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## FOREWORD

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Dear Parent and Carer

I have the pleasure of introducing the Smithycroft handbook session 2019 – 2020. The purpose of the handbook is to provide you with information about Smithycroft and assist you in making an informed choice about your child's secondary school. You will be aware that Smithycroft's transition from primary to secondary programme has led to your child visiting the school and these visits will continue throughout P7. There are also a number of pastoral and curricular activities taking place, all of which should help to make your child's transition from primary to secondary school as smooth as possible. The handbook is part of the transition programme in that it allows you to understand more about life at Smithycroft. However, a handbook cannot hope to provide you with the full picture and if you have any further enquiries please contact the school and we can meet and discuss these.

I look forward to meeting you and your child at some point in the future.

Jean Miller  
Headteacher

## OUR VISION STATEMENT

We Belong  
We Learn  
We Achieve

## SMITHYCROFT SECONDARY SENIOR LEADERSHIP TEAM



K Anderson  
Depute Head

J Thompson  
School Support Officer

J Miller  
Head Teacher

M Hodgman  
Depute head

M Kerr  
Depute Head

## **AIMS OF THE SCHOOL**

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### **LEARNING**

We seek to be, in the fullest sense, a place of learning. We try to ensure, by the design and structure of our courses, that all our young people learn the facts, the techniques and the skills necessary to equip them for their lives after school: We intend that they should learn about themselves and about their fellows, about how to learn and about the importance of continuing to learn after they have gone on into adult life.

### **GROWING**

We aim to provide a safe, caring and orderly place to grow - in knowledge, skills, maturity, responsibility, self-assurance, ambition and understanding as well as in stature. We will try to cater for the common needs of all and the special needs and aptitudes of the individual.

### **BUILDING**

Our Smithycroft Charter stresses honesty, kindness, reliability, hard work, good manners, good appearance, punctuality and respect for others. They provide a framework upon which our young people can build their own self discipline and find dignity as human beings.

### **PREPARING**

Home and school are united in the same hope for every young person - that they will emerge into adult life as good citizens, well-prepared and willing to lead fulfilling and useful lives. We can best ensure this by working together. We welcome parents as partners in the educational process.





## THE SCHOOL

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Smithycroft is a six-year comprehensive school providing the full range of secondary education for young persons. It is non-denominational and welcomes pupils of all religious persuasions. The “stated” capacity of the school is 950.

### THE ROLL

The current roll of the school (October 2019) is 621 distributed as follows:

S1	131	Projected intake for next three years	120
S2	117		
S3	115		
S4	115		
S5	94		
S6	49		

### \*THE SCHOOL

The school is located in Smithycroft Road which runs parallel to Cumbernauld Road. It is close to junction 12 of the M8. In August 2002 the school moved into a new building erected on what had been its playing fields to the east of the original school which was built in 1967. The building consists of a classroom block, a “practical” block where the art, home economics, science, music and technical rooms are located and a wing housing a games hall and two gymnasias.

The school has a resource centre with 30 ICT stations, 6 other ICT suites and a “street” area that is the hub of the school where pupils are encouraged to mingle and socialise at break times and during lunch. The school also has a lift which can be accessed by young people with disabilities.

There are two multi-purpose pitches at the front of the school and a new 4G pitch at the back of the school. The school sits on attractive landscaped surroundings.

Smithycroft Secondary School  
282 Smithycroft Road  
Glasgow  
G33 2QU

Tel: 0141 582 0220  
Fax: 0141 582 0221

E-mail: [headteacher@smithycroft-sec.glasgow.sch.uk](mailto:headteacher@smithycroft-sec.glasgow.sch.uk)

School Website: [www.smithycroft-sec.glasgow.sch.uk](http://www.smithycroft-sec.glasgow.sch.uk)

Twitter: @smithycroft282

Glasgow City Council Going to School web-site –  
[www.glasgow.gov.uk/en/residents/goingtoschool](http://www.glasgow.gov.uk/en/residents/goingtoschool)

## THE SCHOOL YEAR

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Staff Return:	Monday 12th August 2019
Pupils Return:	Wednesday 14th August 2019
September Weekend:	Friday 27th September 2019 Monday 30th September 2019
In-Service Day:	Friday 11th October 2019
Mid-term:	Monday 14th October 2019 to Friday 18th October 2019 inclusive
Christmas:	Thursday 19th December 2019 to Friday 3rd January 2020 inclusive
Mid-term:	Monday 10th February 2020 Tuesday 11th February 2020
In-Service Day:	Wednesday 12th February 2020
Spring holiday:	Monday 6th April 2020 to Friday 17th April 2020 inclusive
Good Friday:	Friday 10th April 2020
Easter Monday:	Monday 13th April 2020
May Day:	Monday 4th May 2020
In-Service Day:	Tuesday 5th May 2020
May Weekend:	Friday 22nd May 2020 Monday 25th May 2020
School Close:	Wednesday 24th June 2020

\*Please note these are proposed holidays and may change



## PRIMARY SCHOOLS

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There are six primaries associated with Smithycroft

Carntyne Primary  
38 Liberton Street  
GLASGOW G33 2HF                      Tel: 0141 770 4305

Avenue End Primary  
290 Mossvale Road  
GLASGOW G33 5NY                      Tel: 0141 774 9454

Wallacewell Primary  
305 Standburn Road  
GLASGOW G21 5RH                      Tel: 0141 557 5041

Cranhill Primary  
17 Skerryvore Road  
GLASGOW G33 3LT                      Tel: 0141 774 2821

Royston Primary  
102 Royston Road  
GLASGOW G33 2NU                      Tel: 0141 552 2872

Sunnyside Primary  
1 Powrie Street  
GLASGOW G33 5LA                      Tel: 0141 774 5777

## THE SCHOOL DAY

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### Timetable Mon & Thursday

### Timetable Tue, Wed, Fri

The pattern of the school day is:

The pattern of the school day is:

**Registration**    08.50 - 09.00

**Registration**    08.50 - 09.00

Period 1            09.00 - 09.50

Period 1            09.00 - 09.50

Period 2            09.50 - 10.40

Period 2            09.50 - 10.40

**Interval**            10.40 - 10.55

**Interval**            10.40 - 10.55

Period 3            10.55 - 11.45

Period 3            10.55 - 11.45

Period 4            11.45 - 12.35

Period 4            11.45 - 12.35

Period 5            12.35 - 13.25

**Lunch**                12.35 - 13.20

**Lunch**                13.25 - 14.10

Period 5            13.20 - 14.10

Period 6            14.10 - 15.00

Period 6            14.10 - 15.00

Period 7            15.00 - 15.50

## INFORMATION IN EMERGENCIES

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We make every effort to maintain full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties with fuel supply. In such circumstances we will do all we can to let you know the details of closure or re-opening. We shall keep you in touch by using letters, texts and announcements in the press or on local radio and using our website, twitter feeds and other appropriate means.

## ENROLMENT OF PUPILS

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We welcome families from outwith our area. Families living outwith the school catchment area are welcome to make a placing request to join Smithycroft Secondary. Prospective parents are welcome to visit the school and should contact the school office to arrange.

Further information is available on  
<https://www.glasgow.gov.uk/index.aspx?articleid=18426>

Parents who wish to enrol a child who is or has been attending another secondary school should contact the school office directly to arrange an appointment to see the head teacher or another member of the senior staff.



## TRANSITION FROM PRIMARY TO SECONDARY SCHOOL

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Moving from primary to secondary school can be an anxious time for parents and young people, however, at Smithycroft we work very hard to ensure that the transition is as smooth as possible. We organise a range of activities to support parents and young people and staff across sectors regularly meet to plan the transition for our new pupils.

The planned activities include:

- Visits from our Depute Head Teacher and Pastoral Care staff from September for P7.
- P7 pastoral visit to Smithycroft in October.
- Parents' Open Evening for parents of p5 – p7 pupils in September.
- January to March visits from Smithycroft DHT, Pastoral Care staff and PT Support for Learning to conduct interviews with P7 pupils.
- During May completion of Transition information on pupils progress.
- Second P7 curriculum visit in May / June.
- Parents Information Open Afternoon in May / June.
- In June pupils p7 reports and profiles are received at Smithycroft.



Raising money for Marie Curie Cancer Care - Wear Yellow Day



## SMITHYCROFT LEARNING COMMUNITY.....

Smithycroft is part of a wider Learning Community. This leads to us working closely with our six associated primary schools, Ashton School, which meets the needs of children with physical or visual impairments, and six early years' establishments. Together we seek to plan experiences which will support particularly the transition phases for learners i.e. nursery to primary, primary to secondary and school to work or further / higher education. Over the coming years we will be working collaboratively on developing new pupil profiles, understanding new CfE standards and taking forward new curriculum projects. All this ensures that your child's learning is part of a continuous path where progress is built on year after year.

We are always looking for ways to improve our transition programme.

The next section of this handbook provides information about how pupils can be supported if they have additional support needs. It is crucial that the transition works for all pupils and after they arrive we put particular activities in place to support these young people for whom it might take longer. Please remember though, if you have any concerns or questions don't hesitate to contact the school using the contact details on page 4.

You can also find more details about the transition from the following web-sites:

- Curriculum for Excellence factfile – 3 – 18 Transitions – provides information on the transitions children and young people will face throughout their education and beyond –
- <http://www.educationscotland.gov/publicationstcm4660285.asp>
- Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transitions – <http://www.scotland.gov.uk/publications/2011/04/04090720/21>
- Enquire is the Scottish advice service for additional support for learning – <http://www.enquire.org.uk/>
- Parenting Across Scotland offers support to children and families in Scotland – <http://www.parentingacrossscotland.org/>



## **SUPPORT FOR LEARNING DEPARTMENT**

The members of the Support for Learning department work alongside the pupils, staff and parents of Smithycroft Secondary and its associated schools to ensure that all the young people in our care are members of a learning community where they have access to a curriculum which meets their needs and prepares them for a fulfilling future. If you feel your child has additional support needs you should in the first instance contact the Headteacher. She will then discuss your concerns with our Principal Teacher Learning & Behaviour Support who will contact you.

Our Support for Learning Team:

- know the pupils: a lot of time is devoted to finding out their strengths and their needs even before they reach the secondary school
- consult with and advise their colleagues about the pupils' learning strengths and needs so that teaching methods and levels are appropriate
- work alongside their colleagues in classes helping with the delivery of lessons and supporting pupils
- work with small groups to address particular needs such as spelling, comprehension and basic Maths skills
- take time to adapt teaching materials to ensure that they are appropriate for all learning levels and styles

The department also provides additional programmes including lunchtime clubs for homework, paired reading and social activities at the Games Club. Senior pupils, known as Peer Supporters, help at these clubs and have an important role in befriending our younger pupils and looking out for them in all areas of the school.

## **ADDITIONAL SUPPORT NEEDS**

Glasgow City Council has a duty, as outlined in the Standards in Scotland's Schools 2000 Act, to ensure that your child achieves their potential. Glasgow's Education Services is committed to the inclusion of all children and young people with additional support needs, where possible, within mainstream schools. This is in accordance with the statutory requirement in the 2000 Act. It is also part of Glasgow's policy to maintain a range of special educational establishments. This recognises the key role to be played by specialist provisions in addressing severe low incidence disabilities. The authority recognises that there are a wide range of factors, which may act as a barrier to your child's learning. We are committed to working closely with parents and carers to ensure that you are fully involved in overcoming barriers to learning. Additional support needs may be linked to a learning difficulty or disability but could also apply to a child or young person suffering from bereavement who requires pastoral support, a more able child / young person or those with a particular talent, which needs to be fully developed.

The policy requires all establishments to provide an environment where children and young people with additional support needs are actively encouraged to be effective learners and benefit from their school education.

Any parent / carer seeking further advice regarding this policy should contact the head teacher in the first instance.

If a parent is unhappy with the support their child is getting they must first discuss this with the school in order to seek a resolution at that very local level.

Further information relating to Additional Support Needs is also available on the Glasgow City Council website – [www.glasgow.gov.uk/index.aspx?articleid=18941](http://www.glasgow.gov.uk/index.aspx?articleid=18941)

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

## **PUPIL SUPPORT - PASTORAL CARE STAFF**

Part of our Pupil Support services is our Pastoral Care team. We have five Pastoral Care teachers and they work with a group of young people whom they get to know very well. The Pastoral Care teacher meets with their group of pupils every week at Personal and Social Education classes. They monitor attendance and timekeeping, scrutinise reports, liaise with outside bodies such as health professionals and social work colleagues, and they write reports for employers, colleges and Universities.

The school's pastoral care system is organised on a "vertical" basis. This means that pastoral care staff have responsibility for pupils in all years in the school. They are linked to registration groups in each year.



## GIRFEC AND THE NAMED PERSON

GIRFEC isn't an extra thing people have to do. It's a way for those who support young people to work differently, making sure that they are all on the same page. Where needed, GIRFEC links day-to-day work in education, health, policing, social work and the voluntary sector - in fact any organisation whose staff come into direct contact with young people. It makes it easier for those different organisations to communicate consistently with each other, and with parents, carers, children and young people.

GIRFEC provides a structure that helps people to work in the same way and use the same language. This allows discussions with the young person and their family to focus on what is good in a young person's life, and what might need attention or support.

It's the bedrock for all young people's services and can also be used by practitioners in adult services who work with parents or carers.

The approach helps practitioners focus on what makes a positive difference for young people - and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting young people and their families.

### Getting it Right for Every Child means:

Children, young people and their families:

- understand what is happening and why
- have been listened to carefully and their wishes have been heard and understood
- will feel confident about the help they are getting
- are appropriately involved in discussions and decisions that affect them
- can rely on appropriate help being available as soon as possible
- will have experienced a more streamlined approach and co-ordinated response from practitioners

For practitioners:

- putting the young person at the centre and developing a shared understanding within and across agencies
- using common tools, language and processes, considering the young person as a whole, and promoting closer working where necessary with other practitioners

The Named Person in Smithycroft Secondary School is the Principal Teacher (Pupil Support). Your child will be informed of the name of their individual Named Person.

### PUPIL SUPPORT TEAM



#### Back Row

S Brown	L Wilson	R Jakeway
PT Pastoral Care	PT Pastoral Care	Education Liaison Officer

#### Front Row

J Asher	P Hughes	S Stobie
PT Pastoral Care	PT Pastoral Care	PT Learning & Behaviour Support

H McBride  
PT World of Work

## PARENTAL INVOLVEMENT

At Smithycroft we encourage parents and carers to become involved in supporting your child's learning throughout their secondary education. We value the partnership supportive parents and carers provide and strive to be an open and approachable school which you can readily contact whenever you wish to discuss any issue regarding your child. Our office team will direct you to the relevant member of staff to discuss your issues and we will always aim to get back to you with any follow up as quickly as possible and normally within 24 hours.

Parents and carers have a vital role not only in communicating with the school regarding any issues or concerns but also by encouraging your child's learning to be supported at home. We provide all our S1 pupils with a Homework Planner which we ask you to check and sign regularly. We also organise 'Parents Evening' for each yeargroup once a year for S1, S2 and S3 and twice a year for pupils in S4, S5 and S6, but often hold additional information and advice evenings which we would encourage parents to attend. We issue 3 Tracking Reports to every pupil to keep you informed of progress (see section on Reporting). If we have any concerns regarding your child's progress over the year we may ask to meet with you to see if together we can help them to improve.

### Communication with and from Parents

We understand the importance of good communication at Smithycroft and enlist a range of strategies to try to keep parents as informed as possible. This includes:

- School website – [www.smithycroft-sec.glasgow.sch.uk](http://www.smithycroft-sec.glasgow.sch.uk)
- School Twitter – @smithycroft282
- 'Parents' Newsletter' which is issued each term and highlights the variety of activities and achievements of the school.
- Specific 'Parent Bulletin' which focuses on a key area e.g. Curriculum for Excellence update.
- Letters if we want to make you aware of a specific event.
- Increasingly we text or e-mail parents key information.
- Information and advice evenings including evenings which support key transition stages such as primary to secondary and S3 to S4.

If there is anything you feel could improve our communication then please get in touch and we can have a chat!

Communication shouldn't be one way though and on many occasions we will ask for your views on matters related to the curriculum, learning in general and specific changes such as uniform. We do this through newsletter, questionnaires, survey monkey questionnaires, specific letters and evaluations at events. We really encourage you to respond to these so that we can work together to continue to improve Smithycroft.

Glasgow City Council itself has a parental involvement strategy and this can be found at – [www.glasgow.gov.uk/en/Residents/GoingtoSchool](http://www.glasgow.gov.uk/en/Residents/GoingtoSchool)



## THE PARENT FORUM AND THE PARENT COUNCIL .....

The membership of the Parent Forum is made up of all parents / carers who have a child or young person at an education authority school. Membership of the Parent Forum allows parents / carers to have a say in the local arrangements to enable their collective view to be represented on matters. One of the ways parents / carers in the Parent Forum will be able to express their views will be through the Parent Council.

### Parent Council

The Parent Council is a group of parents / carers selected by members of the Parent Forum to represent all the parents / carers of young people at the school.

The type of things a Parent Council could get involved in include:

- Supporting the work of the school;
- Gathering and representing parents' / carers' views to the Headteacher, education authority and HMIE;
- Promoting contact between the school, parents / carers, young people and local community;
- Fundraising;
- Involvement in the appointment of senior school staff.

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect young people's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. Every school's Parent Council will be different because it will be parents / carers in each school who make the key decisions. The Parent Council is entitled to support from the education authority in fulfilling its role.

Help and advice on Parental involvement can be found at:

- Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others – <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>
- Parentzone provide information and resource for parents and Parent Councils – <http://www.educationscotland.gov.uk/parentzone/index.asp>

## HOMEWORK

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At the start of each session, S1 pupils are issued with a Student Planner. They must use this to write down details of the homework they are being issued and this will keep them organised. Pastoral Care teachers and Year Group Heads (Depute Headteachers) check these planners regularly.

Homework can take many different forms at secondary school. Here are some examples:

- A specific assignment
- Completing work from a class lesson
- Research on a topic/issue
- Practicing a technique particularly from a practical subject
- Revising the work of the classroom
- Preparing for an assessment
- Talking to adults to find out information.

If homework is not being completed at Smithycroft you will receive a letter home to make you aware of this. We also collect information from departments about young people who are not completing homework.

We have recently introduced a new system to issue and monitor homework called Show My Homework. Pupils can access their homework using their own computer, their own mobile phone or school computer. Parents can keep track of homework as they are also able to access it.

The older you get in secondary school, the more demanding homework will become. If any young person is having difficulty with their homework it is essential that the school is contacted since we can help.

At Smithycroft, we run Supported Study after school classes for older pupils. These are organised to take place around prelim and exam time and give pupils subject specific support to help them improve their exam grades. We also organise a very full Spring Break Revision programme.

If parents wish to know more about homework then please contact your child's Pastoral Care teacher.





## SCHOOL ATTENDANCE

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Nothing is more important to a child's success at school than regular and punctual attendance. We monitor attendance daily and we pursue all unexplained absences.

Parents will already be aware of their duty to ensure that school-age children attend regularly. Section 30 of the 1980 Education Act lays a duty on every parent of a child of school age to ensure that their child attends school regularly. Attendance is recorded during all periods in the school day.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised, that is approved by the authority, or unauthorised, that is unexplained by the parent (truancy) or temporarily excluded from school.

It would be helpful if, when it is realised that a child is likely to be off school, the parent telephoned the absence line 0141 287 0039 before 9.30am to let us know and gave a note for the child to bring on his or her return to school, confirming the reason for absence.

Parents / carers do not have an automatic right to take their child out of school without permission during term-time. The Head of Establishment can only authorise time off during term-time in exceptional circumstances.

Exceptional circumstances include:

- Short-term parental / carer placement abroad;
- Family returning to its country of origin for family reasons;
- The period immediately after an illness or accident;
- A period of serious or critical illness of a close relative;
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

Time off during term-time for the following reasons is not acceptable and will be recorded as unauthorised absence:

- Availability of cheap holidays or desired accommodation;
- Holidays which overlap the beginning or end of term

Clearly with no explanation from the parent / carer, the absence is unauthorised.

### Appointments During School Hours

If your child has an unavoidable appointment, please give them a letter for their registration teacher / pastoral care teacher to ensure that they have permission to be absent from class.

Smithycroft Secondary uses text messaging whereby parents are alerted to the fact that their child is absent by an automated telephone call or text message. We also have an Education Liaison Officer who investigates absence. The authority has the power to investigate cases of non-attendance, and may, write to, interview or prosecute parents, or refer pupils to the Scottish Children's Reporter.



## DRESS CODE

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Smithycroft is, a school, which believes in the importance of a school 'Dress Code' for a number of key reasons:

- it promotes a positive school ethos in school and in the wider community
- it prevents the impact of the fashion / designer label culture in school
- it is safer for everyone since intruders can be more readily identified.

At Smithycroft we ask that pupils should wear the school blazer, black trousers or skirts, a white shirt with the school tie and black school shoes. Smithycroft jumpers and cardigans are also available but optional. All pupils must bring a suitable bag to school everyday.

The following items are not acceptable:

- items which may encourage or identify factions (football colours)
- items which could cause offense (political or other slogans)
- items which could cause health and safety problems (loose fitting or flammable clothing in practical classes)
- items which could damage flooring
- items which could cause harm to other pupils

### PE Kit

It is important that pupils come prepared to learn and for PE this requires appropriate clothing. All jewellery should be removed. Acrylic nails are not permitted. Pupils who are not participating in PE must have a note or medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the course.

In Smithycroft junior pupils are required to wear a PE top in their house colours. These should be purchased from the school.

Under no circumstance will pupils be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code and, in particular, pupils will not be denied access to examinations as a consequence of not conforming to the policy.

Parents / carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,860), Housing Benefit, Council Tax Benefit or Universal Credit (where the total income is less than £7,320) will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from the school and at <https://www.glasgow.gov.uk/index.aspx?articleid=17885>

Glasgow City Council is concerned at the level of claims being received regarding the loss of young peoples' clothing and / or personal belongings. Parents / carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items are not brought to school. Parents / carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.



## **HEALTH AND MEDICAL CARE**

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### **MEDICAL EXAMINATIONS**

The school medical service no longer carries out routine examinations of secondary pupils, although they may give advice on request. Certain pupils with chronic conditions may, however, be called for examinations on a regular basis.

Vaccinations are still given: Tetanus / Poliomyelitis to all 14 year olds. HPV to all 13 year old girls. Parents may, if they wish, attend medical examinations and inoculations.

### **FIRST AID AND ILLNESS**

We do not have qualified medical staff on duty in the school. Accidents are, however, bound to happen and pupils can be become ill. It is very important that:

- ❖ we have a note of an emergency contact number for a parent or a responsible adult relative
- ❖ pupils who feel unwell when they get up in the morning are not sent to school

If a pupil needs to go home, we will telephone the emergency contact and arrange for the pupil to be collected from school and taken home.

In a crisis we will take whatever steps seem appropriate and sensible to help the child.

## SCHOOL ETHOS

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Often at Parents' events the key message of 'attainment, achievement and aspirations' is discussed. This succinctly sums up what we try to promote every day at Smithycroft. We want all our pupils to get the very best qualifications they can, achieve success in as many activities and initiatives as possible and have high expectations about their future after school.

A key focus at Smithycroft is celebrating the achievements and success of our young people. We do this formally through our 'Fest' Afternoons and Attendance Reward Scheme. However, celebrating achievement permeates all our activities and classrooms, and we look to work with many different organisations to give all our young people the opportunity to be successful. We also have a leadership programme in our senior school to ensure that our young people are given the chance to lead initiatives inside and outside the school. Here are just some of the partners we work with to build a better Smithycroft:

- Local Churches
- Glasgow Life
- Health Improvement Team
- Princes Trust
- Duke of Edinburgh Awards
- Focus West (University link organisation)
- Local Glasgow colleges
- Fairtrade





## PROMOTING POSITIVE BEHAVIOUR

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At the heart of everything we do at Smithycroft is the promotion of good relationships. This ensures that the school and its classrooms are positive learning and teaching environments which help young people to do their very best. To make sure this happens we promote positive behaviour across the school at all times. We recently updated our policy in this area to reflect changes that have been developing over the past number of years.

The high standard of behaviour at Smithycroft is often commented on by visitors to the school. This includes the Inspectors who when they came in October 2013 stated that our young people are well-behaved, respectful and attentive. We spend a lot of time and effort to make sure that this happens since it clearly benefits all our young people, staff and parents to have a happy, hard-working and harmonious school.

The school has specific reward systems in place to promote good behaviour and within departments these can be excursions or treat lessons. We also have our 'fest' afternoons. For all our extra-curricular activities and trips we make it very clear that participation is subject to good behaviour and this works very well as an incentive.

There are times, however, when some young people need support to improve their behaviour and our Pupil Support team, including our Principal Teacher Learning and Behaviour Support, step in to help. We also work with a range of organisations to support our young people and help them to improve. This often works alongside the efforts of the Year Heads who spend time talking to young people about the consequences of their actions. We do take action when young people disrupt or don't cooperate. They are becoming mature young adults and need to accept responsibility for their behaviour. This does not happen very often but it is important that when it does, we work together with parents to move forward in a positive way.

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. All adults in Smithycroft Secondary work with young people to ensure they are aware of their rights and fully respect the rights of others. In May 2018 we were awarded the Silver Award as a Rights Respecting School. We are now working towards our Gold Award.

More information about our Promoting Positive Behaviour Policy can be found on our website.

## CURRICULUM FOR EXCELLENCE

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### Bringing learning to life and life to learning

Curriculum for Excellence is now firmly embedded in Smithycroft. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together, Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents / carers across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's "learning journey" from 3 – 18. Helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. In 2013 / 2014 new National 4 and 5 qualifications were introduced. In August 2017 the National 5 qualifications were changed with the internal units being removed unless a pupil is only being presented for a unit(s) rather than the whole award. This year sees the removal of the units from our Highers. Our well regarded Advanced Highers will be updated to take account of and support new approaches to learning and teaching.

There's personal support to help young people fulfil their potential and make the most of their opportunities with additional support whenever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.



## SMITHYCROFT'S CURRICULUM

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Over the past years, we have been consulting with staff, pupils and parents to develop our curriculum for both the Junior and Senior phase of Smithycroft. Our junior curriculum will be based on the principles of allowing pupils to experience a broad general education from S1 to S3. They will study subjects across the eight key curriculum areas which are as follows:

Language and Literacy	English and Modern Languages (French)
Mathematics and Numeracy	Maths
Science	Biology, Physics and Chemistry
Social Subjects	History, Geography, Modern Studies and Scottish Studies
Technology	Home Economics, Technical, Enterprise and ICT
Health and Wellbeing	PE and Personal and Social Education
Expressive Arts	Art, Music and Drama
RMPS	Religious, moral and Philosophical Studies

Some subjects will organise their classes according to the learner's ability in that area. This is known as setting. The Support for Learning department also gives additional support to pupils across all subject areas but particularly in Maths and English. Pupils will experience a greater amount of interdisciplinary activities (projects which combine lots of different subjects or subjects linking up better with each other to make learning more relevant), have more chances to achieve success in and outwith the classroom, and have increased opportunities to be involved in the ethos and life of the school.

At the end of S2 pupils, in discussion with their parents, will have the opportunity to specialise within the curricular areas. It is hoped that this will allow for more in-depth learning in their chosen area.

During S3 learners, supported by parents and our pastoral care staff, will begin to decide which particular subjects they wish to continue with into the Senior phase. In S4 they will study English and Maths and five other subject areas. In S5 and S6 they will study five subject areas in total. However, this will be renewed annually in light of the impact the new National exams will have on the curriculum. The Senior phase will be S4, 5 and 6 and there will be opportunities for year groups to study together.

Our Senior phase curriculum will build on the existing curriculum presently being studied at Smithycroft. We are able to offer the full range of National Qualification courses from National 3 to Higher and for some subjects Advanced Higher. As well as the traditional type courses we link closely with Glasgow colleges to offer some more vocational type courses too. These build on the commitment of Smithycroft to prepare our young people for the world beyond secondary whether it is University, college or the job market. We also work closely with Skills Development

Scotland and have close links with business partners in the community. All our pupils have a week of work experience in S4 and may have further opportunities in S5 and S6. We encourage them to take leadership in many areas and indeed they can now achieve an SQA qualification in Leadership.

Our Senior Phase curriculum will focus on developing skills for learning, work and life and ensure that our young people achieve the best qualifications they can and leave Smithycroft as well rounded, responsible and confident citizens. In the Appendix section there is an S5/6 Course Choice form which allows you to see the courses we presently have on offer. The college courses include, childcare and social work and care, engineering, games technology, beauty and uniformed services.

## OUR CURRICULUM

Finally, the changing curriculum can be a source of concern from both pupils and parents but this is an evolving process. At Smithycroft we will always seek to build on our good practice and involve you and our young people in the decisions to take forward curriculum changes. Within curricular areas pupils are increasingly being given the opportunity to chose aspects of the curriculum they wish to study and their voice is important when departments are looking to change their courses and practices. Teachers including Senior Managers, visit a range of classes across the years to speak with our learners about their learning and this contributes to the overall improvement agenda of the school.

For more information about our developing curriculum or information about Curriculum for Excellence check our school website and the range of websites in the Appendix section.



## WORLD OF WORK

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Smithycroft is unique among schools in Glasgow in having a Principal Teacher in post whose sole responsibility is the preparation of pupils for the World of Work.

A major part of this remit is the organisation of work experience placements for pupils in S4 and S5/6. The allocation of placements is on “job shop” basis to ensure that, if it is possible, pupils are able to go to a work place which reflects their interests and likely future ambitions. However, the purpose of work experience is to give pupils a sense of what it is like to go into a situation where they meet new people, have to cope with a range of tasks and, importantly organise themselves so that they get to where they should be in good time.

Pupils go on placement in S4 during October. Pupils in S5/6 have additional opportunities to go on placements to both work places and colleges.

Pupils from S1-S3 are involved in awareness raising activities to develop their understanding of the world of work and the key skills which will help them to be successful in their future.

A major area in the development planning of the school is the preparation of pupils for their working lives through offering them appropriate experiences. This involves identifying areas of the curriculum in all subject areas which are of relevance. Emphasis is also given to raising the awareness of issues relating to World of Work and the opportunities and rewards which are open to them.



Young people who participated in our John Lewis enhanced work experience programme.



## **PROMOTING WIDER ACTIVITIES**

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At Smithycroft we encourage all our pupils to get involved in many different activities to build their confidence. As Curriculum for Excellence develops over the years more and more activities will come into the daily school curriculum. Presently we have a large number of activities taking place over the year. We have:

### **MUSIC**

In S1 we have our Junior Choir and for S2 to S6 we have an excellent Senior Choir. This choir often performs at school and community events and some of our young people participate in the Bridgeton Burns Club competition. The music department also runs our school orchestra and Guitar band. Each year they organise a Christmas concert to showcase our talented young people and in the final term there is a school show.

### **ART**

The art department is open most lunch times for any pupil who wants to develop their artistic skills in a quiet environment. The lunch club also supports the school show by producing back drops and scenery as well as any other key piece of artwork needed in the school.

### **DRAMA**

In August 2017 we introduced a Drama department to the school. In December pupils involved in the Drama department put on a Pantomime.

### **SPORTS AND GAMES**

The PE department, assisted by other staff across the school, offer a large range of sporting activities. Virtually every year group has a boys' football team which has helped prepare some of our past pupils for the Premiership. We also have a badminton club, aerobics, rugby club, dance group, rowing club and a table tennis club.

We have a girls' football team now which develops talent across all year groups.

In addition the PE department gives some young people the opportunity to get involved in the Junior Sports Leadership Programme and Senior Sports Leadership Programme. Some of our senior pupils are also Sports Ambassadors.

### **SCHOOL OF RUGBY**

Session 2017/18 is year one of a three year School of Rugby journey for Smithycroft. This project is funded by Scottish Rugby and allows selected schools across Scotland to offer a range of rugby across the curriculum and after school.



## OTHER CLUBS

We have a large variety of clubs catering for different tastes including Science club which meets after school one day a week; the Chess club developing our young people to participate in competitions; the Games club, a lunchtime club supporting young people of different age groups, LGBTQ+ Club, Garden Club and more.

## TRIPS AND EXCURSIONS

There are a wide range of trips taking place. Some of these are daily, and include our reward trips, and some are organised to enhance the curriculum e.g, trips to the pantomime, cinema, ice skating, theatre productions and the GFT, team building events, M and Ds, Alton Towers.

Other trips are of a longer duration and are curricular or extra curricular related. These include trips to Disneyland Paris, the battlefields of Northern France and Belgium, trips to English premiership games, Blairvadoch Outdoor Resource Centre etc. Where possible, the school will try to ensure that as many young people as possible access these trips.

## CHARITIES

Across the year Smithycroft does a tremendous amount of work for a variety of charity organisations. Most of these are organised by our pupils themselves and recent activities include supporting Yorhill Hospital, the Brick by Brick Hospice Appeal, MacMillan Cancer Care, Comic & Sports Relief, Children in Need, Junction 12, Make a Wish, Cystic Fibrosis, Wear it Pink, Mary's Meals and more.

We also work closely with Glasgow Housing Association.

We try to support as many local charities as we can through lots of different activities such as our talent show, choir singing in Princes Square, tombola and raffles, beat the goalie, non-uniform days and any other ideas pupils suggest ... of a reasonable sensible nature!



## RELIGIOUS EDUCATION AND OBSERVANCE

The school aims to provide religious education in accordance with the guidelines produced by the local authority. Over the course of the pupils' school life religious education should encourage pupils to:

- ◆ recognise religion as an important expression of human experience
- ◆ reflect on and respond to the values, beliefs and practices of religious traditions within our community and beyond
- ◆ be aware of the practical consequences of religious commitment
- ◆ evaluate, and come to their own understanding, of the meaning, value and purpose of life

All classes follow a programme of religious and moral education which has the above as its aims.

Religious observance most usually takes the form of prayers and readings at assemblies. It is hoped to afford pupils opportunities;

- ◆ to engage in a shared activity in which they can reflect on and express their own spiritual feelings
- ◆ to celebrate together important occasions in their lives and in the lives of the school and its community
- ◆ to give expression to the shared beliefs and common humanity of people everywhere.

The school is well served by a chaplaincy team consisting of ministers from the neighbouring churches and workers associated with the churches.

As well as involvement in the arrangements explained above the team make a significant contribution to the school's personal and social education programme.

Parents have the right to withdraw their children from religious education periods and/or religious observance. Any parent who wishes to exercise this right should inform the head teacher in writing so that appropriate school work can be arranged as an alternative.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. These requests must be in writing and will not be granted on any more than three occasions in any one school session. The child will be recorded as an authorised absentee in the school register.

## EQUAL OPPORTUNITIES

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The Equality Act 2010 protects certain characteristics. In the delivery of education the characteristics that are protected are disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy and maternity. When making decisions in relation to admissions, exclusions, the provision of education, benefits, facilities and services and any other relevant decisions the school has a duty to have due regard to the need to –

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

As a school we are striving to achieve the silver Award on the LGBT Charter.

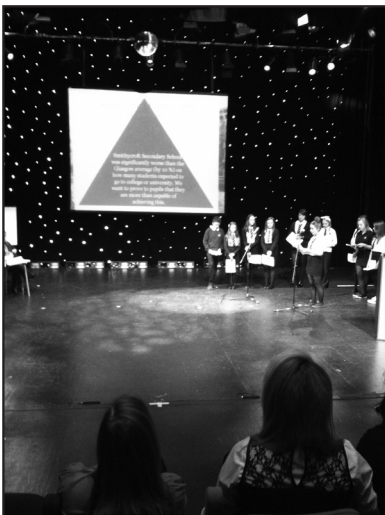
### Dealing with Racial Harassment

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his / her colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination.

In 1999 the guidelines, 'Dealing with Racial Harassment' were issued to assist all teaching staff in dealing with such incidents.

The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every young person in Glasgow has the right to be happy and secure in school.



S3 pupils present to Glasgow Dragon's Den their pitch for money to enhance aspirations at Smithycroft.

## ASSESSMENT AND REPORTING

### ASSESSMENT

The promotion of Curriculum for Excellence has led to a greater emphasis on the ideas known as 'Assessment is for Learning'. Teachers now use a range of strategies to gain a better understanding of a learner / pupils progress. These strategies include:

- class assessments
- presentations
- peer assessment (this is when pupils help assess each others work based on a set of criteria and the teacher supervising)
- quality feedback as opposed to simply ticking work
- making an item to show learning has been understood i.e. a volcano in Geography, a cupcake in Home Economics.

Each department and teacher in the school tracks the progress of pupils throughout S1 to S3. We use a whole school mechanism to ensure that we can get a holistic picture of each pupil's progress across the 'Broad General Education' (S1 – S3). We are also looking at how we track the development of 'higher order skills'. This will be particularly important when pupils develop their own Profile of Learning in S3. This Profile will allow pupils to reflect on their learning from S1 – S3 and prepare them for moving into the Senior Phase, S4 – S6, of their Smithycroft experience.

As pupils move into the Senior Phase they will study for their National exams. These involve different kinds of assessment depending on the level of qualification:

National 3	- Units assessed internally by school
National 4	- Units assessed internally by school
National 5	- Final national exam (to prepare for this pupils will sit Prelim exams in school in January)
Higher	- Final national exam (to prepare for this pupils will sit Prelim exams in school in January).
Advanced Higher	- Units assessed internally by school and a final national exam (to prepare for this pupils will sit Prelim exams in January)

At all our key transition points such as S3 to S4 and leaving school parents and pupils are supported in their choices to make informed decisions.



## REPORTING

It is really vital that we develop a reporting process which ensures parents understand the progress their child is making. Departments often have regular feedback built into their activities but the school has a formal reporting schedule for each year group. This is constantly under review, particularly in light of the new curriculum. At present the arrangements are as follows:

S1	Tracking Report 1	October
	Parents' Evening	November
	Tracking Report 2	January
	Tracking Report 3	May
S2	Tracking Report 1	October
	Tracking Report 2	December
	Parents' Evening	January
	Tracking Report 3	May
S3	Tracking Report 1	October
	Tracking Report 2	January
	Tracking Report 3	March
	Parents' Evening	March
S4	Tracking Report 1	September
	Tracking Report 2	November
	Parents' Evening 1	November
	Tracking Report 3	January
	Parents' Evening 2	February
S5/6	Tracking Report 1	September
	Tracking Report 2	November
	Parents' Evening 1	December
	Tracking Report 3	January
	Parents' Evening 2	February

We will also have target setting activities which involve parents in supporting your child's progress and ask parents regularly for feedback on our reporting procedures.

More information on Assessment & Reporting can be found in the Appendix Section.

## SCHOOL IMPROVEMENT

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Smithycroft is a very vibrant school and are always looking for opportunities to give our pupils a variety of experiences. A few years ago we were again awarded a Platinum Award from Glasgow City Council for all our activities related to promoting enterprise and employability; we regularly had senior Higher Modern Studies pupils involved in BBC debates especially during the Referendum; our Culinary Excellence programme had a successful year working with the Science Centre; we won a number of awards in the Glasgow Trades House competition; we had success at the Bridgeton Burns competition and a final year working with Scottish Opera.

Former pupil Chantelle Baillie was awarded the Diana Award, former pupils Amy Allan and Conor McGregor, ran with the Queen's Commonwealth Baton, Our Princes Trust XL group sailed across the English Channel, we achieved the Rosetta Stone Award. Our Street Dance group got into a Scottish final and we hosted two Ministerial visits from Dr Alastair Allan.

This is just a snapshot of the various achievements and activities from a past session but please refer to our website for more up to date information.

A number of years ago our school was visited by Her Majesty's Inspectors for Education. We were delighted to achieve five 'Very Good' grades which at the time was one of the best in Scotland. Lots of areas of strengths were identified especially the flexibility of our curriculum and relationships across the school. The report is available via the Education Scotland – School Inspection Reports website.

If you would like to find out more about how we are seeking to improve the school this session then please look at our Standards & Quality report and our 'Guide to School Improvement Plan' on our website – [www.smithycroftsec.glasgow.sch.uk](http://www.smithycroftsec.glasgow.sch.uk).



Angela Constance, Minister for Youth Employment, presents awards to our John Lewis partnership young people.

## SCHOOL POLICIES

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We are constantly reviewing our school policies and increasingly seeking to do this with parents and young people. All our policies can be accessed through the School Website.

### STUDENT COUNCIL AND THE PUPIL VOICE

Smithycroft has had a Student Council for many years and it meets throughout the year to discuss a range of issues. Each class in each year elect a representative to go to the meetings. This session the council have been extremely busy discussing our Vision, Values and Aims. They were instrumental in the implication of our new 'fests' reward system. In the past they have been central to decisions regarding the House System and school dress code including introducing our School Blazer.

Increasingly we ask our pupils for their opinions and ideas on areas affecting the school. Last session this included surveys on Health and Wellbeing, the changes to the Curriculum, dress code and attendance. Their voices have an important impact on the decisions affecting their future. As ever, please see the School Website for more on how we involve pupils in the decisions affecting life at Smithycroft.



Stewart Regan, Chief Executive of the Scottish Football Association, visit to Smithycroft



## TRANSPORT

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The education authority has a policy of providing free transport to secondary pupils who live more than 2.2 miles by the recognised shortest walking route from their local school. This policy is one which is more generous than the law requires. This means that the provision of transport could be reviewed at any time.

### APPLICATION FORMS

Pupils who consider that they are eligible should obtain an application form from the school <https://www.glasgow.gov.uk/index.aspx?articleid=17882>

Application may be made at any time in the course of the session, but issuing of the pass may be subject to delay whilst arrangements are being made.

The appropriate officer of the council has discretion, in special circumstances, to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred.

The authority has an Exceptional Circumstances policy relating to e.g. homelessness, parental / carer disability etc. Details are available from the school. There is also a procedure to request transport on medical grounds. The school can advise on procedures.

### PICK-UP POINTS

Where free transport is provided, it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to pickup point and from the drop-off point to the school in any one direction will not exceed the authority's limits (see above). It is the parent's responsibility to ensure that the child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner whilst boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

### PLACING REQUESTS

The education authority does not provide free transport for those pupils in receipt of a placing request place other than in exceptional circumstances and where appropriate legislation applies.

### CONSORTIUM ARRANGEMENTS

Pupils who travel to or from other schools or colleges in accordance with consortium arrangements will be issued with travel passes for this purpose.



## SCHOOL FUEL ZONE

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All services available in the Fuel Zone are developed in line with The Scottish (Health Promotion and Nutrition) (Scotland) Act 2007 which aims to help young people eat healthily during the school day and beyond. Cordia supports Education Services to meet the requirements of the Act by providing healthy food and drink in schools to encourage Glasgow's young people to make the right choice in order to maintain a healthy lifestyle.

Fuel Zone Choices include: baguettes, baked potatoes & salad, pasta, sandwiches and 3 full meal options.

If you require further information about the catering service please contact our catering Manager on 0141 582 0227.

Children and young people of parents / carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £7,920), Child Tax Credit only (where income is less than £16,500), Universal Credit (where income is less than £7,320) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at <https://www.glasgow.gov.uk/index.aspx?articleid=17885>.

## PRIVACY STATEMENT AND DATA PROTECTION

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We collect information about young people attending our school (and also about parents / carers, emergency contacts etc. provided in the annual data check) to allow us to carry out the Council's functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 2018 and all personal data is treated as confidential and used only in accordance with the Data Protection Act, the General Data Protection Regulations, and the Information Use and Privacy Policy approved by Glasgow City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see <https://www.glasgow.gov.uk/index.aspx?articleid=18010>

Education specific privacy statements can be accessed at <https://www.glasgow.gov.uk/index.aspx?articleid=22069>

## **THE FREEDOM OF INFORMATION (SCOTLAND) ACT 2002**

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The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including: The Scottish Government and its agencies; Scottish Parliament; local authorities; NHS Scotland; universities and further education colleges; and the police.

Public authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reasons for decisions made by it.

The legal right of access includes all types of “recorded” information of any data held by the Scottish public authorities. From 1 January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council web-site:

<http://www.glasgow.gov.uk/index.aspx?articleid = 2999>

Internet facilities are provided at all Glasgow City Council Public Libraries and Real Learning Centres.

Although the information in this booklet is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document –

before the start or during the school year in question

in relation to subsequent years



## APPENDICES

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1. Course Choice Form
2. Child Safety/ Protection Policy
3. Policy on Bullying
4. Comments and Complaints
5. Useful Websites

## APPENDIX 1 COURSE CHOICE FORM

### S5/S6 Course Choice 2018/ 2019

Name \_\_\_\_\_ Class \_\_\_\_\_

	A	B	C	D	E	F	G
<b>Higher</b>	English	Mathematics	History Modern Studies PE Leadership(S6)	French Human Biology Physics Administration	Art Chemistry Music RMPS Business Management	P.E. R.E.	P.S.E
<b>National 5 Skills for Work N5 Courses</b>	English	Mathematics <b>College Options B</b>	History PE Leadership(S6) Woodwork Skills Travel & Tourism Fashion and Textile	French Science Administration Hospitality Metal Work Skills <b>College Options D</b>	Art Music Sports Leadership RMPS HE Creative Cakes		
<b>National 4 Skills for Work N4 Courses</b>	Xlerate/Duke Of Edinburgh Employability	<b>College Options B</b> Financial Education	Fashion and Textile Woodwork Skills Travel & Tourism	Hospitality Metal Work Skills <b>College Options D</b>	Art Sports Leadership French (Work & Employability) CIH Housing diploma		



## APPENDIX 2 CHILD SAFETY/ PROTECTION POLICY

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All educational establishment and services must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for you child's establishment.

Schools establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- ensuring that children are respected and listened to
- ensuring that programmes of health and personal safety are central to the curriculum
- ensuring that staff are aware of child protection issues and procedures
- establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children

Should any member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the head of establishment. The Head, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior social worker at the local social work services area office of the circumstances.



## **APPENDIX 3 POLICY ON BULLYING**

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### **BULLYING**

Bullying behaviour will not be tolerated within Glasgow City Council's educational establishments. All young people in Glasgow's educational establishments have an entitlement "to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination." (A Standard for Pastoral Care in Glasgow Schools).

In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments. All establishments are required to review their policy in light of this. Parents and carers have a significant role to play in helping address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with the parents and carers of their children.

### **STAFF**

Staff are trained in recognising possible signs that bullying might be taking place. A reporting system is in place and staff must report any suspected incident involving bullying. Any incident reported is followed up and the pupils involved are closely monitored.

Staff closely supervise corridors, playgrounds, toilets and the "Street" area of the school to reduce the opportunity for bullying to take place. The Senior Leadership Team and janitors also keep a close eye on pupils in the vicinity of the school gate to ensure they can arrive and leave in safety.

### **PUPILS**

Pupils are encouraged not to tolerate bullying and to report any incident of bullying that they experience or that they see happening to others.

Through PSE lessons and talks from staff it is hoped that all pupils see Smithycroft as an environment where bullying will not be tolerated.



## PARENTS

Parents are encouraged to work in partnership with the school to support their child. While choosing to suppress bullying concerns about themselves or other pupils at school, pupils may reveal these issues at home. Parents should pass on to the school any information or concerns that they have about bullying. Just as with information from pupils, confidentiality will be maintained at all times.

If a parent does suspect bullying then becoming angry with the school or the child is not helpful. Parents should work with appropriate staff to either change the attitudes of the bully or to support the victim overcome the trauma of being bullied.

Bullying can be eradicated if everyone (staff, parents and pupils) works together. Please ask for a copy of our Revised Policy on Bullying.





## **APPENDIX 4 COMMENTS AND COMPLAINTS**

In Smithycroft Secondary School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures are available:

<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

### **Customer Care Team**

Customer & Business Services

Glasgow City Council

City Chambers

Glasgow G2 1DU

Tel: 0141 287 0900

e-mail: [customercare@glasgow.gov.uk](mailto:customercare@glasgow.gov.uk) or [education.customerservices@glasgow.gov.uk](mailto:education.customerservices@glasgow.gov.uk)



## APPENDIX 5 USEFUL WEBSITES

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### Parentzone Scotland

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4 - S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>

### Curriculum

Information about how the curriculum is structured and curriculum planning – <http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the eight curricular areas – <http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing – <http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers – [http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

Information on the Senior Phase – <http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work – <http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme – <http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services – <http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

### Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework – [http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm653230.pdf](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm653230.pdf)

Information about Curriculum for Excellence levels and how progress is assessed – <http://www.educationscotland.gov.uk/thecurriculum//howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile – Assessment and qualifications – [http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

Information on recognising achievement, reporting and profiling – <http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>