



**Smithycroft  
Secondary School**

# **This is Our School**

**S1 Transition Information  
2024-25**



**We BELONG  
We LEARN  
We ACHIEVE**



**Mr. Oberg**  
Headteacher

## Transition Program

Our transition programme is well under way and has so far included:

- Staff visits speaking to primary colleagues and young people
- Visits to Smithycroft and tours of the school
- Targeted transition work led by Mrs Sarah Stobie
- Transition learning experiences

# A Message from the Headteacher

**On behalf of all of the staff here at Smithycroft, a very very warm welcome to our community!**

We are really proud of the work we do with young people, their families, and our Primary School partners to support your transition. Belonging is big part of learning and achieving and we want you to feel every bit a part of our community as everyone else here.

Meetings with P7 Teachers and Primary Head Teachers are underway. Enhanced Transition meetings have begun and shall continue in the coming months.

During our School-based Induction days (21<sup>st</sup> and 22<sup>nd</sup> May), young people will get their first chance to experience a 'day in the life' at Smithycroft, working in their new classes with our fantastic teaching staff.

We continue to strive to deliver a transition experience which provides your child with as full and well-rounded an experience as we possibly can.

Over the coming months, if you have any questions, issues or concerns, please send them to the Smithycroft Headteacher's Email address ([headteacher@smithycroft-sec.glasgow.sch.uk](mailto:headteacher@smithycroft-sec.glasgow.sch.uk)) and we will respond to you as quickly as possible.

I am looking forward to meeting you and your child and I hope that your young person is excited about joining us in our brilliant school.

**Patrick Oberg**  
Headteacher



# Your S1 Team for 2024/25



**Mr. Hodgman**  
S1 Head of Year



**Mr. Callaghan**  
S1 Pupil Support

## Support for Learning

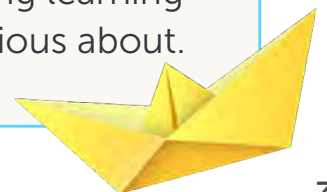


**Mrs. Stobie**  
Support for Learning



**Miss Walters**  
Support for Learning

As well as the expert teachers in each class who will help you learn about French, Physics, Art, Cooking, and all the other subjects we offer, the staff on this page are here to help you settle into the school; make and maintain friendships; learn valuable skills like Being on Time and conducting Respectful Relationships. They can support you if you are finding learning difficult or if there are issues you are worried or anxious about.



# Our School Day

The school day  
begins at **8:50am**



Mondays and Thursdays,  
we finish at **3:50pm**

Tuesdays, Wednesdays, and  
Fridays, we stop at **3:00pm**



## Interval

All pupils must stay within  
the **school grounds**  
during interval.



**10:40am**

Food and drink can be  
purchased from the  
canteen using  
**ParentPay**.

## Lunch

S1 pupils remain in school for  
lunch until **September Weekend**.

Decisions about going outwith  
school are then based on each  
pupil's level of responsibility.




**12:35pm or 1:20pm**

Pupils may bring a  
packed lunch or  
purchase a school meal  
for **£1.90**.



# Our S1 Curriculum

What's included in **Smithycroft's Broad General Education** (BGE) and how many times will I visit each subject?

Registration every morning at 8:50am		 <b>10 mins</b>	
SUBJECT	#Periods	SUBJECT	#Periods
English	4	Social Subjects	3
Literacy	1	<i>History, Modern Studies, and Geography</i>	
Modern Languages	2	RMPS	2
Mathematics	4	<i>Religious, Moral, &amp; Philosophical Studies</i>	
Science	3	HWB	4
Technical	2	<i>Health and Wellbeing</i>	
Music	2	<i>Physical Education</i>	
Art	2	<i>Health &amp; Food Technology</i>	
Elective	1	Enterprise & Digital Literacy (ICT)	1
		<i>Information Communication Technology</i>	
		PSE	1
		<i>Personal and Social Education</i>	
		Pupils attend PSE classes with their allocated Pastoral Care teacher	

You can find more information about the subjects included in our Broad General Education on **Pages 15–20** of this Transition Guide and on our website.



# Our Timetable

- Monday and Thursday are the longer days at school.
- Before school, during break and lunch, are toilet times.
- Arriving to registration after 8.55am will result in a pupil being marked late.
- You must go straight to class and ask the teacher's permission before leaving class.

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Registration</b> 8:50—9:00am	<b>Registration</b> 8:50—9:00am	<b>Registration</b> 8:50—9:00am	<b>Registration</b> 8:50—9:00am	<b>Registration</b> 8:50—9:00am
<b>Period 1</b> 9:00—9:50am	<b>Period 1</b> 9:00—9:50am	<b>Period 1</b> 9:00—9:50am	<b>Period 1</b> 9:00—9:50am	<b>Period 1</b> 9:00—9:50am
<b>Period 2</b> 9:50—10:40am	<b>Period 2</b> 9:50—10:40am	<b>Period 2</b> 9:50—10:40am	<b>Period 2</b> 9:50—10:40am	<b>Period 2</b> 9:50—10:40am
<b>Interval</b> 10:40—10:55am	<b>Interval</b> 10:40—10:55am	<b>Interval</b> 10:40—10:55am	<b>Interval</b> 10:40—10:55am	<b>Interval</b> 10:40—10:55am
<b>Period 3</b> 10:55—11:45am	<b>Period 3</b> 10:55—11:45am	<b>Period 3</b> 10:55—11:45am	<b>Period 3</b> 10:55—11:45am	<b>Period 3</b> 10:55—11:45am
<b>Period 4</b> 11:45—12:35pm	<b>Period 4</b> 11:45—12:35pm	<b>Period 4</b> 11:45—12:35pm	<b>Period 4</b> 11:45—12:35pm	<b>Period 4</b> 11:45—12:35pm
<b>Period 5</b> 12:35—1:20pm	<b>Lunch</b> 12:35—1:20pm	<b>Lunch</b> 12:35—1:20pm	<b>Period 5</b> 12:35—1:20pm	<b>Lunch</b> 12:35—1:20pm
<b>Lunch</b> 1:20—2:10pm	<b>Period 5</b> 1:20—2:10pm	<b>Period 5</b> 1:20—2:10pm	<b>Lunch</b> 1:20—2:10pm	<b>Period 5</b> 1:20—2:10pm
<b>Period 6</b> 2:10—3:00pm	<b>Period 6</b> 2:10—3:00pm	<b>Period 6</b> 2:10—3:00pm	<b>Period 6</b> 2:10—3:00pm	<b>Period 6</b> 2:10—3:00pm
<b>Period 7</b> 3:00—3:50pm			<b>Period 7</b> 3:00—3:50pm	

# Pupil Attendance

## How is attendance monitored?

- Attendance is first marked during **registration**
- and then **period by period**



## What do I do if my child is ill?

- If your child cannot attend school due to illness, please call the attendance line: **0141 287 0039**



## What if my child is sick or injured at school?

- Pupils go to the office if they are sick or injured
- If necessary, they are referred to their Head of Year
- If required, a First Aider and parents are called



# Entering and Exiting

## How do pupils enter and leave the school?

- **All pupils with senior blazers** on should enter and leave the school via the front doors
- **Everyone else** will use the side entrance/exit to enter and leave the school



# Pupil Progress

## How is my child's progress monitored?

- **Regular updates** are sent home from departments regarding the progress of each pupil
- Whole **school progress reports** are issued 3 times per academic year



## What about homework?

- Pupils will be issued with **regular homework** tasks from each subject, usually on digital platforms such as **Showbie**.



# Mobile Phones

## What is Smithycroft's mobile phone policy?

- **Pupils are responsible for their own belongings**
- Smithycroft Secondary School or Glasgow City Council cannot be held responsible for lost or damaged personal property whilst in school
- Pupils will **not be permitted** to use their mobile phone in classrooms



## Contacting the School

Telephone

**0141 582 0220**

Email

[Headteacher@smithycroft-sec.glasgow.sch.uk](mailto:Headteacher@smithycroft-sec.glasgow.sch.uk)

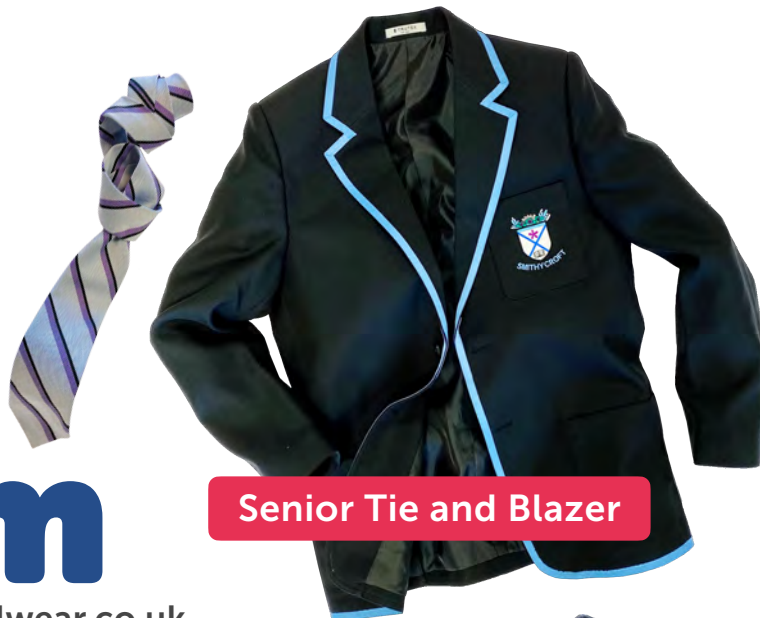




Our School

# Uniform

Available from [www.logoxpress-schoolwear.co.uk](http://www.logoxpress-schoolwear.co.uk)



Senior Tie and Blazer

- School Logoed Blazer
- School Tie  
ties are available from the school office
- White School Shirt
- Black Footwear
- Black Trousers or Black Skirt  
skirts should be of an appropriate length



Junior Tie and Blazer



**Logoed PE Tops** are part of the school uniform and should be worn with black shorts, jogging trousers or leggings. Logoed leggings are available as an optional extra.

## Optional Extras

- Smithycroft Hoodie or Zipper
- Plain Black Hoodie or Zipper
- Plain Black Knitwear

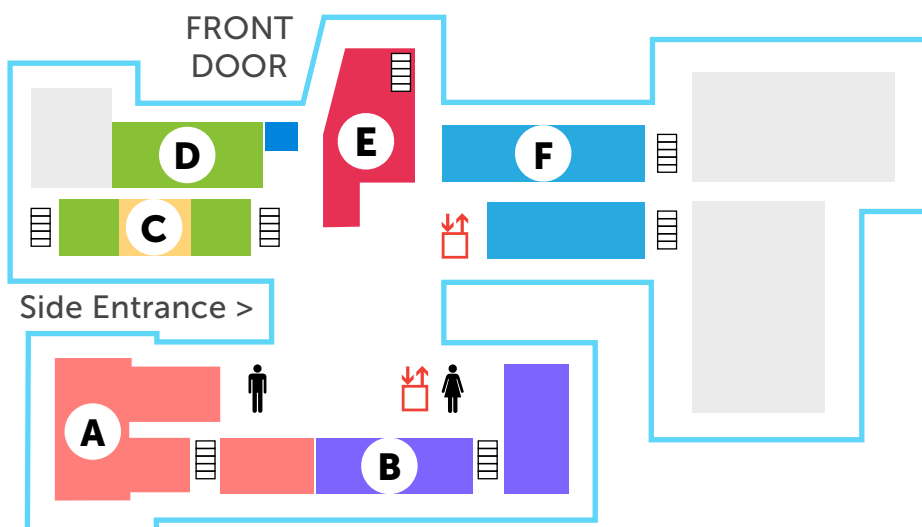


Hoodie

Zipper

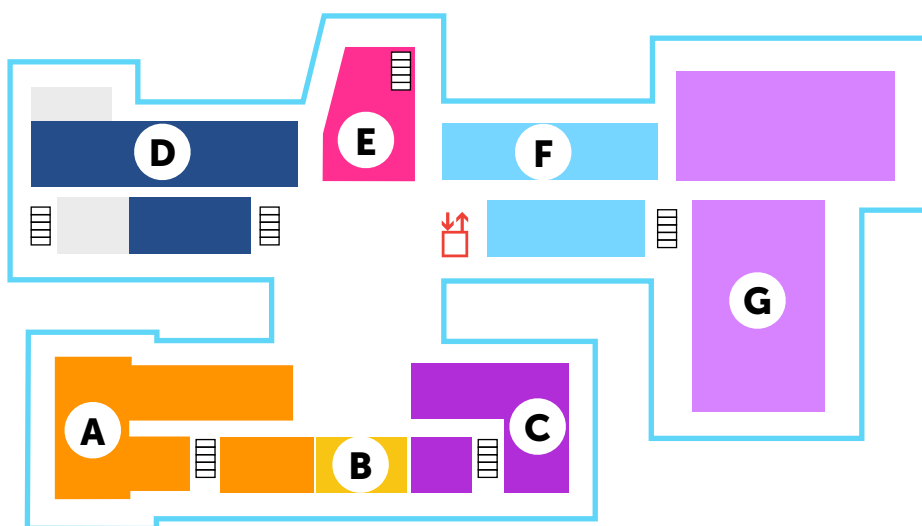
Visit [www.smithycroft-sec.glasgow.sch.uk](http://www.smithycroft-sec.glasgow.sch.uk) for more information

# Our School Building



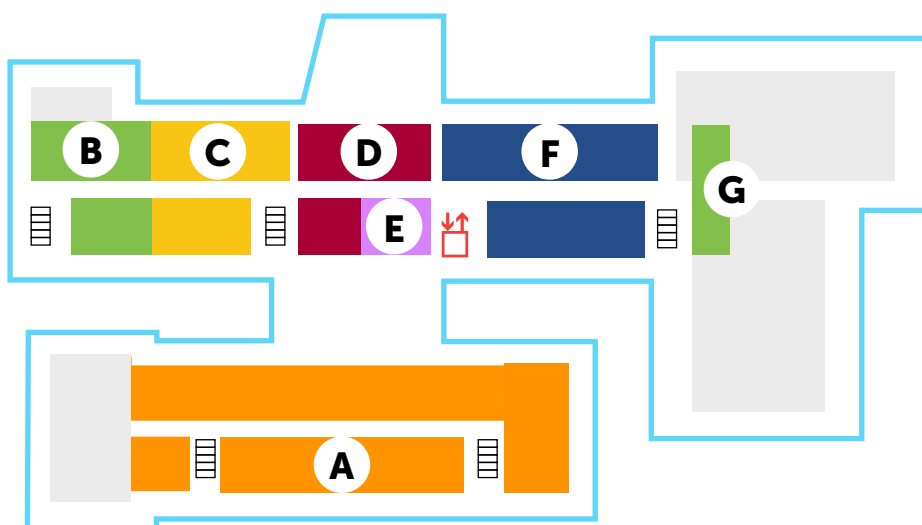
## Ground Floor

- A. Technical/Music
- B. Music/Drama
- C. Youth Hub
- D. Office
- E. Fuel Zone
- F. English



## First Floor

- A. HFT
- B. Music Practice
- C. Art
- D. Inclusion Dept.
- E. Library
- F. Social Subjects
- G. Physical Education



## Second Floor

- A. Science
- B. Modern Languages
- C. ICT
- D. RMPS
- E. PE
- F. Mathematics
- G. PE/Fitness Suite

# Our House System

There are four House Groups at Smithycroft:

**Barbour**, **Logie Baird**, **Inglis**, & **Mackintosh**

- We aim to place pupils in the same House as their **siblings**
- All S1 pupils will have a **House t-shirt** for wearing at PE and House Events
- Pupils earn points for their House for achievement, behaviour, attitude and progress, as well as by taking part in House Events

## Barbour

- House **Barbour** is made up of pupils from **1.1** plus some from **1.5** and **1.7**



## Logie Baird

- House **Logie Baird** is made up of pupils from **1.2** plus some from **1.5** and **1.7**



## Inglis

- House **Inglis** is made up of pupils from **1.3** plus some from **1.6** and **1.7**



## Mackintosh

- House **Mackintosh** is made up of pupils from **1.4** plus some from **1.6** and **1.7**



# Extra-Curricular Activities

There is a vast range of clubs available to all pupils in the school.

**GYMNASTICS**



**Softball**



**CHESS**



**COOKING**



**GUITAR**



**FOOTBALL**



**MUSICAL  
THEATRE**



**ART**



**CHOIR**



**PERCUSSION**



**DANCE**



**VOLLEY  
BALL**



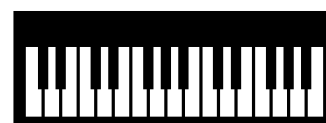
**BASKETBALL**



**Fitness**



**DEBATE**

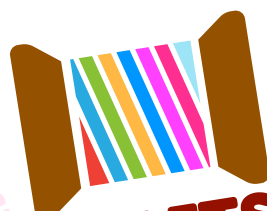


**KEYBOARD**



**Anti-Racist**

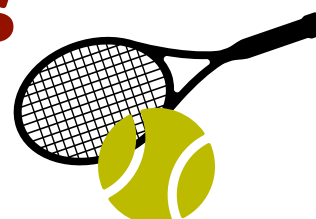
**Cheerleading**  
**Cheerleading**  
**Cheerleading**



**CRAFTS**



**LGBTQ**





# Support for Learning

## We Belong

Young people at Smithycroft are valued for their unique strengths, this is true across the school but particularly in the support for learning department where young people are helped to overcome barriers to learning and access the curriculum in a way that supports their individual success. Smithycroft values all its young people and their contribution to making the school a safe, successful and nurturing place.

## We Learn

Young people at Smithycroft are supported in a variety of ways. We have an experienced PSA team who provide in-class support. Our BGE room that supports our young people who are most challenged by the many transitions of Secondary school life. We offer small group withdrawal for literacy and numeracy support including specialist literacy support for Dyslexic and EAL learners. Intervention groups run to support young people with a variety of barriers to learning including social communications skills, emotional literacy and regulation, specialist nurture support and many more. We offer a time-out facility with the option of sensory space and support during interval/lunchtime within the group room for those who prefer a quieter, more supported environment.

Advising staff on strategies to support learning and behavioural needs within the classroom to ensure young people are able to access their learning in class to the best of their ability!

## We Achieve

Young people with additional support needs are aided in acquiring qualifications that prepare them for independence and the world of work.

In support for learning achievement comes in many areas, young people acquire mainstream and vocational qualifications as well as providing mentoring to younger students who have experienced similar barriers to them. Young people are supported throughout their time at Smithycroft to equip them for independent success and provide them with strategies to overcome challenges they may face.



# iPads & Digital Learning

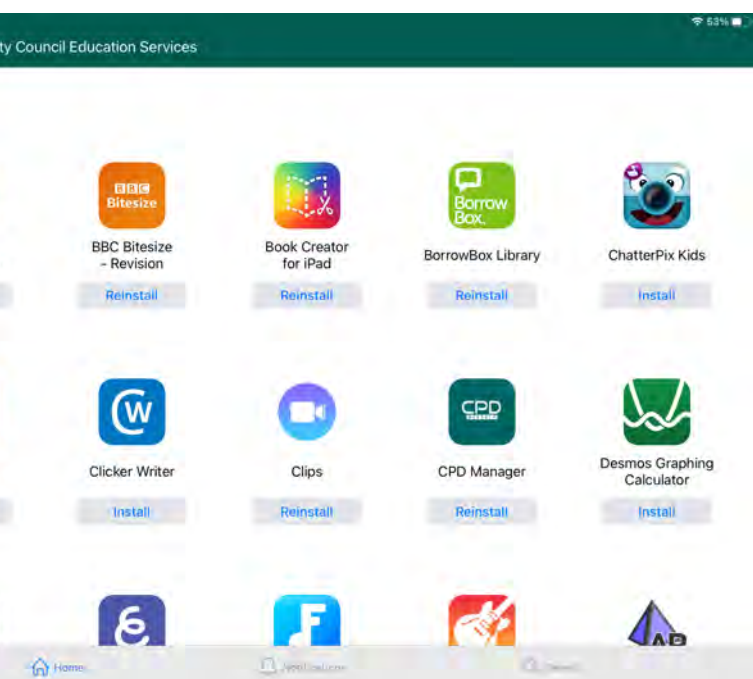
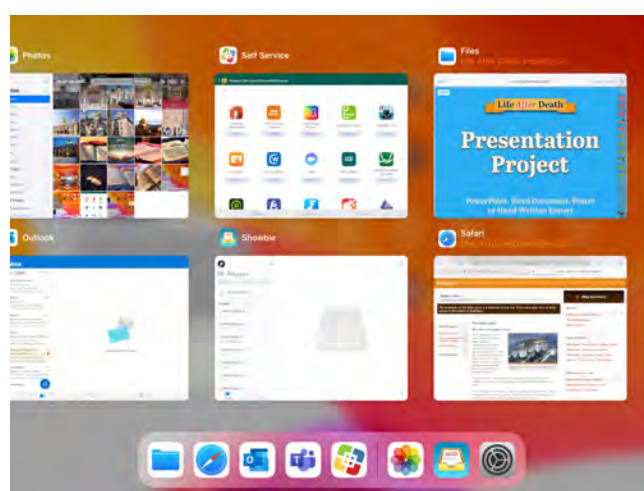
Glasgow City Council have committed to provided your young person with access to Digital Resources to support their learning.

**Where possible, your child will be given access to a School iPad.** If so, you will need to complete a **Pupil/Parent Home School Agreement**, before an iPad can be issued. Please note, it is not possible to guarantee an iPad for use at home.

You will also find an **ICT User Agreement**, which details the expectations of responsible use of ICT resources within Smithycroft.

## Please Note

If your child used an iPad at Primary School, it will need to be returned to that school. It is not possible to transfer an iPad from one school to another.





# Our Subjects

Our Course Information below will give you a good idea of what to expect in each subject during your Broad General Education (BGE) at Smithycroft.

## SUBJECT

English

## S1 COURSE INFORMATION

**'Today a reader, tomorrow a leader.'** Margaret Fuller

In S1, pupils will work on developing their literacy skills in many of the following ways:

### Reading

Studying a wide variety of texts from different genres, such as:

- Prose (Novels/short stories)
- Drama
- Poetry
- Film & TV
- Non-fiction

Producing Critical Essays and completing Textual Analysis

### Writing

Broadly Creative

Personal/Reflective, Imaginative (e.g. Monologues, Drama Scripts, Short Stories, Chapters of novels...)

Broadly Discursive

Persuasive, Argumentative, Report

### Talking

- Group Presentations
- Group Discussions
- Individual Presentations
- On-going, discussion based co-operative learning

### Listening

- Responding to questions
- Active listening tasks

### Library

Fortnightly period to promote and develop reading skills.

The English Department works closely with the Support for Learning Department to plan necessary Literacy interventions for pupils when required. This is on an ongoing basis.



**Twitter @SmithycroftEng**

## SUBJECT

## S1 COURSE INFORMATION

## Mathematics

We will begin maths in S1 by reviewing and building confidence with place value, whole numbers, and decimals. We will then study integers, special numbers and introduce algebra.

Our S1 course has a big focus on **numeracy skills**, and we will spend lots of time on fractions, decimals, percentages and how they link together. Near the end of S1 we will look at how mathematics has had an impact on history and how it can impact the future by researching and learning about famous mathematicians.

Our S1 course covers level 3 and level 4 outcomes. We provide support to learners by helping them to fill gaps in prior learning, and we stretch some pupils into level 4 skills throughout the year.

**We look forward to welcoming our future Smithycroft mathematicians!**



**Twitter @SmithyMaths**

## Modern Languages

**'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.'** Nelson Mandela

Speaking another language not only opens doors to a whole new world but it develops a strong sense of understanding of other cultures and identities. In S1 you will spend half the year learning French and the other half of the year learning Spanish, you will build on your knowledge from primary school, and you will develop across all the skills areas (listening, reading, writing and speaking). You will be able to talk about yourself and others and talk about how you like to spend your free time.

You will learn about French and Spanish speaking countries around the world and all the fascinating cultures that go with them!

À bientôt / Hasta pronto



**Twitter @SmithyML1**

## Science

**Science in S1–S2 is a mix of Physics, Biology and Chemistry.**

These include learning topics about the human body, acids and alkali's, forces, optics and much more! All of these include practical's where you will develop organisational skills and learn how to work with science equipment. Throughout your time in science, you will develop different skills such as predicting, questioning, literacy, analysing and drawing conclusions.

**The science department look forward to turning you all into future scientists!**



**Twitter @SmithycroftSci1**

## SUBJECT

## S1 COURSE INFORMATION

## History

**'History is dependent on the new generation to write a new chapter.'** LaMelo Ball

## Block 1

**Early Settlers to Scotland**

We look at the different groups of people (Mesolithic, Neolithic, the Celts, the Picts, and the Vikings) who settled in Scotland and the impact they had on Scotland's heritage, culture, and development.

## Block 2

**The Scottish Wars of Independence**

We look at the political causes and reasons for the Scottish Wars of Independence and can explain and describe the importance William Wallace and Robert Bruce had on the key events.

**Skills**

We are learning to assess our understanding of historical events by developing our skills in detecting fact and opinion, explaining the reasons for bias, identifying primary and secondary sources, and demonstrating our knowledge and understanding by producing investigations and extended pieces of writing.



**Twitter @SmithySocSub**

## Art &amp; Design

In Art and Design from S1 through to the end of S2 you will learn all about the visual elements like line, colour, pattern, and tone as well as develop artistic skills like drawing, painting, printmaking and clay modelling.

You will also work on projects that include skills that you will learn in Technical.

You will learn about different artists and their work and experiment and use their techniques in your own work.

**We can't wait to see all your colourful work.**



**Twitter @SmithyArt**

## Technical

**In S1 we will spend most of the year in the workshops.**

This will give us a lot of opportunities to use the machines, tools, and equipment to manufacture models that you can take home. We will work with wood, metal, and plastic.

**Models can be painted and decorated depending on what material we choose.**



**Twitter @SmithycroftT**

## SUBJECT

## S1 COURSE INFORMATION

## Music

In the S1 Music Class you will learn to play a range of instruments - keyboard, glockenspiel, guitar, drum kit and ukulele. You will develop your solos skills and also your skills in playing as part of a group.

There are different singing activities to take part in and you will use iPads to create your own music on Garage Band. This is also an introduction to learning about Music Technology.

With 7 Instrumental Instructors in the school throughout the week there is also the fantastic opportunity to learn to play an orchestral instrument - brass (trumpet/trombone), woodwind(flute/clarinet/saxophone) or strings (violin/viola). There are also lessons available for drum kit, guitar, ukulele and bass guitar. All lessons are FREE OF CHARGE within Glasgow and all we require is a willingness to practice outwith the classroom. For orchestral instruments, the school will provide an instrument for you to use but if you have your own instrument you can use that. Get your name on the waiting list as soon as you can!

You will also listen to a wide range of music from different styles and learn about Music Literacy and how music is written. What is the Music language all about?

There is a very busy Extra Curricular scene in Music and you can come along to the S1 Music Club or join the Music Theatre Group which run after school. Or do both! There are other instrumental groups which meet regularly - Samba, Guitar, Woodwind, Strings - so lots to be involved in. We put on performances throughout the year and concerts in December and June.

**We hope that many new S1s will come along and get involved in the Performing Arts!**



Twitter @SmithyMusicDept

## Geography

**S1 begin the year by studying Brazil and the Amazon Rainforest.**

Pupils explore the vibrant country, the languages, the culture, and the city of Rio de Janeiro. They then take a trip along the Amazon River to deep within the Amazon Rainforest where investigate the indigenous tribes, their lifestyles, clothing, food, hunting practices and the important connection they have to the natural world around them.

During their second rotation of Geography pupils study Map Skills. Pupils are taught the foundation of the geographical skills which they will use throughout their time at school and beyond. The Geography department has worked in conjunction with the Maths department to develop this course, and it allows pupils to transfer their skills learned in Maths to Geography classes, including scale and coordinates.



Twitter @SmithySocSub

**SUBJECT****S1 COURSE INFORMATION****Enterprise and  
Digital Literacy (ICT)****In S1 you will be involved in setting up a business.**

Throughout the year you will research, design, create, promote, and sell a new chocolate bar in the school. Any profit that is made is sent to a charity that the class have voted on. This project is an inter-disciplinary project with the Health & Food Technology department.

**Skills**

You will have lots of opportunities to work collaboratively and develop your social skills including communication and presenting. The course also aims to provide you with some of basic digital skills that you can then use in other subject areas and further education. Digital skills are vital and needed by most jobs today. By the end of S1 you will have covered:

- Word Processing
- Email
- Glow
- Presentation Software
- Graphics Software (Paint)

**We look forward to meeting all the future entrepreneurs!**



**Twitter @SmithyBusEd**

**Health and  
Wellbeing (HWB)  
from PE and HFT**

Young people will engage with a range of innovative experiences to promote healthier bodies and minds. Pupils will work towards developing knowledge on healthy eating, practical cookery skills and fitness levels to be able to be successful. Pupils will be offered a range of experiences on and off campus to develop core skills, promote engagement and equal opportunities for all. These opportunities could include golf, skiing, swimming and CrossFit.



**Twitter @SmithycroftPE & @SmithycroftHFT**

**Sports Clubs, Inter-  
House Events, and  
Sports Day**

In addition to the activities outlined in the Health and Wellbeing aspect of your curriculum, the PE Dept will also offer you multiple opportunities to get involved in sports clubs before and after school.

You will also have an opportunity to get involved in Inter house PE events such as Football, Softball, Badminton and Sports Day. We look forward to working with you all and seeing you flourish into Sports Stars.



**Twitter @SmithycroftPE & @HouseSmithy**

## SUBJECT

Religious, Moral and Philosophical Studies (RMPS)

## S1 COURSE INFORMATION

**'Philosophy begins in wonder.' Plato**

RMPS is about discovering how the world works and what it is that makes us all human. Exploring the value, meaning, and purpose of the things we believe, the things we do, and the things we make can help us make sense of the world we live in, as well as all the other subjects we study in school, which makes RMPS an invaluable part of our Broad General Education.

We begin our S1 journey of wonder by exploring the world's six major religious traditions: Hinduism, Judaism, Christianity, Buddhism, and Sikhism. Along the way, we will discover their origins, founders, sacred texts and artefacts, festivals, places of worship, and 'Why they do what they do.'

Our journey then takes us deeper into the beliefs and practices that make our world such a colourful and wonderful place to live, asking sometimes impossible questions along the way: 'How can we be sure of what we think we know?' 'Is there a God?' 'Is there life after death?' 'Why is there evil and suffering in the world?'

S1 pupils will also be learning about **Information Technologies and Social Media**, studying the evolution of social networking, the meaning of symbols, and the rights and wrongs of Social Media.

**Skills**

In RMPS, you need to develop three skills:

- **Knowledge and Understanding:** Learn how to describe something
- **Analysis:** Learn how to explain the meaning of something, identify similarities, differences, consequences and implications
- **Evaluation:** Learn how to make a judgment about an argument to say which one is stronger



**Twitter @SmithyRMPS**

## PSE

Providing Young People with transferable skills focussed on Careers and World of Work, as well as supporting their wellbeing by delivering lessons on mental health awareness, sexual health, and relationships.







# An iPad for Learning

## Parent & Pupil Home School Agreement

**The Connected Learning iPad scheme will provide every pupil with an iPad and a range of e-learning tools and resources to assist and enhance their learning at school and at home.**

The iPad provided belongs to Glasgow City Council and is traceable through the Council's Mobile Device Management system.

All parties involved (pupils, parents/carers and the school) must agree with all of the terms and conditions outlined below.

### **As a Pupil, I agree to:**

- Look after my iPad carefully at all times
- Always store my iPad in its supplied case when not in use, and store it in an appropriate school bag when outside my class
- Charge up my iPad every night and bring both the iPad and the supplied charger into school every day unless told otherwise
- Only take my iPad out in class or in a secure environment such as my home
- Never take my iPad out in the playground, when walking between classes or when travelling to and from school unless directed to do so by a teacher
- Only use my iPad in lessons when instructed to by my teacher and close it or put it away when my teacher says so
- Never share my pin code
- Only use programs on my iPad that my teacher has agreed I can use in the lesson
- Only use my iPad to record audio or video clips with the clear and explicit permission of everyone involved in the recording
- Never access inappropriate content on my iPad
- Never remove any asset tags or security markings from my iPad
- Do not allow the iPad to be subject to graffiti
- Immediately report any damage, loss or theft to the School Office
- Report any technical problems by completing a form at the School Office
- Ensure that all work stored on the iPad is regularly backed up

**As a Parent, I agree to:**

- Ensure that my child cares for and respects their iPad
- Immediately report any loss or theft which happens out of school to the School Office
- Ensure that the iPad is used solely by the child that the school has given it to
- Ensure that the iPad is returned to the school if your child leaves the school, or at any other time upon the request of a member of staff
- Monitor my child's use of the iPad on the Internet at home, to ensure that only appropriate websites are accessed — the same filtering will apply as in school

**As a School, we agree to:**

- Provide pupils with an iPad and access to a range of e-Learning resources
- Give pupils an introduction to using and caring for the iPad. This will include a session on security, e-Safety, maintenance and health and safety
- Provide pupils with a range of learning opportunities which make use of the iPad, both in school and at home
- Provide parents/carers with ongoing advice to help them support their child's use of their iPad
- Make sure that any repairs required on the iPads are communicated to our IT service provider to ensure they are dealt with as quickly and effectively as possible
- Provide access to wireless internet provision within the school. Provision will be made during school opening hours to allow pupils to complete homework/carry out research using the internet if required. The school will not be responsible for any costs involved, nor content accessed, when the Internet is used out of school
- Issue questionnaires to pupils and parents/carers to help us in the ongoing evaluation of the I-pads



## Sign and Return to the School Office

We expect all parties concerned (pupils, parents/carers and the school) to follow all the rules and procedures listed on pages 1 and 2.

If, however, a pupil breaks these rules then the school reserves the right to restrict or remove their access to any school ICT facility as in line with the **Pupil Acceptable Use Policy**.

This policy can be found using the URL [www.glasgow.gov.uk/pupilAUP](http://www.glasgow.gov.uk/pupilAUP)

### PUPIL

As a **Pupil**, at this school, I agree to abide by the rules for acceptable use of the iPad Home Agreement as set out above.

### PARENT/CARER

As the **Parent/Carer/Guardian**, I grant permission for him/her/them to the conditions as set above. I agree to encourage him/her/them to abide by the rules outlined in the iPad Home Agreement.

