s-lanark.sch.uk

Biggar High School is a six-year non-denominational comprehensive school.

As part of South Lanarkshire Council's investment in improving school buildings, a new school building opened to pupils in August 2009. The new building offers class rooms which provide a comfortable and pleasant learning environment. It also enables the school to include all of our local young people whatever their physical limitations. An exciting aspect of the building is the inclusion of a community library and extensive sports facilities available to the wider public in the evenings. The site of the old buildings has been developed into an all-weather sports area.

Associated Primary Schools

Abington

Carlisle Road, Abington, Biggar ML12 6SD / 01864 502341

Biggar

South Back Road, Biggar ML12 6AG / 01899 221177

Carnwath

Couthally Terrace, Carnwath ML11 8HY / 01899 840263

Coulter

Birthwood Road, Coulter ML12 6PZ / 01899 220255

Crawford

Carlisle Road, Abington, Biggar ML12 6SD / 01864 502686

Crawfordjohn

Abington Decant, Carlisle Road, Abington, Biggar ML12 6SD / 01864 502341

Lamington

Lamington, Biggar ML12 6HW / 01899 850249

Leadhills

Main Street, Leadhills, Biggar ML12 6XR / 01659 74202

Libberton

Libberton, Biggar, ML12 6NB / 01899 308281

Tinto

School Road, Symington, Biggar ML12 9UR / 01899 308279

Blackmount

Walston, Biggar ML12 6RA / 01899 810234

Wiston

Wiston, Biggar ML12 6HT/ 01899 850634



Transitions

Our school has forged close links within our Learning Community primary schools and continues to strengthen these in order to achieve continuity in transition between primary and secondary school.

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least four years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your catchment school until the council have made a decision on the '**placing request**'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Please note that if an application for a 'placing request' is successful then school transport is not provided.

If you move out-with your catchment primary school a '**request to remain form**' must be completed. If you move out-with your catchment primary, this may affect your right to transfer to the associated Secondary School.

Please note the secondary school is determined by the pupil's permanent home address and chosen denomination.

If you require further information, please contact Education Support Services on 0303 123 1023.

The school always offers extra-curricular activities with all different year groups, allowing you to meet new people and not just stick with your peers. Coming into school I am always welcomed at the door by members of staff, throughout the day as well. The staff and school environment is very friendly and supportive.

Lauren (Student Union)

Transfer, Enrolment and Placing Requests

Enrolment

If your child currently attends a South Lanarkshire Council primary school, your local secondary school is determined by your permanent home address and your chosen denomination. We expect your child to transfer to your local secondary school in the same denomination.

Transition information will be issued by your child's current school in December of each year.

Secondary enrolment form

You should use the online secondary school enrolment form below if:

- you are new to the area and wish to enrol your child in your catchment secondary school
- you are moving house within South Lanarkshire and wish to move your child to the catchment secondary school for your new address

You should not use the secondary school enrolment form in the following circumstances:

- If you are staying at your current address and wish to move your child to a different secondary school. To do this you should make a placing request.
- If you move address within South Lanarkshire and wish your child to remain at their current secondary school. In this situation, you should complete a Request to Remain form at your child's school.
- You do not need to complete this form if your child is transferring to an SLC secondary school in August and currently attends an SLC primary school. Transition information will be issued by your child's current school in December of each year.

Enrol online

To enrol your child for school you should complete our online secondary school enrolment form below. You must identify the catchment school for your permanent home address by using the school catchment checker. This will give you information on both primary and secondary schools. The link to the online form will be given when you select your catchment school. It is only the parent the child ordinarily stays with who is authorised to register them. This includes the guardian or any person who is liable to maintain or has parental responsibilities. For more information see the Children (Scotland) Act 1995. If you have any difficulty in identifying your catchment school please email us at edsuppserv.helpline@southlanarkshire.gov.uk

Submit your documents online

The online registration form will ask you to provide each child's full birth certificate and two pieces of recent official documentation both containing your permanent home address for example a utility bill, Council Tax statement, housing rent card, Child Benefit documentation. Proof of where the child lives may also be needed. Please note that a separate registration is required for each child therefore twins for example will require a registration each.

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you want your child to go to another school then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your local school until we have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

If an application for a 'placing request' is made then school transport is not provided.

If you move out-with your catchment secondary school a 'Request to Remain' form must be completed. If you require further information, please contact Education Support Services on 0303 123 1011.

Forms are available from schools or by contacting Education Support Services on 0303 123 1011. Completed forms should be returned as soon as possible to:

Education Resources, Support Services, Council Offices, Almada Street, Hamilton ML3 0AE

Children and young people may transfer school for a number of reasons such as families moving house, parental choice etc.

If you move house, you can transfer your child at any time of the year to the catchment area school for your new address or your child can stay at the school that they have been going to; however if you choose this option, we will not provide free school transport.

Contact the school or call 0303 123 454102 for further information as required.

If you are proposing a change of school for your child please provide as many contact details as possible in relation to the new school so that we can ensure a smooth transfer of information relating to your child.

This will help us all to ensure the continued wellbeing of your child.

If you make a placing request for a school which does not serve the area in which you live, we are unfortunately unable to involve your youngster in the normal procedures for primary-secondary transfer until after your request has been approved by Education Resources in Hamilton.

We will make every attempt once this process is complete to involve placing request pupils in the majority of our transition activities.

Newcomers to the area wishing to enrol a family member should telephone the school to make an appointment with the appropriate Year Head. The appointment will allow time for the family to view the school, to discuss the curriculum and to explore any areas of concern. It will also allow us to carry out all administrative procedures regarding a new enrolment. Please note that it may take at least a week to process a request for school transport.

Pupils entering S1 will start in August. The rest of the school begins each new session's work in late May at change of timetable and, for senior pupils, after the SQA exams finish in the summer term, usually at the start of June.



Partnership

Throughout the school session, staff from various High School departments meet with colleagues from our Learning Community primaries to discuss curricular content and teaching methods.

Personal pupil records and pupils' P7 profiles are sent by the primary school and passed to the secondary school.

A Multi-disciplinary project, 'Blast Off to Biggar', is designed to introduce P7 pupils to key members of secondary school staff and provide a series of taster activities for many of the subjects they will be following in S1.

In the summer term, primary pupils visit the High School and follow a normal timetable for three days. Pupils experience, for the first time, the changeover from one subject to another and become familiar with the school building, teaching staff, travelling and meeting pupils from all other associated primaries.

In spring and summer, Pupil Support staff visit the primaries. They meet the Primary 7 pupils and consult with their teachers. An Open Evening is always held in advance of the summer transition which P7 pupils and parents of P7 pupils are invited to attend.

We try to ensure that all primary pupils know their S1 class and will, if possible, be in class groups for the visit in summer term. Regular Learning Community meetings bring together primary and secondary staff to co-ordinate other transition activities and working groups meet regularly to discuss a range of link topics – for example moderation and assessment; sharing of subject knowledge; sharing of good teaching practice; linkage of literacy; numeracy, health and wellbeing and DYW initiatives.

Parents of P7 pupils are reminded to ensure transport application forms are completed and returned to the authority before the end of the school year. It is hoped these and other developing initiatives will help to ensure the transition between primary and secondary remains as effective and supportive as possible.

A full timetable of our transition arrangements is available on request from Mr. Robertson ('acting' Year Head S1/2)

School Improvement

The main achievements of the school over the last 12 months can be found by reading our most recent **Standards and Quality** report on our school website which includes information as to how the school is progressing against key national quality indicators and ways in which the school is seeking to constantly improve standards for pupils in relation to literacy, numeracy and health and wellbeing.

Plans for future improvement of the school's performance over the next 3 years, including the school's plans to involve parents in that future improvement, are incorporated into the school's Improvement Plan, which again can be accessed via the school website via the 'Policies and Documents' tab.



Biggar High is an incredibly enthusiastic school filled with supportive staff and students. They offer many great opportunities and work hard in order to achieve success for all of their pupils.

Molly (Student Union)

Teaching Staff

Senior Management Team

Mr Stewart Head Teacher
Ms McFarlane Depute Head Teacher
Mr Robertson (Acting) Depute Head Teacher
Mrs Kate Retson (Acting) Depute Head Teacher

Pupil Support Team

Mrs Richardson/ Mr Good (Principal Teachers – Anderson House)
Mrs Mackintosh (Principal Teacher – Burns House)
Mr Pratt (Principal Teacher – Wallace House)
Mrs Retson (Principal Teacher – Learning Support)

Full details of teaching staff/ school partners can be found on our website: 'Our School' / 'Staff'



Year Head Responsibilities

Senior school staff have the following responsibilities for particular age-groups within the school. A key responsibility for the Year Head is to communicate with and respond to parents of pupils in their stage.

For the relevant stage, Year Heads' responsibilities include:

- • Maintain an overview of the curriculum.
- • Monitor the quality of pupil experience and of Learning and Teaching.
- • Promote a positive ethos and sense of community amongst pupils.
- • Promote high standards of behaviour amongst pupils.
- • Manage option choice for pupils entering their year groups.
- • Monitor reporting and organise Parents' Consultation Evenings.
- • Enrol new pupils.

2025

S1/2: Mr Robertson (Acting)

S3/S4 and Pupil Support: Mrs Retson (Acting)

S5/S6: Ms McFarlane

Senior Leadership Team

Robert Stewart, Head Teacher

Quality Improvement
Improvement Planning
Standards and Quality reporting
School Self-Evaluation
Ethos
Promoting pace and challenge in the Senior Phase/ Tracking and Monitoring pupil performance (S4) (2)
National Improvement Framework
'School Leadership'
CfE curriculum overview
Personnel, staff and appointments
Planning for Improvement
Quality assurance and self-evaluation
Budget Construction
School Calendar- Quality Assurance
Student Voice
Partnership with parents/ Parental engagement
Census
Community liaison
Child Protection Officer (2)
Accommodation and Property
Promotion of Equality and Fairness/Race Equality and
Accessibility Strategy
Eco-school and Enterprise
Rotary Club/Probus etc...
Literacy across the Curriculum SMT link
Maximising Attendance

Support and Challenge: English/Library/Science

Craig Robertson, (Acting) Depute Head

Learning and Teaching- AIFL/Co-op learning/TLC promotion

Improvement Planning

Improving Consistency and Quality of learning and teaching

Ethos

Promoting Positive Behaviour (S1/2)

Promoting pace and challenge in the BGE

Tracking and Monitoring pupil performance (S1/2)

'Improving attainment, particularly in literacy and numeracy'

S1-2 Curriculum

S2 into S3 options and coursing

IDL SMT link

Celebrating Success- BGE Skills for Learning, Life and Work/ 4 capacities (S1/2)

Assessment and Reporting (S1/2)

Behaviour Management Policy

PSL (1)

GLOW Co-ordinator (2)

ICT in the Classroom/ Digital literacy

'Staff PRD Co-ordinator/Teacher professionalism'

Timetabling (2)

Numeracy/ICT and Digital Literacy across the curriculum SMT link

Absence cover

Support and Challenge: Bus Ed-IT-RME/Technologies



Denise McFarlane, Depute Head

Improvement Planning

Raising Attainment and Achievement

Promoting Positive Behaviour (S5/6)

Promoting pace and challenge in the senior phase

Tracking and Monitoring pupil performance (S4 (1)/5/6)

'Closing the attainment gap'

S4 into S5 and S5 into S6 options and coursing

NQ arrangements

Assessment and Reporting (S5/6)

SQA procedures and Quality Assurance

Timetabling (1)

MIs and Data Analysis

SEEMiS – Click and Go/reporting

Scholar

Study Support promotion

Support and Challenge: Maths/Modern Languages



Kate Retson, (Acting) Depute Head

Inclusion and Pupil Support Improvement Planning
Happiness of the Child
Ethos
Promoting Positive Behaviour (S3/4)
Promoting pace and challenge in the BGE/
Tracking and Monitoring pupil performance (S3/4)
National Improvement Framework
'Improvement in children's health and well being.'
'Developing Biggar High's Young Workforce.' – improvement in delivery of employability skills and sustained positive school leaver destinations'

CfE curriculum (S3)/ S3 into S4 options and coursing
Ethos and the life of the school
PLPs
4 Capacities (junior)
Skills for Learning Life and Work/ 4 capacities (S3-6)
Assessment and Reporting (S3/4)
Leadership Responsibilities
ASN/Learning Support provision
Child Protection Officer (1)
Student Profiling
Support Services liaison (GIRFEC)
Transport issues
Absence Cover (2)
Assemblies
Health and Safety/Fire Controller
Health Promotion
Rights Respecting Schools
CfE Overview
'Health and Wellbeing Across the Curriculum' ink

Support and Challenge- PE/Pupil Support/Humanities

Youth, Family and Community Learning

Education Resources is a key partner in developing an approach which promotes the delivery of better integrated services to children, young people and their families.

Our vision for children and young people in South Lanarkshire is to ensure that they live in a community where they feel safe, included, nurtured and respected. They should be part of a society where they have the opportunity to maximise their full potential and have access to good quality health, education and leisure services and to have co-ordinated support for the most vulnerable.

Learning communities will strengthen the integration agenda at both strategic and local levels to enable a more collaborative approach in delivering services to all children.

A support team for Youth, Family and Community Learning works across four education areas – and within the council – enabling all services to children and families to plan and work together to achieve our vision.



Biggar High school is an amazing school. All the teachers are so nice and helpful and Mr Stewart's 'Good Morning' as you walk in every morning just makes your day that little bit brighter!

Emma (Student Union)

Communication

Throughout the handbook you will see references to the importance of effective and regular communication between pupils, parents and school – both on an individual basis and with regard to the wider corporate life of the school.

The work of the school is driven by our Improvement Plan and this year this has taken an even more school based focus. Stemming from our recent whole school surveys and HMIE Inspection Report – where the views of all pupils, parents and staff were invited – three areas key areas of school life were identified as key to driving forward improvements and these continue to be the cornerstones of our improvement focus:

- 1) The happiness of our children
- 2) Raising attainment and achievement.
- 3) Improving the consistency of high quality of teaching and learning in the classroom

Our Improvement Plan is a working document which identifies the ways in which the school will measure intended improvements in these key areas over each school session.

The school also produces an annual ‘Standards and Qualities’ profile, which captures the positive work the school is doing, while also identifying next steps in our journey to provide the best education possible for our young people.

The **Improvement Plan, Standards and Quality** information and school **Communications Policy** are all available on our school website for reference.

Increasingly, our communications with parents are being conducted through social media platforms and we now endeavour to use e-mail and our Parentportal app as our main avenues of communication to parents and carers, while ensuring wherever possible that information is conveyed on paper as and when required.

The school website, Parentportal app, Twitter/ X account and fortnightly Pupil and Parent/ Community SWAY newsletters are also increasingly used to convey key information about school life and celebrating pupil success. Parents of seniors are encouraged to sign up to Guardian e-mail which provides with an ongoing update of work set on pupils’ remote Google Classrooms and S1-S3 parents encouraged to sign up to Satchel One, an app which provides real time updates and information about set homework and deadlines.

The minutes detailing the work of our Parent Council and Pupil Council (Student Union) are openly available through the website and a calendar of important school events can also be accessed easily through the site.

Individual tabs on the website front page search also provide further information with regard to key areas of school life beyond subject delivery.

As noted, earlier, fortnightly SWAY newsletters are e-mailed to all parents and posted on the website front page and via our Twitter/ X feed. It is recommended that parents/carers read through our newsletters and check the website front page regularly for information with regard to other pupil news updates as they occur.

Robert Stewart (HT) (e-mail: gw11stewartrobert2@glow.sch.uk) is also available by appointment for parents (during or) after each school day who may wish to discuss any particular issue in person and who may not have time due to work or domestic commitments to come to school during the normal school day.



School Day

The times of the current school day are shown below.

Monday to Thursday

Period 1- 8.45 9.35

Period 2- 9.35 10.25

Period 3- 10.25 11.15

Interval- 11.15 11.30

Period 4- 11.30 12.20

Period 5- 12.20 13.10

Lunch- 13.10 14.00

Period 6- 14.00 14.50

Period 7- 14.50 15.40

Friday

Period 1- 8.45 9.35

Period 2- 9.35 10.25

Period 3- 10.25 11.15

Interval- 11.15 11.45

Period 4- 11.45 12.35

Period 5- 12.35 13.25



Transport

School transport

South Lanarkshire Council's mainstream school transport policy provides transport for primary school pupils who live one mile or more from their catchment primary school by the shortest safe walking route.

The calculation on the measurement of distance from home to school is measured using a Geographical Information System (GIS), which is used for all measurements to ensure that Council Policy is consistently applied across the Authority.

More details on school transport can be found at the following link including the online application form:

https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/545/school_transport

If you consider your child to be eligible you should complete the online application form. Forms should be submitted before the end of March for those pupils starting school in August to enable the appropriate arrangements to be made.

A privilege transport scheme is operated on mainstream school contracts where a pupil is not entitled to free school transport. Privilege Transport will only be provided where there is a space on an existing school contract and will be from and to designated pick-up and drop-off points. It will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities.

A new application must be made each year.

More details on Privilege school transport may be found here:

https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/784/privilege_transport_to_school

(i) Pick-up points

Where school 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 distance limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle.

Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request.

Mainstream School Transport contact details:

e-mail: school_transport@southlanarkshire.gov.uk
tel: 0303 123 1023

South Lanarkshire Council's mainstream school transport policy provides transport for secondary school pupils who live three miles or more from their catchment primary school by the shortest safe walking route.

Any parents with a complaint or a concern about transport should contact the school where all complaints are logged and then forwarded to Strathclyde Passenger Transport (SPT).

The SPT are the organisation responsible for monitoring the contracts awarded for transport.

SPT: 0141 333 3360

Transport Helpline: 01698 454102

Parents may choose to contact the bus company directly. If they do so, they are requested also to phone the school so that the complaint can be logged. The telephone numbers of the current transport companies are:

Classic Cars (Symington) 07760352753

Go Travel 01555 777099

KC Coaches 01555 771535

Market Cabs 01555 870981

Taxi Caledonia 07747 620313

Clyde Valley Minibuses 07835 237257

Go West 07760 352753

KC Coaches 07834 171169

Change of Address

It is essential that if you change address you obtain a new application form for free school transport and return it as directed. This will enable SPT to ensure that transport is available for your child from your new address. Failure of parents to follow this procedure has caused difficulty in the past since bus lists could not be kept up-to-date and sufficient seats were not available as a result. Your co-operation in this will be much appreciated.

Possible Emergency Closure

Emergency Information

We strive to keep the school open during term-time. However, there may be instances such as severe weather or power failures that could affect the school day. In such cases, we will inform you as soon as possible through text messages and our social media channels.

Severe Weather Protocol

In the event of severe weather like snow or heavy frost, if the school cannot open at the usual time, we will delay the start until 10 am. Notifications will be posted on social media and the council's website.

Communication

The Council's website, www.southlanarkshire.gov.uk, will provide updates on school closures or delays including further information about the next school day.

Parental Responsibilities

- Inform the school of any changes to your contact details.
- If unsure about the school's status, visit the website www.southlanarkshire.gov.uk or email education@southlanarkshire.gov.uk.

Your Commitments

We ask that you:

- Support and encourage your child's learning.
- Respect and adhere to the school's policies.
- Respect school staff and support the school's commitment to your child's education.

From time-to-time school may have to send pupils home in an emergency, most likely because of adverse weather. The priority is ensuring pupil safety but we recognise that a decision to send pupils home may cause difficulties. We work with parents and transport operators to ensure children's safety and minimise inconvenience.

The final responsibility for the safety of children walking to and from school or bus pick-up and drop-off points rests with parents/carers, but we are committed to working with you to do all we can to ensure safety and the welfare of our youngsters.

In the case of severe weather overnight, bus contractors take the decision whether or not to operate school routes. This happens at around 7.00am. They should inform School Support Services who will make every effort to have phone lines open from 7.30am to provide information for parents who call in. They will also pass the information to the Education Resources Helpline 01698 454545 who will try to have announcements made on local radio and other media platforms.

Normally pupils are expected to wait at a pick-up point for no more than 15 minutes in case a bus is late. In adverse weather you may want to advise your child to wait for less time. You should also consider what the child should do if the bus does not arrive.

If severe weather is forecast during the day, the Head Teacher or Depute Head(s) will consult police and transport operators. The final decision to send some or all pupils home early lies with the transport operators, advised by the police and SLC Roads Department. Parents should be prepared for this, making sure children know where to go and can get to a place of safety.

If this is likely to cause problems for you, you will have the opportunity to complete and return an 'Emergency Closure Travel Plan' form setting out what you want to be done. These forms are issued in October each year. If there are any changes to the information submitted at this time the school should be notified as soon as possible and details amended accordingly.

School phones will be very busy during any closure, so we will be unable to contact every parent personally. We will however send a text to alert you of the situation as soon as possible and if possible post information through Twitter/X and on our website.

We will allow pupils with mobile phones to contact their parents directly. Please note however that mobile phone networks can become overloaded in these circumstances.

When sending pupils home, we will ask if they anticipate any difficulty – e.g. long walk from bus to home; need to catch service bus; no key etc. If any pupil anticipates difficulty, we will contact you to seek advice. However, to ensure safety of other pupils we will probably have to release the buses. Any pupil who anticipates difficulties may therefore be kept in school under staff supervision.

It is therefore very important that parents/carers whose children may face difficulties getting home make alternative arrangements. We would suggest if possible arranging to accommodate them temporarily with a friend or relative in Biggar or on the same bus route (this needs to be on the same bus route as other buses may be full). This information should be included in the submitted 'Emergency Plan' form.

During severe weather parents/carers may choose to pick up their children from school. If you do, the School Office must be informed to allow us to maintain accurate records of where children are.

School Holiday Dates – 2024/35 and 2025/26

Please check the South Lanarkshire website for full details of this and next session's holiday dates.



Equalities

Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about – and so learn from – what is important in the lives of themselves and others. South Lanarkshire’s guidance recognises and welcomes diversity and promotes respectful understanding.

Parents may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

Rights Respecting Schools

UNICEF Rights Respecting School Award

All children have rights which guarantee them what they need to survive, grow, participate and fulfil their potential. Yet everyday these rights are denied to some children. UNICEF is the world’s leading organisation working to protect and promote children’s rights.

The UN Convention on the Rights of the Child (CRC) guides everything UNICEF does, including their work on education. The Convention is a comprehensive human rights treaty that enshrines children’s rights in international law. It defines universal principles and standards for the status and treatment of children worldwide. UNICEF UK promotes childrens’ rights in school in two ways: by supporting school to ensure that rights are embedded in their ethos and policymaking; and by offering resources and activities to ensure children and young people can learn about rights in the classroom and beyond.

What is UNICEF UK's Rights Respecting School Award?

The RRSA recognises achievement in putting the Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. By taking these steps, a school community helps improve wellbeing and develop every child's talents and abilities to their potential. A rights respecting school not only teaches about child rights but also models rights and respect in all its relationships: between teachers/adults and pupils, between adults and between pupils.

Where is Biggar High School in this process?

At Biggar High School we achieved our Recognition of Commitment in 2014 and were successful in achieving our Level 2 award in 2016. Pupils, staff, parents and members of our wider community have been instrumental in driving forward this worthwhile initiative as members of our RRS steering group.

To promote these values we have run assemblies explaining our work with RRS – where all pupils and staff were given an opportunity to further familiarise themselves with the Articles of the Convention of the Rights of the Child – and a recent audit and re-focus on our key values of Biggar High School, taking into account pupil, staff, Parent Council members and wider community views.

We continue to promote and publicise the Articles of the Convention in the daily life of our classrooms and our charter embeds some of these key values in our expectations of both pupils and staff as we work towards re-accreditation.

Biggar High School raises thousands of pounds each year from our charity days in November and March of each session and regular 'dress down' days and these monies have been distributed to a variety of worthwhile causes in recent years- Autism Scotland; Alzheimer Scotland; St Andrew's Hospice; Chas; Clydesdale Foodbank; Chris's House; Dementia UK; Social Bite . . . and this year Cancer Research.

In addition, we have regular fund-raising activities to support our ongoing twinning partnership with Thondwe/St Anthony's School in Malawi.

We pride ourselves on having a democratic nomination process where individual pupils are encouraged to nominate identified good causes and all pupils have a vote in deciding who is the most worthy recipient of each charity day fund-raising activity.

A Teaching and Learning RRS group is established to help embed the CRC articles, with a view to providing support for staff and pupils in developing materials/resources within subject areas. In session 2025/26, all in our school community will re-visit an audit of where the articles have been embedded in lessons, subject areas and across the wider life of our school and our Student Union will update pupils, staff and parents on work undertaken and planned next steps. Further information about the work we are doing in this area will appear regularly in our newsletters, on the school's website and our Twitter/X feed (@biggarhigh)

Spiritual, Social, Moral and Cultural Values

(Religious Observance)

Scottish Government ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

There is a statutory provision for parents to withdraw children from participation in religious observance. The right of parents' wishes will be respected.

Where a child is withdrawn from religious observance, the school will make suitable arrangements for the child to participate in a worthwhile alternative activity'

Equal Opportunities and Social Justice

We do not believe that Equal Opportunities means treating everybody in the same way. It means that all members of the school community – pupils, students, teaching and support staff – should have the right to learn, teach and work in an environment free from discrimination or abuse of any kind on grounds of gender, race, religion, disability, sexual orientation or cultural background.

It is the responsibility of our school to promote the idea of Equal Opportunities by setting positive examples in our daily practice. For example, we actively encourage understanding and respect for others as the basis for our Pupil and Staff Charters.

It is the policy of Biggar High School to ensure that pupils' work and behaviour are treated on an individual basis and to avoid any actions which could reinforce traditional stereotyping. In particular, the school endeavours to promote a curriculum which avoids steering pupils and students into traditionally stereotyped decisions about either their education or future careers. Rather, it seeks to encourage every member of the school community to achieve his or her full potential by promoting positive, informed choices.

Reporting of Discrimination Incidents

We take seriously any reported discrimination incidents. As part of our approach to promoting positive and respectful behaviour a record of all discrimination incidents is maintained and each incident fully investigated.

Schools are required to notify the local authority of all racist incidents.

Biggar High School has allowed me to express myself without judgement and opened up many friendships that will last a lifetime.

Caris (Student Union)

Support for Pupils

Getting It Right For Every Child

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s)/ carers, wider family and community but sometimes, perhaps unexpectedly, they may need a bit of extra help. GIRFEC is a way for families to work in partnership with people who can support them, such as teachers.

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to provide support and decide how to move forward. Your school will let you know who this is, most likely a Principal Teacher (Pupil Support) in Secondary.

More information can be found on: www.scotland.gov.uk/gettingitright



*Biggar High has great, helpful and friendly teachers
who make me feel motivated in class and are
always pushing me to do my best.*

Ben (Student Union)

Equity

Our school approaches the issue of equity with the utmost seriousness as we want to ensure at every possible turn all our pupils have full access both to the curriculum and to the wider life of school activities.

Our equity principles are enshrined in our 'Cost of the School Day' policy (which is placed on our website) and we aim to utilise our Pupil Equity Fund (PEF) money in a way that maximises the opportunity of all to achieve their full potential. Our website also has a dedicated confidential 'EQUITY' link on the front page where parents/pupils can make request(s) for support if they are finding accessing school resources/support challenging in any way.



Pupil Support Team

Biggar High School's Pupil Support Team aims:

- To ensure that each pupil knows and is known personally and in some depth by at least one member of staff.
- To monitor individual pupil progress, and help them set challenging but realistic personal targets.
- To aid each pupils' personal, social and intellectual development.
- To help each pupil to be aware of their own development and to accept responsibility for it to ensure they become successful learners.
- To identify and respond quickly and appropriately to the specific needs of the individual.
- To foster the development of good relations between teachers and pupils.
- To help pupils develop consideration for others and develop confidence.
- To liaise with parents and support services in the interests of the pupil.
- To systematise and make effective the recording and communication of information relevant to the welfare and progress of individual pupils.

Pupil Support is a central and on-going aspect of school organisation, and not simply a response to specific occurrence or crisis.

Currently five members of the school staff carry specific responsibilities for the welfare and guidance of school students and also the delivery of Personal and Social Education.

The Personal and Social Education (PSE) programme has a number of themes which run through a pupil's life at school – careers education, health education (including anti-bullying), target setting, citizenship, changes in life, study skills and covering all the relevant Health and Wellbeing indicators for A Curriculum for Excellence, to name but a few.

Health Education includes topics such as substance misuse, relationships and sex education. The PSE programme aims to assist young people to make informed and responsible choices. It also fosters self-awareness, self-esteem and respect for others.

Important support, advice and ground-work is done with seniors to prepare for university, further education, training and employment and senior pupils are encouraged to identify relevant and appropriate volunteering/work experience opportunities out-with the normal timetabled curriculum.

Specialised support, advice and counselling are provided at particularly important times: at P7/S1 transfer through close liaison with our primary schools in the Biggar Learning Community and at other significant transition times for our students.

The 'Living Well @BHS' tab on our website contains a range of relevant information outlining how we aim to support the health and wellbeing of all our young people.

Parents/ carers should feel free to contact Pupil Support Staff at any time regarding concerns or worries they may have. The school is always keen to develop partnerships between the school and the home to offer support to our young people. We believe parental contacts are vital if appropriate support is to be offered. The Pupil Support Team will also contact parents if the need arises.



Support for Learning/Additional Support Needs

Support for Learning provides support to all pupils, with a particular emphasis on the pupils who have been identified as having long term needs.

Support is provided in a variety of ways including:

- Co-operative teaching, which provides opportunity for more direct teaching of individual pupils and for better management of group work;
- Developing and adapting teaching materials and methods which allows the curriculum to be better matched to the needs and abilities of some pupils;
- Consultation with subject teachers and advice on the availability of suitable materials and approaches.
- Individualised programmes of work to help pupils experiencing a specific difficulty/ challenge;
- Support through the use of one of a number of strategies available to staff.

Pupil Support teachers provide pastoral and behaviour support to any pupil at any stage of their school career. This support could be long-term or short-term. They work closely with Year Heads and parents as well as supporting classroom teachers.

The Pupil Support suite of rooms offers suitable equipped spaces for small groups or individual tuition. It is also open at lunchtimes for pupils to receive support with homework. We also have a Breathing Space room for pupils who require agreed time outs during the school day, a Support Hub for small group work and a curriculum Hub for pupils to be given identified one to one support in a supervised environment, as required.

We are helped to deliver this support by a varying number of School Support Assistants.

Regular links are also made with Psychological Services, Visual Impairment, Hearing Impairment and Specialist Behaviour teachers, mainly from Biggar Learning Community Extended Support Team.

Working With Other Agencies

In order to provide appropriate support for all pupils, Biggar High School staff collaborate closely with a number of other agencies. There is regular contact with the Clydesdale Area Behaviour Support Team, Youth, Family and Community Learning, Educational Psychology, and Social Work. Information about some of our key partners can be found on the Our School/ School partners tab on our website.

We also work with the Children's Panel and police as appropriate. The formal mechanism for involving these agencies is through an internal fortnightly 'Resource Allocation Meeting' (RAM) or through case-centred multi-agency meetings as required.

Where neither of the above interventions prove successful a pupil may be referred to our Clydesdale Area Joint Assessment Team.

Parental approval is always sought before any outside agency starts work with an individual pupil.

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts. These are available through the school or on the South Lanarkshire Council website www.southlanarkshire.gov.uk. The leaflets available are:

- The Additional Support for Learning Act
- Requesting an Assessment
- Planning for Learning – ASP
- Planning for Learning – CSP
- Transitions
- Future Planning
- Information for Parents and Carers about moving on from school
- Inclusive Education
- ICT Assessment
- Visual Impairment Support
- Early Years Specialist Support
- Independent Adjudication

Information about the processes we use to provide support to our pupils with additional support needs can be found via the ASN tab/section of our website.

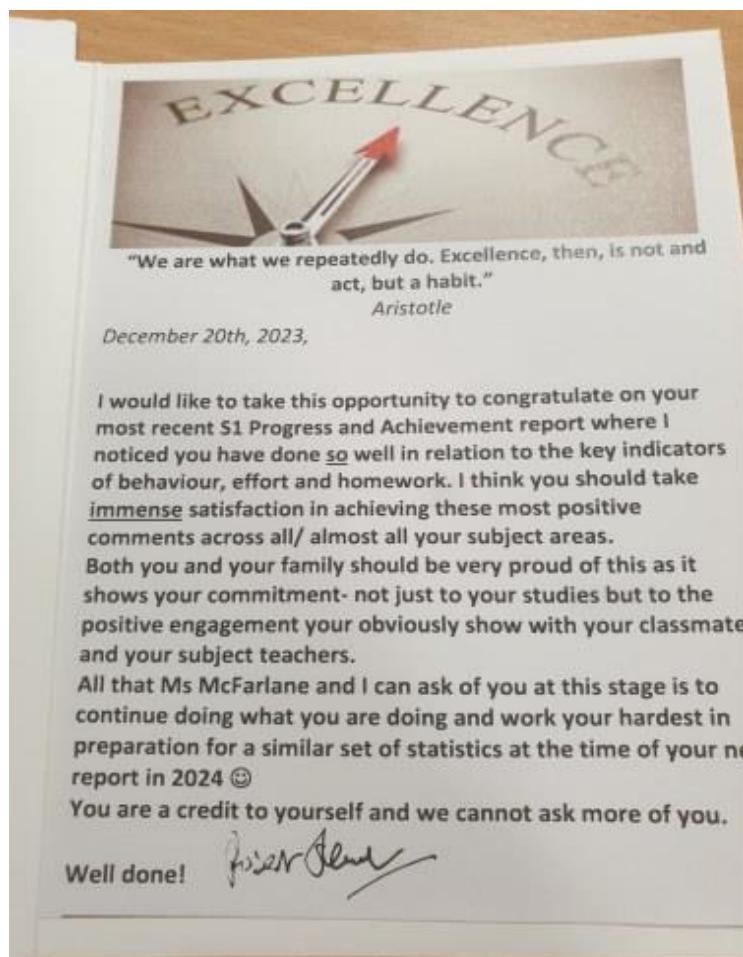
'Enquire' – the Scottish advice service for additional support for learning.

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

Enquire offers independent, confidential advice and information on additional support for learning through:

- Phone Helpline: 0845 123 2303
- E-mail Enquiry service: info@enquire.org.uk
- Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and fact sheets including a parents' guide to additional support for learning.



Skills Development Scotland (SDS)

The SDS Advisor is present at many Parents' Evenings and is available in the school at regular times through the school week to interview pupils and/or to see parents by appointment.

Should you wish to consult the SDS Advisor please phone the school.

Our advisor is: Mrs Phyllis McCann (Phyllis.McCann@sds.co.uk)

At any time pupils can self-refer to our SDS Advisor via a QR code or by a link accessed via the Careers Support tab in the Pupil Engagement section of our website.

Considerable attention is also given to Career choice and planning in our Personal and Social Education programme and DYW Careers programmes from S2 onwards.



Attachment Strategy

Attachment – what we do to support children and young people . . .

South Lanarkshire Council Education Resources is committed to improving outcomes for children and young people by creating emotionally supportive learning experiences in our nurseries and schools.

The Education Resources Attachment Strategy supports the action in the 'Getting it Right for Every Child in South Lanarkshire's Children Services Plan 2021-23', following the launch of the Attachment Strategy in 2020, to provide staff training in Attachment and Trauma based practice.

What does it set out to do?

The aim of the strategy is to promote better experiences of attachment for South Lanarkshire's children and young people and to ensure that all education practitioners understand the importance of attachment theory and its application and how positive relationships can make a difference to outcomes.

How can I find out more?

South Lanarkshire Council Education Resources have published a series of leaflets and posters for establishments and for parents/carers which aim to share information on attachment theory and on how this informs the ways in which we support children and young people.

These are available in schools on request.



Child Protection

All staff in educational establishments in South Lanarkshire Council receive an annual Child Protection update and are required to follow the advice and guidance contained within relevant Education Operating Procedures. They must also complete a mandatory Learn on Line Course “Child Protection in Education”.

South Lanarkshire’s children’s services partnership works together to support children, young people and their families so that children grow up in communities where they are safe, healthy, active, achieving, respected, responsible and included and have the opportunity to achieve their full potential. They are committed to continuously improve our services to ensure children, young people and their families get the right support at the right time.

Sometimes children and young people need additional help to make sure that they are “cared for and protected from abuse and harm in a safe environment in which their rights are respected.”

The Child Protection Committee has the overarching responsibility to ensure that agencies individually and collectively work to protect children and young people as effectively as possible.

All staff have a responsibility to report any suspicions that a child has been abused or is at risk of harm, abuse, or neglect. Robust procedures and guidance are in place to support education staff to:

- be alert to signs that any child may be experiencing risks to their wellbeing,
- report concerns to the head of establishment or the child protection coordinator without delay.
- be actively engaged in support and protection and development of wellbeing.

If you would like more information, or if you have a concern of a child protection nature, please contact the head of the educational establishment which your child attends.

The Child Protection Committee’s website has a range of useful information for parents/carers to help them keep their children safe: www.childprotectionsouthlanarkshire.org.uk

Care, Welfare and Medical Issues

Care and welfare of our students is paramount. Safety and Child Protection are given a high profile in staff training. Biggar High prides itself on its commitment to the wellbeing of our young people. Care and welfare is also integral to many school processes including:

- collecting information on emergency contacts
- collecting and disseminating medical information
- planning for adverse weather

The annual data check is vitally important in providing us with medical and contact information and it is essential that this is kept up to date. Parents are asked to ensure this is returned to the school. Changes can be made to pupils details via the ParentPortal system that we use, with clerical staff checking and amending any requested parental updates re. their child's information.

Health Information

Please keep us updated with health information, particularly when there is significant risk to your child, e.g. in the case of severe allergies. When we are alerted to the fact that a child has significant health risks we will work with parents/carers to draw up an appropriate care plan. This may also involve medical staff.

Illness and Accident

The school has two qualified First Aiders who can deal with minor incidents which happen in school. In the event of a more serious accident or illness, parents will be immediately informed and/or an ambulance called for.

If a pupil is in great pain or an injury appears to require emergency medical attention, where appropriate, we will seek help from the adjacent Health Centre or Kello Hospital. Neither has an Accident and Emergency Department, however, and doctors are not always present. In any event, they can only leave their duties to deal with very serious emergencies. Parents will be kept informed throughout. It is therefore essential that home and emergency contact information is kept up to date.

Strict national guidelines cover the administration of medicine and drugs in schools. In most cases pupils are not allowed to carry medicines around the school. These must be left at the School Office. Pupils are asked to report to the School Office so that the prescribed dosage can be given. Parents are asked to contact the school at the earliest opportunity to complete the appropriate forms of consent. Without these documents the administration of painkillers, application of lotions etc. is not permitted and medication can only be given and logged in the presence of two members of school staff.

School Medical Service

The School Medical Service is available to assist any pupil and will refer pupils for other specialist help if necessary. A school nurse visits the school regularly, and will give advice on matters of health, referring to the medical service if necessary. Parents will be notified, by letter, before any medical/dental treatment is administered. You will be requested to complete a parental consent form (which will be provided by Health Board staff).

Allergies

Many children in our schools have allergies, and it is crucial for parents to keep the school informed about these conditions.

Health Care Plans

- Allergies can manifest at any time with symptoms ranging from mild to severe.
- Children with moderate to severe allergies often have a Health Care Plan from the NHS, detailing symptoms and interventions.
- Parents must share this plan with the school and provide updates as necessary.

Mild Symptoms

- Even without a Health Care Plan, parents should regularly update the school on any new triggers, medications, or actions required.

Employee Training

- School staff need to know your child's symptoms, treatments, and actions required to prevent exposure and minimise the risk of reactions.
- Employees receive training on allergies and will consult with parents and the NHS for any additional specialist training needed.

Policy Adherence

In supporting children and young people with allergies, school staff will follow South Lanarkshire Council's Safe Systems of Work, risk assessment process, and national guidance on the administration of medicines.

Keeping Safe on-line/ Cyber-bullying

The council has produced an information leaflet – ‘Stay Safe’ for parents/carers on how to help ensure their child is safe when using the internet and mobile devices.

Copies are available from the school or www.southlanarkshire.gov.uk

Links to important contact information and guidance is available on our website via the ‘Living Well @BHS’ tab.



Learning and Teaching – The Curriculum

Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18, intended as a forward; looking, coherent, more flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery and school. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enable Curriculum for Excellence to be fully embedded, ensuring the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy, and other skills whilst they attend our school. The curriculum areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Science
- Social studies
- Technologies

If you want to know more about Curriculum for Excellence, please visit website:
www.education.gov.scot or www.education.gov.scot/parentzone/

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

Level Stage:

Early- The pre-school years and Primary 1 or later for some.

First- To the end of Primary 4, but earlier or later for some.

Second- To the end of Primary 7, but earlier or later for some.

Third/Fourth- Secondary 1 to Secondary 3, but earlier for some (The fourth level broadly equates to SCQF level 4).

Senior Phase- Secondary 4-6 and college or other means of study.



Organisation of School Courses

Years S1-S2

There is always an ongoing review of approaches to learning and teaching at Biggar High and each Faculty has course guidelines/outlines which describe how it is working to ensure that courses offer appropriate challenges for all of our young people. Effective collaboration with primary colleagues is at the heart of this, combined with extensive co-operation with Pupil Support staff. Our commitment to ensuring that each pupil achieves his or her full potential begins from well before the first day of term and the arrival of our S1 pupils to Biggar High.

Pupils in S1 undertake a common course of study which currently includes: English, Mathematics, French/German, Social Subjects (Geography/ History), Science, Art and Design, Music, Food and Textile Technology, Technology and Design, Personal and Social Education (PSE), Physical Education (PE), Religious and Moral Education (RME), Business Education and Information and Communication Technology (ICT). Digital learning is also taught as part of the other subjects.

Pupils are currently taught in mixed attainment classes in first year – except in Maths and English, where there is broad-band grouping initially based on prior attainment levels at primary school. In other subjects account is taken of previous learning in primary school through both individual work and group work and information gathered from reading pupils' P7 profiles.

In S2, pupils continue to study all of the subjects started in S1.

Curriculum for Excellence guidelines recommend that pupils should continue with a broad general education as described above until the end of S3, but one that also allows for increased specialisation and choice. Our S3 model takes account of this recommendation- (up to date Options forms will be posted on the school website in February/March of each session).

At present, pupils continue with their Broad General Education and undertake six subjects from 'modal' columns and two elective choices. In addition to these eight courses, all pupils also follow core courses in Religious and Moral Education (RME), Personal and Social Education (PSE) and Physical Education (PE).

My teachers are always happy to help!

Niamh (Student Union)

Third Year

Pupils at Biggar High School continue to follow a 'Broad General Education' in S3. S3 pupils will continue to develop knowledge and life skills across a range of different subjects.

It is important however to look ahead and start preparing pupils for National Qualifications at the end of S4 and so pupils have the opportunity to choose specific subjects during S3. There is a play-off between breadth of education and the depth in which a subject can be studied. To meet the criteria of a Broad General Education, subject choices will be made within modes. To increase depth of study, pupils reduce the number of subjects that they study in S3. There will be a further reduction at the start of S4 and the start of S5.

The option sheets (please refer to our school website) undergo extensive discussion with all our pupils and teachers to ensure that they meet the principles of Curriculum for Excellence. In early January we carry out trial runs with relevant pupil year groups and parents to ensure we are meeting the wants and needs of as many students as possible. At each stage in the process, changes to the option sheets take account of the feedback from students and teachers.

English, Maths, Core PE, Personal and Social Education (PSE) and Religious and Moral Education (RME) are compulsory. Thereafter pupils will choose subjects within the modes shown below:

- Sciences – Biology, Chemistry, Physics
- Social Studies – Business Education, Geography, History, Modern Studies
- Expressive Arts – Art, Music, Photography, PE
- Technology – Administration, Design and Manufacture, Home Economics, Fashion and Textile Technology, Computing

In addition, there are two elective columns where students can opt to choose a second Science, Social subject, Expressive Art or Technology. French appears in both elective columns to give as many students as possible the option to continue with a Modern Language.

Guidelines for S2 into S3 Options

1. English, Mathematics, Core PE, PSE, RME are compulsory.
2. Pupils must not choose the same subject in two different columns.
3. Pupils who want to choose PE in column E must normally have achieved 85% participation in PE classes in S2.
4. All courses are offered subject to viable numbers choosing the subjects.
5. In the event that some courses are oversubscribed pupils may be asked to choose an alternative course. Students who return forms late or do not engage fully in target-setting processes will be considered for re-coursing initially. Thereafter volunteers will be sought. If necessary, decisions may have to be taken based on student career aspirations and professional judgement. Parents will be consulted if re-coursing is necessary.
6. Pupils opting for certain subjects, e.g. Hospitality and Practical Craft should be aware that there is no progression to Higher in these courses.

Please note: It cannot be guaranteed that subjects listed will be available in S4/5/6.



Exemplar Timeline:

- June/August – Students agree initial targets with class teachers
- October – Progress and Achievement Report/ Targets reviewed by pupils and teachers
- December –Progress and Achievement Report (2) issued
- January – trial Options forms run; S2 into S3 Options Information Evening.
- February – Targets reviewed and recommended level of study agreed/Final options sheets issued
- March – Progress and Achievement Report (3) issued/Parental Consultation Evening/Options form returned to Pupil Support Teacher
- May – Pupils agree preliminary targets with S4 class teachers



Fourth Year

In S4 our students will enter the Senior Phase and will complete new National Qualifications in a minimum of six subject areas. Mathematics and English are at present usually compulsory subjects for all of our students in fourth year. In addition to Mathematics and English our students will be asked to choose a minimum of four courses from the courses they are currently studying in S3.

The option sheet used for subject choice in late February is designed to best match the wants and needs of our students; the sheet is based on the trial options run we carry out in January. Changes to the option sheet will be made to take account of the feedback from students and teachers where staffing and timetabling constraints permit.

In S4 English, Maths, Core PE and Personal and Social Education (PSE) are taken by all students. Elements of Religious and Moral Education (RME) will be included in various parts of our assembly programme and incorporated in English as a fully individualised timetabled lesson for part of the school year.

In the trial run in January, students choose a minimum of four subjects from a comprehensive list of choices.

National 3 qualifications are also on offer where applicable.

Once this exercise is completed an options column is constructed that allows as many of our students as possible to study the combination of subjects they have chosen.

A key resource for both students and parents is our S3 into S4 Option Choice Handbook – ‘Entering the Senior Phase’ which is available to all S3 students in January and also placed on the school website for reference.

In S4, National 3, National 4 and National 5 qualifications have replaced the mixture of Standard Grades and National Qualifications at Access 3, Intermediate 1 and Intermediate 2 levels our students have sat in recent years. The table below shows the relationship between the old and the new qualifications:

National 5- Credit (Grades 1,2) Intermediate 2

National 4- General (Grades 3,4) Intermediate 1

National 3- Foundation (5,6) Access 3

A great school with great teachers.

Educational trips are always interesting.

Anna (Student Union)

Pupils following National 5 can either follow a one-year exam only option or a two-year option where pupils complete internal units in year one before proceeding to sit the exam in year two. Passes are graded A, B, C and D.

The school now offers a range of NPAs (National Progression Awards) which are internally assessed courses similar in rank to National 5 qualifications. Our senior options forms will capture all subjects and levels on offer (refer to school website)

National 3 and 4 qualifications in S4 and beyond are internally assessed by class teachers. There are no external assessments. Students must complete an Added Value Unit in N4 qualifications. This Added Value Unit will be subject to moderation by SQA. Students will receive an SQA certificate with 'Pass' or 'Fail' indicated.

National 3 courses can be made available to a small number of students in some subjects as an alternative to National 4 or 5. These courses are internally assessed, i.e. there is no formal external exam at the end of S4. National 3 may be available where it is believed that the course would offer a greater opportunity for pupils to achieve success.

Targeted support and advice is also offered by our Pupil Support and Skills Development Scotland staff to assist both those leaving school at the end of the fourth year and those choosing courses for their fifth year. Pupils intending to leave at the end of S4 or who may be entitled to leave in the December of their fifth year are encouraged to consider taking up bespoke work experience, community involvement or volunteering opportunities to help prepare themselves for life beyond school and to build their CV skills/ attainment profile.

Timeline:

- August – students agree targets with teachers (+ parental signatures)
- October – S4 tracking report
- November – Parental Consultation Evening
- December – students review targets with teachers
- January – Options Trials in PSE Classes/Options trial form returned to Pupil Support Teacher
- Early February – S4 full reports issued post-prelim/Course Choice interviews begin/ Targets reviewed/Options complete

Years 5 and 6

All S5 students currently undertake a minimum of five courses. Sixth year students must undertake at least four courses. Great emphasis is placed on supporting students in making good choices as they move into the senior school. We encourage students to plan a two/ three-year programme from S4 which is both demanding but achievable.

It is important that students consider taking forward their core skills profile of communication, numeracy, problem solving, information technology and working with others when planning this course selection. Individual interviews, access to careers staff, support in subject departments, a detailed course choice booklet and information evenings for parents, all contribute to ensuring a successful transition to the senior school.

Biggar High School is committed, as far as resources will allow, to offering all courses which run in S3/4 at National 4, 5 and Higher levels in S5/6.

Each course has its own entry level but, broadly speaking the progression is:

- National 5 (strong pass) → one year Higher
- National 5 (pass) → one or two year Higher (or National 5 upgrade/alternative N5 qualification in individual circumstances)
- National 4 → one year or two year National 5/ NPA
- National 3 → National 4

In some subjects, however, a different progression is recommended. This is detailed in the 'Senior Options Handbook' provided during S4 (available on school website)

In addition, there are a range of courses at Advanced Higher for students who gain a strong Higher pass in fifth year. There is normally sufficient student uptake to allow Advanced Higher courses in English, Mathematics, Music, Biology, Chemistry and Physics to run. Other subjects may be offered when there is sufficient demand and staffing capacity. The opportunity also exists for students wishing to undertake Advance Higher subjects not on offer through our school via South Lanarkshire Council's emote learning offer.

We have also been active in successfully delivering Open University YASS undergraduate courses with S6 students, as well as encouraging senior students to undertake additional Community Involvement opportunities/certification.

Fifth year and sixth year also provide the opportunity to study new subjects. For example, some students start a new subject at National 5 in fifth year and go on to do Higher in sixth year.

Senior school is not just about examinations; the school has a structured programme designed to encourage seniors to take increased responsibility and leadership in the life of the school and our local community; this includes a variety of programmes, including peer support, buddying and paired reading, when seniors are actively involved in working with younger pupils. It also includes a variety of forms of community involvement, volunteering and bespoke work experience opportunities.

Timeline: S5 Students

- June/August – initial target setting
- October – targets reviewed
- December – Parental Consultation Evening
- January – Options Trials in PSE Classes/Options Trial form returned to Pupil Support Teacher/ S5/6 Full Reports
- Course Choice Interviews begin.
- February – Options form returned to Pupil Support Teacher
- March – Course Choice Interviews begin/Options form returned to Pupil Support Teacher

Foundation Apprenticeships

Each local authority is working with Skills Development Scotland to support the delivery of Foundation Apprenticeships for senior phase pupils. A Foundation Apprenticeship is a new nationally recognised qualification, which has been designed to provide learners with knowledge and skills, relevant to occupations in thriving industry sectors, such as engineering/civil engineering, social & health care, creative design & media, finance/accountancy/business, scientific technologies, ICT hardware/software and food & drink technologies. The SCQF Level 6 courses combine classroom and work- based learning delivered in partnership with employers and specialist learning providers or colleges. Foundation Apprenticeships are the same level as Higher qualifications and can be used as entry requirements for Modern and Graduate Apprenticeships, college and university courses. Pupils gain a valuable insight into the workplace by attending work placements during the Foundation Apprenticeship.

Senior phase pupils can participate in Foundation Apprenticeships as part of their S4-S6 curriculum over one or two years. Available options have been agreed on a local basis.

More details can be found at www.apprenticeships.scot/become-an-apprentice/foundationapprenticeships/

Assessment and Reporting

Formative Assessment

“Assessment is for Learning” (AifL) is an important national programme aimed at improving learning and teaching through making more effective use of assessment information.

Biggar High School is heavily committed to this programme.

Assessment for learning can be defined as, “All those activities undertaken by teachers and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.” (Black and William, 1998).

Learners learn best when:

- they understand clearly what they are trying to learn, and what is expected of them.
- they are given regular, relevant feedback about the quality of their work and what they can do to make it better.
- they are given advice about how to go about making improvements.
- they are fully involved in deciding what needs to be done next, and who can give them help if they need it.

Summative Assessment

Summative assessment is also an important part of the learning and teaching process. It is used to provide a picture of a pupil’s level of achievement and indicates strengths and development needs.

Subjects use a variety of assessment techniques, including:

- end of unit tests
- self-assessment
- practical activities
- peer assessment
- folios of work
- exams
- homework tasks.

Assessment results are logged by the class teacher in a class marks register and, where appropriate, on their pupil profile.

Reporting to Parents

Reporting will be ongoing and comprise of a range of activities which can include children presenting their learning, newsletters, and ongoing oral discussions.

We will report to parents regularly so that you can see what your child is doing and how they are progressing. Part of this reporting process will include parents' meetings which offer you the opportunity to discuss how your child's progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child's education. At present we are using NetMedia, an online remote platform which allows parents to book appointments with their child's teachers. Full details of how to operate this system are sent to parents/ carers in advance of any parental consultation evening event.

Reporting will help you to get to know more about the curriculum which each young person follows and will describe their strengths, achievements and areas for development so you know what encouragement and support you can give.

We welcome any comments or additional information from parents to help us provide the best possible education for your child.

The school currently issues two types of reports to parents – in S1 to S3 (the Broad General Education phase) parents/carers are issued with regular Progress and Achievement reports throughout the school year.

Progress and Achievement reports indicate briefly – on key areas of commitment to effort, behaviour and homework/ home study – positive approaches to school work and whether in certain circumstances there are any concerns about progress, effort or behaviour.

Progress and Achievement reports also inform directly on academic progress against expectation and include teacher comments on individual strengths and development needs.

In S4 to S6 (the Senior Phase), in addition to Tracking Reports, much more detailed Formal reports are issued after 'prelim examination' results and are available to inform parents of strengths, development needs and next steps.

After issue of reports parents and pupils can access online forms which allow them to feedback their views of each report and this information will be noted and, where relevant, actioned by individual Year Heads/Pupil Support teachers.

Pupil Support staff interview all pupils after the issue of formal reports to review the report and to agree next steps with the pupil. Increasingly these interviews are also used to set personal targets. Copies of all reports are kept in each pupil's school file.

The school always encourages parents to contact their child's Pupil Support teacher at any time during the school year in between reporting windows if an update is required on their child's progress.

Homework

Homework can have many purposes. It includes practice and consolidation of work done in class and preparation of future class work. It is not just written work. Reading and learning are equally important.

Homework has many benefits:

- It trains pupils in planning and organising time.
- It develops good habits and self-discipline.
- It encourages ownership and responsibility for learning.
- It provides opportunities for parental co-operation and support.
- It helps pupils to develop as independent learners.

Time is taken in class by the teacher to explain tasks clearly – both what is required and why. Pupils should note what is required and when it is to be completed and constantly check their Google Classrooms (s1-S6) and Satchel One app (S1-S3) to check for information and completion dates.

There should also be opportunities for pupils to seek clarification and teacher support if necessary.

Parents can help by:

- providing a quiet place for their children to do homework
- encouraging their children to establish a routine
- showing an interest in their children's work
- downloading the Satchel One app/ Guardian e-mail (as appropriate), checking regularly and ensuring that homework is being completed to the highest standard and on time.

All pupils are enrolled in Google Classrooms which we use as the main source to post homework and home study activities. Pupils are encouraged to use the facilities within this to manage the planning of completion and submission of work to be undertaken at home. The school will continue to encourage parents/ carers to sign up to the satchel One and/or Guardian e-mail facility which allows parents to track their child's progress with set homework and homework completion.

Amount and timing

This will vary between courses. The following times are a rough indication, balanced over the whole session:

S1 and S2: 20 - 30 minutes per subject per week

S3 and S4: 1 hour per subject per week

S5 and S6: 2 - 2½ hours per subject per week

The above times do not include private study time, which should be spread throughout the year, but which is likely to increase at and just before key assessments/examinations.

In the vast majority of cases, homework and home study materials will be posted on pupils' Google Classrooms. Satchel One and Guardian e-mail allow parents to see what work is set, but also to encourage engagement and support in their child's (home) learning at all stages.

In relation to advance notice, at least one week's prior notice should be given to any significant piece of work requiring attention/completion at home.

Biggar High is a welcoming, respecting and hard working school and I am extremely lucky and grateful to be a part of it. I moved to the school at the start of S3, it was nerve-wracking and scary moving schools but I felt welcome and at home the second I walked through the doors. All the teachers, staff and pupils were nothing but welcoming and kind which made the transition so much easier and enjoyable.

Jen (Student Union)

Non completion of homework

Where pupils fail to complete homework on time, or submit homework of a standard below their capability, staff will keep parents informed:

1st instance: Text message home

2nd instance: Letter home

3rd instance: Further letter home

If this does not bring an improvement subject teachers will inform Pupil Support staff who will discuss the issues directly with the pupil, and may contact parents for support/ information.



Activities Beyond Our Classrooms

The Wider Curriculum

Great emphasis is placed on activities beyond the classroom at Biggar High School. We try not to speak about “extra-curricular activities” since we believe that these are an equally important part of the learning we plan for children alongside their learning in the classroom. These activities are important in developing the school’s sense of community; building positive relationships between staff and pupils; providing an opportunity for success for young people who may not stand out in the classroom; they also provide an opportunity for many young people to gain experience of responsibility.

In addition, many of our pupils come from small communities where there are only a limited number of young people of their own age. The social side of school is especially important for them. Our activities beyond the classroom feature a very wide variety – sporting, cultural and recreational – as well as educational in a more traditional sense.

Sporting events include a regular programme of athletics, cross country running, football, netball, rugby and orienteering. That programme includes fixtures with other schools, county championship, and inter-house competitions. We are especially keen to develop healthy, friendly inter-house competition where appropriate.

Many activities are scheduled to take place at lunchtimes because after school clubs are difficult to organise due to transport arrangements.

In addition to the wide range of curricular trips pupils engage in throughout the school year, S1-S3 pupils engage in individual ‘Mental Health and Wellbeing’ days in the summer term, offering a wide variety of taster activities and intended as a team-building exercise where pupils and staff get to know one another ‘outside’ of the classroom. These days are supported through our Participatory Budget funding as agreed by our pupils.

Instrumental tuition is available by arrangement with the Music department. The Music Department also organises a range of opportunities for our youngsters to gain experience of public performance, from a Rock Night to a Young Musician of the Year competition, part of the Biggar Arts Festival programme. Dance has been a developing area of extra-curricular activity, with senior students provide a positive lead in this area and an annual pupil-led dance show forms an integral part of our ‘performance’ agenda.

The Library also provides opportunities out-with the formal curriculum and is open at lunchtime. As well as an excellent book stock it offers, in partnership with our Community Library, access to a range of technology to support learning. Biggar Book Worms has become a well-established readers’ club and we have recently been awarded ***Reading School*** status.

The school co-operates closely with local community groups which provide facilities for young people in the area. For example, there are strong links with Biggar Youth Project, while many pupils and staff are active members of Biggar Theatre Workshop, Biggar RFC, and Biggar Leisure Centre.

Our school experience is much more than examination achievement and, as indicated elsewhere in this handbook, Biggar High School encourages all pupils to participate in a wide range of activities both in school and in the wider community. Individuals and groups of pupils have brought credit to both themselves and the school through their involvement in the wider curriculum. Our annual Awards Ceremony is titled 'Achievement for All' and celebrates the widest range of achievement across each school year.

Our pupils have received national and local recognition across a range of activities in recent years embracing sporting, artistic and STEM achievements. Listed below are a flavour of such achievements.

In Art we have developed an annual exhibition of pupil artwork and photogrphy at the Corn Exchange Gallery.

In Science, our S1 pupils engage in a 'Trout In Transition' project with the Clyde River Foundation, leading to Crest Award certification.

In Music, our pupils are regularly involved in local community projects and national competitions.

In PE our school has again been recognised for its in-house and community delivery of key initiatives by the awarding of our second Sports Scotland Gold Award.

Our Standard and Qualities report (last section) looks at some of our key successes/ activities over the last school year and our recently re-vamped website and Pupil and Parent/ Community newsletters also regularly highlight pupil successes across a wide range of school and community activities.

Biggar High has very helpful Pupil Support teachers who offer real support when you need it. People are kind and caring here.

Anna (S2)

Participation in Physical Education Lessons

The PE Department aim to achieve participation by all pupils in every lesson.

It is understood, however, that there are occasions when pupils will be unable to take a full active part in a lesson due to a medical condition, or as they recover from illness or injury.

When this happens, the Department endeavour to keep such pupils as involved as possible so that they can continue their learning alongside their classmates.

To achieve this, pupils are required to bring their PE kit on every occasion that the subject appears on their timetable so that they are equipped to participate to their maximum in each lesson. Where limited movement is possible it is of course acceptable for pupils to bring additional clothing, such as a tracksuit or cagoule, so that they can keep warm when not being physically active, or if involved in outdoor activities at colder times of the school year.

As well as taking part in limited parts of the activities pupils may also be asked to act as referee, umpire, scorekeeper, observer etc., and thereby gaining knowledge from the lesson.

If a pupil is unable to participate fully for a 'significant' period of time (more than one school week) it would be expected that in advance of the first lesson the pupil had an accompanying parental note with reasons why participation was not possible, or that your child's Pupil Support teacher was aware of the issue and had already communicated this concern to the P.E. department. If any pupil is for whatever reason unable to participate in an individual lesson this should be communicated to the teacher at the start of the period and steps taken to ensure some form of involvement where possible, or effective alternative provision, can be made.

Physical Education Kit

These additional guidelines are provided to aid parents and pupils with their choice of kit. The aim is to ensure full, active and safe participation by pupils in all of the activities of the Department. Kit worn should be suitable to the activity and the weather conditions likely to prevail.

- Shorts should offer protection to the pupil without restricting their movement. (i.e. be above the knee)
- For indoor activities, a plain T-shirt should be worn (all S1 and S2 pupils are provided with t-shirts with House names for use in PE classes at the start of each school year)
- Training shoes must be free from earth and grit and the soles should be non-marking.
- In line with the South Lanarkshire Council's policy, pupils are not allowed to wear football team tops in the school.

- A change of shoes is always required for PE.
- Where appropriate, pupils should have a change of underwear and socks available.
- Pupils are encouraged to shower after activity, where possible, and therefore a towel and plastic bag for 'wet gear' is encouraged as part of kit for every PE lesson.
- In colder weather from October to Spring Break pupils can of course bring and wear a sweatshirt/joggers/ layers, in addition to basic kit for outdoor activities.

Music Tuition

Instrumental music lessons are offered free of charge to children in all secondary schools across South Lanarkshire through the Instrumental Music Service (IMS). Tuition is offered (based on capacity) on a variety of instruments, which can include a selection of the following: brass, woodwind, strings, percussion, guitar and voice.

Participation in a programme of instrumental study can help children to develop a variety of important skills that will contribute towards their success as learners and their confidence. They will also develop as responsible citizens and effective contributors. Children who take instrumental music tuition are often offered opportunities to further develop their playing by participating in extra-curricular activities through bands, orchestras and other ensembles.

Further information on the Instrumental Music service can be requested from our Music Department or from Elaine Duffy at the Instrumental Music Service.

Blue Card system/tutor timetables

Pupils who attend lessons in school should carry a 'blue card' or a note from their tutor. This should be presented to, and signed by, their class teacher before their music lesson. Timetables work on a rotational basis, with pupils attending their $\frac{1}{2}$ period lesson during a different subject/period each week. We will plan to make all tutor timetables available for staff in the shared documents area, but these can more easily be found on the music department notice board.

All staff are friendly and I always feel I can ask for help and be supported. I always feel safe at school.

Ben (S5)

Supporting Pupils

Promoting Positive Behaviour

It is the responsibility of senior staff within the school to ensure that staff, Parent Council members, parents and pupils are involved in the creation of a positive school ethos that encourages exemplary behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents of bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff

In addition, a guideline (Promoting Positive Relationships and Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

Biggar High School aims to help pupils to develop self-discipline and to carry out the tasks required because of their commitment to their own learning and progress. Working with parents, we strive to support pupils in achieving the highest possible standards – not just conforming to rules but taking pride in, and responsibility for, their own conduct. As a minimum, pupils are expected to behave in a way which:

- allows effective learning to take place
- ensures a safe orderly environment for all
- shows consideration for others.

Lots of guidance and support when you need it.

Classrooms are happy places and the teachers are always in a good mood. I like the wide variety of lunchtime clubs available.

Fergus (S5)

The active support of parents makes an enormous contribution to maintaining a high standard of conduct in the school.

As far as possible, we promote good behaviour through praise and encouragement, but on occasions sanctions may be required. Where sanctions such as warnings and standard written exercises fail to deter persistent poor behaviours, pupils are referred to Heads of Faculty or Principal Teachers (Curriculum). This may lead to a pupil being temporarily withdrawn or transferred from a class. Serious or persistent unacceptable behaviours will be referred to an appropriate Year Head. Ultimately, persistent unacceptable conduct may lead to the exclusion of a pupil from school and in the most extreme cases the case may be referred to Education Resources.

In collaboration with parents, every effort is made to secure satisfactory behaviour before becoming involved in any form of exclusion procedure. A pupil may, however, be excluded from school if they are involved in a single serious incident.

Code of Conduct

You should:



Be polite and show respect to all members of the school community and visitors.



Respect learning and everyone's right to learn in all aspects of school life.



Attend all classes, arriving on time, with the necessary equipment.



Move about the school quietly in a safe and orderly way.



Come to school appropriately dressed.

Mobile Phones

In line with council policy, young people are not encouraged to bring mobile phones to school, although we are increasingly aware of the positive ways in which phones can be used to support learning when used for that purpose. If they do carry these, however, they must follow the '**Technology On/Technology Off**' policy in classrooms where phones should be switched off in class unless permission for educational use has been given by the class teacher.

Mobile phones must never be used to take photographs or film staff or other pupils except with the explicit agreement of all those involved.

The school policy on mobile phones, updated in August 2024, is available in the 'Policies and Documents' tab on our website.

Pupil Charter

“Better Behaviour, Better Learning”

Staff at Biggar High are committed to creating a community where learning can take place and all members treat one another with respect.

To make this a reality, our “Better Behaviour, Better Learning” Working Group consulted with students, staff and parent representatives to develop policies that:

■•

Help create a climate where staff and students feel that disruptive behaviour is dealt with in a fair and effective manner.

■•

Enable staff to respond to unacceptable behaviour in the classroom quickly, consistently and effectively, so allowing learning and teaching to continue.

Biggar High’s approach to behaviour management focuses on promoting good behaviour and sharing responsibility for learning. We are very proud that, as a school, we have a common Code of Conduct for all members of our school community captured in our ***Staff and Pupil Charters*** and which outline the rights and responsibilities of all participants in our school community.

The behaviour of most students in class is exemplary and it is therefore important to stress that the majority of students will never have occasion to enter into the ‘formal’ disciplinary system.

Merit and Incentive Schemes

The good behaviour of the vast majority of students at Biggar High School is highly valued by staff. Our Merit Scheme recognises that many students, through their good conduct, contribute to the high standards in school. This scheme extends from S1 to S3. Custom reports of merits awarded are taken every six weeks and stickers issued in PSE classes to recognise this success. Pupils achieving high numbers of merits are personally lettered by the Head Teacher and Year Head and celebrated at year group assemblies, while individual departments also run Subject Merit Boards where departmental success is celebrated on the same timescales.

The Incentive Scheme is linked to our Staged Process- homework, working to potential and the wearing of dress code. Information is collected from staff – based on a set of targets agreed with our Student Union– and runs each term. We do accept that no one is perfect and that anyone may have an “off day”, however the conditions tighten each term as our expectations of our students rises as the school year progresses.

Well behaved students build up termly incentives – moving through Bronze to Silver to Gold and then finally, to an end of year incentive where pupils will be awarded certificates at one of these three stages. With regards to ‘Celebrating Success and Achievement’ all parents, staff and pupils are encouraged to inform our school of any noted achievements which we can then publicise and celebrate appropriately.

Sometimes, however, we have to use sanctions. In Biggar this is called the 'Stage Process' and is described on the next page.

The school Senior Leadership Team will also look closely at pupil 'demerits' on a weekly basis and discuss issues arising out of these weekly 'custom reports' in relation to supporting pupils and encouraging positive and responsible behaviour in and around school.



The Stage Process

If a student fails to respond to normal settling down procedures in class, or in response to repeated or more serious unacceptable behaviour, the class teacher will follow the formal stages process outlined below.

Stage 1 – Recorded Formal warning

- Stage 1 ‘formal warning’ given
- Teacher records a ‘1’ beside the student’s name in their Behaviour Log and logs a ‘stage 1’ on the SEEMiS system.
- Recorded warning will only lead to action if it is repeated on a number of occasions in subsequent lessons.

Stage 2 – Standard written exercise

- (To be returned next class lesson)
- Normally reached through 2 examples of unacceptable behaviour during one lesson.
- On completion the standard written exercise must be signed by student and parent. This self-reflection exercise requires the pupils to identify what they have done to break a class rule/our Pupil Charter and to identify realistic, achievable ways of ensuring this is not repeated.
- ‘2’ recorded in teacher’s Behaviour Log and teacher logs a ‘stage 2’ on the SEEMiS system. Parent informed of issues of Stage 2 by text at end of school day and encouraged to discuss with their child that evening.
- Pupil records the return date.

Stage 3 – referral to Head of Faculty/Principal Teacher

- Pupil removed from class for one or more lessons.
- Triggered by any one of the following:
 - 3rd warning in single lesson.
 - Failure to return standard written exercise at next lesson or unacceptable completion of the written exercise.
 - Repeated Stage 1s or 2s.
 - Single serious incident
 - The school will also send a standard text message to parents if a Written Exercise is not completed. A Head of Faculty may also remove a student from a class for up to one week for a serious incident or if unacceptable behaviour continues. This would be accompanied by sending home a letter and allowing time for restorative practice/ interventions and additional support as required
- The class teacher will also record a '3' beside the student's name in their behaviour log and log a 'stage 3' on the SEEMiS system.

Stage 4 – Interview/ Discussion with Year Head

Triggered by:

- A single serious incident.
- Stage 3 twice in any 4 weeks.

The parent will normally be contacted by the Year Head if this occurs. This may also be accompanied by:

- Removal from class for an extended period/or Lunchtime detention/or agreed *Positive Comments* card or *Behaviour Monitoring* Card.

Exclusion from School

Exclusion is a very serious sanction. Wherever possible, staff try to maintain youngsters in school. Exclusion is, however, sometimes necessary. It is used:

- To safeguard other members of the school community from dangerous or disruptive behaviour
- To signal clearly to a student that his or her behaviour is completely unacceptable in the school community and is interfering with the right of others to learn.

In Biggar High exclusion is very rarely used and usually in response to isolated, individual episodes of aggressive behaviour. Where, however, persistent disruptive behaviour is seriously damaging the right of others to learn, exclusions may be used as a last resort. While exclusion will normally happen after a number of warnings, a single serious incident – such as assault on another pupil – can lead to immediate exclusion. Aggressive refusal to follow staff instructions is also very damaging to the good order of the school and can lead to exclusion.

On occasion, the school will use a period of ‘internal reflection’ as an alternative to a full exclusion. Here, pupils will be accommodated in senior classes for an agreed period of time with relevant ability appropriate work provided in an attempt to continue engagement with learning and to allow further time for self-reflection, mediation and restorative work with said pupil to avoid any further serious breaches of class rules.

Pupils excluded will have work provided for them to do at home – relevant class work provided via their Google Classrooms. One of the conditions of re-admission may be that work set has been completed satisfactorily.



Attendance at School

It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories – ‘authorised’ or ‘unauthorised’ absence. In cases where your child is unable to attend school parents are asked to:

- if you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing Letter/ text/ e-mail). Please also give your child a note (or contact school by text/ e-mail/ phone message) on their return to school, confirming the reason for absence.
- notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes
- inform the school of any change to the following :
 - home phone number
 - mobile number
 - email address
 - emergency contact details

Requests for your child to be absent from school to make an extended visit to relatives must be made in writing to the Headteacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil can be marked as an ‘authorised’ absentee in the register.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted, and the pupil noted as an ‘authorised’ absentee in the register

Family holidays during term time

Please ensure your child attends school during term time and avoid holidays during this period as it disrupts education and reduces learning time. If a holiday during term time is unavoidable, inform the school in advance by letter.

Holidays during term time will be marked as unauthorised absences, except in exceptional circumstances where parents can demonstrate the inability to obtain leave during school holidays.

Unexplained absences will be recorded as unauthorised.

Encouraging School Attendance

We believe that regular school attendance is key to raising attainment and achievement. It's a shared responsibility among parents/carers and the school to emphasise the importance of attending school.

For your convenience, school holiday dates and in-service dates can be found on the council's website: www.southlanarkshire.gov.uk.

An automated messaging system for parents

We currently use a system of text messaging.

The system gives us the ability to send text messages to your mobile phone or make automated phone calls to you. We can use this facility to get a message to one parent or the whole school very quickly.

This system will send you a text message on your child's first day of absence to confirm when they are not at school. You should receive the message even if you have telephoned to explain the absence since these phone calls can on occasion be made not by parents but by other youngsters.

We may use the text messaging system to advise you of the following:

- Advise /acknowledge that your child is absent from school
- Information about unsatisfactory behaviour in class; dress code non-compliance; mobile phone non-compliance.
- When report cards have gone home
- School Closures
- Changes to meetings and after school events
- Parents' evenings
- Upcoming special school events

We will either send a text message to your mobile phone or an automated voice message to your landline number. Information re. school activities may also be passed on to you via Parentportal and we would encourage all parents to sign up to this integrated communication system.

As already noted, It is very important that parents/carers inform the school of any changes to home addresses, emergency contact details and numbers, mobile phone numbers and email addresses to ensure clear lines of communication can be established at all times.

Truancy – this is a rare occurrence at our school. If a pupil is truanting during the school day parents will be informed as soon as possible of their child's absence and it is their responsibility to advise the school as to next steps. If any pupil truants, a constructive conversation will take place on the pupil's return with their Pupil Support teacher and parent/carer to identify and address concerns and attendance will be closely monitored for an agreed period of time until trust is restored.



*I think Biggar High
is great and the
teachers are all nice.*

Hannah (S6)

Biggar High's Student Dress Code

We ask all parents/carers to support the school by encouraging your child(ren) to adhere to the agreed dress code and the wearing of our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with our pupils, the Parent Council and where appropriate consultation with all parents and staff.

There are forms of dress which are unacceptable in all schools such as:

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so
- footwear that may damage flooring.

Resource Hub

The school has a fully stocked Resource Hub which contains all resources required to support a child's day in school- school uniform, classrooms resources; study resources; outdoor clothing etc. Information about the Hub is contained in newsletters and parents/ pupils are encouraged to speak to their (child's) Pupil support teacher to access the resources available free of charge as required.

Our Dress Code

All pupils in Biggar High School are expected to support agreed dress code. Dress code encourages all pupils to feel that they belong and are part of our school. It reduces bullying by avoiding some people being singled out because they do not follow the 'latest fashion'. It is also a reminder that we are here to work. Importantly, it also makes school safer by allowing staff and pupils to identify strangers quickly.

Details of our recently revised dress code are available on our school website (Our School/ Dress Code)

The option of purchasing school clothing displaying the school badge is preferred, but not essential.

Jewellery items must take account of Health and Safety requirements. With particular reference to practical classes, health and safety is paramount and certain items of clothing/jewellery may be considered inappropriate and pupils should heed the advice of teachers in this regard. There are no specific guidelines on outdoor clothing, but outdoor jackets/hoodies must not be worn in class.

Pupils are expected to come in dress code during exams.

All pupils representing the school in formal sporting and musical events are expected to wear a minimum of white shirt and school tie.

Support for parents/carers – clothing grant

In certain circumstances the council provides support to parents/carers for the purchase of school wear.

Applications can be made online at www.southlanarkshire.gov.uk. If you are required to submit evidence of your Tax Credit income it is important that a copy of this evidence is attached to your online application. Should you require further information or you are unable to submit an application online then please contact the helpline number 0303 123 1011 (option 5).

As previously noted the school also has a Resource Hub where pupils requiring to access school uniform/ dress code can be provided with new/ pre-loved items as required.

I think my school has a pleasurable environment both inside and outside the classrooms and my teachers are all very kind and helpful.

Sean (S6)

School Meals

Healthy eating is something that the school supports and a range of meals are available at lunchtime that meet the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020.

The secondary school menu includes a range of options available from breakfast, mid-morning and lunchtime.

■•

A meal deal for £2.40 consisting of a choice of main meal served with two portions of vegetables/salad and seasonal fresh fruit selection

■•

A selection of Grab 'n' Go snacks that are individually priced including panini, pizzini and freshly prepared baguettes and sandwiches with selection of fillings

■•

"Beat the Queue" use our Pre-order Fusion Mobile App where mid-morning snacks and lunches can be ordered via mobile phone and pick it up during mid-morning and lunch break avoiding the queues

Fresh drinking water is also available with all meals from water fountains in the main **Street** area of the school.

Full details of our canteen service are available on our website (Our School/ School Meals)

Adapted diets

If your child requires an adapted diet for medical reasons, please speak to the school office who will provide the request form for you to complete. In addition, if you have a halal or vegan diet request for your child, please speak to our school office who will provide you with a request form.

Free School Meals

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child:

Income Support, Universal Credit (where your take home pay is less than £796 per month), Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £9,552 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £19,995 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

If you are in receipt of Housing Benefit and/or Council Tax Reduction from us there is no need for you to apply online, we will use the information we hold to automatically award free school meals (P6 to S6) and/or school clothing grants (P1 to S6) to eligible families.

We would encourage parents of pupils who are in receipt of any of the above benefits to take up the opportunity of having a meal provided for their child when they are at school. All secondary schools operate a cashless school meals system which protects the anonymity of pupils entitled to a free school meal. We also encourage all pupils to remain in school at lunch times.

Education Maintenance Allowance

EMA is available to young people between 16 and 19 years of age and is awarded depending on your household's gross taxable income and the number of other dependent children living with you.

The online application form and information is available from South Lanarkshire Council website
www.southlanarkshire.gov.uk

If the online form is not an option, please encourage your child to speak to their Pupil Support teacher for further information/ advice.



Insurance – Pupils’ Personal Effects

Insurance for Pupils’ Personal Effects

South Lanarkshire Council has noted an increase in claims for loss or damage to pupils’ clothing and personal effects. Please be aware of the Council’s insurance policy regarding pupils’ personal items:

Theft/Loss of Personal Effects

- The Council is not responsible for the loss or theft of pupils’ personal items, such as mobile phones or tablets. These items are brought to school at the pupil’s and parents’ own risk.
- To prevent loss, please avoid bringing valuable or unnecessarily expensive items to school.
- Staff members are instructed not to take custody of any personal items.
- This policy also applies to musical instruments and other equipment used for school activities. If such items are left at school, it is at the pupil’s and parents’ own risk.
- For valuable items like musical instruments, parents should ensure they are covered by their own household insurance.

Damage to Clothing

- The Council is only liable for damage to pupils’ clothing if it is caused by the negligence of the Council or its employees. Claims for other reasons will not be accepted by the Council’s insurers.

Lockers

At the start of every school year, office staff arrange for pupils to access lockers which can be used to store school equipment and valuables during the school day. Lockers should not be used between classes but can be accessed at intervals and lunchtimes. Pupils are responsible for maintenance of lockers and secure safety of locker keys. Pupils are discouraged from giving keys to friends or class mates and are discouraged from using their lockers to store equipment/ possessions belonging to other pupils. A £10 deposit is taken and £5 returned at the end of the session if pupils have not needed to have any replacement keys cut and have left their locker in good condition.

*At Biggar High my teachers
always support me.*

Kara (S5)

Working with Parents and Carers

Parental involvement

Parental Involvement

The Scottish Schools (Parental Involvement) Act 2006 offers guidance for education authorities, Parent Councils, and others.

Parentzone [Parentzone Scotland | Education Scotland](#) provides resources for parents and Parent Councils, and the National Parent Forum for Scotland offers additional information at [www.npfs.org.uk](#)

Parental Involvement/Parent Council

South Lanarkshire Council values parents as partners in their child's education and has published a strategy called 'Making a difference – working together to support children's learning', available on the Council's website: [www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_strategy_2019](#)

The Importance of Parental Involvement

- Parents, carers, and family members are the most significant influences on children's lives.
- Children spend only 15% of their time in school between the ages of 5 and 16.
- Research shows that parental involvement in learning leads to better outcomes at school and in life.

Our Aims for Parents/Carers

- To be welcomed and involved in the life of the school.
- To be fully informed about their child's learning.
- To be encouraged to contribute actively to their child's learning.
- To be able to support learning at home.
- To be encouraged to express views and participate in discussions on education-related issues.

Parent Forum and Parent Council

- Every parent with a child at school is automatically a member of the parent forum.
- The Parent Council is a formal group with a constitution that acts as the Parent Voice of the school.

Getting Involved

- To learn more about becoming a parent helper or joining the Parent Council and/or Parent Teacher Association, contact the school or visit our website.
-

A guide on the role of a Parent Council, created by parents for parents, is available via this link [Parent Councils](#)

Parentzone Scotland

- A unique website for parents and carers in Scotland, offering information from early years to beyond school.
- Provides up-to-date information about learning in Scotland and practical advice to support children's learning at home.
- Offers more detailed information on additional support needs
- Explains how parents can get involved in their child's school and education.
- Includes details about schools, performance data for school leavers from S4-S6, and links to national, local authority, and school-level data on the achievement of Curriculum for Excellence levels.

Our school has a Parent Council and a copy of its constitution, its aims and minutes of meetings what are available via our website (Parents tab/ Parent Council).



Many memorable moments already. Great positive relationships with teachers.

Charlie (S6)

Parent Councils

The school and the local authority are obliged to listen to what the Parent Council says and to respond to the issues raised.

Parent Councils decide such things as:

- how their Parent Council will be set up
- what it should be called (Parent Council or other name)
- what size it should be – e.g. in a very small primary school, all parents could be involved (no limit on size)
- who should be a member of the Parent Council (majority of members must be parents)
- how parents can join and support the school
- how they can work together with the school and pupils to support children's learning
- when the most convenient time is to hold meetings
- what will be discussed at meetings – these might be topics such as school uniform, parking near the school, the school's anti-bullying policy, etc.

However, it should be noted that a Parent Council cannot discuss issues attributed to individual pupils.

More interesting is how parents can play an active part in helping the school to take forward effective school improvement, curriculum development and community partnership.

Working together – here is what we are trying to achieve...

We wish to give parents/carers every opportunity to become more involved in their child's education.

Parents/carers should be:

- welcomed and given an opportunity to be involved in the life of the school;
- fully informed about their child's educating and learning;
- encouraged to make an active contribution to their child's learning;
- able to support learning at home;
- aware of their responsibility for the school;
- encouraged to express their views and involved in forums and discussions on education related issues.

Schools and establishments should be the first point of contact for parents who wish to discuss issues about their child.

Our aim is to resolve issues at a local level. Education Resources wishes to promote liaison among schools, members of Parent Councils, parents/carers and with other services.

We wish to provide advice and support to Parent Councils, parents/carers.

All enquiries and concerns received from parents are taken seriously. In order to ensure that enquiries are dealt with effectively contact should be made in the first instance with the school.

Biggar High School Parent Council

The first Biggar High School Parent Council was formed in August 2007 after full consultation with the parent forum.

The objectives of the Parent Council are:

- To work in partnership with the school to create a welcoming school which is inclusive for all parents.
- To promote partnership between the school, its pupils and all its parents.
- To develop and engage in activities which support the education and welfare of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

The present Parent Council Chairperson (2024/25) is Mrs Flora Neville.

- The Headteacher, or his representative, has a right and a duty to attend Council meetings.
- Local councillors are invited to meetings
- The School Captains/Pupil Council have a standing invitation to attend the Council to give a student perspective.

Parent Council information and updates can be accessed via the Parent Council tab (Parents/ Parent Council) on the school website.

Comments, Complaints, Suggestions and Concerns

Our Aims

This section tells you how to raise a concern or make a comment about any aspect of the school or of your child's education.

At Biggar High School we want work with you to ensure that your children are happy, safe, and achieving their full potential. We realise, however, that sometimes things can go wrong, or seem to go wrong, so we need to know when you are not happy.

We also want you to feel part of the school, and to make sure that your child and you are treated fairly and with respect. Please get in touch with us as soon as you feel things are going wrong.

We also very much want to hear your ideas about how we can work together more effectively to do a better job for our young people. And we also welcome comments when we get it right and you are pleased with the work we do.

Our promise

If you complain, we will:

■•

Deal with your complaint as quickly as possible

■•

Tell you what is happening with your complaint

■•

Treat the information you give us in confidence

■•

Do our best to find out the facts

■•

Not cover up mistakes, but apologise and try to put things right.

■•

Explain our decisions

■•

Try to avoid repeating the same mistakes, but learn from them - Use your comments to try to improve our service

■•

Ensure that, if your complaint relates to your child's education, your child will not be worse off if you make a complaint.

All complaints and suggestions are logged, and this log is regularly reviewed by the Head Teacher to see if there are any areas where we need to improve, or to change our systems or procedures.

Ways to complain

You can complain in the following ways:

In person:

Please phone to make an appointment with either your child's Year Head or Pupil Support teacher.

By phone:

Please ask for either your child's Year Head or Pupil Support teacher.

By letter:

To the Head Teacher

By email:

headteacher@biggar.s-lanark.sch.uk / gw11stewartrobert2@glow.sch.uk

Making a complaint

If you phone we will try to resolve your complaint as quickly as possible.

When you call, the school receptionist will log your call and take a note of the main area of your complaint.

If you can tell her which year your child is in and a little about your concern it will help her to put you in touch with the person who can respond to your complaint there and then, or investigate it and get back to you.

If you prefer, you can ask to speak to your child's Pupil Support Teacher or Year Head.

If your complaint is about your child's Year Head, you should ask to speak to the Head Teacher.

We will do our best to resolve your complaint without you needing to do anything else.

If we cannot resolve matters for you straightaway we will tell you when we will be able to get back to you.

Putting your complaint in writing

You may prefer to write to us rather than phone – that is your choice.

When we get your letter, we will write to you within three working days to let you know we have received your complaint and, if necessary, to arrange an appointment with you.

If your complaint needs more investigation and we cannot sort the problem out within three working days, we will contact you to keep you up to date with progress.

If you feel at this point that a face-to-face meeting is necessary and we have not suggested one, please contact the school and arrange an appointment. If you feel you need support during such a meeting you are welcome to bring along a relation or friend. Please inform the school if this is your intention.

If you are still unhappy?

If you are still unhappy with the results of our investigations, or if your complaint is about the Head Teacher, then you can ask South Lanarkshire Education Resources to review your complaint - contact 0303 123 1023 for more information on the SLC 'Have Your Say' policies and procedures.

If your complaint is complex and you feel you are not getting the issues resolved you can contact an independent person or organisation, for example:

Your local councillor

Your MSP or MP

A solicitor

Citizen's Advice Bureau

If you continue to feel your case has not been properly handled you can submit a complaint to the Local Government Ombudsman.

Local Authority Ombudsman

4 Melville Street

Edinburgh EH37NS

Phone: 0131 2255300

Fax: 0870 011 5379

General Data Protection Regulation (GDPR)- as supplemented by the Data Protection Act 2018

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the Data Protection Act 1998 with South Lanarkshire Council defined as the data controller. The council have established a data protection policy that applies to all of its schools. For more information please contact the school.

Privacy Notice

Introduction

In line with the General Data Protection Regulation (GDPR) we have produced this privacy notice to inform you how we deal with personal information as part of our statutory function as an education authority.

The Council has a legal obligation to deliver effective education services to children, young people and adult learners in South 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.

Using your personal information

The Council is a “controller” of the personal information you provide when enrolling for a nursery or school, applying for an education service or participating in groups or activities provided by Education Resources.

Information we collect from you about you and your child at enrolment

When you enrol for a nursery or school, we ask for the following information:

- parent/carer contact details (name, address, phone, email);
- the child’s name, date of birth, gender and address;
- information about medical conditions, additional support needs, religion and ethnicity;
- any information you may wish to provide about family circumstances.

Information we collect at other times

We will also collect information at other times such as when you apply for a benefit, request a service or other support. We will provide an additional privacy notice at these times.

■•

If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.

■•

If you make a request for additional support such as an educational psychologist or other support for learning we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.

■•

If there are concerns about your child's wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information to enable us to help you get the right support at the right time in line with the Getting it right for every child approach.

We require this information to ensure that children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. We will also ask you to update this information annually and to tell us when there are changes to your details.

Information that we collect from other sources

As an education authority and as part of our statutory function in accordance with our legal obligations, we receive information from other sources such as the SQA, the NHS or Social Work about you or your child, this includes:

■•

exam results and assessment information;

■•

information about health, wellbeing or child protection.

Why do we need this information?

We need this information so the Council can ensure it is delivering education services appropriately to all learners:

- for the education of children, young people and adult learners;
- for teaching, enrolment and assessment purposes and to monitor the educational progress of children, young people and adult learners;
- to keep children and young people safe and provide guidance services in school;
- to identify where additional support is needed to help children, young people and adult learners with their learning;
- to maintain records of attendance, absence and behaviour of children and young people (including exclusions);
- to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;
- to help us develop and improve education services provided for young people, adult learners or families
- In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

We will share your information with:

As an education authority and as part of our statutory function in accordance with our legal obligations we will share information with other bodies or parts of the Council, including:

- The 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;
- Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social Work in connection with any child protection concerns we become aware of;
- The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland) Act 1978;

■•

South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities;

■•

Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority. You have the right to access your personal information as well as the rights of rectification, erasure, restriction and the right to object.

For information on these rights and how to exercise them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website: www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy

Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 came into force on 1 January 2005 and gives a person the right to request information held by Scottish public authorities.

The act refers to information held in a 'recordable' format and relates to information held within documents, not the documents themselves.

Parents wishing to make a request for information under the terms of the Freedom of Information (Scotland) Act 2002 should submit their request in writing to:

Freedom of Information Officer
Education Resources
South Lanarkshire Council
Council Offices, Almada Street,
Hamilton, ML3 0AA

Or email: foi.request@southlanarkshire.gov.uk

Requests for information can also be submitted using the online form available from the South Lanarkshire Council website (Request it section) (www.southlanarkshire.gov.uk)

Useful Information

Appendix A

For a comprehensive list of useful information, please visit the Council's website:

http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3

Additional Information

Education Scotland's Communication Toolkit: A resource for engaging with parents.

- **The Scottish Government Guide Principles of Inclusive Communications:** Offers information on communications and a self-assessment tool for public authorities.
- **Choosing a School: A Guide for Parents:** Provides information on choosing a school and the placing request system.
- **A Guide for Parents About School Attendance:** Explains parental responsibilities regarding children's attendance at school.

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others

‘Parentzone’ provide information and resource for parents and Parent Councils National Parent Forum for Scotland; www.npfs.org.uk

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support

Journey to Excellence - provides guidance and advice about culture and ethos

Health and wellbeing guidance on healthy living for local authorities and schools

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education

Curriculum

Information about how the curriculum is structured and curriculum planning

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing

‘Broad General Education in the Secondary School’ – A Guide for Parents and Carers

Information on the Senior Phase

Information on Skills for learning, life and work

Information around the Scottish Government’s ‘Opportunities for All’ programme

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services

The Skills Development Scotland website ‘My World of Work’ offers a number of tools to support career planning

Assessment and Reporting

‘Building the Curriculum 5’: a framework for assessment provides guidance around the assessment framework

Information about Curriculum for Excellence levels and how progress is assessed

Curriculum for Excellence fact-file - Assessment and qualifications

Information on recognising achievement, reporting and profiling

The Scottish National Standardised Assessment- in Scotland, pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of their everyday learning and teaching.

Transitions

Curriculum for Excellence fact-file - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy

Choices and changes provides information about choices made at various stages of learning

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition

Enquire is the Scottish advice service for additional support for learning

Parenting Across Scotland offers support to children and families in Scotland

Support for Pupils

The Additional Support for Learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

Information about the universal entitlement to support that underpins Curriculum for Excellence

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports

Education Scotland's Inspection and review page provides information on the inspection process

Scottish Credit and Qualifications Framework (SCQF)

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

School Policies and Practical Information

Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

National policies, information and guidance can be accessed from the Scottish Government website on: www.gov.scot

*If you need this information in another format or language,
please contact us to discuss how we can best meet your needs.
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