

# **Gryffe High School**

Handbook Published July 2021

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## Welcome from the Head Teacher

Dear Parents/Carers,

I would like to take this opportunity to welcome you and your child to Gryffe High School. I hope that this handbook will give you a flavour of the work of the school, reflecting the philosophy of ambition and achievement within the school. We have pride in our high standards, covering all aspects of life and work within the school and the local community.

Gryffe High School is a non-denominational comprehensive school serving the Bridge of Weir/Houston area. The school accepts pupils at all stages from First to Sixth Year. We have an excellent school with a long and proud academic tradition and have the enviable distinction of being among the top performing state schools in Scotland. Added to this is an impressive record of achievements in other spheres of school life, thanks largely to a substantial range of extra-curricular activities in which pupils are encouraged to participate.

The school seeks to prepare young people for life both now and in the future. In this respect our vision, aims and values are outlined on the following pages.

As a school we are working towards gaining full Rights Respecting School Status and as such are committed to working together in line with our School Charter shown on page 7.

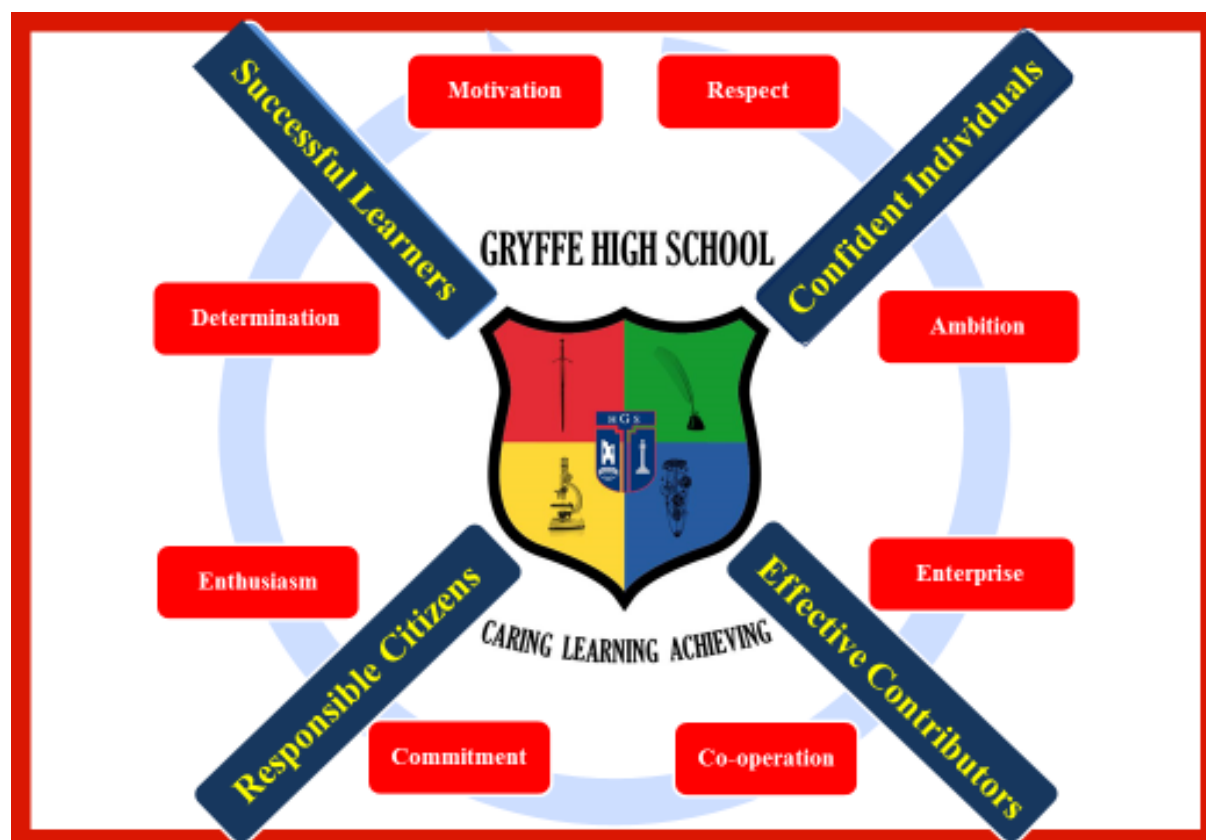
It would be unrealistic to expect the school to achieve these aims working in isolation. Success can only be obtained through a partnership involving home and school. Both the Parent Council and the Parent Teachers Association (PTA) have been very active and supportive of the school, and parents in general are strongly represented at consultation and information evenings, as well as at school events. There is a highly positive ethos in the school, and both staff and parents are committed to driving the school forward in order that our children achieve their full potential.

Mr Kevin Christie

Head Teacher



## School Aims



### Vision statement



Gryffe High School is fully committed to maintaining consistently high standards in all aspects of school life.

This will be achieved through fostering a caring environment, with learners at the centre, ensuring everyone feels safe and supported.

We endeavour to promote effective learning and teaching and provide all pupils, and staff, with opportunities to enable their true potential to be realised in a challenging, supportive and enjoyable way.

## Aims

- To provide a stimulating and effective learning and teaching environment
- To set achievable targets for all
- To promote equality and fairness
- To work in partnership with parents and the wider community
- To promote positive relationships and foster mutual respect
- To recognise and reward attainment and achievement
- To provide pupils with opportunities to develop skills for learning, life and work



## Values for Excellence and Equity

**CARING      LEARNING      ACHIEVING**



Motivation	We all contribute to enhancing the positive learning environment in our school as we aim for personal excellence.
Respect	We are respectful of each other, and the rights of others, to learn within a supportive, nurturing, inclusive and fair environment.
Ambition	We have high expectations and help each other reach our goals and full potential.
Enterprise	We work together to help cultivate and support new ideas and opportunities.
Co-operation	We acknowledge and recognise the views of others and participate positively in all aspects of school and community life.
Commitment	We are committed to making our school a better place in which to learn.
Enthusiasm	We are passionate about making our school an excellent place to learn and teach.
Determination	We encourage each other as individual learners and always strive to do our best.



# Gryffe High School Charter



## Article 12

*You have the right to give your opinion, and for adults to listen and take it seriously.*

## Article 28

*You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

GRYFFE HIGH SCHOOL



CARING LEARNING ACHIEVING

## Article 19

*You have the right to be protected from violence, from being hurt and mistreated, in body or mind.*

## Article 3

*All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children*

## Article 31

*You have the right to leisure, play and culture.*

## PUPIL ACTIONS

- Good communication: Make opinion clear, appropriate and doesn't offend others
- Work hard – take advantage of the opportunity of an education - **Determination**
- Do not be afraid to speak to a teacher if facing violence, abuse or mistreatment of any kind
- No bullying - **Caring**
- Accept differences
- Trust adults to do what is best for you
- Be willing to try new things - **Ambition**

## ACTIONS OF ALL

- **Respect** everyone
- Listen to and tolerate other's views
- **Cooperation**
- Equality and fairness
- Aim for 100% attendance - **Commitment**
- Be prepared, and organised at all times
- Treat others as you want to be treated
- Treat everyone fairly
- Be respectful of differences – **Responsibility**
- Do not discriminate or be prejudice towards others, e.g. sexism, racism, etc.
- **Motivation**

## STAFF ACTIONS

- Give everyone the chance to speak
- Take pupils seriously, no matter their age
- Encourage pupils to have a voice
- Do best to deliver high quality teaching - **Learning**
- Encourage pupils to do the best they can - **Achieving**
- Make learning enjoyable - **Enthusiasm**
- Have realistic, but high expectations of all pupils
- Ensure a safe environment
- Encourage talents and abilities - **Enterprising**

# Service Pledges

## Standards and expectations

### We will:

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

### Pupils will have opportunities for:

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

### You can also expect us to:

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

## How can you help?

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

As a parent/carer, you can help your child by:

- making sure your child goes to school regularly.
- encouraging and supporting your child with any homework/home study given.
- working in partnership with your child's school.
- encouraging your child to respect the school and the whole school community.

The Education (Scotland) Act 1980 uses the broadly framed definition of 'parent'. This is as follows:

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

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

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

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

# About Our School

## Our Building

The school building was opened in 1980 and was built to include normal classroom space, specialised workshops, laboratories, a business education area, games hall and gymnasium. Outdoor facilities included blazes, tarmacadam and grass areas to be utilised for hockey, football, orienteering, netball, athletics etc. In addition, there is a well stocked library with computer section and booths for private study.

An extension to the school was added in 2000 and this was designed to improve the delivery of the curriculum and provide purpose built accommodation for Music, Science and Computing. During 2007, a significant refurbishment and extension programme was carried out, resulting in 3 new extensions and a considerable internal refurbishment. New classrooms in Maths, English and Science have been added together with a Fitness Suite in the PE Department. Many areas of the school have been refurbished to improve learning and teaching in the school.

The theatre accommodates one year group at a time and is used for assemblies, meetings and debates, as well as drama and musical shows.

The school is equipped with 2 disabled lifts, ramps and a conventional lift which enables pupils to reach all areas. There are 5 toilets designed to accommodate a wheelchair.

The school has a 3<sup>rd</sup> generation Astro grass Football Multi Sport Surface.

Most of the school's facilities are available for use out with school hours. For terms and conditions of letting, application should be made to Community Facilities, Renfrewshire House, Cotton Street, Paisley, 0300 300 0300

## Capacity and Roll

At present our S1 intake is capped at a maximum of 165.

The present roll of the school at each stage (November 2021) is:

S1	160
S2	179
S3	167
S4	169
S5	160
S6	123





## School staff

### Senior Management Team



**Kevin Christie**  
Head Teacher



**Angela Brown**  
Depute Head  
Teacher



**Anne Currie**  
Depute Head  
Teacher



**Adam Findlay**  
Supporting  
Depute Head  
Teacher



**Sara Dhesi**  
Depute Head  
Teacher



**Ann Marie Skillen**  
Depute Head  
Teacher



**Ruth Sharp**  
Depute Head  
Teacher



**Scott Taylor**  
Education  
Support Manager

#### SMT REMITS

DHT (Angela Brown)	DHT (Kevin Christie)	DHT (Ann Marie Skillen)	ESM (Scott Taylor)
Year Group Head S1 and S6	Year Group Head S2 and S3	Year Group Head S4 and S5	Operational Management of areas to include: Daily Absence Cover SQA/SEEMIS Work Experience School property and FM
Learning & Teaching Co-ordinator	Pupil Support Co-ordinator, including the 4 context for learning	SQA Co-ordinator	D of E Co-ordinator
Quality Assurance/Self Evaluation Co-ordinator	Child Protection Co-ordinator	SEEMIS, including Assessment and Reporting Co-ordinator	ICT Co-ordinator/ Network Support
Improvement Planning Co-ordinator	Staff Welfare	Raising Attainment Co-ordinator - Monitoring, Tracking & Target setting for S1-S6	Administration to include: data preparation, statistical returns, MIS, personnel issues, inventory, transport, lets
Primary/Secondary liaison and transition Co-ordinator - P7 Induction programme	Staff absence management	Behaviour Management Co-ordinator	Multi-cultural education, equal opportunities and anti-racist strategies Co-ordinator
Raising Achievement Co-Ordinator - SQA Wider Achievement	Curriculum responsibility, including Q.E. (S1-6) - School Timetable - Options Programme S2-6 - Developing Young Workforce	Consortium arrangements	Liaison with support staff – office staff, technicians
CPD/PRD Co-ordinator	Fire procedures	16+ Co-ordinator	Health and Safety School Fund/Finance (planning and auditing School Handbook/Homework Diary
Student/Newly Qualified Teachers	PTA	S5 Induction programme	Awards Ceremony
UCAS Prefects S6 Induction programme Religious Observation	Departmental Line Manager Teaching Pupil Supervision Behaviour Management Deputising for HT (Aug – 25 Nov)	Liaison with Library	Recruitment and HR procedures
<b>DHT</b>	<b>DHT</b>	<b>DHT</b>	<b>HT</b>
+ link Departments – Art & Design Technology, English	+ Pupil Support; Science	+ link Departments – ABC; Health & Wellbeing; Music & Modern Languages	+ link Department – Humanities ; Maths

NB: Departmental line management duties will include formal reviews, STACS analysis, and Departmental Improvement Plans.

Further responsibilities associated with appropriate Year Group: Assessment & Reporting; Behaviour Management; Child Protection; EST; Homework Diary; Learning & Teaching; Mail Shot; Rolling responsibility; Vote of Thanks



## Staff List 2020/21

HEAD TEACHER	Mr K Christie	
DEPUTE HEAD TEACHERS	Mrs A Brown	Head of S1 & S6 (0.6)
	Mrs A Currie	Head of S1 & S6 (0.4 temp)
	Ms S Dhesi	Head of S3
	Mr A Findlay	Supporting Head of S2/Principal Teacher Pupil Support (temp)
	Mrs R Sharp	Head of S4 & S5 (0.4 temp)
	Mrs AM Skillen	Head of S4 & S5 (0.6)
EDUCATION SUPPORT MANAGER	Mr S Taylor	
ABC FACULTY		
BUSINESS STUDIES	Mr B Evans	
	Mrs A Hadden	Part-time
	Mrs C Hydes	
COMPUTING	Mr M MacKinnon	Faculty Head
	Mrs L Robertson	
	Mrs A M Skillen	Depute Head Teacher
ART & DESIGN TECHNOLOGY FACULTY		
ART	Ms E Carrigan	
	Mrs K Dornan-Simpson	
	Miss C Dumbreck	PT Attainment (Temp)
	Miss L MacDonald	Faculty Head
	Miss E O'Hara	
	Miss T Russell	NQT
TECHNICAL	Mr J Dempster	
	Miss L Graham	
	Miss H Hutchison	NQT
	Mr C McBlain	
ENGLISH	Mrs K Anderson	Principal Teacher
	Mrs B Carter	
	Miss T Donnelly	
	Mrs A Duffield	Part-time
	Mrs S Heron	
	Miss A Lawson	
	Mr M Smith	
HEALTH & WELLBEING FACULTY		
HEALTH FOOD & TECHNOLOGY	Miss C Marshall	
	Mrs R Thomson	Part-time
PHYSICAL EDUCATION	Miss A Clark	
	Mr C Friel	
	Mr J Gallacher	
	Miss H Holmes	Principal Teacher – Pupil Support
	Mr G O'Hare	Faculty Head
	Mr F Malcolm	Part-time
	Miss S Still	Supporting Principal Teacher - Pupil Support
	Miss M Wright	

## Secondary School Handbook 2021-22

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HUMANITIES FACULTY		
GEOGRAPHY	Mr J Clark	Principal Teacher Pupil Support
	Miss A lafrate	
HISTORY	Mr K Taylor	Part-time
	Mr A Vannet	
MODERN STUDIES	Mrs G Ward	Part-Time
	Mrs L Blackstock	
	Mr G Hendry	NQT
	Mrs S Jardine	
	Ms R Sharp	Faculty Head/Depute Head Teacher (0.4 temp)
RME	Mrs A Brown	Depute Head Teacher
	Mrs J Davey	
	Ms S Dhesi	Depute Head Teacher
	Miss J O'Hara	
MODERN LANGUAGES/MUSIC FACULTY		
MODERN LANGUAGES	Miss K Clark	NQT
	Mrs L Graham	(Mat Leave)
	Miss K McGinty	
	Miss J Naismith	
MUSIC	Mrs M Porteous	(Mat Leave)
	Mrs A Currie	Faculty Head/Depute Head
	Miss K Monaghan	
	Mr Neil Paton	
	Mrs H Strong	Faculty Head (0.4 Temp)
	Mr C McGibbon	Percussion Instructor
	Mr J McGhee	Guitar Instructor
MATHEMATICS	Mrs J Ballantyne	Part-time
	Miss R Barriskell	NQT
	Mrs S Condy	
	Mr A Findlay	Supporting Depute Head & Principal Teacher – Pupil Support
	Mrs S Macdonald	
	Mrs U O'Neill	
	Miss E Paterson	Project Leader Employability
	Mr S Smith	Principal Teacher
	Mr C Stewart	
SCIENCE FACULTY		
BIOLOGY	Mrs S Costello	Principal Teacher – Wellbeing
	Mrs G Henry	Part-time
	Ms R Sorley	Faculty Head 0.4 /Teacher 0.6
	Mrs L Taylor	Faculty Head 0.6
	Mrs K Tipping	
CHEMISTRY	Mrs D Turnock	
	Miss L Ballantyne	
	Mr D Shepherd	
	Miss S Smith	Part - time
PHYSICS	Mr K Christie	Head Teacher
	Mrs P McGeough	
	Mrs S Tunstead	
	Mrs A Ward	

PUPIL SUPPORT  
ATTAINMENT AND ACHIEVEMENT

Miss C Dumbreck      Principal Teacher  
Attainment BGE, with Art  
Mrs S Smith      Project Leader – Raising  
Attainment, with Chemistry

GUIDANCE

Mrs G O'Hare      Burns  
Mr J Clark      Fleming  
Mr A Findlay      Mackintosh  
Miss S Still      Mackintosh (supporting)  
Miss H Holmes      Wallace

SUPPORT FOR LEARNING

Miss F Brown      Principal Teacher  
Mrs S Costello      with Science

CLERICAL STAFF

Mrs T Graham      Office Manager  
Mrs C Greenaway  
Mrs S Stevenson  
Mrs S Thomas  
Mrs M Willbond      Team Leader

LEARNING ASSISTANTS/CASENS

Mrs E McKenzie

ASNA

Mrs E Mills  
Mrs F Shaw  
Ms R Barr  
Mrs R Foley  
Mrs J Paton  
Mrs B Robinson  
Mr M Smith  
Mrs N Szymkiewicz

HOMELINK

Gordon Boyd  
Alison Smith

TECHNICIANS

Mrs A Callaghan      Science Technician  
Mr P McClelland      Technical Technician  
Mrs M Stark      Science Technician

LIBRARIAN

Michelle Kane

CAREERS

Ms F Anderson

CATERING

Mrs J Butler  
Ms T Docherty  
Ms J McCulloch  
Ms S McKellar  
Mrs J Meighan      Senior Facilities Operative  
Ms L Todd

JANITOR

Mr R Clannachan      Senior Facilities Operative  
Mrs B Mallon      Senior Facilities Operative  
Mr T Smith      Facilities Operative

The updated Staff List can be found by clicking on the appropriate hyperlink below:

Pupil Support Team <https://www.gryffehigh.com/pupil-support-team1.tml>

Teaching Staff <https://www.gryffehigh.com/teaching-staff.html>

Support Staff <https://www.gryffehigh.com/support-staff.html>

Janitors <https://www.gryffehigh.com/janitors.html>

## School information

### School contact details

**Phone number: 0300 300 1323**

- email address: [gryffehighenquiries@renfrewshire.gov.uk](mailto:gryffehighenquiries@renfrewshire.gov.uk)
- write to or visit us at: [www.gryffehigh.com](http://www.gryffehigh.com)

### Parent Council contact details

Chair – Torquil Murray

Members - David McDonald, Debbie Newlands, John Gaffney, Julie Noble, Pat Harvey, Kerry Crichton, Valerie Love, Catherine Daly, Lorna Nelson, Stu Kennedy, George Baillie, Gaynor Stevenson, Tony Milne, Lorna Harvie, Liz Quinn, Julie Devine, Gordon McHarg

Staff members – Lyn Jamison, Patricia McGeough

### Parental involvement

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

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

## School day

Monday/Tuesday/Thursday		Wednesday/Friday	
8:50 – 9:40	Period 1	8:50 – 9:40	Period 1
9:40 – 10:30	Period 2	9:40 – 10:30	Period 2
10:30 – 10:45	Interval	10:30 – 10:45	Interval
10:45 – 11:35	Period 3	10:45 – 11:35	Period 3
11:35 – 12:25	Period 4	11:35 – 12:25	Period 4
12:25 – 1:15	Period 5	12:25 – 1:10	Period 5
1:15 – 2:00	Lunch	1:10 – 2:00	Lunch
2:00 – 2:50	Period 6	2:00 – 2:50	Period 6
2:50 – 3:40	Period 7		

## School year

First Term	Return date for Teachers	Thursday 12 August 2021 (IS)
	In-service Day	Friday 13 August 2021 (IS)
	Return of Pupils	Monday 16 August 2021
	September Weekend	Friday 24 September 2021 and Monday 27 September 2021 (inclusive)
	Schools re-open	Tuesday 28 September 2021
	Schools closed	Monday 11 October 2021 to Friday 15 October 2021 (inclusive)
	Return date for Teachers	Monday 18 October 2021 (IS)
	Schools re-open	Tuesday 19 October 2021
	St Andrew's Day	Tuesday 30 November 2021
	Schools re-open	Wednesday 01 December 2021
Second Term	Christmas / New Year Schools closed	Thursday 23 December 2021 to Wednesday 05 January 2022 (inclusive)
	Schools re-open	Thursday 06 January 2022
	Mid Term break	Monday 14 February 2022 to Tuesday 15 February 2022 (inclusive)
	Return date for Teachers	Wednesday 16 February 2022 (IS)
	Schools re-open	Thursday 17 February 2022
Third Term	Spring Holiday Schools closed	Monday 04 April 2022 to Monday 18 April 2022 (inclusive)
	Schools re-open	Tuesday 19 April 2022
	May Day	Monday 02 May 2022
	In-service Day	Thursday 05 May 2022 (IS)
	Schools re-open	Friday 06 May 2022
	May holiday	Friday 27 May 2022 and Monday 30 May 2022 (subject to change)
	Schools re-open	Tuesday 31 May 2022
	Holiday (Queen's Jubilee)	Wednesday 01 to Friday 03 June (subject to approval)
Last day of session	Wednesday 29 June 2022	

**Teachers return for school year 2022-23 on Friday 12 August 2022**

### School in-service days

- Thursday 12 August 2021
- Friday 13 August 2021
- Monday 18 October 2021
- Wednesday 16 February 2022
- Thursday 05 May 2022

### School dress

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

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

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

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

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

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

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

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

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



At Gryffe High School we canvassed opinion at Parent Council Meetings, Pupil Management Group Meetings and Pupil Focus Groups. We also included a question in all of our Parents/Carers Meeting Surveys seeking views on this subject, and from this consultation, reached agreement on our acceptable dress code.

Firstly, we believe it provides an identity as well as promoting school spirit and pride, and does much to present a good image of the school to pupils, parents/carers and the wider community.

Secondly, it helps with pupil safety as it allows us to quickly identify Gryffe High School pupils from visitors or intruders within the school grounds and buildings.

Thirdly, research has shown that when pupils attend in casual clothes there is invariably competition as to who has the most expensive designer clothes or who can wear a different outfit each day of the week. Our pupils come from homes with a wide range of financial backgrounds and for those who cannot compete and have a limited wardrobe there can be much unhappiness. We would also suggest that with the price of casual clothes nowadays a school uniform may well be the cheaper longer-lasting option.

Fourthly, research also indicates in schools where there is a strong dress code the work ethic is increased and attainment is often higher.

## **Gryffe High School Dress Code**

- White Shirt (allows the school tie to be worn properly)
- School Tie (above the second top button – always be visible)
- Black/Navy Trousers or Skirt (modest length)
- Blazer
- Black/Navy Jumper or Cardigan
- Plain Black Shoes

### Pupils Should Not Wear

- Coloured tops/hoodies - jackets/coats should not be worn in the school building
- Denim jeans (two back patch pockets) should not be worn in school
- Leggings should not replace trousers
- Different coloured shoes/training shoes

### The Mandatory PE Kit

- White T-Shirt with school PE logo (or plain white t-shirt)
- Choice of black or navy bottoms of choice which could include trousers or shorts (to cover at least half the upper leg)
- Trainer/sport shoes suitable for use in the indoor halls
- White sport socks
- Outdoor clothing can be worn on top of PE kit for any outdoor lesson



### Valuables

Lockers are situated outside of the PE changing rooms. Pupils are encouraged to lock any valuables inside one of these lockers during lessons whilst changing rooms are locked during lessons, where possible. Full instructions for procedures when using lockers are displayed around the lockers with staff situated in the area to support pupils in using these for safekeeping of valuable items.



## Uniform Dress Code Procedures

- Pupils not wearing our agreed dress code must report to the school office **at the start of the school day.** A text will be sent to parents/carers to inform them of the items(s) of school uniform missing.
- The school tie should be **visible and above second shirt button** at all times.
- Pupils should be **dressed modestly.**
- All coloured sweaters, hoodies, jackets and coats should be removed by 08:50am while pupils are in the **school building. Pupils should be wearing their Blazers during the school day and as such no jackets/coats should be worn within the building.**

At Gryffe High School we have a stock of spare uniform in a range of sizes and pupils may borrow from this stock. Once returned these items will be laundered.

At certain times during the school session senior school pupils (S4, S5 and S6) have examination diets. **All pupils attending school for examinations or to discuss course material with staff must wear their school uniform.**

## Registration and Enrolment

Most of the pupils who enter Gryffe High School do so by transfer from one of the associated primary schools.

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

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

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

### Induction procedures for pupils starting school and their parents

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

### Primary Transfer Programme

- 1 Later in May a senior manager and the SfL teachers responsible for the new first year, visit the Primary Schools to speak to the Primary 7 pupils and staff.
- 2 In June, all the Primary 7 pupils spend approximately 1 week in Gryffe High School. During this time they follow a sample first year timetable.

In June, parents are invited to Gryffe High School for a talk given by The Head Teacher, and DHT for S1. Thereafter parents are given a tour of the school and also have the opportunity to ask questions and raise matters affecting their own children with the Head Teacher or other senior staff in private. Parents will be notified of arrangements for meetings with school staff and induction days.

### Renfrewshire Transition Teachers

The role of Renfrewshire transition teachers is to support children with their literacy and numeracy learning through transition from primary to high school, so they can continue to make progress as they move into S1. They are particularly focusing on children who show potential to do well but who need short term input with some skills and concepts in literacy and/or numeracy. By receiving this short term intervention, children should then be better able to achieve well in their high school education.

Although the support is targeted, ALL P7 children benefit from having a transition teacher working in their school and classroom. Transition teachers are experienced in both the P7 and S1 literacy and numeracy curriculums and as such, will be team teaching with both primary and high school staff and will be working with ALL children at different points through their transition year. Transition teachers also bring consistency and a 'friendly face' for both children and their parents/ carers during this time of change.

### Associated primary schools

Bridge of Weir Primary School  
Head Teacher, Mrs S Bell  
Warlock Road, Bridge of Weir  
Tel. No. 0300 300 148

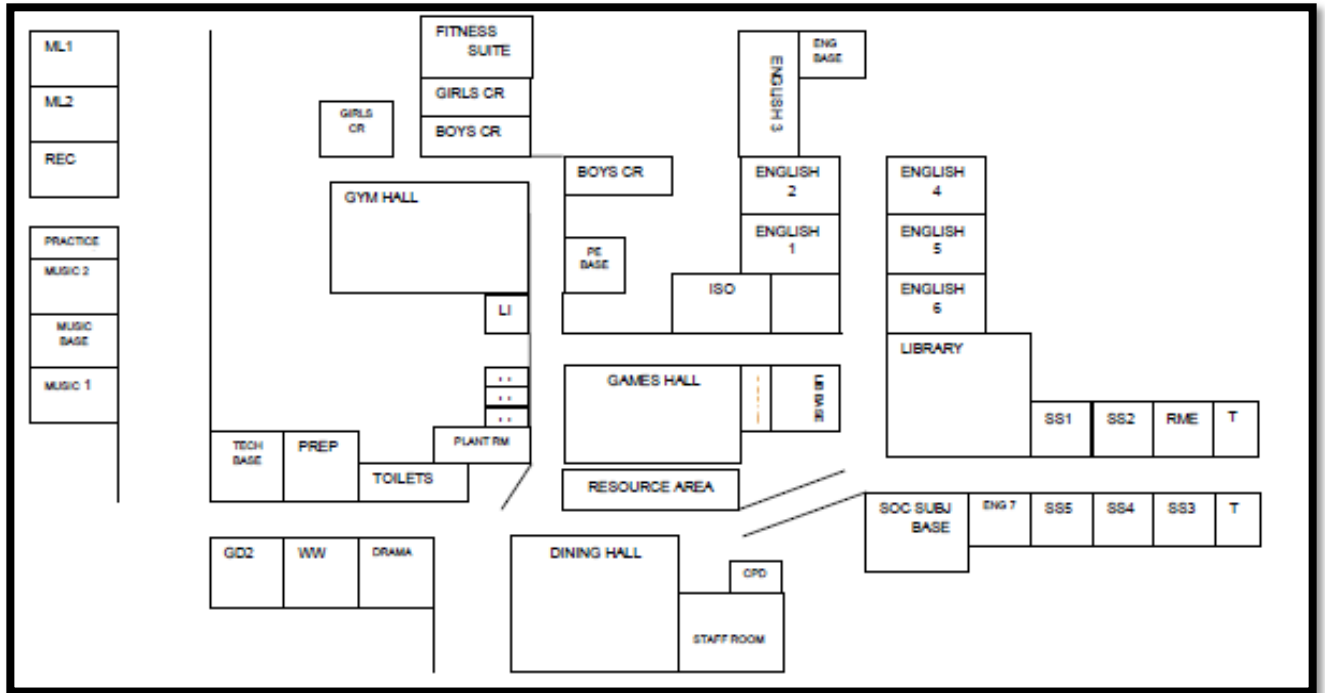
Houston Primary School  
Head Teacher Mrs J Murray  
Crosslee Road, Houston  
Tel. No. 0300 300 0159

There is ongoing contact between the subject departments in Gryffe High School and the associated primary schools. Throughout the session departments from Gryffe High School will spend time working with pupils in the primary schools.

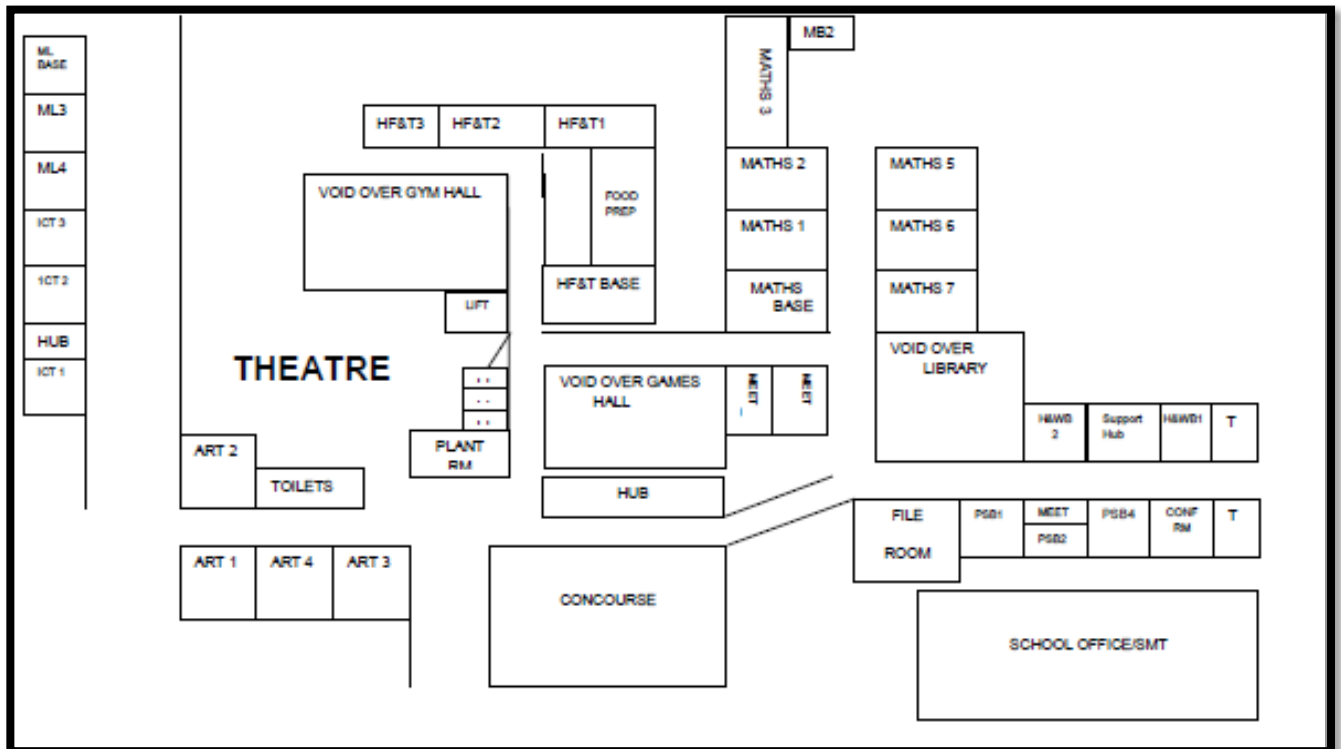
Parents will be notified of arrangements for meetings with school staff and induction days.

# Plan of school

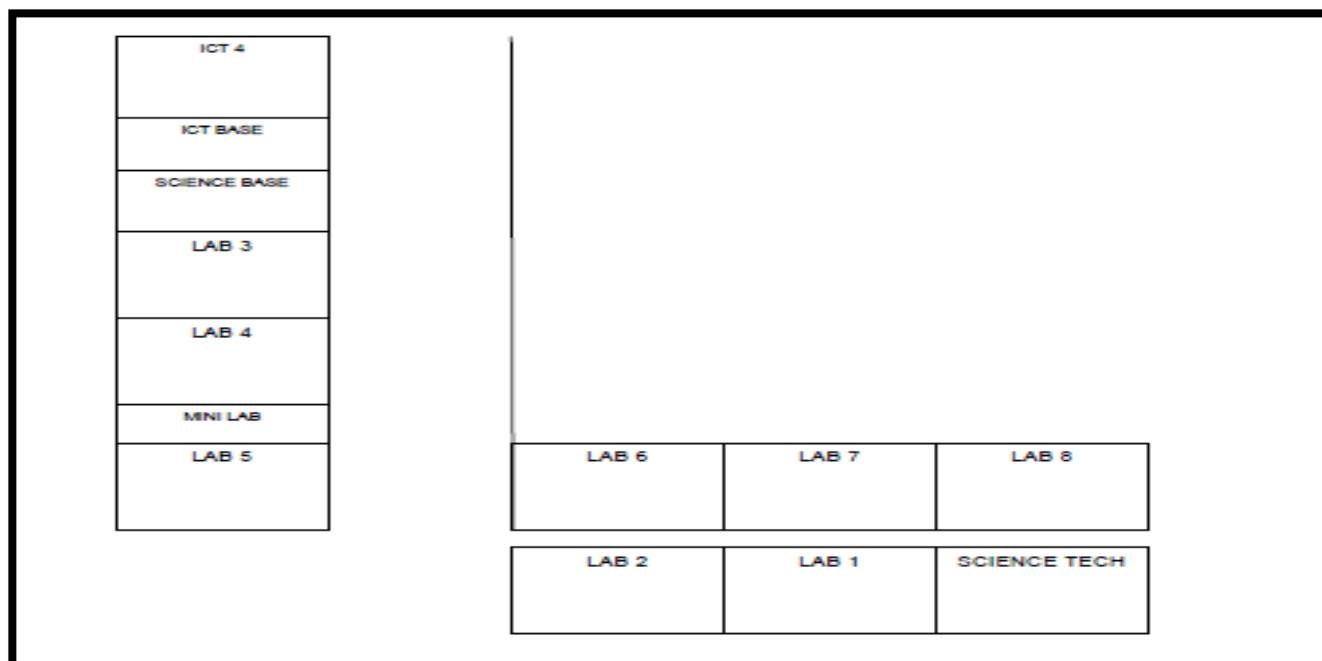
## Ground Floor



## First Floor



### Second Floor



### Car parking

The school has visitor parking spaces and disabled parking spaces available for visitors with disabilities.

Parents/carers must not use the car park as a means of dropping pupils off in the morning or picking them up after school. Increased traffic in the car park could create a health and safety risk to pupils. Parents/carers are asked to respect this and refrain from using the school car park.

### Care and Welfare

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents to make sure that your child is safe, happy and able to benefit from the educational opportunities we offer.

### School security

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

## Attendance and Absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Attendance at school is recorded twice a day, morning and afternoon. Please let the school know by letter or phone if your child is likely to be absent for some time and provide your child with a note on his or her return to school, confirming the reason for absence. If there is no explanation provided from a child's parents, the absence will be regarded as unauthorised.

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

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. The head teacher can, however, approve absence from school for a family holiday in certain extraordinary situations. Please discuss your plans with the head teacher before the holiday. Absence approved by the head teacher on this basis is regarded as authorised. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence

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

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

## Contact Procedures

If a child is absent from school, parents are required to phone or email the school office by **9.30 am** on the first day. If no telephone call or email is received, parents will automatically receive a text message asking them to phone the school immediately.

If an absence is planned, please inform the head teacher in writing. If a child requires to depart early for any reason the school office must be notified in advance.

### Bullying

#### Gryffe High School Anti-Bullying Pledge

In Gryffe High School, our core values are Caring, Learning and Achieving. We understand that bullying is never acceptable and work to create a school community where bullying cannot thrive.

*Unacceptable behaviour will always be challenged*

*We will not label or stereotype*

*Young people affected by bullying will be supported to help them regain their sense of agency*

*The views of the person affected will always be taken into account when finding a solution*

*We will respect everyone in our school community*

*We will promote caring and positive attitudes*

*We will act with kindness whenever we can*

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

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

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

### Child protection

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

Renfrewshire Council has a child protection policy and guidelines in place of which all staff are made aware. Our staff work closely with other agencies to protect children and keep them safe. All school staff receive training every year and must report to the child protection co-ordinator, any concerns they have about the welfare of any child. In every situation, the welfare of the child overrides other considerations.

## Mobile phones

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

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones must be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones must be deleted from phones on their return.
- Children's Services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy, there will be consequences in line with the school's positive behaviour/discipline policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- Smartphones introduce additional challenges for schools and parents. Pupils and parents should be aware that this also leaves pupils open to dangers such as cyberbullying, grooming and access to inappropriate material. Parents are encouraged to read the anti-bullying policy for further guidance.
- Staff should not delete photographs or recordings from confiscated mobile phones.
- When staff confiscate mobile phones or other devices, they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

### Legal Aspects

- There are a number of aspects of the law which may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing in character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.

- In situations which are so serious that a school might contact the police, it is for the police, and not the school, to consider what, if any, criminal offence may apply.

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

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

### School meals

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

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

From 24 January 2019, Gryffe High School no longer accepted cash. Parents can use Parentpay to pay online for meals, as well as those who need to continue making payments by cash may do so using the PayPoint network at local convenience stores, or in addition, pupils can deposit cash at the machine located in the canteen.

School meals are provided on a self service cafeteria basis in the school dining hall. There is a wide choice of dishes, including snack meals. A good balanced healthy main meal can be purchased for about £2.60. A very high proportion of our pupils take advantage of this service.

Facilities are available in the dining hall for pupils who bring their own packed lunches, provided that tables are left clean and tidy.



### Special Diets

Pupils requiring special diets can be accommodated if prior notice is given to the Head Teacher.



## **School transport**

Renfrewshire Council's policy is to provide home to school transport to all secondary school pupils who live more than 3.219 kilometres (2 miles) from their catchment school by the recognised shortest safe walking route. Parents who think their child is eligible for home to school transport can get an application form from the school or Children's Services in Renfrewshire House or online at <http://www.renfrewshire.gov.uk/article/3486/Home-to-school-transport>. These forms should be completed and returned before the end of February for those pupils beginning school in August to allow appropriate arrangements to be made. However, parents may make an application at any time.

In special circumstances the Director of Children's Services has discretion to grant permission for pupils to travel in transport provided by the education authority, where spare places are available, at no additional cost to the authority.

### **Pickup points**

Where we provide home to school transport, pupils may need to walk a reasonable distance from home to the transport pick-up point but this should not exceed 3.219 kilometres (2 miles).

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

### **Placing requests**

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

### **Assisted support needs**

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

### **Pupils leaving school premises at breaks**

Schools have a duty to look after the welfare of their pupils. This includes taking reasonable care of pupils' safety during intervals and lunchtimes.

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

### Education Maintenance Allowance (EMA)

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

Entitlement to an EMA is based on an assessment of household income. The income thresholds for the EMA programme academic year 2020/21 are as follows:

EMA Weekly Payments				
Total Household Income for 2020/21				Weekly Payment
£0	to	£26,884	for families with more than one dependant child in full-time education	£30
£0	to	£24,421	for families with a single dependant child in full-time education	£30

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

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

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

### Part time employment

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

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

### Equalities

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

School education is open to all pupils and all reasonable measures will be taken to make sure that the curriculum is available to every child. The Equality Act 2010 introduced a new

public sector general equality duty which requires Scottish public authorities to pay 'due regard' to the need to:

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

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

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

## **Medical and health care**

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

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

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

## **Religious observance**

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

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

### Managing positive behaviour

#### Promoting Positive Relationships

We aim to provide a stimulating and effective learning and teaching environment, which promotes **respect** for everyone in our school community. Gryffe High School is committed to promoting positive relationships, allowing everyone in our school community to work together. These procedures underpin our **vision, aims** and **values** (displayed throughout the school) with regard to:

- promoting mutual **respect** for each other and our learning environment.
- **equality** and **fairness**.
- continue to develop in each pupil the qualities of self-discipline and a **respect** for the feelings and **rights of others**.

Our expectations in school and our local community will be shared with pupils, staff and parents/carers in a range of ways:

- year group assemblies.
- through our Newsletter and Website.
- posters displayed in classrooms and key areas around the school.

#### Actions for pupils

1. The right to be treated with **respect**.
2. Pupils should follow our school dress code.
3. A high standard of behaviour at all times.
4. Be punctual for all classes.
5. Come to school each day properly prepared and with the appropriate equipment.
6. Pupils are discouraged from bringing valuable property or large sums of money to school.
7. Pupils should not bring dangerous articles which could cause danger to themselves or others to school.
8. Pupils must not engage in any activity which could cause danger to themselves, other people or school property.
9. Everyone is **responsible** for their own behaviour and must accept the consequences if their behaviour does not meet our standards.

#### The Rights Respecting Schools Award

***ALL PUPILS** should have a **VOICE** which is listened to and respected (Article 12 UNCRC). To this end we would encourage staff, at the start of each year to draw up a Classroom Charter in discussion with pupils, which reflects our expectations with regard to behaviour. This will also give subjects the flexibility to incorporate specific requirements for a particular curricular area.*



## Rewards and sanctions

Praising pupils will raise their self-esteem, help them to learn to accept praise, enable them to appreciate their strengths and recognise the success of others and help them to become effective contributors.

Staff are encouraged to praise pupils for hard work, increased effort, co-operating, thoughtful towards others and should be given when:

- It is above the standard for that group (year, class, school)
- It is above the standard for that pupil
- It is consistently good standard – this one often gets missed

We should avoid giving rewards:

- As bribes, e.g. for classroom control
- On demand
- In a way which causes embarrassment
- In a manner which devalues their worth to others (e.g. over use)

## Achievement and attainment

Achievements are recognised in a number of ways within faculties/departments and whole school, for example, token system, certificates, MyMerit, etc.

## Demerits

A Demerit should be given when a pupil has been issued with an 'unofficial sanction', as per the behaviour flow chart. **Pupils should always be informed if they have been issued with a Demerit.**

## Rewarding effort

Our expectation is that all pupils will come to class fully prepared to learn and conduct themselves in a way that respects the rights of others.

Demerit Data will be used to identify those pupils who apply outstanding effort to all aspects of school life. This will be celebrated at whole school level. Pupils and staff will be updated regularly.

## Pupil support

### Remits

Principal Teachers of Pupil Support - REMITS

Covering the four contexts for learning: Careers/Skills	Ethos and life of the school	Curricular areas and subjects	Opportunities for personal achievement	Wellbeing	ASN Support	Attainment & Achievement
<b>Acting Shelley Carmichael BURNS</b>	<b>Adam Findlay MACKINTOSH</b>	<b>Jamie Clark FLEMING</b>	<b>Hannah Holmes WALLACE</b>	<b>Sheena Costello Wellbeing, Equality and Inclusion</b>	<b>Fiona Brown SfL</b>	<b>Sara Dhesi Attainment</b>
Co-ordinator for S4 work experience and PDA/YPI Programme for S4	Co-ordinator for PSE Programme for S1 & S6	Co-ordinator for PSE Programme for S2	Co-ordinator for PSE Programme for S3&S5	*All with a particular focus on SIMD 1-4, FME and Enhanced monitoring pupils	Supporting pupils with ASN, including those with social, emotional and behavioural issues	Co-ordinator of Raising Attainment (tracking, monitoring and intervention)
Co-ordinator for Careers Programme and Careers board/room	Support P7/S1 and S5/6 transitions and Induction days	Co-ordinator of Options Process	Co-ordinator of supporting, recognising and recording achievement (Awards Ceremony)	Organisation and running of Wellbeing Hub/Support Hub	Co-ordinator PSPs, CSPS/IEPS pupil profiles.	Support Learning and Teaching
Co-ordinator for Health & Wellbeing (GIRFEC)	Co-ordinator of Pupil Councils, Pupil Voice & Charities	Supports Career Education and Community Partnerships	Co-ordinator of MyMerit & Profiling	Lead in promoting Resilience and Growth Mind Sets	Co-ordinate ASN Data	.. full remit on next page
Supporting Skills Development Scotland Partnership		Co-ordinator of Careers Fair every second year	Support S4 into S5 Induction Days	Lead Practitioner of Renfrewshire Nurturing Relationships Approach	Managing LAs and ASNAs	<b>Christopher Anderson Data Literacy BGE</b>
Co-ordinator of Work Experience		Co-ordinator of Eco		Development of a Wellbeing, Equality and Inclusion policy	Co-ordination SQA Assessment arrangements	Co-ordinator of Raising Attainment BGE (tracking, monitoring and intervention)
UCAS statements (max 21 statements)	UCAS statements (max 21 statements)	UCAS statements (max 21 statements)	UCAS statements (max 21 statements)	Co-ordination of Pupil Equity Funding projects to meet specific pupils' needs	Managing the Support Hub,	Support Learning and Teaching
<b>Supporting Principal Teacher Pupil Support Guidance: Stephanie Still</b>					Primary liaison/transition	.. full remit on next page
<ul style="list-style-type: none"> <li>Allocation of select caseload of pupils to meet regularly to support Attendance and Welfare</li> <li>Provide detail to show attendance and latecoming trends over the past few years and through improved strategies demonstrate improvement</li> <li>S4 Work Experience (Aug-Oct); UCAS (Sept- Dec); Options ((Feb-Apr); P7 Transition (Mar-May); Achievements- Mr Merit and Saltire Award (Aut-June)</li> </ul>					Co-ordinating S6 in class support	<b>Ann ette lafrate Achievement</b>
<b>All Principal Teachers Pupil Support</b> <ul style="list-style-type: none"> <li>Ensure that all pupils are safe, happy and achieving their potential</li> <li>Raising Attainment and Achievement through Monitoring and Tracking</li> <li>GIRFEC/Pupil Welfare: EST; Attendance &amp; Latecoming; Options; PSE/PDA; Improvement Planning</li> </ul>				Ensure our whole school focus on Wellbeing, Equality and Inclusion reflects highly effective practice identified in HGIOS 4, QI 3.1	CPD for staff on ASN issues	Co-ordinator of Raising Achievement (tracking, monitoring and intervention)
				Co-ordinate Behaviour Support	Manages SIMD/FME and enhanced tracking support	Support Learning and Teaching
						.. full remit on next page

The updated remits for the Pupil Support Team can be found by clicking on the hyperlink below:

<https://www.gryffehigh.com/pupil-support-team-remits.html>

The purpose of the Pupil Support System is to provide pupils and their parents with advice and assistance on courses and progress, careers and personal matters. Support:Guidance staff have a responsibility for continually monitoring each individual pupil's attendance, punctuality, overall progress and conduct. These members of staff have an important part to play at option choice time, at the end of second and fourth years, in ensuring that pupils choose courses which are suited to their abilities and aspirations.

Four Houses exist each under the supervision of a Principal Teacher of Pupil Support (Guidance). The House names were chosen by pupils in August 2011 to reflect famous Scottish figureheads.

The four Houses and the Heads are as follows:

Burns Mrs S Carmichael (Acting)

Fleming Mr J Clark

Mackintosh Mr A Findlay

Wallace Miss H Holmes

The updated pictures for the Pupil Support Team can be found by clicking on the hyperlink below:

<https://www.gryffehigh.com/pupil-support-team.html>

The House System should enable pupils to have one Support teacher throughout their secondary school experience at Gryffe. Furthermore, in future all brothers and sisters will be allocated to the same House in order that families can have a single known staff contact.

The Support staff are normally the teachers whom parents should approach with enquiries about their child's progress or to discuss other aspects of his/her school career. Each member of the Support:Guidance staff has a teaching commitment within a subject department. They also teach their own pupils through delivery of the Personal & Social Education programme. To prevent interruption to the school's normal teaching routine, it would be appreciated if parents who wish an interview with a member of the pupil support team would contact the school to arrange a time which is convenient to both parent and teacher. Information on careers, university and college entrance is available in the school and parents are welcome to discuss these matters with the appropriate Support (Guidance) teacher.



## Curriculum Matters

### School curriculum

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

The National Improvement Framework, updated in 2020 sets out activity the Scottish Government and partners will take to drive improvement for children and young people.

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

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



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

Gryffe High School's curriculum model has been developed through discussion between the education and leisure services directorate, the council's secondary head teachers, our own Parent Council and through a consultation exercise with our wider parent body.

This model will make a key contribution to providing all young people in Gryffe High School with a coherent, flexible and enriched, broad general education (BGE) as expected in Curriculum for Excellence (CfE). It will provide a strong platform for later learning and for successful transition to qualifications at the right level for all young people.

Curriculum for Excellence aims to ensure that all young people in Scotland realise high standards of achievement, including attainment, needed for life and work in the 21<sup>st</sup> century. This aim is endorsed by Gryffe High School and Renfrewshire Council in the expectations stated below. **Entitlements:**

Within Gryffe High School, and across all schools, children and young people are entitled to experience:

- (i) **a broad general education**, including the experiences and outcomes which are well planned across all curriculum areas, from early years through to the end of S3. The broad general education will include **all** of the experiences and outcomes, across **all** the curriculum areas, up to and including the third level.
- (ii) personalisation and choice during S1-S3, which include choices made in approaches to learning within the classroom.
- (iii) recognition of their progress and achievements at the end of S3 (profiles).
- (iv) a senior phase of education after S3 which provides the opportunity to obtain qualifications as well as to develop the four capacities.
- (v) opportunities for developing skills for learning, life and work, with a continued focus on literacy, numeracy, health and wellbeing.
- (vi) learning beyond subject boundaries. This will take the form of effective interdisciplinary learning.

### **Expectations:**

Gryffe High School expects that the aim of CfE to improve the achievement of all young people will be met. This will result in young people, by the end of S3, reaching levels of attainment and achievement which are deeper and more secure than at present.

It is expected that most young people will:

- (i) achieve outcomes at level 4 in literacy and numeracy.
- (ii) achieve outcomes at level 4 in a range of curriculum areas.
- (iii) be undertaking or be ready to move on from learning at the fourth curriculum level.

In taking this position, it is acknowledged that some pupils may not achieve the expectations set out above by the end of S3. It is critical that the needs and entitlements of these young people are met and it is therefore expected that they will:

- (i) experience **all** of the experiences and outcomes, across **all** curriculum areas, up to and including the third level.
- (ii) be provided with an appropriate and relevant curriculum which provides a rich and stimulating experience and is focused on the needs of the learners.
- (iii) continue to have access to experiences which have a focus on improving literacy and numeracy.



## Principles of the S3 Curriculum Model

In recognition of the need for more subject specialist input into learning as pupils engage with level 4 experiences and outcomes, and to ease the transition to the senior phase of their education (S4-S6), pupils will be able to make subject choices as indicated in our curriculum model. In S3, pupils will begin to consider whether, and to what extent, they will carry forward their interest in particular subjects into qualifications, and at what levels. This will be informed by the areas of the curriculum they enjoy, their ambitions for future study and employment and by where they are in their learning.

While this choice is offered, it is important that the S3 curriculum offers all pupils the opportunity to:

- (i) experience learning across a broad curriculum covering science; languages; mathematics; social studies; expressive arts; health and well-being; religious and moral education; and technologies.
- (ii) experience breadth and depth of learning, including the secure development of skills;
- (iii) achieve challenging levels of literacy and numeracy, across the curriculum.
- (iv) develop skills for learning, life and work; and
- (v) experience challenge and success.

In practice this means that:

- all pupils will continue to study all 8 curriculum areas. These are languages
- (Including a modern foreign language), and literacy; mathematics and numeracy; health and well-being; RE/RME; pupils will have a choice of sciences; expressive arts; social studies, and technologies. These will be delivered through the relevant experiences and outcomes to level 4;
- every pupil will have their entitlement to at least two periods quality physical education.
- we will take responsibility for developing skills for learning, life and work by:
- co-ordinating interdisciplinary learning and opportunities to develop skills in literacy, numeracy and health and well-being across the curriculum.
- ensuring that approaches to learning provide opportunities for personalisation and choice.
- pupils will not be presented for SQA examinations/accreditation in S3; and
- we have a commitment in allocating time to inter-disciplinary learning and other activities.

## Senior Phase (S4 – S6)

During the early years of secondary education (S1-S3), young people within Gryffe High School have had access to a broad general education. They have also had the opportunity to develop their skills, their particular strengths and interests further.

This period of young people's learning gives them a strong platform for later learning and for transition to qualifications at the right level for them when they enter the senior phase of their education.

Within Gryffe High School this phase of education will:

- build on the learning undertaken in S1 to S3;
- provide opportunities to extend the young people's abilities and interests;
- provide opportunities for a range of personal achievements, in and out of school;
- recognise achievement both attainment of qualifications and wider achievements;
- provide opportunities to study at advanced levels as possible, to a high degree of rigour;
- deliver a broad preparation for adult life, whether the next stage is further/higher education, employment or training, and for participation in wider society; and
- have continued emphasis in literacy, numeracy, health and well-being and a wide range of skills for life and skills for work.

The curriculum in the senior phase is broader than the programmes which lead to qualifications. Whilst the opportunity to study for qualifications is a central feature of this phase of education, there are other planned opportunities which include an ongoing entitlement to learning and experiences which continue to develop the young person's literacy and numeracy skills, skills for learning, life and work.

The senior phase of the curriculum within Gryffe High School offers extensive opportunity for personalisation and choice for young people. This is the period of learning where young people are expected to make informed choices about programmes of study leading to qualifications at a level appropriate to the individual's needs and achievements.

For some young people, this will be about gaining the necessary qualifications to enter further or higher education. For others, it will involve building on the experiences and outcomes to give them opportunities that will allow them to move onto sustained and positive destinations.

### **Designing a Framework for the Senior Phase**

In order to design a curriculum framework which meets the purposes and principles of CfE, Gryffe High School has included planned opportunities for personal achievement and for learning related to the ethos and life of the school.

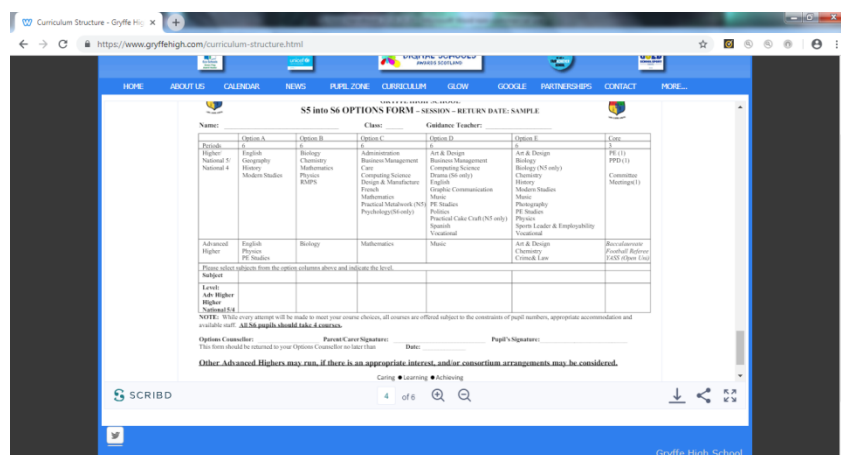
This will give learners the opportunity to deepen learning, develop research and presentation skills, and to prepare for the next stage of lifelong learning. In the senior phase, literacy and numeracy skills will continue to be developed across the range of subjects studied and through wider contexts for learning.

It is evident that the expectations of CfE are very different from those currently applied in the senior stages of most schools. Within Gryffe High School we have used a degree of flexibility in planning the S4 to S6 curriculum to ensure that we best meet the needs of our young people.

During Fifth and Sixth years, pupils follow courses leading to awards mainly of National Qualifications at National 5, Higher and Advanced Higher levels.

The demanding nature of National Qualifications courses, and the fact that the level and grade of pass is important, hard work and a systematic approach to study cannot be over-emphasised.

For this reason Gryffe High School students embark on their Fifth year timetable during the month of June in Fourth year. It is also normal to choose Higher courses from among the National 5 courses undertaken by each individual.



Our Curriculum, S1 through to S6, can be found by clicking on the hyperlink below:

<https://www.gryffehigh.com/curriculum-structure.html>

## Curriculum for Excellence

[new info re the parent toolkit-links to website]

[schools to add]

## Courses available and policy on class organisation

### Assessment and reporting

#### National Qualifications, Courses and Reporting

National 4 courses are divided into units, most of which last 40 hours, which is internally assessed. After each unit has been completed it is assessed within the school using assessments provided by the Scottish Qualifications Authority (SQA). Students who fail any unit assessment at the first attempt are entitled to a re-assessment following advice about and/or re-teaching of the key areas of the unit being assessed. Other than in very exceptional circumstances a third assessment is not permitted. All unit passes are recorded on the final certificate issued.

National 5 and Higher courses usually comprise an External Assignment and at the end of the course in May/June a final External Examination to achieve an overall award. This is assessed by the Scottish Qualifications Authority in all subjects.

In order to expand the range of courses offered to pupils in Gryffe High, the school co-operates with other schools in Renfrewshire and West College Scotland, Paisley to provide consortium arrangements if necessary. The intention is that pupils will be able to choose their course from subjects on offer in other local schools and the college as well as from those in their own school. Inevitably, this may mean that some pupils may have to travel on occasions throughout the week to a school other than their home school. However, this is compensated for by the fact that the young people will have a wider range of courses from which to choose.

In addition, Fifth Year pupils take Physical Education and Personal and Social Education classes.

University and College entrance requirements in Scotland are expressed in terms of Higher passes and the grades achieved. Many students from Gryffe High School obtain the necessary qualifications for advanced study at the end of Fifth Year. Many, however, are quite unsure about which course to take after school and others are still relatively young for university entrance. Consequently, a large number of Gryffe pupils choose to return to Sixth Year to expand and upgrade their existing qualifications.

The school seeks to provide a worthwhile educational experience for all students in Sixth Year and to offer an attractive and challenging programme of courses.

### **S6 Preparing for a Positive Destination (PPD)**

PPD was introduced in August 2015 as an alternative to PSE to allow S6 pupils to gain the benefits of a regular structured course highlighting the key areas needed for their development. The aim of the course is to help prepare and support S6 pupils in their transition from Gryffe High School, both in the path that they have chosen after school and in their development to become well rounded young adults. The course is split into three areas: Positive Destinations, Global Awareness and Personal Safety and Responsibility.

The main focus of PPD is to support pupils in their choices and applications as they prepare to leave after S6 and go on to University, College, Apprenticeships or the world of work. Global Awareness, Personal Safety and Responsibility focus on the knowledge and experiences that pupils will encounter during their final months at Gryffe High School and beyond. Classes are timetabled one period per week and are split between individual registration groups in a classroom setting and year group assemblies within the theatre.

### **Assessment, Reporting, Tracking & Monitoring**

Gryffe High School is committed to raising attainment for all our young people through the provision of a high-quality learning and teaching experience. Our strategy centres around our core values of caring, learning, achieving. Through robust tracking and monitoring we will ensure pupils receive appropriate, proportionate and timely support, including specialist input, when required. We recognise the role of parents/carers and partners with specific expertise in supporting children and young people.

On-going assessment plays a very important part in a pupil's education. It is essential that each pupil's strengths and weaknesses are identified as they go through the course.

Assessment is an integral part of the learning and teaching process. This is followed by effective and timely feedback, which ensures that pupils are aware of their current progress and next steps for improvement. This feedback can be delivered in a variety of ways, including written feedback in the Learner Diary or verbal feedback, such as formal/informal learner conversations.

Within S1 to S3 (Broad General Education), pupils will progress through the experiences and outcomes within the various levels of the Curriculum for Excellence. Each subject consists of a number of different topics, which are designed to provide breadth and challenge. Using a number of methods of assessment, such as oral, written and practical tests, classroom observation by the teacher, longer term project work and in some cases homework, it is possible to judge how competent the pupil is in these areas and therefore build a valid and reliable profile of his/her progress.

Towards the end of S3, pupils will begin to experience National 5 course content in order to prepare for the transition to the Senior Phase. Methods of classroom assessment for National courses in S4-S6 will be similar to those used in S1-S3, but will also align with the requirements of the Scottish Qualifications Authority. Pupil progress through the National Qualifications is closely tracked and monitored with regular feedback provided to both pupils and parents.

Pupils are reported on twice a year within S1-S3 with clear and actionable information on attainment, effort, behaviour and homework provided within both reports. In S4-S6, three reports are provided with the final report including prelim performance and actionable next step comments.

<b>Year Group</b>	<b>Reporting Period 1</b>	<b>Reporting Period 2</b>	<b>Reporting Period 3</b>
<b>S1</b>	November	May	
<b>S2</b>	October	February	
<b>S3</b>	January	May	
<b>S4</b>	September	November	January
<b>S5</b>	September	November	February

In Gryffe High School we have established a robust system to track and monitor pupil progress throughout their academic studies from S1-S6. We confidently identify pupils who require additional support and offer a range of targeted interventions to allow pupils to achieve their potential within their academic studies.

## **Examinations**

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

## **How to understand exam results**

The Scottish Qualification Authority (SQA) is the national body which make awards. National 5, Higher and Advanced Higher Courses are assessed through Course assessment and external examinations. The Course assessment consists of a question paper (exam) or coursework (assignments, portfolios, practical activities etc), or both.

Unit assessments are marked internally by the teacher or lecturer and assessed as pass or fail. External course assignments and final examinations are marked by SQA. Courses at National 5, Higher and Advanced Higher are graded A to D or 'No Award'. Grades A, B and C are considered a "pass". Performances which just fails to achieve "pass" standards is designated as a D.

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

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

## Results

National certificates and results are sent out by post by the SQA in early August. Learners can also sign up to receive their results by text and/or email through MySQA ([www.mysqa.org.uk](http://www.mysqa.org.uk)).

Certificates show both courses and units that have been passed. Units passed by the learner will appear on certificates, even if the overall course is not passed.

National 1, 2, 3, 4 courses will be recorded as Pass on the certificate; National 5, Higher and Advanced Higher courses will be graded A to D. Grades A to C are a Pass; D recognises achievement. Details of courses taken but not passed are given in the covering letter that accompanies the certificate.

## Summary of the school improvement plan

Click on the link below to access the whole school Improvement Plan

<https://www.gryffehigh.com/whole-school.html>

Click on the link below to access Pupil Actions

<https://www.gryffehigh.com/pupil-actions.html>

Click on the link below to access Parents/Carer Actions

<https://www.gryffehigh.com/parent--carer-actions.html>

# The Scottish Attainment Challenge

## Attainment Challenge and Pupil Equity Funding (PEF)

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

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

## Getting it Right for Every Child (GIRFEC)

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

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

## Additional Support for Learning

### Inclusion

Renfrewshire's inclusive approach affords all children and young people the opportunity to be part of their learning community, boosting their emotional wellbeing and aiding the development of social skills. This approach is based on the core inclusive value of providing education for children within their own community as much as possible. Wellbeing assessment and individual planning is in place for all young people who require additional support.

### Support

The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely.

### Universal support

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

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

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

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

### Targeted support

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

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

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

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

Independent sources of information and advice nationally include -

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

Telephone – 0845 123 2303

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

**Resolve (Children in Scotland)** - Resolve:ASL is an independent mediation service for parents and carers of children and young people with additional support needs.

Telephone – 07955 788967

Email – [resolve@childreninscotland.org.uk](mailto:resolve@childreninscotland.org.uk)



## **Educational Psychology Service**

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

EPs work with teachers, parents and support staff to help children and young people make the most of their lives and support schools, nurseries and other learning centres to improve and develop supportive healthy learning environments through approaches such as the Renfrewshire Nurturing Relationships Approach, Language and Communication-Friendly Environments, Video Interaction Guidance and Non-Violent Resistance.

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

## **Health and Wellbeing Education**

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

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

Health and Wellbeing in schools covers:

- mental, emotional, social and physical wellbeing
- planning for choices and changes
- physical education, physical activity and sport
- food and health

- substance misuse
- relationships, sexual health and parenthood

Effective health and wellbeing education requires exchange of information, mutual support and collaboration with community partners, schools and parents.

### **Specialist Support Service – teachers teaching in more than one school**

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

The teams support the additional needs of:

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

### **Homework**

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

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

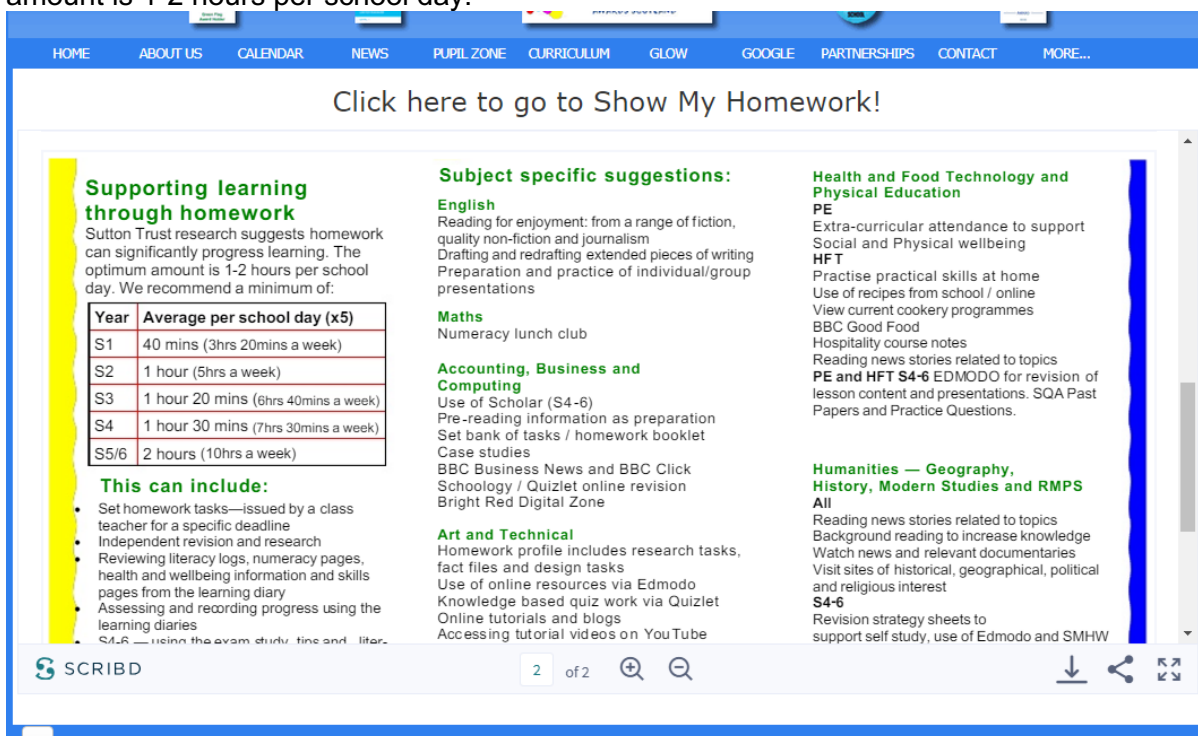
May 2018 saw the launch of Show My Homework, an online tool to help you keep track of pupils homework.



Show My Homework allows parents to see the details of the tasks pupils have been set, all their deadlines and their submission status. We decided to implement this system to improve the way we communicate with parents and give parents greater visibility into the homework set.

### Supporting learning through homework

Sutton Trust research suggests homework can significantly progress learning. The optimum amount is 1-2 hours per school day.



### Homework can include:

- Set homework tasks—issued by a class teacher for a specific deadline
- Independent revision and research
- Reviewing literacy logs, numeracy pages, health and wellbeing information and skills pages from the learning diary
- Assessing and recording progress using the learning diaries
- S4-6 — using the exam study, tips and literacy (exam question stems / command words) information from the learning diaries
- Use of online resources e.g. Edmodo, BBC Bitesize or Scholar for revision
- Educational trips (through school, home or clubs)
- Exposure to subject content through appropriate programmes and documentaries

- Independent reading
- Attending learning opportunities beyond the class room e.g. school run supported study or home tutoring
- Participating in extra curricular activities

**We encourage pupils to take responsibility for independent home learning beyond set homework tasks. Keep aware of our Homework recommendation by clicking on the hyperlink: <https://www.gryffehigh.com/show-my-homework.html>**

## Developing the Young Workforce

Developing the Young Workforce is the national strategy to develop employability skills in our young people.

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

The four main areas are:

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

The themes are built around the main areas:

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

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

The range of activities can include:

- Links and partnerships with businesses, colleges, and schools abroad;
- Fundraising events organised and run by pupils;
- Fairtrade activities;

- Joint school and community initiatives; and
- Work experience placements and speakers.

## Extra Curricular Activities

Extra curricular activities play an important part in education for life. Interests taken up at school can be further developed in later years. These activities also encourage character building. The range of activities offered varies from session to session depending on the interests and availability of staff. The list which follows gives an indication of activities which have been offered in previous sessions.

Bands	Cross Country Running	Netball	Dance
Chess	Football	Volleyball	Hockey
Choirs	Ski-ing	Theatre Visits	Fitness
Debating	Basketball	Scripture Union	Parkour
Young Enterprise	Concerts	Rugby	Tennis
Golf	Badminton		

## Activities Days

In June all pupils in S1, S2 and S3 are offered the opportunity to participate in the school Activities Days programme. The event lasts 3 days but is extended to allow foreign trips to get the benefit of a full week for their journeys abroad. The staff work very hard to provide an exciting and varied programme which we hope will allow our youngsters to gain new experiences, meet new friends and work with staff in a less formal setting.





**Activ8**



**Gryffestyles Week/3K Fun Run**



# Home School Community Links

## Parental involvement

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

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

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

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

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

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

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

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

<https://education.gov.scot/parentzone>

<https://www.npfs.org.uk/>

### **Parent Council**

### **Home school links**

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

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

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

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

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

### **Pupil council**

Pupil Council application forms available via link below.

<https://www.gryffehigh.com/pupil-council.html>

### **Community links**

### **School lets**

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

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



## Other Useful Information

### Keeping informed

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

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

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

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

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

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

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

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

### Data protection

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

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

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

### Information in emergencies

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

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

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

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

### Examinations

[schools to add to council's statement]

[School handbooks must ensure (through statutory duty) that they contain information relating to examination presentation policies and levels of presentation offered at each stage. Schools ideally should also provide some information on their BGE and Senior Phase curricula and accredited wider achievement where appropriate]

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

### How to understand exam results

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

National 5, Higher and Advanced Higher courses are formally assessed through a question paper (exam) and a range of coursework, depending on the subject (assignments, portfolios,

practical activities etc).

Courses at National 5, Higher and Advanced Higher are graded A to D or 'No Award'. Grades A, B and C are considered a "pass". Performances which just fails to achieve "pass" standards is designated as a D.

### Important Contacts

[schools to add to council statement]

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#### Director of Children's Services

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

c/o West Primary  
Newton Street  
Paisley  
PA1 2RL

#### Senior Home Link Workers

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

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#### Community Learning & Development

Community Facilities Section	Renfrewshire Leisure 3 <sup>rd</sup> Floor Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:comfac.els@renfrewshire.gov.uk">comfac.els@renfrewshire.gov.uk</a> Phone: 0300 300 1430
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Adult Learning Services	West Johnstone Shared Campus Beith Road Johnstone PA5 0BB	Email <a href="mailto:als.els@renfrewshire.gov.uk">als.els@renfrewshire.gov.uk</a> Phone: 01505 382863
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Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email <a href="mailto:youth@renfrewshire.gov.uk">youth@renfrewshire.gov.uk</a> Phone: 0141 889 1110
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#### Customer Service Centre

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

You may find the following websites useful.

- <https://education.gov.scot/parentzone> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <https://education.gov.scot/education-scotland/inspection-reports/> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <https://education.gov.scot/parentzone/find-a-school> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <http://www.renfrewshire.gov.uk/> - contains information for parents and information on Renfrewshire schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

## **Glossary**

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

EMA – Education Maintenance Allowance

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

HT/PT/PST – Head Teacher/Principal Teacher/Pastoral Support Teacher

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

SQA – Scottish Qualifications Authority

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

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

## **Parent feedback**

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

## Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

1. the handbook useful?

Yes  No

2. the information you expected?

Yes  No

3. the handbook easy to use?

Yes  No

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

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

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

Policy & Commissioning Team

Children's Services, Renfrewshire Council

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

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