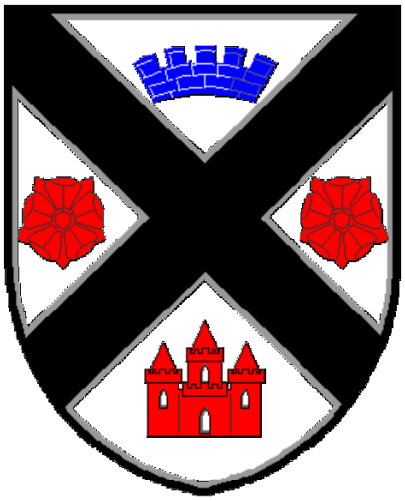
GLENIFFER HIGH SCHOOL



NEW SESSION BOOKLET

2022 - 2023

Dear Parent/Carer

Gleniffer High School's main aim is to provide a high-quality education for every pupil. While appreciating that every pupil is unique with their own combination of talents and strengths, the school constantly strives to ensure that all pupils develop to their full potential, by providing appropriate quality courses; and teaching and learning experiences of the highest order.

My staff and I also appreciate the critically important role played by parents, and consequently the school does its utmost to develop a mutually supportive partnership between the home and the school. A key component of this partnership is effective two-way communication which ensures that all parties are fully informed, and aware of structures and procedures which will assist the delivery of a quality education. While wishing your child every success and happiness for the coming session can I also thank you for your on-going support and co-operation.

Over the next few weeks, we would like to update our school files on each pupil. We would appreciate your co-operation in checking and updating any information on the parent portal at www.renfrewshire.gov.uk/schools/parentportal. If there are any issues which have arisen over the summer period or changes to health information, please contact the school. The more information we have on the wellbeing of pupils, the better we can support.

This information will also be used when pupils are interviewed from time to time by a member of the Pupil Support (Pastoral) staff regarding their general progress, their suitability for chosen courses and their general welfare.

Finally, may I thank you in advance, for your co-operation in this matter.

Pupil information can be updated on the Parent Portal. Please contact the office if you are having any difficulties or need a paper copy, which can be issued.

- **GDPR**

  Information relative to pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the General Data Protection Regulation (GDPR), which replaced the Data Protection Act 1988, and may only be disclosed in accordance with the Codes of Practice. For further information, please contact the school.

Yours sincerely

Lisa Chalmers
Head Teacher

SUMMARY IMPROVEMENT PLAN

The Standards in Scotland's Schools Act 2000, legislates that all schools must report to parents on the improvement planning process for the forthcoming session. This is done through the Summary Improvement Plan which is posted on our school website www.glenifferhigh.renfrewshire.sch.uk and copies are available from the school for parents who do not have access to the internet or wish to have their own paper copy.

The reasons for this not being issued to each parent are the rising cost of producing copies for all parents, our drive towards being more eco friendly in what we produce and the promotion of ICT in our communication with parents. Please note that if you do wish your own paper copy, then we would ask you to call at the school or phone and one will be given to your child for delivery.

PERSONAL AND SOCIAL EDUCATION

A formal Personal and Social Education Programme is delivered to all pupils, S1 to S6. Our department aims to develop skills and knowledge in four main areas; Mental Health and Wellbeing, Sexual Health and Relationships, Substance and Alcohol Misuse and Planning for Choices and Changes. Our course focuses on skills development through each Health and Wellbeing strand allowing smooth progression to senior phase. Our course aims to offer breadth through the range of topics studied across the BGE as we explore key topics in increasing depth. We want to develop pupils' creativity and transferable employability skills whilst contributing to the development of pupils' literacy and numeracy skills. We create opportunities for developing the knowledge, skills and attitudes that children and young people need to enable them to seek information and support throughout life. Young people are provided with information to help them make informed decisions and choices. Our course allows for regular reviews of progress in learning, and personal and social developments as well as a celebration of achievements. Pupils are supported with transitions between stages in education and between different providers of education as well as personal development opportunities. Our course also helps the young people to plan for their future.

Mental Health and Wellbeing

This strand encourages and supports the young people to become emotionally literate. It signposts the young people to sources of advice and support as well as develops the pupils awareness in identifying signs that themselves, or in someone else, that may be suffering from mental ill-health. Our course encourages the young people to consider the importance of their relationships and the importance of caring and showing respect for one another. The young people are supported in building their resilience and mindfulness to develop their coping skills and to build positive relationships. Our course ensures that young people are aware that it is not possible to always enjoy good mental health and that if this happens then there is support available.

Relationships and Sexual Health

This strand encourages all pupils to develop an understanding of how to maintain positive relationships with a variety of people. They will become aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health.

Pupils will develop their understanding of the demanding role and responsibilities of being a parent or carer.

Lessons are delivered in a way to allow pupils to develop knowledge, skills and values to help them have responsible relationships and make healthy choices. Pupils are supported to understand that a wide range of different kinds of friendships and relationships exist. Our PSE programme educates young people so that they can build positive relationships, as they develop and make informed choices. Facts are presented in an objective, balanced and sensitive manner within a framework of sound values and an awareness of the law on sexual behaviour.

Substance and Alcohol Misuse
This strand aims to encourage young people to develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco, solvents and new psycho active substances. Learners will also have the opportunity to explore and develop their understanding of the impact of risk taking behaviour on their life choices and will be enabled to make informed personal choices, with the aim of promoting healthy lifestyles. This strand of the PSE course also enables young people to explore the issues surrounding peer pressure. The young people will have the opportunity to effectively engage in a range of collaborative activities which will provide a focus on the development of skills such as assertiveness and managing peer pressure.

Planning for Choices and Changes
This strand aims to help young people learn about choices in life, to manage expectations and hopes when making decisions. The young person should experience opportunities which raise their awareness of future choices and their own expectations and aspirations. The young person should also experience opportunities which raise their awareness of stereotypes about jobs and choices in life. They will develop skills for personal planning and making decisions in the context of curriculum, learning and achievement. The young person will develop the skills and attributes they will need to be able to achieve and sustain positive destinations beyond school. As the demands and employment patterns are changing, it is particularly important for all young people to develop high levels of skill and understanding of the world of work, training and lifelong learning so that they can embrace opportunities. The young people will receive support in finding out more about different courses and skills required for certain professions as well as finding out where to find the latest information online or in person.

ANTI-BULLYING POLICY

Bullying is an unacceptable behaviour. We have a zero tolerance approach to all forms of bullying. The school has a policy in place to deal with any reports of bullying.

http://www.glenifferhigh.renfrewshire.sch.uk/our-school/school-policies/anti-bullying-policy/

Crucially, however, the school can only act if they know that bullying is taking place. Parents and carers have a role to play in working with the school to tackle bullying behaviour.

Signs that your child may be being bullied

Bullying can cause stress and anxiety which can affect a child's health. Symptoms may include headaches, sleepless nights, stomach upset, loss of confidence or self-esteem, depression, or not wanting to go to school. Of course, there may be other causes of these symptoms, but if you are concerned then please contact the school (0300 300 1313) and ask for your child's Pupil Support (Pastoral) teacher.

Brodie	Mrs Foley	Glen	Mrs Denny
Moredun	Miss Cameron	Thornly	Mrs Harris

Your child will need your love and support to deal with the bullying. Crucially, they should be reminded that it is not their fault, they are not to blame.

Your support with actions suggested by the school is greatly appreciated.

What can I do if it involves texting or internet messaging? (Cyber-bullying)

The increasing use of ICT at home has opened up new areas for potential bullying – emails, chat rooms, web sites and the well known instant messenger services. Surveys show that 16% of young people between 11-19 receive bullying text messages. It is 37% for 7 – 11 year olds. These are generally out with the control of the school as they happen at home. (The school has a protection system that does not allow access to these sites). However, it is important that your child's Pastoral Support Teacher is alerted to any cyber-bullying.
The two main options for someone dealing with cyber-bullying are the police or a solicitor. However, there are a number of things you can do to support your child.
Practical solutions:

- use the Report Abuse button (if available)
- stop the activity
- complain to the service provider
- block the messages
- contact the mobile phone operator
- forward messages to abus@isp.com
- Never reply
- Keep Messages
- Fkbo.net will show how to print out a copy of chat room abuse

Additional information

www.antibullying.net
www.childline.org.uk
www.betterbehaviourscotland.gov.uk
www.antibullying@glenifferhigh.renfrewshire.sch.uk

OUR VISION

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.

OUR VALUES

we understand
support each other
Belonging
Knowing boundaries
consequences
Acceptance
I feel safe
Inclusion
friendships
confident
I want to come to school
Compromise
HAPPY
Join in!
Accepting differences
Live visuals by www.listenthinkdraw.co.uk

Appetite to succeed
Dedicated
Perseverance
We are Passionate
Determined to succeed
Ambition
for self
for others
for school
Aspirational Goals
You can do this!
Achievement
Praise letters
Reach for the stars
We support each other to achieve
Recognise effort & achievement
Live visuals by: www.listenthinkdraw.co.uk

Care keeps it alive
Nurture makes it thrive
I can develop
You can do it!
You are encouraged
Go team
A community
Nurture
A safe place
Come & talk to us
Welcome
We can open up
We are cared for
Support AND challenge to succeed
consistent
We are a big part of childrens lives
Live visuals by: www.listenthinkdraw.co.uk

Uniform
Agree to disagree
Respect other's opinions
culture
religion
belief
self
Environment & property
Respect
Treat everyone equally
People are different
Think about own actions
Respect everyone
Community
Positive relationships
Pupils
Parents & carers
Staff
We are ANTI-bullying
Live visuals by: www.listenthinkdraw.co.uk

Responsibility
Parents
Pupils
Teachers
School
Community
Treat others how you would want to be treated
Kindness
Trust
Trust self
Social media
Friendship
Parents/carers trust children
do their best
Loyalty
Staff trust in each other
Rely on others to do their job
Keeping each other safe
Live drawing by : www.listenthinkdraw.co.uk

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 recognized 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 prepared to learn
- 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

PARENTS' NIGHT

Philosophy

Effective two-way communication between the home and the school is exceptionally important. As a school we appreciate the important role played by parents and are keen to keep them fully informed of their children's progress. One method of establishing this productive communication link is through Parents' Nights when parents have the opportunity to speak personally with their child's teachers. However, during such nights, interview time is limited and insufficient for any in-depth detailed discussion. **Consequently, if you wish a longer interview to discuss a particular concern, please do not wait for the Parents' Night.** Contact the School and speak to your child's Pupil Support (Pastoral) teacher who will arrange an alternative interview at a more appropriate time.

Contractual Obligations

Teachers are contracted to have six Parents' Nights each session. There is, therefore, one for each year group and the Open Night.

Timing

Please see school calendar on website.
https://www.glenifferhigh.renfrewshire.sch.uk/calendar/school-calendar/

Duration of Evening

Each evening lasts for two and a half hours and runs from **5.00 - 7.30 pm**. A bell will ring 15 minutes before the end as a reminder.

Number of Pupils

Staff can have from one to six classes in any one year group. For those with a large number of classes this puts great pressure on the time spent on each interview. Consequently, you may not be able to see all your child's teachers and you may choose not to make an appointment with every teacher.

Duration of Interview

With only two and a half hours available, interviews have to be limited to **5 minutes**. If longer is required, please contact the **Pupil Support (Pastoral) staff** to arrange another meeting at a more appropriate time.

Procedures

In advance of Parents' Evening, you will receive a letter and a user guide explaining how to make appointments with your child/children's teachers via our online booking system, Parents Evening System (https://www.parentseveningsystem.co.uk). This allows you to select the teachers you wish to see and at times that are convenient to you. You will be able to select the teachers manually or automatically, whichever you prefer. Through the Parents Evening System, you will also be able to select appointments with your child's Pastoral Support, Pupil Support or Depute Head Teacher, if required. Teacher appointments will be made on a first come, first served basis. Some teachers' appointment availability may become full quickly, this will be dependent on the number of classes they teach. If this is the case, and you would like to still see this teacher, you

can place yourself on the teacher's waiting list. If a place becomes available, you will be informed by e-mail and an updated appointment sheet will be sent automatically to you.

If you have difficulty accessing the online booking system, please contact the school office as soon as possible to ensure that your appointments can be made.

A text message will be sent to parents when the letters have been issued to pupils. It is therefore very important that your details in our system are correct, in order to ensure you are kept up to date with all the important information. Appointments can only be made by the first main contact of each pupil.

Registration
On the evening, parents are asked to register on the way in to allow us to know who is in the building. Please bring along your email, with your appointment schedule.

Queuing
Staff have been instructed to take parents in the order of appointments, not in order in the queue. This was considered to be the fairest option.

Location
The Social Area and a few classrooms are used to minimise time spent travelling between interviews.

Pupil's Presence
If you bring your child along, please keep him/her with you during the evening.
In addition to the Parents' Nights, further opportunities are available for you to receive information:

New S1 Parents' Induction	18th August
S5/6 UCAS Information Evening	21st September
S4/5/6 Senior Phase Event	TBC

Concerns
If you have any concerns during the evening please speak to Miss Chalmers, Head Teacher or to any of the Depute Head Teachers.

Finally
We hope that the details outlined above will help everyone to appreciate that a great deal is done to allow as many parents as possible the opportunity to have an interview with their child's teachers. However, as stated previously, there is a finite amount of time available, so please keep interviews to 5 minutes. As indicated earlier, if you wish longer, please contact the school to speak to your child's Pupil Support (Pastoral) teacher to arrange an alternative interview with the appropriate member(s) of staff.

UNIFORM

I believe we have a very smart and practical uniform and one that I hope our pupils wear with pride. However, this can only continue with your support and with the school raising the uniform profile through assemblies and class visits. So please support the school by ensuring that your son or daughter wears what is the agreed uniform as detailed below.

Pupils who report to school without required uniform should see a member of the Senior Leadership Team or Pastoral Support on arrival. We have a large stock of new uniform items in school which can be supplied at any time in the school year. If there are issues with purchasing uniform, please contact your child's Pastoral Support Teacher in confidence. Footwear and Clothing Grants can be applied for via Renfrewshire Council's website. Alternatively contact the school for support with your application.

White shirt school tie
Black zipper, cardigan, tank top or jersey
Black skirt or tailored trousers
Black footwear
Dark warm and waterproof jacket
School bag large enough for folders and pencils, pens etc.

Please note:
No leggings
No mini shorts
No skinny jeans
No footless tights
No coloured belts or excess jewellery
No mini fashion bags
No jeans
No tracksuit trousers or tops
No coloured jerseys

As we start a new session, let us all play our part in making Gleniffer High School pupils the smartest in Renfrewshire. Your support is greatly appreciated.

P.E. DEPARTMENT

I would like to welcome your son/daughter to the Physical Education Department. During the session they will have the opportunity to take part in a variety of activities including (but not exclusively) Football, Netball, Volleyball, Basketball, Badminton, Gymnastics, Social Dance and Athletics. In addition, they will gain key skills for life, learning and work, for example: communication; leadership; problem solving; decision-making; working with others and many more.

In order to be entirely inclusive, we operate an 'All Change' policy. This means that regardless of a pupil being ill or injured, they will bring their full PE kit and get changed. This allows them to still engage in the class, further develop their knowledge and understanding as well as improving their overall wellbeing (social interaction/rehabilitation exercises for example).

Renfrewshire Council policy requires that all body piercings are removed before participation in PE. This exists to ensure the safety of your child. If a new piercing has been done, pupils must have them taped up for PE during the 6-week settling period.

Many thanks in advance for your support with this and we look forward to working with you and your child over the coming years.

Mr Giles
PT Physical Education and Health & Wellbeing

RESPONSIBLE INTERNET USE (S1 PUPILS ONLY)

As part of your child's curriculum and development of ICT skills, Gleniffer High School is providing supervised access to the Internet. We believe that the skill to make use of the World Wide Web and E-mail is worthwhile and essential for children as they grow up in the modern world. Pupils over 12 will be required to sign an acceptable Computer Use Policy in their first week of term. Pupils under 12 will bring this home for a parent or carer to sign.

Although there have been concerns about pupils having access to undesirable materials, we are taking positive steps to deal with this risk in establishments. Filtering software that restricts access to inappropriate sites is in place. This software allows us to monitor and electronically record details of Internet sites visited and the date and time of any misuse. The use of email is also monitored.

Whilst every effort is made to ensure that suitable restrictions are placed on the ability of children to access inappropriate materials, the establishment cannot be held responsible for the nature or content of materials accessed through the Internet. Should you wish to discuss any aspect of Internet use please do not hesitate to telephone me to arrange an appointment.

If there is limited access to ICT in your home, please contact Mr Gray (DHT) to discuss further in confidence.

PUPIL SUPPORT **(S1 PUPILS ONLY)**

Who are we?

The department is made up of a number of Pupil Support teaching staff, and Additional Support Needs classroom assistants, who support specific pupils with additional support needs across the school curriculum. Our team is supported by specialist teachers from the local authority, for example, Sensory Support, and support for pupils for whom English is a second language.

Where do we work?

Although we are often in lots of classes all over the school working with pupils S1-S6, we also target extraction groups to support pupils in the development of literacy and numeracy skills. We also support young people for whom attending school can be a challenge, for a whole range of reasons. We provide a welcoming and supportive environment to assist young people to return to school, and most importantly to their learning.

What do we do?

Our priority in the Pupil Support Department is to assist pupils who have additional support needs to attain to the highest level they are capable of. We can help pupils in a number of ways:

- We take part in the transition of pupils from Primary 7 to S1, ensuring that the pupils new teachers have any necessary information to support and manage the additional support needs of their young person.
- Pupils experiencing difficulty with a subject can be extracted (on a long or short term basis) whilst maintaining the remainder of their normal subject timetable. The young people will receive more intense support to improve their learning.
- We support young people to help them overcome their barriers to learning. We support pupils with Autistic Spectrum Disorder, Dyslexic Type Difficulties, and a range of other behaviour or learning difficulties.
- We support pupils in classes, helping them to access and engage with mainstream lessons.
- We can assist the Educational Psychologist in assessing pupils for Dyslexic Type difficulties where appropriate. Pupils who are experiencing difficulties with reading are catered for by our literacy programme in S1/2.
- We provide support (where possible) with assessments in all subjects in the BGE. We also support ASN pupils during SQA exams in the Senior Phase.
- We operate a 'Team Around the Child' approach to supporting pupils by regularly meeting with parents/carers and all other involved partners/stakeholders to ensure all pupil needs are met.

Referral Process

Most pupils entering Gleniffer High School who have additional support needs are already known to us and are well looked after by the Pupil Support department. Occasionally a pupil will experience a barrier to learning and this is quickly identified by one of the support staff in the school and discussed at our Team around the Child (TAC) meetings where appropriate support is put in place.

Our Approach

When we work with young people and their parents, we understand the importance of:-

- Each child's individuality
- We look at the 'whole child' and their needs in order to offer more effective support
- Confidentiality and discretion
- Consultation and communication
- Practical support - the importance of making a positive difference

What's Next?

If you have any concerns, queries, comments or questions, please do not hesitate to contact the Pupil Support Principal Teacher on 0300 300 1313 for an informal chat, or perhaps to arrange a meeting at a time that suits you. You are most welcome to visit the department to view first-hand the resources at use and the programmes of work followed by the pupils.

NOTICE TO PARENTS

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.

Where possible, parents/carers should not enter the school grounds to drop off children. **Gates will be closed in the morning with access only for parents and carers who have a specific arrangement.**

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. We would ask that you make an appointment prior to visiting the school to ensure the appropriate member of staff is available to meet you.

Attendance and absence
If your child is experiencing symptoms of Covid, your child should not attend school. Please see attached link to NHS inform website for further information.

https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19

Parents/carers will be contacted by a member of staff if a child must be collected due to illness. If pupils contact home in the first instance, parents/carers should ask their child to contact Mrs Pillar (Classroom Assistant) or the school office to arrange for them to leave school.

Gleniffer High School
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Foxbar
Paisley
PA2 0AG

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Email: glenifferhighenquiries@renfrewshire.gov.uk

Twitter: @GlenifferHS
Facebook: Gleniffer High School
Instagram: glenifferhigh