



## Contents

Contents .....	2
Welcome from Director of Children’s Services .....	6
Welcome from the head teacher .....	7
School aims .....	8
Service Pledges .....	12
Standards and expectations .....	12
About our school .....	16
School staff .....	16
Head Teacher and Depute Head Teachers.....	16
Pastoral Support Staff.....	18
Teaching & Non Teaching Staff .....	19
School information.....	21
School day .....	22
School year .....	23
School in-service days .....	23
School dress .....	24
Registration and enrolment .....	25
Induction procedures for pupils starting school and their parents .....	25
Associated primary schools .....	26
Plan of school .....	27
Care and welfare .....	28
School security.....	28
Attendance and absence .....	28
Bullying .....	30
Child protection .....	31
Mobile phones .....	31
School meals .....	32
School transport .....	33
Pickup Points.....	33
Placing Requests.....	33
Assisted support needs.....	33
Pupils leaving school premises at breaks.....	33

Education maintenance allowance (EMA) .....	34
Part time employment.....	35
Equalities.....	35
Medical and health care .....	36
Religious Observance .....	36
Behaviour and discipline .....	37
Pupil support .....	40
Curriculum Matters .....	41
School curriculum .....	41
Curriculum for Excellence .....	41
Broad General Education.....	41
The Learner’s Journey .....	42
Our approach to literacy, numeracy and health and well-being .....	43
Our approach to relationships, sexual health and parenthood education .....	44
Courses available and policy on class organisation .....	44
Assessment and reporting .....	52
Summary of the School Improvement Plan .....	54
The Scottish Attainment Challenge.....	54
Getting it right for every child (GIRFEC) .....	54
Additional support for learning.....	55
Inclusion.....	55
Support .....	55
Universal support .....	55
Targeted support .....	56
Educational psychology service .....	56
Health and Wellbeing Education .....	57
Specialist support service – teachers teaching in more than one school.....	57
Homework .....	58
Work experience, enterprise in education .....	58
Extra curricular activities .....	60
School Award scheme .....	62
Home school community links.....	64
Parental Involvement .....	64
Parent teacher association.....	65
Home school links .....	65

Pupil council .....	66
Community links .....	67
School lets .....	67
Other useful information.....	68
Keeping Informed.....	68
Listening to learn - Complaints, Comments and suggestions .....	68
Data Protection .....	69
Information in Emergencies.....	69
Examinations .....	69
How to understand exam results.....	71
Websites.....	73
Glossary .....	74
Parent feedback .....	75
Tell us what you think.....	76



**Badgeholders 2018-2019**

Back row: Harry Carlin Depute Head Boy, Scott Glassford Head Boy,  
Declan Caddis Depute Head Boy

Front row: Kennedy Campbell Depute Head Girl, Emma Spence Head Girl,  
Arran Gillies Depute Head Girl



**Dear parents,**

Schools are a vital part of every community, and in Renfrewshire we want all children to have a chance to succeed. Through the Council's work with the Tackling Poverty Commission and as an Attainment Challenge authority, we are already seeing increases in pupil attainment, more young people going on to employment, training, or further and higher education after leaving school and a reduction in exclusions.

More and more, we are working in partnership with others as we work towards getting it right for every child. As a Council, we are ambitious for the children and young people of Renfrewshire.

This handbook outlines the current policies and practices of the Council and the school. At the back of the handbook, you'll find details of other websites which may be of interest. You can also find information about schools in Renfrewshire on the Council's website.

I hope you find this handbook a useful source of information about education in Renfrewshire and about your child's school in particular.

Yours sincerely

A handwritten signature in blue ink that reads "Peter Macleod".

Peter Macleod  
Director of Children's Services

## Welcome from the head teacher

Dear Parents and Carers

Welcome to the Gleniffer High School Handbook which I hope you will find both informative and inspiring.

The main aim of the school is to provide a high quality education which will allow all pupils to fulfil their academic, social and creative potential as learners and individuals. In doing this we will help to develop our pupils into self disciplined and responsible young adults who have an understanding and compassion for others; pupils who will be ready to face the challenges of life outside of school in further education or in employment. We will also strive to ensure that the school communicates openly with parents and carers and that our place in the community is valued at all times.

As you take time to read through the handbook you will quickly learn that Gleniffer High School is a complex organisation that requires the support of many people working together in close partnership and it is here that we are fortunate to have an excellent teaching staff and support staff, hard working pupils, supportive parents and community partners who contribute collectively to the progress and success of the school.

In addition to our handbook we have worked exceptionally hard at developing our lines of communication through Education Scotland questionnaires, end of term newsletters and our excellent school website, which I trust you will visit on many occasions throughout the course of the session.

I hope that you will welcome and share the optimism and enthusiasm I have for taking Gleniffer High School forward and I look forward to meeting and working with you in the years to come.

If there are any matters which you wish to discuss with me, or any member of my staff, please do not hesitate to contact the school on 0300 300 1313 or at [glenifferhighenquiries@renfrewshire.gov.uk](mailto:glenifferhighenquiries@renfrewshire.gov.uk)

Yours sincerely



Lisa Chalmers  
Head Teacher

## School aims









Gleniffer High School is committed to providing a high quality education in a caring and welcoming environment. It is our belief that the wellbeing of all young people promotes self worth, confidence and self-esteem, leading to high quality attainment and achievement

In Gleniffer High, we will engage with all our stakeholders to promote wellbeing and ensure that our learners have the opportunity to thrive in a stable school environment which will support their progress and prepare them for life beyond school and make our community a great place to live.



## **EXPECTATIONS**

What we expect from each other is very important as it gives a clear understanding of what the other person's view is and what they want from the Gleniffer High School community. The expectations are divided into pupils, parents/carers and staff.

### **Pupil expectations:**

- To have a clean and welcoming school
- To be safe in school
- To be treated fairly and consistently
- To enjoy classes and be well taught
- To have achievements rewarded

### **Parent/Carer expectations:**

- To have a safe, secure, clean and welcoming environment
- To have an education of the highest quality
- To have well behaved pupils willing to participate in the life of the school
- To have friendly and approachable staff
- To have pupil/teacher relationships based on mutual trust
- To have good communications between school and home
- To have pupil achievements recognised and rewarded

### **Staff expectations:**

- Pupils should arrive on time for school and classes
- Pupils should accept responsibility and work to the best of their ability
- Pupils should come to school with all the necessary equipment for learning
- Pupils should respect teachers, other pupils and the school community
- Pupils should be well behaved, well mannered and self disciplined
- Pupils should participate fully in the life of the school

## Service Pledges

### Standards and expectations

#### We will:

- offer all children and young people in our catchment area a free school place;
- provide school premises which meet health and safety standards;
- provide information on your child's progress;
- provide religious and moral education for your child;
- give support and encouragement for parents to be involved in school life;
- provide information on school activities;
- provide 27.5 hours of class contact time for pupils in each normal school week; and help pupils prepare for vocational, further and higher education.

#### Pupils will have opportunities for:

- personal and social development;
- music, cultural activities and creativity;
- access to healthier lifestyles and sports activities; and community involvement.

#### You can also expect us to:

- provide a formal written report on your child's progress;
- provide an annual report on progress within the school improvement plan;
- give you an opportunity to have a formal meeting with your child's class teacher or teachers;
- strive to meet your child's needs; and
- provide regular reports on the quality of the school.

### How can you help?

By law, you must make sure your child receives education.

As a parent, you can help your child by:

- making sure your child goes to school regularly;
- encouraging and supporting your child with any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school community; and being involved in the school.

The Act uses the broadly framed definition of 'parent' set out in the 1980 Act. This is as follows:

"Parent" includes guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of section (13) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person;

This is a wide definition which might, by way of example, include:

- non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- carers who can be parents;
- other with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements; and
- close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements

Everyone who is a parent, as defined in terms of the 1980 Act, has rights under the Act. This includes the right to receive advice and information about their child's education, general information about the school, to be told about meetings involving their child, and to participate in activities, such as taking part in decisions relating to a Parent Council. Education authorities and schools should treat parents equally, the exception to this general requirement being where there is a court order limiting an individual's exercise of parental rights and responsibilities. It is for education authorities to advise schools on the application of these rights in individual cases.

## House Captains



**Brodie House** Chloe Caddis, Calum Ferguson



**Glen House** Keira Kelly, Yasmin Jose



**Moredun House** Katie Macleod, Cameron Muir



**Thornly House** Rachel Wilson, Zoe Williamson

## About our school

### School staff

#### Head Teacher and Depute Head Teachers

Miss L Chalmers, Head Teacher



Remit: SMT, EMT, Liaison with ELS, School Policies, Facilities Management, School Budget, Staffing, CfE, Improvement Plan, Standards & Quality, Quality Assurance, Learning & Teaching, Attainment & Achievement, School Promotion, Ethos, Extra Curricular Promotion, Cluster Management, Parent Partnership, Information Evenings, Educational Trips, Option Counselling, Collegiate Working Group, Department Liaison, Departmental Classroom Monitoring, Departmental Attainment Monitoring, Departmental Review, Pupil Council, Head Boy, Girl & Deputies, SLT Duty Rota.

Mrs A Sangster, Depute Head Teacher, Pupil Support



Remit: CfE, Additional Support for Learning, GIRFEC, Pupil Support, Alternative Support Curriculum, Home Link Service, Behaviour Management, Child Protection, Looked After Children, EST, Inclusion & Equality, P7 Transition Support, Classroom Assistants, (ASL), Referrals to Council, Year Group Enterprise, Remit Liaison, Year Group Transition, Year Parent Evening, Option Counselling, Collegiate Working Group, Departmental Liaison, Departmental Classroom Monitoring, Departmental Attainment Monitoring, Departmental Review, Year Group Events/Promotion, Pupil Performance, Pupil Behaviour, Pupil Enrolment, Pupil Council, Year Group Awards Ceremony, Deputising for Head Teacher, SLT Duty Rota.

Mrs M-C Futamata, Depute Head Teacher, School Improvement



Remit: CfE, Learning & Teaching, Quality Assurance audits, Improvement Plan, School Policies & Procedures Audit, Staff Development, NQ Teachers, Students, Year Group Enterprise, Remit Liaison, Year Group Transition, Year Parent Evening, Option Counselling, Collegiate Working Group, Departmental Liaison, Departmental Classroom Monitoring, Departmental Attainment Monitoring, Departmental Review, Year Group Events/Promotion, Pupil Performance, Pupil Behaviour, Pupil Enrolment, Pupil Council, Year Group Awards Ceremony, Deputising for Head Teacher, SLT Duty rota.



Mrs H Prentice, Depute Head Teacher, Timetable/Curriculum



Remit: CfE, Curriculum Structure, Course Structure, Skills for Learning, Life & Work, School Timetable, Staffing, Options Management, Prelim Exam Timetable, Fire Drill Management, Year Group Enterprise, Remit Liaison, Year Group Transition, Year Parent Evening, Option Counselling, Collegiate Working Group, Departmental Liaison, Departmental SDS Employability, Classroom Monitoring, Departmental Attainment Monitoring, Departmental Review, Year Group Events/Promotion, Pupil Performance, Pupil Behaviour, Pupil Enrolment, Pupil Council, Year Group Awards Ceremony, Deputising for Head Teacher, SLT Duty Rota.

Miss E Feggans, Depute Head Teacher, Raising Attainment & Achievement



Remit: CfE, Qualification Management, Assessment/Reporting, UCAS, Internal Exams, External Exams, Performance Management, Determined to Succeed, Community Involvement, Extra Curricular Programme, Year Group Enterprise, Remit Liaison, Year Group Transition, Year Parent Evening, Option Counselling, Collegiate Working Group, Departmental Liaison, Departmental Classroom Monitoring, Departmental Attainment Monitoring, Departmental Review, Year Group Events/Promotion, Pupil Performance, Pupil Behaviour, Pupil Enrolment, Pupil Council, Year Group Awards Ceremony, Deputising for Head Teacher, SLT Duty Rota.

Mrs A Brooks, Education Support Manager, Admin & Finance



Remit: SQA Admin, Financial Management, Staff Reconciliation, School Fund, Recruitment Administration, Employment Disclosures, EMA, Inventory, Manage Statistical Returns, Staff Handbook, School Handbook, Skills for Work Support, ICT Administration, Health & Safety, Technicians/ISO, Facilities Management, Awards Ceremonies, Customer Service Excellence, School Promotion Advertising & Communication, Collegiate Working Group

**Pastoral Support Staff**

Mrs M Foley, Principal Teacher of Pastoral Support



Brodie House

Mrs G Denny, Principal Teacher of Pastoral Support



Glen House

Miss L Cameron, Principal Teacher of Pastoral Support



Moredun House

Mrs L Harris, Principal Teacher of Pastoral Support



Thornly House

## Teaching & Non Teaching Staff

### SENIOR MANAGEMENT TEAM

Miss L Chalmers HT  
Mrs A Brooks ESM  
Miss E Feggans DHT  
Mrs M-C Futamata DHT  
Mrs H Prentice DHT  
Mrs A Sangster DHT

### ART & TECHNICAL FACULTY

#### ART

Mrs I McLafferty Faculty Head  
Mrs S Frew  
Mrs L Hunter  
Mrs L McNeil

#### TECHNICAL

Miss S Aitken  
Mr A Allely  
Mr A Clannachan  
Mr B Jagger  
Mr D Ramsay Acting Faculty Head

### BUSINESS & COMPUTING FACULTY

Mr S Gould Faculty Head  
Ms L Cameron PTPS  
Ms A Dowd  
Ms I Jones  
Mrs E MacIntyre  
Miss E Maley  
Mrs F Smith  
Mr G Thompson  
Mrs H Urquhart

#### ENGLISH

Ms B McAnena PT  
Ms E Anderson  
Mr G Baynham  
Mrs R Black  
Dr J Finnigan  
Mr G Forrest  
Mrs M-C Futamata DHT  
Mrs H Keay  
Mrs C McCrossan  
Mrs SJ O'Brien  
Dr A Scriven  
Miss E Smith

### HEALTH, FOOD & TECHNOLOGY

Mrs F Montgomery PT  
Mrs J Crawford  
Mrs C Dolan  
Mrs L Gourlay  
Mrs G McRoberts

### HUMANITIES FACULTY

#### SOCIAL SUBJECTS

Mrs A Moore Faculty Head  
Mrs C Graham Acting Faculty Head  
Mr G Bilsland  
Miss L Bowie  
Miss C Dalgleish  
Ms J Gillies  
Mrs M Jardine  
Mrs H Prentice DHT  
Mrs A Sangster DHT  
Mrs V Williams Acting PTPS

### RELIGIOUS EDUCATION

Mrs C Howie  
Mrs R Kennedy  
Miss C Stewart

### MATHEMATICS

Ms M Walker PT  
Mr D Benzie  
Mr A MacCuish  
Mr D Madden PT Attainment  
Miss A McLearnie  
Miss L Thomson  
Mrs S Vass  
Mr G Wilson

### MODERN LANGUAGES

Mrs R Quinn PT  
Miss E McCullagh  
Mrs N McQuade  
Mrs A Bryan

### MUSIC

Mrs L Gibb PT  
Mr D Thomson

### PHYSICAL EDUCATION

Mr C Giles PT  
Mr A Bleach  
Miss J Crawford  
Mrs L Harris PT PS  
Mrs J MacDougall  
Miss L Robb  
Mrs L Thomson

### **PUPIL SUPPORT**

Mrs L McBride PT  
Mrs C Allan  
Miss S Aitken  
Miss M Conway  
Ms D Doherty  
Miss E Feggans DHT

### **PUPIL SUPPORT (PASTORAL) STAFF**

Ms L Cameron  
Mrs G Denny  
Mrs M Foley  
Mrs L Harris  
Mrs V Williams Acting

### **SCIENCE**

Mrs J Gillen Faculty Head of Science  
Miss K Brown NQT  
Ms A Campbell  
Mrs H Collins  
Mrs G Denny PT PS  
Mr I Downie  
Miss E Feggans DHT  
Mrs M Foley PT PS  
Dr P Gaggini  
Mrs A Gibson  
Miss H Irish  
Mr S Marshallsay

### **HOME SCHOOL LINK**

Mrs L Bell  
Mrs A McCann  
Mrs H Orr

### **INCLUSION SUPPORT OFFICER**

Ms J Cottell  
Mr C Mollins

### **CLASSROOM ASSISTANTS**

Mr E Dock  
Mr R Furze ASN  
Ms S Gillespie ASN  
Mr J Graham ASN  
Mrs D Leonard ASN  
Ms C Pillar  
Mrs J Thompson ASN  
Ms C Weir

### **CLERICAL**

Mrs A Turner Team Leader  
Miss C McNeill Admin Assistant  
Mrs I Campbell  
Mrs L Campbell Term-time  
Mrs G Cassidy Term-time  
Mrs M McMahon  
Mrs G McIntosh Term-time

### **LIBRARIAN**

Mr A Stanley

### **TECHNICIANS**

Mr P Gorman  
Mr C McCafferty  
Mr I Mitchell Technical

### **JANITORIAL STAFF**

Mr N Flook Senior  
Mr J Clews

### **CATERING MANAGER**

Mrs P Andrew

## School information

### School contact details

- phone number: 0300 300 1313
- email address: [glenifferhighenquiries@renfrewshire.gov.uk](mailto:glenifferhighenquiries@renfrewshire.gov.uk)
- write to or visit us at: Gleniffer High School  
Amochrie Road  
Foxbar  
Paisley  
PA2 0AG

### Parent Council contact details

Jackie Kydd (Chair) who can be contacted through the school email address

[glenifferhighenquiries@renfrewshire.gov.uk](mailto:glenifferhighenquiries@renfrewshire.gov.uk)

### School roll

Gleniffer High School is a non-denominational, comprehensive, co-educational school, and takes pupils from S1 to S6. It has a capacity of 1455 pupils and the current roll is 1106. This is made up of:

<b>S1 219</b>	<b>S3 192</b>	<b>S5 149</b>
<b>S2 207</b>	<b>S4 210</b>	<b>S6 129</b>

### Parental involvement

[Parents can be involved](#) in their child's learning by:

- supporting learning at home;
- developing strong partnerships between home and school; and engaging with the school, especially with Curriculum for Excellence

## School day

### Monday, Tuesday & Thursday

Period 1	8.50	-	9.40
Period 2	9.40	-	10.30
Interval	10.30	-	10.45
Period 3	10.45	-	11.35
Period 4	11.35	-	12.25
Period 5	12.25	-	1.15
Lunch	1.15	-	2.00
Period 6	2.00	-	2.50
Period 7	2.50	-	3.40

### Wednesday and Friday

Period 1	8.50	-	9.40
Period 2	9.40	-	10.30
Interval	10.30	-	10.45
Period 3	10.45	-	11.35
Period 4	11.35	-	12.25
Lunch	12.25	-	1.10
Period 5	1.10	-	2.00
Period 6	2.00	-	2.50

## School year

First Term	Return date for Teachers	Tuesday 13 August 2019 (IS)
	In-service Day	Wednesday 14 August 2019 (IS)
	Return of Pupils	Thursday 15 August 2019
	September Weekend	Friday 27 September 2019 and Monday 30 September 2019 (inclusive)
	In-service Day	Friday 11 October 2019 (IS)
	Schools closed	Monday 14 October 2019 to Friday 18 October 2019 (inclusive)
	Schools re-open	Monday 21 October 2019
	St Andrew's Day	Monday 02 December 2019
	Schools re-open	Tuesday 03 December 2019
	Christmas / New Year	Monday 23 December 2019 to Friday 3 January 2020 (inclusive)
Second Term	Schools re-open	Monday 06 January 2020
	In-service day	Friday 07 February 2020 (IS)
	Mid Term break	Monday 10 February 2020 to Tuesday 11 February 2020 (inclusive)
	Schools re-open	Wednesday 12 February 2020
	Spring Holiday	Friday 03 April 2020 to Friday 17 April 2020 (inclusive)
Third Term	Schools re-open	Monday 20 April 2020
	In-service Day	Friday 01 May 2020 (IS)
	May Day	Monday 04 May 2020
	Schools re-open	Tuesday 05 May 2020
	May weekend	Friday 22 May 2020 and Monday 25 May 2020 (inclusive)
	Schools re-open	Tuesday 26 May 2020
	Last day of session	Monday 29 June 2020

**Teachers return Wednesday 12 August 2020.**

### School in-service days

- Tuesday 13 August 2019
- Wednesday 14 August 2019
- Friday 11 October 2019
- Friday 07 February 2020
- Friday 01 May 2020

### School dress

Renfrewshire Council encourages each school to adopt a dress code and for any proposed changes to be discussed with parents, pupils and the parent council. The council supports an agreed dress code because of the benefits it brings, including improvements in safety, security, discipline, ethos, community spirit and a decrease in bullying and expense for parents.

Some types of clothing will not be allowed in school for reasons of safety, decency or indiscipline. Types of clothing which will not be allowed include:

- clothes which are a health or safety risk;
- clothes which may damage the school building;
- clothes which may provoke other pupils;
- clothes which are offensive or indecent; and
- clothes which encourage the use of alcohol or tobacco.

Pupils will not be deprived of education, any benefit or access to examinations because of not wearing school uniform.

In the interests of health and safety, of both individual and others present, all jewellery, including body jewellery, must be removed before taking part in physical education lessons or physical activities.

Gleniffer High School parents and the Parent Council have expressed their wish to see school uniform worn and we do believe that it helps pupils to identify with the school and to feel part of our community. The uniform consists of:

black or dark coloured warm and waterproof jacket and Gleniffer High badge;

white blouse or shirt and school tie;

black trousers and black shoes (boys);

black skirt or tailored trousers and black shoes (girls);

Gleniffer High School pullover or plain black pullover;

PE kit is available for purchase from local suppliers.

Grants for footwear and clothing for children are available to parents receiving certain benefits. Please see the council's website:

<http://www.renfrewshire.gov.uk/Freeschoolmealsandclothinggrants>

Information and application forms for free school meals are available from schools, registration offices and customer service centres or download a form from the council's website: <http://www.renfrewshire.gov.uk/Freeschoolmealsandclothinggrants>

Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school. The council has no insurance to cover the loss of valuable items.



## Registration and enrolment

Pupils are normally transferred from primary between the ages of 11 years 6 months and 12 years 6 months, so that they have the opportunity to complete at least four years of secondary education.

Parents of pupils who have moved to the area or who want their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit.

Parents who want to send their child to a school other than the catchment school should make a placing request. The procedure for making a placing request is explained in the leaflet 'Sending your child to school.' You can pick this leaflet up from any school, call our customer contact centre, 0300 300 0300, to have a copy sent to you, or download the form from the council website: [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)

Many Primary 7 parents took the opportunity to visit the school during our recent Open Evening. A second Information Evening for Primary 7 parents will be held in Gleniffer High School in April 2019. However, parents who would like to visit the school before then or who are considering making a placing request to the school are invited to contact us for further information or to arrange a convenient time for a visit.

## Induction procedures for pupils starting school and their parents

Parents will be advised of parent meetings and pupil induction days during the spring and summer terms.

Close links are maintained with our associated primary schools and Primary 7 pupils come to Gleniffer High School for three days in the summer term to meet some of their new teachers, to follow a typical S1 timetable and participate in a sports event. These days have proved in the past to be very successful in allaying the apprehensions that children can have when moving from primary to secondary and allow them to become familiar with the lay-out of the school.

## Associated primary schools

Mrs M-C Temple

Head Teacher

Brediland Primary

Achray Drive

Foxbar

Paisley

Tel No: 0300 300 1442

Mr C McCrorie

Head Teacher

Bushes Primary

Grampian Avenue

Glenburn

Paisley

Tel No: 0300 300 0149

Miss H Paterson

Head Teacher

Heriot Primary

Heriot Avenue

Foxbar

Paisley

Tel No: 0300 300 0158

Mr G Maclean

Head Teacher

Langcraigs Primary

Glenfield Road

Glenburn

Paisley

Tel No: 0300 300 0166

Mrs C MacGregor-Duncan

Head Teacher

Lochfield Primary

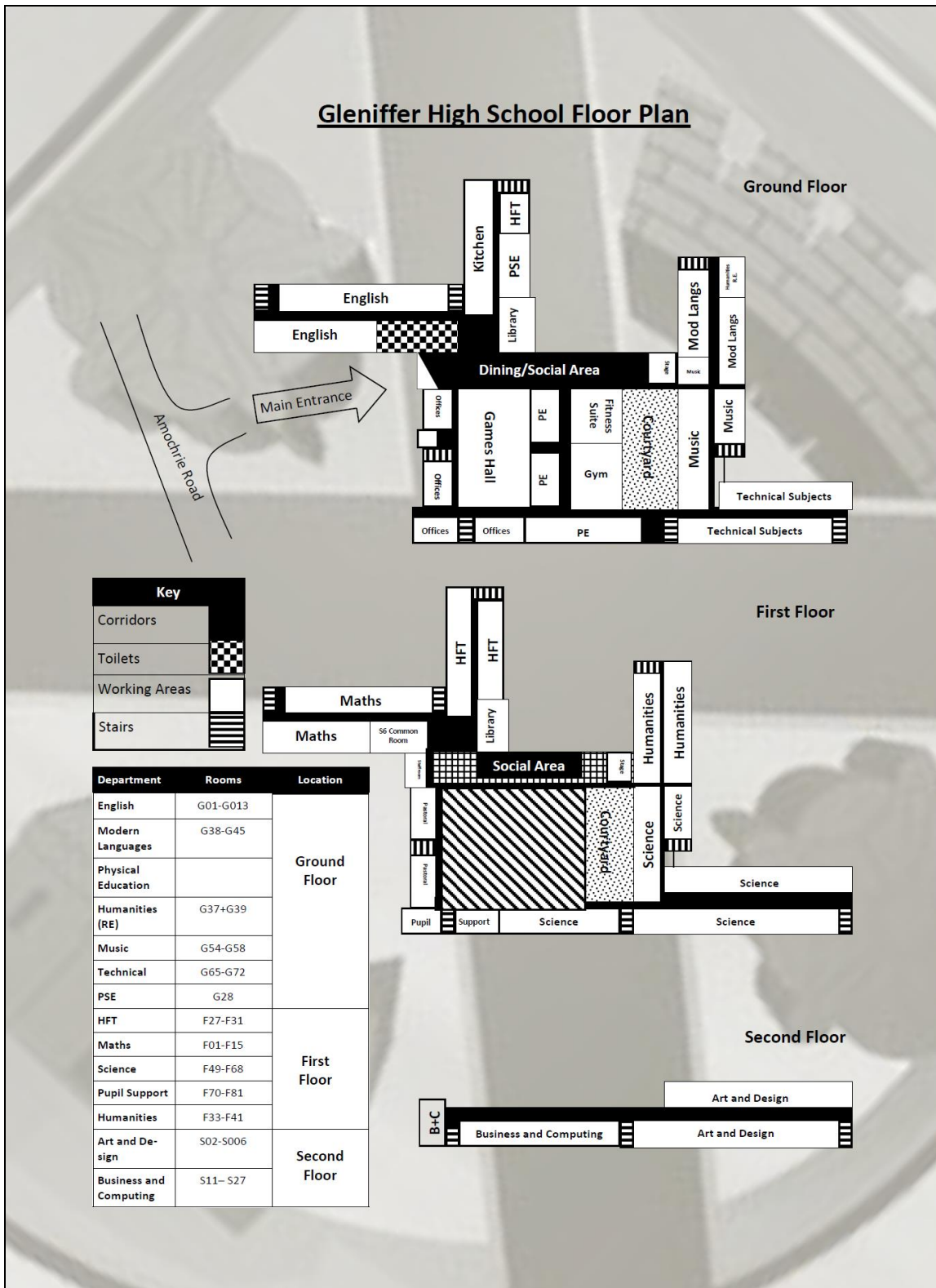
Quarry Road

Lochfield

Paisley

Tel No: 0300 300 0168

Plan of school



### Car parking

The school has (a) visitor parking spaces and (b) disabled parking space(s) available for visitors with disabilities.

Parents are requested to use the bus bay or "loop" road in front of the all weather pitch when dropping off or picking up their children. Parking in the school is limited and a constant stream of cars coming in and out of the main gate poses a Health & Safety risk. Please note that there will be limited parking available in the school grounds at parents' nights.

### Care and welfare

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents and carers of our pupils to make sure that your children are safe, happy and able to benefit for the educational opportunities we offer. The handbook gives details of how we deal with bullying, homework, special needs and many other areas of your child's wellbeing.

### School security

Renfrewshire Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures, including a visitors' book, badges and escorts while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then make the necessary arrangements for the visit.

### Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

If your child is in S4-6 and an absence from school means that they will be missing an SQA examination, it is vitally important that you **inform the school on the day of the examination**. This is to ensure that the school can access the Exceptional Circumstances Consideration Service which supports pupils who have been unable to attend an examination for personal circumstances e.g. illness.

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extraordinary situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the Head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The Head Teacher can also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Head teacher on this basis is regarded as authorised.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

### **Arrangements for absence notes, leave of absence during the school day**

Electronic registration is taken in every class. Notes explaining absence should be handed in to the school office before 8.50 am on the morning of your child's return to school.

Please ensure that notes include:

- a) the dates of absence
- b) the pupil's full name
- c) the signature of parent/guardian

Pupils requiring leave of absence during the school day for dental appointments etc, should bring either the appointment card or a letter of request to the school office before 8.50 am on the day before the appointment.

### **Attendance procedures**

Regular attendance at school is crucial to your child achieving their potential. Your child's attendance at school is closely monitored by their pastoral support teacher. Where attendance is causing concern, letters will be sent to you or phone calls will be made to discuss those concerns. This also applies to punctuality. Parents may also be asked to attend an interview at the school with your child's pastoral support teacher or Depute Head Teacher to discuss concerns.

Non-attendance at school may result from circumstances beyond the control of pupils and their families and as such, is recognised as an additional support need. The school, through the Extended Support Team, will work with pupils and parents to support attendance.

A supportive approach is taken to unexplained absence. However the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

### Bullying

Renfrewshire Council has an anti-bullying policy which was developed in consultation with pupils, parents and staff. The policy provides guidance on the prevention, identification and management of bullying – both the bullying behaviour and the impact it has.

Our school also has its own anti-bullying policy which sets out our local approach to tackling bullying. You can request a copy of the Council's policy and/or the school's policy from the school office or access them online at [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)  
[www.renfrewshire.gov.uk/article/3469/Anti-bullying](http://www.renfrewshire.gov.uk/article/3469/Anti-bullying).

If you have a specific concern about bullying, please report this to the school so that we can investigate and take any action that might be needed.

Respectme, Scotland's national anti-bullying organisation, provided a very favourable assessment of the authority-wide policy Tackling Bullying in Renfrewshire, stating;

'Overall this is an excellent example of a thorough policy and strategy to combat bullying in Renfrewshire Schools and the guidance is head and shoulders above other local authority guidance that has been reviewed to date.'

Bullying is an unacceptable form of behaviour through which an individual or groups of individuals feel threatened, abused or undermined by another individual. The school has a zero tolerance approach to this behaviour. Bullying is behaviour which can be defined as a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others.

### Key Principles

- In order that pupils can give of their best and achieve their full potential they must feel safe and secure at all times.
- No one should be hurt or threatened by any other person.
- The school will do everything it can to provide a secure environment through the whole school, both internally and externally.

### Ethos

Through a number of strategies the school will establish a caring ethos where pupils feel respected and protected.

This ethos will emphasise that:

Bullying, in any form, will not be tolerated.

Anyone being bullied, or anyone seeing someone being bullied, should report it immediately.

People reporting such incidents can be confident that there will be no repercussions and that the bullying will stop.

## Sanctions

Initially, identified bullies will be counselled along with their parents.

If they repeat any bullying offence they risk class or school exclusion and/or referral to the Police.

## Awareness

Every member of staff, every parent and every pupil will be made fully aware of the above at the start of every session.

## Child protection

All children have a right to be protected from harm, abuse and neglect. The vision of the Renfrewshire Child Protection Committee is that "it's everyone's job to make sure that children in Renfrewshire are safe."

Renfrewshire Council has a child protection policy and guidelines in place to make sure that all staff are alert to the welfare of children they come into contact with. Our staff work closely with other agencies to protect children and keep them safe. All school staff receive training each year and must report any concerns they have about the welfare of children. In every situation, the welfare of the child overrides other considerations.

## Mobile phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can be brought into schools however the following limitations will apply in Renfrewshire schools and education establishments:

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones must be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones must be deleted from phones on their return.
- Children's Services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy they will be disciplined in line with the school's positive behaviour/discipline policy.

- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- Smartphones introduce additional challenges for schools and parents. Pupils and parents should be aware that this also leaves pupils open to dangers such as cyberbullying, grooming and access to inappropriate material. Parents are encouraged to read the anti-bullying policy for further guidance.
- Staff should not delete photographs or recordings from confiscated mobile phones.
- When staff confiscate mobile phones or other devices they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

### Legal Aspects

- There are a number of aspects of the law that may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing in character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.
- In situations which are so serious that a school might call in the police it is for the police and not the school to consider what, if any, criminal offence may apply.

These restrictions on use apply equally during any school activity that takes place off campus.

Pupils breaking the rules will be disciplined in line with the school's positive behaviour or discipline policy.

### School meals

The school operates a cashless card canteen/cafeteria under the branded name of RELOAD which is managed and serviced by our facility managers, AMEY. A wide variety of attractive and nourishing hot and cold dishes are on offer daily. Main meals, burgers, pizza, salads, baked potatoes with various fillings, sandwiches, wraps, baguettes, paninis and home made soups together with a variety of soft drinks, fresh fruit juices and milk drinks are always available. A wide selection of yoghurts, fruit and drinks complement healthy eating. Fresh chilled water is also freely available. Special diets can be catered for by request. A social area is available for pupils who take packed lunches.

Children of parents receiving certain benefits are entitled to a free midday meal. Information and application forms for free school meals are available from schools, registration offices, customer service centres or by downloading from the council's website:

<http://www.renfrewshire.gov.uk/article/2303/School-meals>



## School transport

Renfrewshire Council's policy is to provide home to school transport to all secondary school pupils who live more than 4.827 kilometres (3 miles) from their catchment school by the recognised shortest safe walking route. Parents who think their children are eligible for home to school transport can get an application form from the school or Children's Services in Renfrewshire House or online at <http://www.renfrewshire.gov.uk/article/3486/Home-to-school-transport>. These forms should be completed and returned before the end of February for those pupils beginning school in August to allow appropriate arrangements to be made. However parents may make an application at any time.

In special circumstances the director of education and leisure services has discretion to grant permission for pupils to travel in transport provided by the education authority, where spare places are available, at no additional cost to the authority.

### Pickup Points

Where we provide home to school transport pupils may need to walk a reasonable distance from home to the transport pick-up point but this should not exceed 4.827 kilometres (3 miles).

It is the parent's responsibility to make sure that their child arrives at the pick-up point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

### Placing Requests

Renfrewshire Council does not provide transport for those pupils who are granted a placing request other than in exceptional circumstances.

### Assisted support needs

Renfrewshire Council may provide free home to school transport for children assessed to attend any school because of their assisted support needs. The educational psychology service will normally carry out the assessment. We also provide seat belt and wheelchair restraints needed to transport pupils.

### Pupils leaving school premises at breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take and includes taking reasonable care of pupils' safety during intervals and lunchtimes.

Renfrewshire Council recommends that pupils should not leave school grounds at intervals. Parents should encourage their children to follow these rules in the interest of safety.

## Education maintenance allowance (EMA)

An Education Maintenance Allowance (EMA) is an allowance of £30 per week paid to eligible students aged 16 to 19 years old who stay on in full-time education after the legal school leaving age.

Entitlement to an EMA is based on an assessment of household income. The income thresholds for the EMA programme academic year 2018/19 are as follows:

EMA Weekly Payments				
Total Household Income for 2018/19				Weekly Payment
£0	to	£26,884	for families with more than one dependant child in full-time education	£30
£0	to	£24,421	for families with a single dependant child in full-time education	£30

The weekly allowance is paid every second week in arrears directly into the student's bank account.

For more information, please contact either the school office, Renfrewshire Council's Customer Service Centre on 0300 300 0300 or email [ema.els@renfrewshire.gov.uk](mailto:ema.els@renfrewshire.gov.uk)

Information is also available on Renfrewshire Council's website: [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)



**Mental Health Awareness Day**

## **Part time employment**

Pupils under school leaving age who want to work before or after school or at the weekend, need to hold a work permit. Pupils can get application forms from the school. Forms must be completed by employers, parents and the head teacher and returned to the school. Permitted working hours during term time are 2 hours per school day, 2 hours on a Sunday and 8 hours (over 15 years of age) or 5 Hours (under 15 years of age) for any other day (i.e. Saturday). Outwith term time, the maximum total working hours in a week are 25 hours for those under 15 years of age and 35 hours for those over 15 years.

Parents are asked to cooperate with the school to make sure that the amount of time spent working doesn't interfere with homework and studying for SQA examinations.

## **Equalities**

Renfrewshire Council is committed to ensuring that all employees, customers and partners are treated fairly and with respect at all times. We are committed to promoting equality and tackling discrimination through the way services are planned, delivered and purchased. The council promotes and encourages a culture whereby equality of opportunity exists across all the protected characteristics of age, disability, race, gender reassignment, pregnancy and maternity; religion and belief; marriage and civil partnership, sex and sexual orientation.

School education is open to all pupils and all reasonable measures will be taken to make sure that the curriculum is available to every child. The Equality Act 2010 introduced a new public sector general equality duty which requires Scottish public authorities to pay 'due regard' to the need to:

- Eliminate discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010;
- Advance equality of opportunity between people who share a characteristic and those who do not; and
- Foster good relations between people who share a relevant protected characteristic and those who do not.

The council supports the right of each citizen to a quality of life which is free from violence, discrimination and harassment. The council will take steps to ensure that all citizens, regardless of race, ethnic or national origin, religion, social background, marital status, gender, disability, age or sexuality have full access to its services, taking all possible measures to prevent discrimination in the way its services are delivered.

Parents can help to monitor our success in promoting equality of opportunity for all by providing equalities related information when asked.

### **Medical and health care**

Parents should notify the school of any medical requirements or allergies that their child may have. Wherever possible, where a child requires medication, it is better if this is provided outside of school hours. In cases where it is necessary that the child receives medication during school hours, parents should contact the school to make appropriate arrangements. School staff are under no obligation to give medicines to pupils and staff will advise parents of local arrangements. Where appropriate, schools will support parents in helping children and young people learn the life skills which allow them to manage their own healthcare needs.

Minor accidents are dealt with by the school's qualified first aider. If a pupil takes ill or has an accident at school which requires that they be sent home or for treatment, the school will provide first aid and contact parents or carers. It is very important that the school has contact details for all parents or carers and an additional contact person in case parents or carers can't be reached. This information should be kept up to date. The school will not send younger pupils home from school unaccompanied.

In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents or carers will be notified immediately.

### **Religious Observance**

Our school is fortunate to have a close link with the local church. The minister / priest assists with the Christianity element of Religious and Moral Education and provides opportunities for religious observance. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

In addition, parents and carers from religions other than Christianity may request that their children may be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered.



**Cycling Initiative**

## **Behaviour and discipline**

### **Promoting positive behaviour**

Any institution must have an agreed set of rules to ensure its smooth functioning: schools are no exception. Behaviour Management in schools, however, is not a topic which can be treated separately from other aspects of school life. How a pupil feels about their school is much more likely to influence their behaviour within it than an arbitrary list of rules. Pupils who have respect for and are respected by their teachers, pupils who are involved in and committed to the work they are doing and who are given genuine responsibility within the school are much more likely to have positive attitudes towards the school.

In Gleniffer High School we achieve good behaviour management by establishing good relationships between staff and pupils and among the pupils themselves. Good relationships are achieved by insisting on basic manners and courtesy. Basic courtesies like respecting others, respecting the school and the community, being tolerant of others' views and opinions, keeping quiet when others are speaking, saying please and thank you and holding doors for those coming behind, help in the establishment of positive relationships. Pupils are at school to learn and self discipline is something that Gleniffer High School will try to cultivate within all pupils.

As young adults they will be encouraged to take responsibility for their own lives and to live with the consequences of their actions.

Should your son or daughter persistently misbehave they will meet the school's behaviour sanctions which can range from a behaviour minus to a formal exclusion.

Staff within Gleniffer High School will do everything to be supportive of pupils, however we will not allow the actions of a few to jeopardise the education of others.

As a parent you have a responsibility to ensure that your child behaves and the school asks for your co-operation and support to ensure that good behaviour can be maintained within the school.

### **Rules**

Any system of rules must be based on common sense and natural justice and we spend time explaining to pupils why rules are necessary in a large secondary school like Gleniffer High School. We believe that a small number of rules clearly understood and consistently enforced are more likely to be respected than a large number of minor regulations.

### **School Rules**

Remember that the school is used by hundreds of people every day; the school rules are aimed to make the school a more pleasant and safe place for everyone and you must follow the rules at all times.

### **Punctuality and Attendance**

- Be ready to enter the school building at 8.45am (for a 8.50am start) and the end of lunchtime.
- You must not leave the school building during the normal school day without permission.
- If you have been absent you must bring a note explaining your absence on the day you return.

### **Classroom**

- Listen carefully to your teacher's instructions and always follow all safety rules.
- Coats and outdoor clothes should be taken off in the classroom.
- Look after all books and equipment which you are given.
- Eating and drinking are not allowed in classrooms or in corridors.

## **Yourself**

- Always wear clothes which are suitable for school; you are encouraged to wear school uniform at all times.
- Football scarves, tops etc. should not be brought to school.
- Be courteous to each other and to members of staff at all times.
- Show consideration for others in corridors and stairways.
- Be helpful to all visitors to the school.

## **The School**

- Look after the school building and take care not to damage furniture or other fittings.
- Do not drop any litter in the playground or inside the building. Litter bins are provided in classrooms and elsewhere.
- At intervals and lunchtimes you should only be in certain parts of the school if you are attending a club or activity.

## **Smoking**

- Smoking is not permitted within the school precinct.
- Pupils should not bring cigarettes or matches to school.

## **The Positive Side**

Gleniffer High School's Behaviour Management Policy does not solely deal with pupils who misbehave. It promotes positive behaviour throughout the school at all levels.

Praise and encouragement for good behaviour is important. Through Assemblies, Letters of Praise, Class Certificates and Reward Ceremonies, it is the approach of all staff to encourage a sense of responsibility and mature behaviour in our pupils at all levels.

Pupils can redeem a behaviour minus by earning a behaviour plus. Good behaviour is regularly recognised in Reward Ceremonies held several times throughout the session. Furthermore we are a 'restorative school' and use restorative approaches to teach pupils the skills of empathy, compromise and working together to repair relationships.

## **Pupil support**

### **Pastoral Support System**

The Pastoral Support system within Gleniffer High School provides every pupil and their parents/carers with a point of contact in the school - the Pastoral Support teacher. The Pastoral Support specialist will endeavour to know and be known by every person in her House group.

Pastoral Support staff during the session will:

Monitor pupil attendance and punctuality.

Be known to and be accessible to all pupils in their house, offering guidance on personal, social, health and educational matters;

Ensure each pupil benefits from an appropriate personal and social education programme related to their age and stage;

Support pupils at key transition times e.g. primary transition, options, careers, UCAS;

Ensure each pupil gets the support they need to make the most of their education. This will involve communication with parents, and where appropriate, liaison with appropriate support partners such as health or social work;

Support pupils with behaviour and;

Monitor pupil attainment and progress by supporting Tracking.

Parents wishing to enquire about the progress of their son/daughter or any problem relating to school should initially contact the school office and ask to speak to their child's Pastoral Support teacher.



## Curriculum Matters

### School curriculum

Curriculum for Excellence (CfE) - Scotland's approach to learning and teaching - has been a very positive development in our schools. Scotland's children and young people are now much more confident, resilient and motivated to learn.

The National Improvement Framework, updated in 2018, sets out activity the Scottish Government and partners will take to drive improvement for children and young people.

Crucially, it sets out a clear **vision** for Scottish Education:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Moving forward schools will provide a more coherent, flexible and child-focused curriculum which ensures high-quality, interesting and engaging learning, to raise attainment, close the gap, and give all our young people the best chance of success in life.

### Curriculum for Excellence

The curriculum follows two phases – the broad general education (BGE) and the senior phase.

#### Broad General Education

One of the key entitlements of CfE is that all children should receive a rounded education, known as the broad general education (BGE), from early years to the end of S3, before moving to a senior phase in S4 to S6 which will include studying for qualifications. This BGE should provide young people with a wide range of knowledge, skills and experiences that they can draw on as their lives, careers and job opportunities continue to change.

The BGE phase of CfE is closely connected to the senior phase with the learning undertaken until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects. In the senior phase, young people will have the opportunity to take qualifications and courses that suit their ability and interests.

The curricular areas which will be followed within the BGE are:

Literacy, numeracy and health and well-being – responsibility of all; and

English, mathematics, modern languages, sciences, social studies, technologies, expressive arts and religious and moral education.

### **The Learner's Journey**

In S1 all pupils follow a common course which covers the eight curricular areas. In addition, S1 pupils have a literacy period which promotes literacy skills relevant to all areas of the curriculum. During the literacy period, pupils also have the opportunity to study Drama. Within subjects, there are opportunities to experience Inter Disciplinary Learning (IDL) and an element of choice within topics and assessments.

In S2 pupils continue to follow a common course across all eight curricular areas, with opportunities to build depth of knowledge and to extend skills. Towards the end of S2, there is the opportunity for pupils to personalise their curriculum, by allowing an element of choice within the curricular areas.

In S3, pupils will study 8 subjects where the focus is on developing the skills and knowledge required for certificated courses in S4. At the end of S3 pupils will choose 7 subjects to study in S4 at either National 3, National 4 or National 5 level.

## Subjects

In S1 and S2, pupils study a range of subjects within each curricular area:

Language	English, French/German/Spanish (on rotation), Literacy (S1 only)
Mathematics	Mathematics
Sciences	Science
Social Subjects	Geography/History/Modern Studies in rotation
Technologies	Business and Computing, Technical, Health & Food Technology
Expressive Arts	Art & Design, Music, Drama (S1 only)
R.M.E	Religious & Moral Education
Health & Wellbeing	Physical Education, PSE

In S3, pupils continue their study of English and Maths but can also make choices to allow them to personalise their curriculum e.g.

Language	French, German or Spanish
Social Studies	Geography, History or Modern Studies
Sciences	Biology, Chemistry or Physics
Technologies	Graphic Communication, Design and Manufacture, Practical Woodworking, Computing Science, Business, Administration IT, Home Economics, Hospitality or Care
Expressive Arts	Art & Design, Music or PE

Pupils choose one from each curricular area and a further one from a set of choices to make up their eight subjects.

## Our approach to literacy, numeracy and health and well-being

It is every teacher's responsibility to help develop literacy, numeracy and health and wellbeing skills in all of our pupils. Each department's strategic plan shows the literacy, numeracy and health and wellbeing outcomes covered within their courses. In addition, the school has collegiate groups, led by Principal Teachers, to monitor, evaluate and moderate the delivery of these outcomes, not just within Gleniffer High School, but also to work with our associated primaries to recognise prior learning and build on the work done in the primary schools.

### **Our approach to relationships, sexual health and parenthood education**

This area within Health and Wellbeing looks at pupils developing an understanding of how to maintain positive relationships with peers, staff and others within our community. The pupils explore and are made aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health. It also looks at the pupils developing their understanding of the complex roles and responsibilities of being a parent or carer.

The outcomes for this are covered within our Personal and Social Education classes one period a week in S1, S2 and S3. This area of education continues on into the Senior Phase of the school in Personal and Social Education and Religious Education classes.

### **Courses available and policy on class organisation**

#### **Courses followed in first year**

Each teaching class in S1 is formed from the list of names received from the associated primary schools together with the names of those pupils joining the school from elsewhere. Information from the primaries is used when classes are formed and teaching classes contain pupils with a wide variety of abilities. Consequently, teaching materials have been designed so that realistic but challenging targets are set for every pupil in each subject. Wherever possible, pupils will be in a class with some others from their Primary school. All classes follow the same courses. The aim of S1 is to build on the achievements of the Primary School, to allow pupils to settle down to the new demands and challenge of the secondary school and to encourage pupils to enjoy their learning in a secure and friendly environment. A firm basis of good working habits and a sense of achievement from work well done will provide a good grounding for further progress in future years.

Pupils in S1-S3 are entitled to a broad general education where subjects are studied in eight curricular areas.

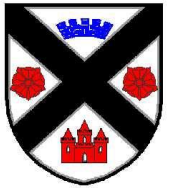
The allocation of teaching periods in S1 is as follows:

S1

<u>Curriculum Areas</u>	<u>Present Subjects</u>	<u>Period allocation for</u>
Languages	English	4
	Modern Languages	3
	Literacy/Drama	1
Mathematics	Mathematics	4
Social Studies	Social Subjects	3
Sciences	Science	3
Expressive Arts	Art	2
	Music	2
Technologies	ICT	2
	Technical	2
Health & Wellbeing	Health & Food Technology	2
	Personal & Social Education	1
	Physical Education	3
Religious and Moral Educ	Religious Education	1

All courses are designed to provide enjoyment and challenge, depth and breadth as well as personalisation and choice. Towards the end of S2, pupils will be able to exercise some choice in the subjects they will study in S3. As pupils do not start certificated courses until S4, a full options programme will run at the end of S3.

The current choices available for S3 are shown. Parents should realise that no guarantee can be given that any particular course or subject will be offered in any given year. All courses are equally open to boys and girls.



Gleniffer High School  
 Broad General Education: Personalisation  
 Choices for S3 2018 – 2019 (Example)

NAME: \_\_\_\_\_

HOUSE GROUP: 2 \_\_\_\_\_

Pupils should enter their choice in the box at the bottom of each column. Pupils should select two reserve subjects in case they cannot get their first choice in a column. All pupils will continue to receive Physical Activity & Sport (3 periods), PSE (1period) and RE (1 period).

A	B	C	D	E	F	G	H
LANGUAGES	MATHEMATICS	LANGUAGES*	SOCIAL STUDIES	SCIENCES	EXPRESSIVE ARTS	TECHNOLOGIES	Choice
			Choose one from	Choose one from	Choose one from	Choose one from	Choose one from
English	Maths	French German Spanish	Geography History Modern Studies RMPS	Biology Chemistry Physics	Art & Design Music PE Technical (D&M) Technical (PWW) Dance Drama	Business Administration & IT Computing Science Fashion & Textiles HF&T – Home Ec. Hospitality Technical (GC)	Art & Design Administration & IT EE&CC Chemistry Computing Science History Mod Studies PE Physics Spanish
English	Maths						

Reserve Choices    1     2

\* Please note that choosing Spanish in Column C may result in a change in English and Maths sections.

**Pupils and parents should bear in mind that Choices lead to Options at the end of S3 for certificated courses in S4.**

Courses may not run if there is insufficient demand.

## S4

### National 4 and National 5 Examinations

All pupils in S3 now make option choices for certificated courses in S4. Pupils in S4 study 7 subjects at National 3, National 4 or National 5 level. A full option programme will run at the end of S3 to ensure pupils opt for the most appropriate subjects for their futures.

The current option choices are shown. Parents are reminded that if uptake for a particular subject or course is not high enough then the course will not run.

National 3 (N3) and National 4 (N4) courses have unit assessments which pupils must pass in order to receive a course award. N3 and N4 awards are internally assessed, with assessments being moderated by the SQA. National 5 awards are externally assessed.

More information on the new awards can be found on the SQA website [www.sqa.org.uk](http://www.sqa.org.uk)

National 5 Success



Gleniffer High School  
Options for S4 – Progression to the Senior Phase (Example)

NAME: \_\_\_\_\_

HOUSE GROUP: \_\_\_\_\_

Please enter the courses you are currently studying in S3

English	Maths						RE	PSE	CORE PE
---------	-------	--	--	--	--	--	----	-----	---------

Please enter the courses you wish to **continue with into** certificated courses in S4.

A	B	C	D	E	F	G	H	I	J
ENGLISH	MATHS	Admin & IT Care Comp Sc French German Spanish	Art Geography History Mod Studies RMPS	ASDAN Biology Chemistry Geography Mod Studies Physics	Art Biology Chemistry Design & Man Music PE PWW	Admin & IT Business Man Comp Sc Graph Com HF&T Hospitality PE Physics	RE	PSE	CORE PE
ENGLISH	MATHS						RE	PSE	CORE PE

**Wish box**

If there is a subject you would like to continue to study but cannot as a result of the column structure, please give this information in the box below.

Please note - a course will not run if there is not sufficient demand.

Checked

PT Pastoral initials



## Courses in S5 & S6

Pupils in S5 & S6 will be offered a wide range of courses leading to SQA Scottish Certificate of Education awards at Advanced Higher, Higher, National 5 or National 4 awards. This will depend on their progress and results from S4 and S5. Provision for the post 16 group is now organised on an area basis and a number of Gleniffer High School students travel to other schools or West College Scotland for one or more subjects. In the same way, students from other schools come to Gleniffer High School to study part of their course with our students. The arrangements for transportation and their cost is the responsibility of the authority. University and College entrance is generally expressed in terms of a number of successful Highers and National awards. The requirements change annually depending on demand but students can obtain up-to-date information from the school's careers library or from the Careers Adviser who regularly visit the school. A common room is available for the use of S6 students. The options available to S5 and S6 students are shown on next page.

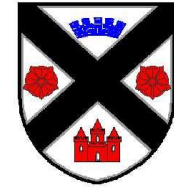
### Higher Success



Emma Caldwell, Adam Salisbury – Joint Dux  
Emma Spence – Proxime Accessit

Gleniffer High School

S5/6 options for session 2018-2019 (Example)



A	B	C	D	E	F
English Art & Design Care Geography History Modern Studies Leadership^	Maths Admin & IT ASDAN Biology Chemistry Computing Science French German Spanish Physics	English Administration & IT Bus Management Computing Science NPA in Bakery Care Graphic Comm.	Maths Art & Design Biology Design & Man Graphic Comm. H&FT Hospitality Music PE Practical Metal Working Practical Electronics Web Design	Biology Chemistry Geography History Modern Studies Lab Skills Physics RMPS Referee Dev. Award Sports Coaching & Health Studies Travel & Tourism	Cake Decorating Cooking for Life Fashion & Textile Enterprise Leisure PE Leisure Music Media Studies Spanish
			Drama (Renfrew HS) West College	Drama (Renfrew HS) West College	
Student Volunteer Programme					

^S6 only

Please consult the Senior School options booklet for information on courses and levels.

Indicate your option and level of study on your option sheet.

Interest in any Advanced Higher course should be discussed with your Pastoral Support Teacher and noted on your option sheet.

**Please note: Classes can only run if there is sufficient uptake**

## **PSE – Personal Social Education**

A formal PSE programme is taught from S1-S5. The course is taught in S1-S4 by Pastoral Support staff and in S5 by a mixture of Pastoral Support staff and class teachers. In S1-S3 we follow the Curriculum for Excellence Health and Wellbeing programme. The work is covered in four strands:

Relationships and Sexual Health; Substance Misuse; Planning for Choices and Changes; Mental, Emotional and Social Wellbeing. These areas are also studied in S4 with the additional unit on Work Experience.

In S5 the pupils still follow the above strands plus with additional support from Skills Development Scotland.

S6 have a specially tailored programme with outside speakers, Career Planning, UCAS, all working towards a positive destination.

At each stage the programme is supplemented by a range of outside speakers.

An integral part of the PSE period for S1-S3 pupils is the completion of the “contact” sheet which allows pupils another confidential way of reporting any concerns to Pastoral Support staff.

## **Careers**

Skills Development Scotland (SDS) works with key personnel within the school, in particular the Pastoral Support team, to provide career advice. Career advisers also work closely with school staff to identify and support pupils who may need additional coaching in career management to ensure a sustained, positive destination.

S2, S3, S4, S5 and S6 pupils will all receive a presentation about how to use the SDS website '**My World of Work**' and how to develop career management skills. The careers advisers also offer '**drop-in**' clinics during lunchtimes in the upper library. This is available to any pupil who would like advice or alternatively pupils can request an individual interview by contacting their Pastoral Support teacher.

Skills Development Scotland also carry out a destination survey on behalf of the Scottish Government. Every school leaver is contacted to find out their next step e.g. college, university, employment or training, or if they are unemployed so they can offer further assistance. This survey is crucial to enable the Scottish Government to identify regions which need further support or funding and also provides an opportunity for schools to identify pupil destinations. Partnership working is necessary between Skills Development Scotland, individual schools, parents and pupils in order to successfully complete this survey.

Careers advisers can be contacted at

Skills Development Scotland  
27 Causeyside Street  
PAISLEY  
PA1 1UL  
Tel 0141 849 0962  
<http://www.skillsdevelopmentscotland.co.uk>

### Assessment and reporting

[Assessment](#) is an integral part of learning and teaching. It helps provide a picture of the learner's progress and achievements, and identifies the next steps in learning.

Assessment includes supporting learning, learner engagement and ensuring appropriate support.

#### Tracking learners' progress

Information on learners' progress is gathered through planned assessments and this information is recorded. This allows teachers to have a clear picture of how learners are progressing. It will also allow teachers to identify next steps in learning and inform reporting on progress and achievement.

#### Reports to parents

Regular reports to parents provide clear, positive and constructive information about their child's learning and progress, reflecting on what has been achieved against standards and expectations.

The school issues two styles of reports during the course of the session. The first report is the 'tracking' report which is an interim report without teacher comment and depending on specific year groups, may be issued twice during the course of the session. The purpose of this report is to provide parents with an indication of progress in each curricular area. The second report is a full report which is published once per session. This report contains teacher comments on the level of progress, pupil strengths and development needs.

Please note that the examples given in the following pages are the styles of reports currently being used by staff to inform parents of their child's progress from the current S1 onwards.

Assessment will be graded against the 6 levels from 'A Curriculum for Excellence' as detailed below.

Level	Stage
Early	Pre school and P1 or later for some
First	To end of P4 but earlier for some
Second	To the end of P7 but earlier or later for some
Third and Fourth	S1 to S3 but earlier for some. Fourth level broadly equates to SSCQF level 4
Senior	S4-S6 and college or other means of study

## INTERIM REPORT

Attendance: Possible 96	Actual: 94	Occasions late: 1
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Subject	Teacher	Effort	Behaviour	Homework
English	Dr J. Finnigan, Ms B. McAnena	1	2	1
German	Mrs L. Muir	1	1	1
Mathematics	Ms M. Walker	2	1	2
Modern Studies	Miss S. Kennedy	1	1	1
CfE Physical Activity and Sport	Miss S. Still	2	1	
Home Economics	Mrs J. Crawford	1	1	1
Art	Mr D. Lamont	3	3	
Music	Mrs L. Gibb	1	1	1
Religious Studies	Mrs C. Howe, Mrs R. Kennedy	1	1	
Science	Miss R. Aamir	2	1	3
Business	Miss A. Dowd	1	1	
Information Technology	Ms F. Smith	1	1	1
Technological Studies	Mr D. Ramsay	1	1	1

	Effort	Behaviour	Homework		
1	Always works conscientiously	1	Always behaves well	1	Always makes a good attempt
2	Usually works conscientiously	2	Usually behaves well	2	Usually makes a good attempt
3	Making some effort but capable of more	3	Some improvements required	3	Occasionally makes a good attempt
4	Rarely puts in the effort to make good progress	4	Serious concerns	4	Rarely makes a good attempt

## FULL REPORT

Subject	Teacher	Study Level
Physics	Mr Downie	New Higher

Target Grade / Level	Working Grade / Level	Effort	Behaviour	Homework
B	D	1	1	2

**Subject Elements**

Physics: Electricity P	Physics: Our Dynamic P
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Progress / Strengths and Next Steps
<p>[ ] has been a conscientious student throughout the year, although she has found some of the concepts difficult to fully understand.</p> <p>Her recent prelim (48%) shows that she is not yet a secure pass in Higher Physics.</p> <p>For the remainder of the course, [ ] must keep up her good habits in weekly tasks and use a revision schedule built around Past Paper standard examples. With these habits in place a pass in Higher Physics will remain a realistic target.</p> <p>One final push needed.</p>

Subject	Teacher	Study Level
Art & Design	Miss MacDonald, Ms Peden	Higher

Target Grade / Level	Working Grade / Level	Effort	Behaviour	Homework
A	A	1	1	1

### Profiles

Profiles will be used to recognise pupils' progress in learning and achievement, while supporting and informing transitions. As children reach the end of primary school (primary 7) and young people their broad general education at the end of S3, they will record their most recent and relevant learning and achievements in a personal profile which will also incorporate a reflective statement by the learner.

### Summary of the School Improvement Plan

The School Improvement Plan is a statutory requirement for all schools and is produced in June by the school community for implementation during the course of the following session.

The School Improvement Plan details the strategic actions which have been agreed with Renfrewshire Council covering areas of development or improvement from school, council and national priorities.

A copy of the full School Improvement Plan can be found on the school website (under School Policies) at [www.glenifferhigh.renfrewshire.sch.uk](http://www.glenifferhigh.renfrewshire.sch.uk)

Parents wishing a paper copy of the School Improvement Plan can obtain one from the school office.

### The Scottish Attainment Challenge

#### Attainment Challenge and Pupil Equity Funding (PEF)

The Scottish Attainment Challenge, launched in 2015, is about achieving equity in education. This can be achieved by ensuring every child has the same opportunity to succeed. Renfrewshire is one of nine 'challenge authorities' who have received funding to improve literacy and numeracy and health and wellbeing, with a particular focus on closing the poverty-related attainment gap.

The Pupil Equity Fund (PEF) is being provided as part of the £750 million Attainment Scotland Fund which will be invested over 2016-2021. The PEF is allocated directly to schools and targeted at closing the poverty related attainment gap. Every council area is benefitting from the fund and is based on the number of pupils in P1-S3 known to be eligible for free school meals. The funding is to be spent at the discretion of the head-teacher working in partnership with parents, pupils and staff to devise plans which focus on closing the poverty-related attainment gap.

#### Getting it right for every child (GIRFEC)

Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s)/carers to work in partnership with the services that can help them.

All education staff have a statutory responsibility to promote and support the wellbeing of children and young people in their care. There are 8 wellbeing indicators and you can find out more about these here: <https://www.gov.scot/Publications/2016/03/5084/1>

## **Additional support for learning**

### **Education (Additional Support for Learning) (Scotland) Act 2009**

Under the Act, children or young people have additional support needs where they are unable to benefit from school education without the provision of additional support.

In the Act, 'additional support' means provision which is additional to, or otherwise different from, the educational provision made generally for children or young people of the same age in a local authority's schools, or as is appropriate to the circumstances, in early years establishments or any other education provision.

The Act aims to ensure that all children or young people are provided with the necessary support to reach their potential.

### **Inclusion**

Renfrewshire's inclusive approach affords all children and young people the opportunity to be part of a community, boosting their emotional wellbeing and aiding the development of social skills. This approach is based on the core inclusive value of providing education for children within their own community as much as possible. The child's wellbeing plan is the core planning framework for individual support for each child and young person.

### **Support**

All children and young people need support to help them learn and develop. The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely.

### **Universal support**

Universal support starts with the ethos, climate and relationships within every learning environment. It is the responsibility of all practitioners and partners.

An environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs will encourage all children and young people to strive to meet their learning potential.

Personal learning planning is at the heart of supporting learning. The conversations about learning, reviewing progress and planning next steps are central to this process. Planned opportunities for achievement which focus on the learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced also contribute to the universal aspect of support.

In addition, all children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. This key member of staff has the holistic overview of the child or young person's learning and personal development.

### Targeted support

Children and young people can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any points of their learning journey or throughout the journey.

Barriers to learning may arise from specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues.

Targeted support also encompasses children and young people requiring more choices and more chances to achieve positive, sustained post-school destinations.

This 'targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise. In a secondary school, this support may be coordinated by guidance/pastoral care/pupil support staff through a staged intervention process.

Independent sources of information and advice nationally include -

**Enquire** – the Scottish advice service for additional support for learning

Telephone – 0845 123 2303

E mail – [info@enquire.org.uk](mailto:info@enquire.org.uk)

**Scottish Independent Advocacy Alliance Ltd** - a national organisation which promotes and supports advocacy

Telephone – 0131 524 1975

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

### Educational psychology service

Educational Psychologists (EPs) support equity, inclusion and attainment and deliver evidence-based intervention to support pupils' wellbeing in Renfrewshire's schools, nurseries and other learning centres.

EPs work with teachers, parents and support staff to help children and young people make the most of their lives and support schools, nurseries and other learning centres to improve and develop supportive healthy learning environments through the Renfrewshire Nurturing Relationships Approach, Mental Health in Schools, Attunement Coaching and Language and Communication-Friendly Environments.

Our school has a system in place for monitoring and reviewing the progress of all children and we have a link educational psychologist who visits on a regular basis and is part of the extended support team. When concerns are raised about a child or young person, the school's takes action to address these concerns and may involve a link EP. Parental permission will always be obtained before we request to involve the link EP.



## Health and Wellbeing Education

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for positive mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children and young people
- and, for some, perform at high levels in sport or prepare for careers within the health and leisure industries.

Health and Wellbeing in schools covers:

- mental, emotional, social and physical wellbeing
- planning for choices and changes
- physical education, physical activity and sport
- food and health
- substance misuse
- relationships, sexual health and parenthood.

Health and wellbeing cannot exist in a vacuum. It requires exchange of information, mutual support and collaboration with community partners, schools and parents.

## Specialist support service – teachers teaching in more than one school

The specialist peripatetic service provides support to children and young people who have a range of additional support needs. The service comprises 6 teams of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the peripatetic service work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties engaging with school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the Extended New Directions provision; and
- nursery aged children who have been identified as having significant support needs.

### **Homework**

Homework is an integral part of learning and teaching. It provides children and young people with the opportunity to develop self reliance, self discipline, self confidence and be responsible for their own learning. It also strengthens the link between home and school by supporting parents and carers to share in the learning process. Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child. It will be issued on a regular basis and will be varied, meaningful and interesting.

Gleniffer High School has a homework policy based on Renfrewshire Council's policy and guidance. You can request a copy of this policy from the school office.

To achieve their full potential all pupils must develop good study skills. Homework does much to develop these essential skills in addition to being an important element in the monitoring of progress and understanding.

Pupils will receive regular homework and will also be encouraged to read, revise and learn the work covered during that day. I would ask you to support your child and by encouraging them in their school work and by monitoring homework.

Show My Homework is our online homework tool designed to help our young people manage their homework tasks efficiently. Personal log in details are issued to every pupil to allow access to tasks set. Parents are also issued with personal log in details to allow them to help their child with learning at home.

Parents can further help by ensuring that books and jotters are kept in a safe place at home and brought to school when required. Each pupil should have a quiet place to go on a regular basis to do homework. If school work is missed through unavoidable absence, it is important that attempts should be made to "catch up" with work missed as soon as possible.

### **Work experience, enterprise in education**

Work Experience not only provides pupils with firsthand experience of the world of work but it also contributes to their personal and social development and can increase their motivation when they return to the classroom. It is considered to be an integral part of the curriculum.

All S4 pupils undertake a Work Experience course which leads to certification at National 4 level. This involves one week's work experience with a wide variety of employers and takes place in January each year. The aim of this placement is to give all pupils, who are nearing the end of compulsory education, an introduction to the world of work. Further opportunities for work experience are arranged for S5 and S6 pupils where appropriate. We are grateful for the support of local firms and organisations in providing us with the necessary range of placements from which pupils select.

Enterprise in Education [Determined to Succeed] is our strategy to develop the business and employability skills in young people.

It lies at the centre of curriculum for excellence and promotes a wide range of opportunities, for our children and young people aged 3-18 to become successful learners, confident individuals, responsible citizens and effective contributors.

The four main areas of Determined to Succeed are:

- Enterprising learning and teaching ;
- Entrepreneurial learning ;
- Work based vocational learning; and
- Careers education.

Six inter-related themes are built around the main areas:

- Supporting the development of skills for life and skills for work;
- Engaging employers ;
- Broadening the reach of the programme;
- Embedding enterprise in the curriculum;
- Building capacity; and
- Enhancing our international profile.

Enterprising activities will be organised to reflect the age and interests of our pupils.

The range of activities can include:

- Links and partnerships with businesses, colleges, and schools abroad;
- Fundraising events organised and run by pupils;
- Fairtrade activities;
- Joint school and community initiatives; and
- Work experience placements and speakers.

## Extra curricular activities

### Breakfast Activities

Day	Activity	Staff	Location	Age Group
<b>Everyday</b>	Wellbeing Club Fitness & Breakfast	Mr Giles and many others	PE Department	S1-S3

### Lunchtime Activities

Day	Activity	Staff	Location	Age Group
<b>Mon-Thurs</b>	Senior Art Support	Mrs McLafferty	S006	S3-S6
<b>Monday</b>	Fitness	Miss Robb	Fitness Suite	S1-S3
	Choir	Mrs Gibb	G057	S1-S6
<b>Tuesday</b>	Mindfulness Meet Exam stress etc	Mrs Howie & Mrs Stewart	F033	S4-S6
	Culture Club	Mrs Bryan	G041	S1
<b>Wednesday</b>	Badminton	Miss Robb	Games Hall	S1-S3
<b>Thursday</b>	Mindfulness Meet	Mrs Kennedy & Mrs Stewart	F033	S4-S6
	Band (Bring Instrument)	Mrs Gibb	G057	S1-S6
	Hot Chocolate Club	Chaplaincy Team	G028	S1-S2

**After School Activities**

<b>Day</b>	<b>Activity</b>	<b>Staff</b>	<b>Location</b>	<b>Age Group</b>
<b>Various</b>	Football	Mr Bilsland Mr Giles Mr Mollins	Astro-Grass	U13 U15 U18
<b>Monday</b>	Netball	Mrs Thomson Mrs MacDougall	Games Hall	S1-S6
<b>(Once a month)</b>	Ski & Snowboarding	Mr Bleach	(Gloves required)	
<b>Tuesday</b>	Hockey	Mr Bleach	Astro	S1-S6
	Badminton	Mr McCafferty	Games Hall	S1-S3
<b>Wednesday</b>	Open Bike Club	Mr Mollins	Outside/Community	S1-S4
	Basketball	Miss Crawford	Games Hall	S1-S6
	Fitness	Mrs MacDougall	Fitness Suite	S1-S6
	Girls Football	Mrs Williams & S6 Pupils	PE Department	S1-S6
<b>Thursday</b>	Gymnastics	Mrs Frew	Gym Hall	
	Volleyball	Mr Giles Miss Crawford	Games Hall	S1-S6

## School Award scheme

The aim of the scheme is to recognise pupils for their commitment, service and achievements in school, community, Renfrewshire and National events. The scheme presents pupils with Award badges at three different levels - Bronze, Silver and Gold. In addition to their Award badges, pupils at Gold Award level will also receive a school "Excellence in Performance" certificate and have their photograph displayed in the school foyer.

### Gold Award Winners Last Session

Name of Pupil		Class	Activity	Reason
Martin	Burnhope	2 Brod	Running	Scottish Schools Road Race
Erica	Gill	2 Glen	Music	Pipe Band Championships - National
Ben	McMullen	2 More	Cycling	Scottish U14 Cyclo-Cross Championship winner
Rachael	Stewart	2 Thor	Charity	Raised £1106 for Glasgow Children's Hospital
Lewis	Barclay	3 Brod	Running	Scottish Schools Road Race
Lewis	Barclay	3 Brod	Football	Scottish Youth Football Association
Elena	Dickson	3 Glen	Music	Studying at Junior Department of the Royal Conservatoire of Scotland
Lewis	Hannigan	3 Glen	Running	Scottish Schools Road Race
Charlotte	Johnston	3 Glen	Cheerleading	Competing in Florida at World Championship event
Kirsty	Lyle	3 Glen	Dance	Nominated for the BATD freestyle/hiphop scholarships
Kirsty	Lyle	3 Glen	Musical instrument	Nominated for the BATD jazz scholarships
Ola	Zurakowska	3 More	Running	Scottish Athletics National Indoor 300m Race winner
Mirin	Easdon	3 Thor	Football	Representing girls at Scotland level
Katie	Maltby	4 Glen	Rowing	Selected for the Great Britain U16 2K Rowing Trials
Katie	McGhee	4 More	Singing	Junior student at Royal Conservatoire of Scotland
Shane	Stoddart	4 Thor	YPI	Speaker at the YPI Scotland National Event
Libby	Sutherland	4 Thor	Running	Scottish Schools Road Race
Katie-Olivia	Finnin	5 Brod	Drama	Junior student at Royal Conservatoire of Scotland
Jessica	Fraser	5 Brod	Music	Winner of Young Traditional Musician at the Royal Conservatoire of Scotland
Beth	Hannay	5 Glen	Music	Winning Young Traditional Award @ Scottish Conservatoire
Yasmin	Jose	5 Glen	Musical Instrument	Studying at Junior Department of the Royal Conservatoire of Scotland
Katie	MacLeod	5 More	Music	Grade 6 Singing Exam London College of Music
Katherine	Styles	5 Thor	Music	Performing with West of Scotland Orchestra
Amy	Lieberman	6 More	Climbing	Current Scottish Schools Champion and winner of the Renfrewshire Climbing Championships
Kyle Blair Lewis Darren Cameron Noah Ross	Dalziel Devine McGregor Rafferty Robertson Young Dochray	2 Brod 2 Glen 2 More 2 Thor 2 Thor 2 Thor 3 More	Football	Scottish Cup winners age group 2004 – St Peter's Boys Club

## Charity

Non Uniform Day  
Poppy Scotland  
Stand up to cancer  
Food Bank  
Providing for People in Paisley  
Lisa's Gift  
Adopt a Polar Bear  
Accord Hospice  
MacMillan Cancer  
Radio Clyde's Cash for Kids  
Children in Need  
Classrooms for Malawi  
LGBT Youth Scotland  
Young Minds  
Mental Health Foundation



Renfrewshire Foodbank appeal October 2018

## Home school community links

### Parental Involvement

By law schools have a duty to promote parents' involvement in their children's education and our school encourages parents to:

- be involved with their child's education and learning;
- welcomed as active participants in the life of the school; and
- encouraged to express their views on school education generally and work in partnership with their child's schools.

Every parent who has a child attending our school is automatically a member of the Parent Forum. As a member of the Parent Forum, each parent can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way you can.

The Parent Forum elects a smaller group of parents to form the Parent Council. Parent Councillors may be involved in:

- supporting the work of the school;
- gathering and representing parents' views to the head teacher, education authority and Education Scotland;
- promoting contact between the school, parents, pupils, and the local community;
- fundraising;
- organising events ;
- reporting to the parent forum;
- being involved in the appointment of senior promoted staff; and
- providing a representative to the National Parent Forum of Scotland.

Parent council chairs can attend the Parent Council Liaison Group, which gives parent councils an opportunity to speak with elected members and senior managers from the Council about issues relating to education in Renfrewshire. These meetings take place four times a year and details are sent to Parent council chairs at the start of each new academic year.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at:

<https://education.gov.scot/parentzone>  
<https://www.npfs.org.uk/>



## Parent teacher association

### The Parent Council Office Bearers:

#### Parent Members

Mrs J Kydd (Chair)  
Mrs F Fairbrother (Vice Chair)  
Mrs L Farquarhson (Secretary)

#### Co-opted Members

Head Boy or Head Girl

#### Staff Members

Mrs N Crawford  
Ms M Walker  
Mr C Mollins

The Head Teacher acts as professional adviser to the Council. The Head Teacher and local councillors may attend all meetings of the Parent Council and have the right to speak, although not being members of the Council, no right to vote.

### Parent teacher association

Gleniffer High School is fortunate in having a very enthusiastic group of parents who give so much to the school. Previous session's activities allowed the P.T.A. to make a most generous donation of £2000 to the school for funding the Award and Reward Ceremonies and also for cups to be presented to the Head Boy, Head Girl and School Dux.

#### Office Bearers

President	Mrs B Barclay
Vice President	Mrs T Graham
Treasurer	Mrs C Stewart
Secretary	Miss L Chalmers

## Home school links

The Home Link Service is one of the services that supports children and families in Renfrewshire. They are a multi disciplinary team based in different areas across Renfrewshire and linked to school clusters.

The main aim of the service is to increase the educational attainment of children and young people. This is achieved by developing links between home and school to ensure pupils identified through the school's Extended Support Framework as facing issues at home or in school that are barriers to learning are offered additional support.

Support offered to pupils can be given individually or in a group setting. Parents are fully involved with an initial home visit to discuss the referral and updates on progress reviewed and evaluated on a regular basis.

Support is also offered to pupils who are identified as anxious during times of change, such as moving from nursery to primary, primary to secondary and secondary to further education or employment. These can be stressful times for both pupils and parents and a Home Link Worker can support parents and the school to work together to ensure a smooth transition, and help children and young people learn how to cope with change.

Home Link is a non-statutory service and staff work in partnership with parents or carers, school staff and other agencies including counselling and support services, health, social work and community learning and development, and other identified local voluntary and government agencies.

### **Pupil council**

All year groups have a Pupil Council elected by their peer group and have a regular programme of meetings with Senior Management Team. Pupils feedback and discuss issues in PSE classes.

### **Parental partnership**

As I stated in my introduction, our main aim is to provide a quality education which will allow all pupils to fulfil their academic, social and creative potential as learners and individuals.

With your support and that of my staff, I will do everything in my power to ensure that the school achieves its main aim and that we progress together in maintaining and developing a school that we can all be proud of.

If there are any matters which you wish to discuss with myself or any member of my staff, please do not hesitate to contact me on 0300 300 1313 or at [glenifferhighenquiries@renfrewshire.gov.uk](mailto:glenifferhighenquiries@renfrewshire.gov.uk)

### **Contact with parents**

It is the policy of the Head Teacher to encourage the fullest contact possible between the school and parents. A strong partnership between parents and teachers can only be beneficial to a child's progress and sense of well-being as he or she progresses through the school. The Gleniffer High School Parent Council will also be taking steps to encourage parental interest in the work of the school.

A first point of contact for most parents will be the member of the Pastoral Support Staff responsible for the child's house group. Pastoral Support teachers have specific responsibilities for the general welfare of the children in their year and they will generally meet with their pupils in groups and individually on a regular basis.

Newsletters and letters on different topics through the year are sent home via the pupils and it is intended that these should provide parents with a regular overview of events in the school.

## Community links

The school is actively involved with the community in a number of different ways. The Music department arranges for groups of our pupils to entertain senior citizens in nursing homes throughout the year. Members of the Elderly Forum visit the school each year. We also support the community by raising funds for local charities. Renfrewshire Council Youth Services offer their support to Senior pupils by helping them to achieve their Youth Achievement Awards. Our facilities are used by a wide range of different groups in the evenings and at weekends e.g. football teams, jogging group, netball training, youth club, music tuition, brass band etc.

During the school day, where there are spaces, it is possible for adults to join senior school classes to study for SQA qualifications. Enquiries should be directed to the Depute Head Teacher for the Senior School.

Our school newsletter is delivered to the local Library for interested members of the public to read. Members of the local community are encouraged to visit any exhibitions which take place in the school e.g. School Open Evening, by publicising such events in the Library and local Post Office.

Articles appear regularly in the local press and help keep the wider community informed of the activities and outstanding achievements in the school.

We also have a Primary 7 Open Evening where we invite Parents from Primary 7 from our Associated Primaries and members of the local community to visit our departments at work.

## School lets

The sale and/or consumption of alcohol on school premises is prohibited. No applications for occasional licences by the school, Parent Council or other party hiring or using the school premises should be made to allow for the sale of alcohol on school premises.

To apply to use school facilities, contact the Community Facilities Section at Johnstone Town Hall. Contact details are in the important contacts section at the end of this handbook.

## Other useful information

### Keeping Informed

For regular updates and information on what is happening in education, you can subscribe to the Scottish Government Schools e-bulletin by visiting the website below

<http://register.scotland.gov.uk/>

### Listening to learn - Complaints, Comments and suggestions

Renfrewshire Council encourages feedback on its services from parents and pupils as part of our overall commitment to giving the best possible service and to working in partnership. We are interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences from making a complaint and we will deal with the issue confidentially. If we have made a mistake, we will apologise quickly and clearly and try to put things right.

There are some things which you should be aware of when making a complaint:

- Complaints about the school should be made first to the head teacher.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- We want to resolve complaints as quickly as possible. You will get a decision on your complaint in five working days or less, unless there are exceptional circumstances. If it is going to take longer than five working days, we will let you know.
- If you are not happy with the response to your complaint, you have the right to take it further. You can fill in a complaints form (available from the school or any council office), fill in the online form, write to us, email us at [complaints@renfrewshire.gov.uk](mailto:complaints@renfrewshire.gov.uk), or call us on 0300 300 0170. At this stage, we will carry out an in-depth investigation. We will acknowledge receipt of your complaint within three working days, and give you a full response within twenty working days. If the investigation is going to take longer than this, we will contact you to discuss timescales.
- If you are still unhappy after the further investigation and our reply you can take the matter up with the Scottish Public Services Ombudsman. Our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

## Data Protection

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by the EU General Data Protection Requirement and can only be shared or disclosed in accordance with the law.

Pupils attending any type of school have a right of access to their own information. This is known as the right of subject access. When a child cannot act for themselves or the child gives permission, parents will be able to access this information on their behalf.

For more information on data protection, please contact the school.

## Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by severe weather, traffic and transport disruption, power failures or fuel shortages. In such cases, we do all we can to let you know when we are closing and reopening the school or nursery.

We use a variety of methods to keep you updated in emergency situations including: e-mails, our schools digital newsletter, text messages, the school and council websites and Renfrewshire Council's social media channels (Facebook - renfrewshirecouncil and Twitter - @RenCouncilNews).

Further information may also be provided through letters, announcements in the local press, local radio, or notices in local shops, churches and community centres.

Please ensure we have the most up-to-date emergency contact information for your family and you are following the council's social media channels. You can sign up for the school's digital newsletter via [www.renfrewshire.gov.uk/e-alerts](http://www.renfrewshire.gov.uk/e-alerts).

## Examinations

Schools, in consultation with pupils and parents, usually decide which exams pupils sit. If no agreement is reached, the school will respect the parent's wishes and respond accordingly.

## SQA Appointments

The members of Gleniffer High School staff listed below have been appointed to the positions shown by the Scottish Qualifications Authority.

Ms A Campbell	Examiner in Intermediate Physics national 5; Item writer for National 5 and 'H' Physics and Solar. Verifier national CFA higher
Mr D Benzie	Principal Assessor in 'AH' Mathematics
Dr J Finnigan	Depute Principal Assessor in 'AH' English
Mrs L Gibb	Visiting Examiner in Music National 5; Advance Higher Team leader for Higher Music Listening paper

Gleniffer High School aims to ensure that pupils develop their talents to the full and acquire the necessary skills and qualifications to allow them to become independent, caring members of Society. In the present economic climate it is vitally important that pupils accumulate as many SQA awards as possible in order to guarantee themselves access to either the world of work, Further or Higher Education on leaving school.

Within Gleniffer High School we are fortunate in having a teaching staff of the highest quality: a staff who value every pupil as an individual and who appreciate that every pupil is different, with different strengths and weaknesses. In addition to providing expert tuition in their specialist subject, each member of staff makes a point of trying to enthuse, encourage and motivate pupils to give of their best. However in stressing the crucial role of the teacher it is also important to emphasise that a pupil's success or failure is not determined solely by the teacher. The pupils' parents and the pupils themselves have a major part to play in determining future success.

The supportive role played by caring parents cannot be overstated. By taking a daily interest in their children's schooling and by encouraging their children to do regular homework and private study, parents demonstrate that they value education. Research has shown that if these conditions prevail within the home pupil performance often improves dramatically.

National 3, National 4, National 5, Intermediate 2 and Higher Grade assessment schemes rely heavily on continuous assessment. The work completed by pupils throughout the session, whether as "folio work" or as "investigation work" now has a considerable bearing on the final grade awarded to a pupil. Failure to attempt this work, or submission of incomplete or second rate work, will result in pupils receiving either no overall award or a low grade irrespective of how well they do in the written examination held in May/June.

It is vital therefore that pupils attend regularly, keep up to date with the work of the class and work steadily throughout the year to ensure that their internal assessment grades are as high as possible. Parents can play a major role in ensuring regular attendance and in monitoring the progress of their sons/daughters.

While teachers and parents can do everything in their power to provide maximum support and guidance, in the final analysis it is up to pupils to decide how much effort and commitment they are prepared to devote to their studies. Pupils should always remember that the certificates they receive have their name on it, not the name of their teachers or parents; consequently any work they do is for their own benefit.

### **Scottish National Qualifications**

Generally when a pupil and his/her parents have chosen an appropriate curriculum for S4 or for S5 and S6 the courses will lead to presentation for National, Intermediate or Higher Grade examinations. If the level of such examination subjects is chosen with regard to the individual pupil's ability and he/she progresses as anticipated, he/she will sit the appropriate examinations at the end of S4, S5 or S6. Schools in consultation with parents/pupils normally decide on the level of presentation for examinations. However, in the final analysis, the school will accede to the wishes of the parents.

## How to understand exam results

The Scottish Qualification Authority (SQA) is the national body which make awards.

National 5, Higher and Advanced Higher courses are assessed through Unit assessments and a Course assessment. The Course assessment consists of a question paper (exam) or coursework (assignments, portfolios, practical activities etc), or both.

Unit assessments are marked internally by the teacher or lecturer and assessed as pass or fail. For the Course assessment, we will externally mark all question papers and the majority of coursework, however; in some subjects, coursework will be marked internally by the school or college as it is in the existing National Courses.

Courses at National 5, Higher and Advanced Higher are graded A to D or 'No Award'. Grades A, B and C are considered a "pass". Performances which just fails to achieve "pass" standards is designated as a D. To achieve the qualification, learners need to pass all Unit assessments plus the Course assessment.

For fourth year SQA results the "percentage of pupils achieving" under any heading is calculated by expressing the number of pupils achieving as a percentage of the S4 roll in September. The percentage shown under the fifth and sixth year headings is calculated by expressing the number of pupils achieving in S5 and S6 as a percentage of the original S4 roll.

For SQA modules the "percentage of pupils achieving" under any heading is calculated by expressing the number of pupils achieving as a percentage of either the combined S3/4 roll or the combined S5/6 roll, as appropriate, at September.

The S4 to S5 staying on rate is calculated by expressing the S5 roll at the start of the second term, January, as a percentage of the roll of the same group of pupils when they were in S4 at September of the previous school year.

Where figures or percentages based on a number of pupils attaining certificates under any particular heading is between 1 and 4 no information is given and \*\*\* is inserted in place of the figures.

### Important Contacts

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#### Acting Director of Children's Services

Steven Quinn	Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:steven.quinn@renfrewshire.gov.uk">steven.quinn@renfrewshire.gov.uk</a> Phone: 0141 618 6839
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#### Homelink Service

c/o West Primary  
Newton Street  
Paisley  
PA1 2RL

#### Senior Home Link Workers

Email  
[morag.mcguire@renfrewshire.gov.uk](mailto:morag.mcguire@renfrewshire.gov.uk)  
[margaret.mcmanus@renfrewshire.gov.uk](mailto:margaret.mcmanus@renfrewshire.gov.uk)  
Phone: 0300 300 1415

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#### Community Learning & Development

Community Facilities Section	Renfrewshire Leisure 3 <sup>rd</sup> Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:comfac.els@renfrewshire.gov.uk">comfac.els@renfrewshire.gov.uk</a> Phone: 0300 300 1430
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Adult Learning Services	Linwood CE Centre Brediland Road Linwood PA3 3RA	Email <a href="mailto:als.els@renfrewshire.gov.uk">als.els@renfrewshire.gov.uk</a> Phone: 01505 320573
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Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email <a href="mailto:youth@renfrewshire.gov.uk">youth@renfrewshire.gov.uk</a> Phone: 0141 889 1110
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#### Customer Service Centre

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 0300 300 0300
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## Websites

You may find the following websites useful.

<https://education.gov.scot/parentzone> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.

<https://education.gov.scot/what-we-do/inspection-and-review/reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.

<https://education.gov.scot/parentzone/find-a-school> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.

<http://www.renfrewshire.gov.uk/> - contains information for parents and information on Renfrewshire schools.

<http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.

<http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying

<https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland

<http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

## Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

EMA – Education Maintenance Allowance

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

HT/PT/GT – Head Teacher/Principal Teacher/Guidance Teacher

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

SQA – Scottish Qualifications Authority

S1 – 1<sup>st</sup> year of secondary school

Although this information is correct at time of printing, there could be changes affecting any of the contents before or during the course of the school year or in future school years.

## **Parent feedback**

Please take a few minutes to fill in and return the questionnaire on the next page. Your feedback will help us improve the handbook next year.

## Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

1. the handbook useful?

Yes  No

2. the information you expected?

Yes  No

3. the handbook easy to use?

Yes  No

Please tell us how we can improve the handbook next year.

Name of school: \_\_\_\_\_

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to:

Policy & Commissioning Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

Email address: [csdatapolicy@renfrewshire.gov.uk](mailto:csdatapolicy@renfrewshire.gov.uk)