



Education Resources



Biggar High School Handbook 2017

Market Road
Biggar
Lanarkshire
ML12 6AG
Email: office@biggar.s-lanark.sch.uk
School Website: www.biggar.s-lanark.sch.uk
Parent Council: biggarhigh@gmail.com



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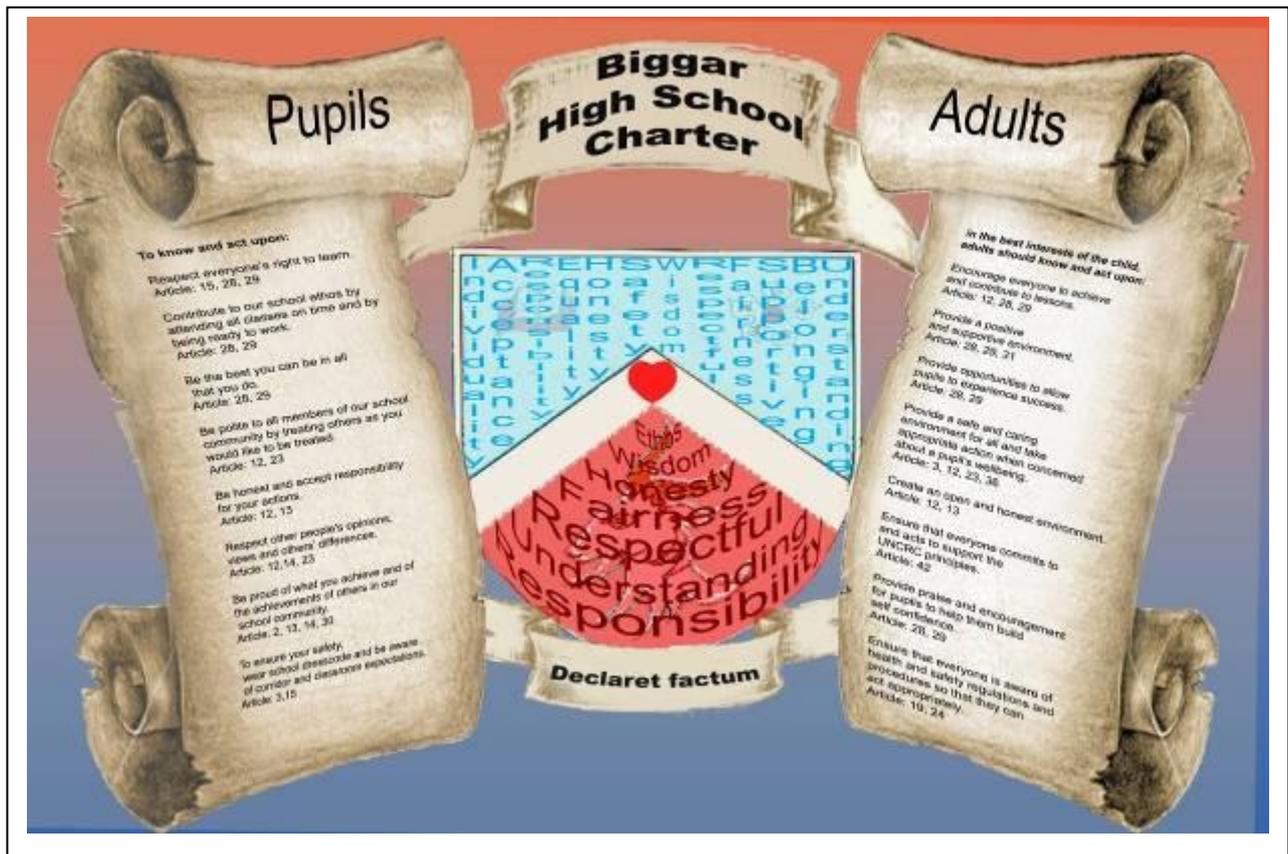
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Biggar High School is one of 17 secondary schools throughout South Lanarkshire Council.

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas, Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council's Plan "Connect" sets out the Council's vision to improve the quality of life for all within South Lanarkshire.

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families and communities in most need. The Education Resources Plan further builds on the commitment to improve the experience for children and young people as they participate in learning or make use of the wide range of services within Education.

The context for service delivery in Education Resources takes account of major national and local developments. These include a commitment to implement all aspects of the national programme, Curriculum for Excellence (CfE); a commitment to work in partnership with colleagues to meet the challenges of "Getting it Right for Every Child"; and an awareness of the need to seek continuous improvement as we embark on a Journey to Excellence. Locally, the community plan, "Stronger Together", and the ambitious outcomes for children within Education Resources' framework of core policies help to inform the Resources Plan.

It is hoped that with your support and the support of other parents that the school can work together in creating an environment where children can be successful learners, confident individuals, effective contributors and responsible citizens

Curriculum for Excellence

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

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

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

Curriculum for Excellence balances the importance of knowledge and skills.

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

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

There will be new ways of assessing progress and ensuring children achieve their potential. There are already new qualifications for literacy and numeracy and from 2013/14, new National 3, 4 and 5 qualifications are now in place. In all subjects the New Highers (N6)- from 2014/15- and Advanced Higher courses- from 2015/16- are running to take account of and support the new approaches to learning and teaching.

Changing Qualifications Framework

SCQF Level SQA National Qualifications

7	Advanced Higher		Advanced Higher
6	Higher		Higher
5	Intermediate 2	S G Credit	National 5
4	Intermediate 1	S G General	National 4
3	Access 3	S G Foundation	National 3
2	Access 2		National 2
1	Access 1		National 1

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

Ultimately, Curriculum for Excellence aims is to improve our children’s life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland’s reputation for great education.

Introduction

This handbook aims to provide you with the information which you need to get the best from your school. It is intended especially for the parents of pupils new to the school.

The new aims of the school were established following wide consultation. We will continue to work hard to make these aims a reality.

A key feature in the work of the school is encouraging each young student to take increasing responsibility for his/her own life and learning. We provide as many opportunities as possible for this. Biggar High School offers a systematic progress from First Year towards the point when a pupil leaves school as a young adult, prepared to make his or her own decisions and able to live with the consequences of these decisions.

'Responsibility' includes responsibility for learning. The school is committed to helping every youngster to achieve his or her full potential in terms of examination success as well as every other aspect of life.

We work to ensure that teaching is of the highest quality and employ a wide range of strategies to support our learners. We want our pupils to become successful, independent, lifelong learners.

School is only one of the influences on this process of development. We will only achieve the best for our pupils in partnership with you and with the community at large.

This handbook is an integral part of forging such a partnership. More important is the willingness of staff always to listen to parents and to be open to their concerns and wishes.

If there is anything that you want to know, or if you have any worry, no matter how small, then please get in touch.

Biggar High School staff look forward to working with you over the coming session and throughout your child's time at secondary school.

Robert Stewart
Head Teacher

Your commitments

We ask that you:

- support and encourage your child's learning
- respect and adhere to the schools policies and guidance
- let the school know if you change your mobile/telephone number and/or address/ e-mail address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward it's commitment to care for and educate your child.



BIGGAR HIGH

Declaret factum- Declare It!

The purpose of Biggar High School is to enable each member of the school community (both pupils and staff) to achieve his or her fullest potential.

Our aims are to

- **provide a positive learning environment for all** which enthuses, motivates and encourages pupils to embrace new ideas and to achieve the highest level of success in all curricular and extra-curricular areas.
- **celebrate our successes-** school, class, team, group or individual, past and present
- **support pupils-** to provide a high quality delivery of pastoral care where at the heart of what we do is the focus on fostering positive relationships while developing confident individuals with self-respect, secure beliefs and values and a genuine sense of well-being.
- **promote respect** for people of all backgrounds, cultures, religions and ethnic origins and encourage and develop acceptance, tolerance and personal responsibility.
- **foster effective leadership** at all levels of school life to maximise the support and commitment from staff and pupils; empowering through distributive leadership at all levels and encouraging team-work in meeting the needs of all our school community in developing the work of the school.
- **make a commitment to sustained improvements in attainment and achievement** over time and to ensure we endeavour to facilitate our school leavers to as high a proportion of positive destinations as possible.
- **promote and encourage very good behaviour**, developing our young people as effective contributors who are increasingly resilient, enterprising and self-reliant.
- **regularly and rigorously self-evaluate** the work that we do to measure positive impact and identify ways to further improve the service we provide to the school community.
- **work in partnership with all staff in the school community for the good of our pupils** and foster a positive and supportive ethos which allows pupils to develop their full potential, to promote their intellectual, emotional and health development and to see the value of learning as a skill for life.

CONTACTING OUR SCHOOL

01899 222050

There are a variety of people whom you can contact at the school. Don't worry if you are not sure who can best deal with your questions – we will all do our best to help, and can re-direct your enquiry if need be.

We hope you won't have any concerns, but if you do your child's Pupil Support teacher is usually the best person to deal with them (names listed below- Depute Head Pupil Support is Mr David Reed.

General enquiries will often best be answered by the Senior Manager responsible for your child's year group (the Year Head). You may prefer to contact your child's Pupil Support teacher or Depute Head Pupil Support about more personal matters, or if your child is experiencing problems. Class teachers will be happy to deal with most day to day enquiries about subject work, but since class teachers spend most of their time teaching we ask you not to contact them by phone.

You are welcome to write, telephone or arrange an appointment to discuss any matter. The School Office is open for phone calls between 8.15 a.m. and 4.15 p.m. Monday to Thursday and between 8.15 and 3.15 pm on Friday. In adverse weather every effort is made to deal with enquiries from 7.30 a.m., but we cannot guarantee this service. The Head Teacher also runs a monthly after school surgery if parents/ carers wish to speak to him about school matters out-with the school day (see website for details)

Year Heads at present are:

S1/S2 Ms Denise McFarlane

S4/S6 Mrs Annette Rose

S3/Pupil Support Mr David Reed

Pupil Support staff are:
Mrs Gillian Richardson (Anderson)
Mrs Donna Mackintosh (Burns)
Mr Steven Pratt (Wallace)
Mrs Kate Retson (Learning Support)
Mr Donal Good (DYW) Tues

Section 1 - General School Information

The School Building

Name of School: Biggar High School
Address: Market Road, Biggar, ML12 6AG
Phone: 01899 222050
Fax: 01899 222051
E-mail: office@biggar.s-lanark.sch.uk

Biggar High School is a 6 year non-denominational comprehensive school.

As part of South Lanarkshire Council's investment in improving school buildings, a new school building opened to pupils in August 2009. The new building offers class rooms which provide a comfortable and pleasant learning environment. It also enables the school to include all of our local young people whatever their physical limitations. An exciting aspect of the new building is the inclusion of a community library and extensive sports facilities available to the wider public in the evenings. The site of the old buildings has been developed into an all-weather sports area.

School Roll 2017/2018

S1 - 102 (t.b.c)
S2 - 107
S3 - 121
S4 - 107
S5 - 105 (t.b.c)
S6 - 93 (t.b.c.)

Total- 664 (as at 23/12/2016)

Projected Intake into S1

August 2017 - 102 (t.b.c.- not including placing requests)

Associated Primary Schools

Abington	Carlisle Road, Abington, Biggar, ML12 6SD	01864 502341
Biggar	South Back Road, Biggar, ML12 6AG	01899 221177
Carnwath	Couthally Terrace, Carnwath, ML11 8HY	01899 840263
Coulter	Birthwood Road, Coulter ML12 6PZ	01899 220255
Crawford	Carlisle Road, Crawford, Biggar, ML12 6TP	01864 502686
Crawfordjohn	Abington Decant, Carlisle Road, Abington, Biggar, ML12 6SD	01864 502341
Lamington	Lamington, Biggar, ML12 6HW	01899 850249
Leadhills	Main Street, Leadhills, Biggar, ML12 6XR	01659 74202
Libberton	Libberton, Biggar, ML12 6NB	01899 308281
Tinto	decant- former Ridgepark School, Mousebank Road, Lanark	01899 308279
Walston	Walston, Biggar, ML12 6RA	01899 810234
Wiston	Wiston, Biggar, ML12 6HT	01899 850634

Liaison with Primary Schools

The school has forged close links with its Learning Community primary schools and continues to strengthen these in order to achieve continuity between primary and secondary school.

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least four years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your catchment school until the Council have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Please note that if an application for a 'placing request' is successful then school transport is not provided.

If you move out-with your catchment primary school a 'request to remain form' must be completed. If you move out-with your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact **Education Support Services on 0303 123 1023.**



Partnership

Throughout the school session, staff from various High School departments meet with colleagues from our Learning Community primaries to discuss curricular content and teaching methods. Personal pupil records and pupils' P7 profiles are sent by the primary school and passed to the secondary school.

In the summer term, primary pupils visit the High School and follow a normal timetable for three days. Pupils experience, for the first time, the changeover from one subject to another and become familiar with the school building, teaching staff, travelling and meeting pupils from all other associated primaries.

In spring and summer, Student Support staff visit the primaries. They meet the Primary 7 pupils and consult with their teachers. An Open Evening is held in the autumn which P7 pupils and parents of P7 pupils are invited to attend.

We try to ensure that all primary pupils know their S1 class and will, if possible, be in class groups for the visit in summer term.

Regular Learning Community meetings bring together primary and secondary staff to co-ordinate other transition activities and working groups meet regularly to discuss a range of link topics- for example moderation and assessment; sharing of subject knowledge; sharing of good teaching practice; linkage of literacy; numeracy, health and well-being and DYW initiatives.

Parents of P7 pupils are reminded to ensure transport application forms are completed and returned to the authority before the end of the school year.

It is hoped these and other developing initiatives will help to ensure the transition between primary and secondary remains as effective and supportive as possible. A full timetable of our transition arrangements is available on request from Ms. McFarlane (Year Head)



Teaching Staff

Senior Management Team

Mr Stewart	Head Teacher
Mrs Rose	Depute Head Teacher
Ms McFarlane	Depute Head Teacher
Mr Reid	Depute Head Teacher

Business Education, Information and Communication Technology (ICT) and RME

Business Education and ICT

Mrs Thomson	Head of Faculty
Mr Strachan	
Mrs Retson	P.T. Pupil Support (Learning Support)

Religious and Moral Education

Mr Durrington

Humanities

Ms McKelvie (Acting Head of Faculty)

Geography

Ms Gibney
Ms McKelvie
Mrs Mackintosh (P.T. Pupil Support)

History

Mr Morrison
Mr Doyle

Music

Mrs Gibney - Head of Faculty (on secondment)
Mrs Keay
Mrs Shaw
Mr Flynn (Area Cover Clydesdale)
Mrs Clarke (Area Cover Clydesdale)

Language and Communication

English

Ms Black- Head of Faculty
Dr Burton
Mr Good
Mrs Power

Modern Languages

Ms Ross - Principal Teacher (Curriculum)
Mrs Murray
Ms Reid (Area Cover Biggar 0.8)

Mathematics and Numeracy

Ms Falconer (Head of Faculty)
Miss Farr
Miss Moore
Mr Wilson
Ms McFarlane
Mrs Dunbar

Physical Education

Mr Young (Principal Teacher)

Mrs Epton
Mr Robertson (secondment)
Mr Scott
Mr Burrell (Area Cover Clydesdale)

Science

Mrs Galloway - Head of Faculty

Biology

Mr Stevenson (0.8) (Principal Teacher)
Ms Owens
Mrs Annand (0.6)
Mr Pratt (PT Pupil Support)
Mrs Ritchie (0.2)

Chemistry

Mrs Galloway
Mr Nelson
Ms Rooney (Area Cover Biggar)

Physics

Mr Hamilton
Mr Colquhoun
Mr Scroggie (Area Cover)

Technology Art and Design

Mrs Anderson - Head of Faculty (0.6)/ Mrs Leiper (Acting 0.4)

Art

Mrs Leiper
Ms McKechnie (0.6)
Ms Wilson

Craft Design and Technology

Mr Telfer (Principal Teacher)
Mr Barrowman
Mr Morrison (Area Cover)

Food and Textile Technology

Mrs Anderson
Mrs Maclean (Principal Teacher)

Mrs Prentice (0.6)
Mrs Rose (Depute Head)

Pupil Support Team

Mrs Richardson (Principal Teacher- Anderson House)
Mrs Mackintosh (Principal Teacher- Burns House)
Mr Pratt (Principal Teacher- Wallace House))
Mr Reed (Depute Head)
Mrs Retson (Principal Teacher)
Mr Good (DYW Co-Ordinator- 0.2)

Support for Learning
Mrs Retson

Support Staff

Librarian: Mrs Lewis

Support Services Staff

Support Assistant Team Leader	Mrs Abernethy
Support Assistant (Term-time)	Mrs Cunningham
Support Assistant (Term-time)	Mrs Gemmell
Support Assistant (Term-time)	Mrs Habasque
Support Assistant (Term-time)	Mrs Purkiss
Support Assistant (Term-time)	Mrs Macauley
Support Assistant (Term time)	Mrs McLatchie
Support Assistant (Term-time)	Mr Morrison
Support Assistant (Term-time)	Mrs Newbold
Support Assistant (Term-time)	Mrs Somerville
Support Assistant (Term-time)	Mrs Sharpe

Technicians

Technician Team Leader	Mr Forrester
Laboratory Technician (Part-time)	Mrs Benzie
Laboratory Technician (Part-time)	Mr Shirley
Audio Visual Technician	Mr Crosbie

Partner staff:

Home School Partnership	Mrs Jennings
Active Breaks	Mrs Sim

Janitorial

Mr Samson
Mrs Telfer

Dining Room Supervisor: Mrs Mackin

Canteen staff:

Catherine Green/ Barbara Meikle/ Mari Blake/ Ann Struthers/ Moira Thorburn/ Sylvia Stark/
Heather Hodge/ Lorna Gooch/ Tracey Houston

Year Head Responsibilities

Senior school staff have the following responsibilities for particular age-groups within the school. A key responsibility for the Year Head is to communicate with and respond to parents of pupils in their stage.

For the relevant stage, Year Heads:-

- Maintain an overview of the curriculum.
- Monitor the quality of pupil experience and of Learning and Teaching.
- Promote a positive ethos and sense of community amongst pupils.
- Promote high standards of behaviour amongst pupils.
- Manage option choice for pupils entering their year groups.
- Monitor reporting and organise Parents' Consultation Evenings.
- Enrol new pupils.

2017

S1/2 Ms D McFarlane

S4/6 Mrs A Rose

S3/ Pupil Support Mr D Reed



SENIOR LEADERSHIP TEAM- Session 2017

NAME	Robert Stewart	Denise McFarlane/	Annette Rose	David Reed
REMIT	<i>Head Teacher Quality Improvement</i>	<i>Depute Head Learning and Teaching</i>	<i>Depute Head Attainment and Achievement</i>	<i>Depute Head Inclusion and Pupil Support</i>
Improvement Planning	<u>Standards and Quality reporting School Self-Evaluation</u>	<u>Improving Consistency and Quality of learning and teaching</u>	<u>Raising Attainment and Achievement</u>	<u>Happiness of the Child</u>
ETHOS	<ul style="list-style-type: none"> Promoting pace and challenge in the Senior Phase/ Tracking and Monitoring pupil performance (S4) (2) 	<ul style="list-style-type: none"> Promoting Positive Behaviour (S1/2)) Promoting pace and challenge in the BGE/ Tracking and Monitoring pupil performance (S1/2) 	<ul style="list-style-type: none"> Promoting Positive Behaviour (S4/5/6) Promoting pace and challenge in the senior phase/ Tracking and Monitoring pupil performance (S4 (1) /5/6) 	<ul style="list-style-type: none"> Promoting Positive Behaviour (S3) Promoting pace and challenge in the BGE / Tracking and Monitoring pupil performance (S3)
National Improvement Framework	<ul style="list-style-type: none"> 'School Leadership' 	<ul style="list-style-type: none"> 'Improving attainment, particularly in literacy and numeracy' 	<ul style="list-style-type: none"> 'Closing the attainment gap' 	<ul style="list-style-type: none"> 'Improvement in children's health and well being.' 'Developing Biggar High's Young Workforce.' - improvement in delivery of employability skills and sustained positive school leaver destinations' 'Staff PRD Co-ordinator/ Teacher professionalism'
CfE CURRICULUM	<ul style="list-style-type: none"> CfE overview 	<ul style="list-style-type: none"> S1-2 Curriculum/ S2 into S3 options and coursing IDL SMT link Celebrating Success- BGE Skills for Learning, Life and Work/ 4 capacities (S1/2) Assessment and Reporting(S1/2) 	<ul style="list-style-type: none"> S4-6 Curriculum/ S4 into S5 and S5 into S6 options and coursing NQ arrangements Assessment and Reporting(S4/5/6) 	<ul style="list-style-type: none"> S3 Curriculum/ S3 into S4 options and coursing Ethos and the life of the school PLPs 4 Capacities (junior) Skills for Learning Life and Work/ 4 capacities (S3-6) Assessment and Reporting (S3)
LEADERSHIP RESPONSIBILITIES	<ul style="list-style-type: none"> Personnel, staff and appointments Planning for Improvement Quality assurance and self-evaluation Budget Construction School Calendar- Quality Assurance Student Voice Partnership with parents/ Parental engagement Census Community liaison Child Protection officer (2) Accommodation and Property 	<ul style="list-style-type: none"> Behaviour Management Policy PSL (1) GLOW Co-ordinator (2) ICT in the Classroom/ Digital literacy Timetabling(2)) 	<ul style="list-style-type: none"> SQA procedures and Quality Assurance Timetabling (1)) MIs and Data Analysis Seemis- Click and Go/ reporting Scholar Absence cover/ Maximising Attendance (1) 	<ul style="list-style-type: none"> ASN/ Learning Support provision Child Protection Officer (1) Student Profiling Support Services liaison (GIRFEC) Transport issues Absence Cover (2) Assemblies Health and Safety/ Fire Controller PSL(2)
PROMOTION	<ul style="list-style-type: none"> Equality and Fairness/Race Equality and Accessibility Strategy Eco-school and Enterprise Rotary Club/ Probus etc . . . 	<ul style="list-style-type: none"> AIFL/ Co-op learning/ TLC promotion 	<ul style="list-style-type: none"> Study Support promotion 	<ul style="list-style-type: none"> Health Promotion Rights Respecting Schools
CfE OVERVIEW	<ul style="list-style-type: none"> Literacy across the Curriculum SMT link 	<ul style="list-style-type: none"> Numeracy/ ICT and Digital Literacy across the curriculum SMT link 		<ul style="list-style-type: none"> Health and Wellbeing across the curriculum ink
SUPPORT AND CHALLENGE	English/ Library/ Science	Maths/ Modern Languages	Bus Ed-IT-RME / Technologies	PE/ Pupil Support/ Humanities

Learning Community

A Learning Community is made up of local education establishments including a secondary school, the local primary schools, early years establishments, early years partners and schools and bases which provide specialist additional learning services.

The Learning Community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and are delivered as effectively as possible.

All the establishments and services in a Learning Community share priorities for improvement and are involved in the deployment of additional support to meet the needs of the child and family.

Each Learning Community is managed by a Head of Education (Area).

The Head of Education for the Clydesdale area is Carole Mackenzie

South Lanarkshire Council

Integrated Children's Services

Education Resources is a key partner in developing an approach which promotes the delivery of better integrated services to children, young people and their families.

Our vision for children and young people in South Lanarkshire is to ensure that they live in a community where they feel safe, included, nurtured and respected. They should be part of a society where they have the opportunity to maximise their full potential and have access to good quality health, education and leisure services and to have co-ordinated support for the most vulnerable.

Learning communities will strengthen the integration agenda at both strategic and local levels to enable a more collaborative approach in delivering services to all children.

A support team for Integrating Children's Services works across four education areas- and within the Council- enabling all services to children and families to plan and work together to achieve our vision.

South Lanarkshire Council



Communication

Throughout the handbook you will see references to the importance of effective and regular communication between pupils, parents and school - both on an individual basis and with regard to the wider corporate life of the school.

The work of the school is driven by our Improvement Plan and this year this has taken a more school based focus. Stemming from our recent whole school survey- where the views of all pupils, parents and staff were invited- three areas of school life were identified as key to driving forward improvements:

- **Improving the quality of teaching and learning in the classroom**
- **The happiness of our children**
- **Raising attainment and achievement.**

Our Improvement Plan is a working document which will identify the ways in which the school will measure intended improvements in these key areas between now and 2018.

The school will also produce an annual Standards and Qualities paper, which captures the positive work the school is doing, while also identifying next steps in our journey to provide the best education possible for our young people.

The Improvement Plan and Standards and Qualities information is available on a school website tab for reference.

Increasingly, our communications with parents are being conducted through social media platforms and we now endeavour to use e-mail as our main avenue of communication to parents and carers, while ensuring wherever possible that information is conveyed on paper as and when required.

The school website and Twitter account are also increasingly used to convey key information about school business and celebrating pupil success. The website is also an increasingly important platform in allowing pupils to access quickly important subject information- class-work and homework- through our Portico tab.

The minutes detailing the work of our Parent and Pupil Councils are openly available through the website front page and a calendar of important school events can also be accessed easily through the site.

Individual tabs across the top and on the sides of the website front page also provide further information with regard to key areas of school life beyond subject delivery.

Weekly newsletters are posted on the front page and monthly news bulletins for parents are e-mailed and also posted on the website. It is recommended that parents/ carers check the front page regularly for information with regard to other pupil news updates as they occur.

Robert Stewart also runs a monthly after-school forum as a drop in or parents who may wish to discuss a particular issue in person and who may not have time due to work or domestic commitments to come to school during the normal school day.

Biggar High is a very welcoming school and the teachers are very supportive. There are many clubs to attend which helps us have fun and make friends. If you have any problems all you have to do is go to speak to your Pupil Support teacher and they will listen to you and support you. All Biggar High asks is that you do your best whenever, whatever.

Murray Hamilton- S2 Pupil Council

School Day

The times of the current school day are shown below.

Monday - Thursday		
8.45	9.35	Period 1
9.35	10.25	Period 2
10.25	11.15	Period 3
11.15	11.30	Interval
11.30	12.20	Period 4
12.20	13.10	Period 5
13.10	14.00	Lunch
14.00	14.50	Period 6
14.50	15.40	Period 7

Friday		
8.45	9.35	Period 1
9.35	10.25	Period 2
10.25	11.15	Period 3
11.15	11.45	Interval
11.45	12.35	Period 4
12.35	13.25	Period 5
13.25	Close	

Possible Emergency Closure

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by telephone, text, where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council's website www.southlanarkshire.gov.uk will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to your mobile/home telephone number/ e-mail address and change of home address.

If for any reason, you are unsure if the school is open, please contact the school or Education Resources, Operations Service, Almada Street, Hamilton. (Phone 01698 454545) or email us at: education@southlanarkshire.gov.uk or visit the website www.southlanarkshire.gov.uk.

From time to time school may have to send pupils home in an emergency, most likely because of adverse weather. The priority is ensuring pupil safety but we recognise that a decision to send pupils home may cause difficulties. We work with parents and transport operators to ensure children's safety and minimise inconvenience.

The final responsibility for the safety of children walking to and from school or bus pick-up and drop-off points rests with parents/carers, but we are committed to working with you to do all we can to ensure safety and the welfare of our youngsters.

In the case of severe weather overnight, **bus contractors** take the decision whether or not to operate school routes. This happens at around 7.00 am. They should inform school Support Services who will make every effort to have phone lines open from 7.30 am to provide information for parents who call in. They will also pass the information to the Education Resources Helpline (01698 454545) who will try to have announcements made on local radio. They will also send you a text message if possible. Where possible, the school will post information on our website. Normally pupils are expected to wait at a pick-up point for 15 minutes in case a bus is late. In adverse weather you may want to advise your child to wait for less time. You should also consider what the child should do if the bus does not arrive.

If severe weather is forecast during the day, the Head Teacher or Depute Head(s) will consult police and transport operators. The final decision to send some or all pupils home early lies with the transport operators, advised by the police and SLC Roads Department. Parents should be prepared for this, making sure children know where to go and can get to a place of safety. If this is likely to cause problems for you, you will have the opportunity to complete and return an 'Emergency Closure Travel Plan' form setting out what you want to be done. These forms are issued in October each year. If there are any changes to the information submitted at this time the school should be notified as soon as possible and details amended accordingly.

School phones will be very busy during any closure, so we will be unable to contact every parent personally. We will however send a text to alert you of the situation as soon as possible. We will allow pupils with mobile phones to contact their parents directly. Please note however that mobile phone networks can become overloaded in these circumstances.

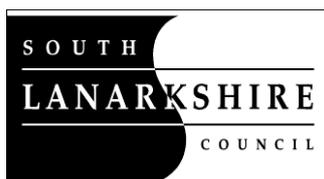
When sending pupils home, we will ask if they anticipate any difficulty- e.g. long walk from bus to home; need to catch service bus; no key etc. If any pupil anticipates difficulty we will contact you to seek advice. However, to ensure safety of other pupils we will probably have to release the buses. Any pupil who anticipates difficulties may therefore be kept in school under staff supervision.

It is therefore very important that parents/carers whose children may face difficulties getting home make alternative arrangements. We would suggest if possible arranging to accommodate them temporarily with a friend or relative in Biggar or on the same bus route (this needs to be on the same bus route as other buses may be full). This information should be included in the submitted 'Emergency Plan' form.

During severe weather parents/carers may choose to pick up their children from school. If you do, the School Office **must** be informed to allow us to maintain accurate records of where children are.

Details can also be found our FAQs tab on the school website





Education Resources
School holiday Dates Session 2017/2018

Break	Holiday dates		
First Term	Teachers return	Tuesday	15 August 2017
	Pupils return	Thursday	17 August 2017
September Weekend	Closed on	Friday Monday	22 September 2017 25 September 2017
October Break	Closed on	Monday Until Friday	16 October 2017 20 October 2017
Christmas	Close on	Friday	22 December 2017
Second Term	Re-open	Monday	8 January 2018
February break	Closed on	Monday Tuesday	12 February 2018 13 February 2018
	Re-open	Wednesday	14 February 2018
Spring break/Easter	Closed	Friday	30 March 2018
	Re-open	Monday	16 April 2018
Third Term			
Local Holiday	Closed	Monday	7 May 2018
Local Holiday	Closed on	Friday Monday	25 May 2018 28 May 2018
	Re-open	Tuesday	29 May 2018
Summer break	Closed on	Friday	29 June 2018

Notes

- ◆ Good Friday falls on Friday, 30 March 2018
- ◆ *Lanark schools will close 7 and 8 June 2018*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 22 December 2017 and Thursday 29 March 2018)
- ◆ Schools will close at 1pm on the last day of term 3 (Thursday, 28 June 2018)



Equalities

Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about- and so learn from- what is important in the lives of themselves and others. South Lanarkshire's guidance recognises and welcomes diversity and promotes respectful understanding.

Parents may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

UNICEF Rights Respecting School Award



All children have rights which guarantee them what they need to survive, grow, participate and fulfil their potential. Yet everyday these rights are denied to some children. UNICEF is the world's leading organisation working to protect and promote children's rights.

The UN Convention on the Rights of the Child (CRC) guides everything UNICEF does, including their work on education. The Convention is a comprehensive human rights treaty that enshrines children's rights in international law. It defines universal principles and standards for the status and treatment of children worldwide. UNICEF UK promotes children's rights in school in two ways: by supporting school to ensure that rights are embedded in their ethos and policymaking; and by offering resources and activities to ensure children and young people can learn about rights in the classroom and beyond.

What is UNICEF UK's Rights Respecting School Award?

The RRSA recognises achievement in putting the Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. By taking these steps, a school community helps improve well-being and develop every child's talents and abilities to their potential. A rights respecting school not only teaches about child rights but also models rights and respect in all its relationships: between teachers/adults and pupils, between adults and between pupils.

Where is Biggar High School in this process?

At Biggar High School we achieved our Recognition of Commitment in 2014 and were successful in achieving our Level 2 award earlier this year (2016). Pupils, staff, parents and members of our wider community have been instrumental in driving forward this worthwhile initiative as members of our RRS steering group. To promote these values we have run assemblies explaining our work with RRS, a staff launch, a pupil launch- where all pupils and staff were given an opportunity to further familiarise themselves with the Articles of the Convention of the Rights of the Child- and an audit of the values of Biggar High School taking into account pupil, staff, parent council members and wider community views.

Biggar High School pupils raise approximately £3000 from our charity days in November of each session and this money has gone to a variety of good causes nominated and voted for by pupils themselves. In 2013 a Biggar Schools Tanzania project helped fund the building of a teacher's house beside a Tanzanian school and helped strengthen our links with Biggar Primary and the local Biggar Community who had been supporting this project for some time. More recent charity days have raised similar amounts which have been distributed across pupil nominated charities- Smileawi, B-eat, Five Sisters Zoo, Save The Children, Teenage Cancer Trust, SSPCA, Autism Scotland and Cancer Research- raising thousands of pounds for each of these worthwhile causes

A Teaching and Learning group was also set up to help embed the CRC articles, with a view to providing support for staff and pupils in developing materials/resources within subject areas. At the point of writing all subject staff have re-visited an audit of where the articles have been embedded in lessons across subject areas and our Rights Respecting pupil committee have updated pupils, staff and parents on work undertaken and planned next steps. Further information about the work we are doing in this area is available on the RRS tab on the school's website.

Spiritual, Social, Moral and Cultural Values (Religious Observance)

Scottish Government ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

There is a statutory provision for parents to withdraw children from participation in religious observance. The right of parents' wishes will be respected.

Where a child is withdrawn from religious observance, the school will make suitable arrangements for the child to participate in a worthwhile alternative activity.

Equal Opportunities and Social Justice

We do not believe that Equal Opportunities means treating everybody in the same way. It means that all members of the school community - pupils, students, teaching and support staff - should have the right to learn, teach and work in an environment free from discrimination or abuse of any kind on grounds of gender, race, religion, disability, sexual orientation or cultural background.

It is the responsibility of the school to promote the idea of Equal Opportunities by setting positive examples in its daily practice. For example, we actively encourage understanding and respect for others as the basis for the School's Code of Conduct and new Rights Respecting School Charter.

It is the policy of Biggar High School to ensure that pupils' work and behaviour are treated on an individual basis and to avoid any actions which could reinforce traditional stereotyping. In particular the school promotes a curriculum which avoids steering pupils and students into traditionally stereotyped decisions about either their education or future careers. Rather, it seeks to encourage every member of the school community to achieve his or her full potential by promoting positive informed choices.

Reporting of Racist Incidents

Schools take seriously any reported racist incidents. As part of the school's approach to promoting positive discipline a record of all racist incidents is maintained and each incident fully investigated.

Schools are required to notify the local authority of all racist incidents.

South Lanarkshire Council





Equality and Diversity Impact Assessment

Biggar High have clearly defined equality and diversity impact policies which are reviewed every two years.

Schools and education establishments have a legislative duty to undertake an assessment of equality and diversity. This is the process of systematically assessing and consulting on the effects that a policy, process or strategy is likely to have on different groups in the community who might experience disadvantage/barriers in accessing services. The process includes monitoring the actual effects of the policy once it is put into practice. Policies do not affect everyone in the same way. By assessing in the early stages, any adverse impact can be identified and minimised

South Lanarkshire Council

Transfer, Enrolment and Placing Requests

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you want your child to go to another school then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your local school until we have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

If an application for a 'placing request' is made then school transport is not provided.

If you move out-with your catchment secondary school a 'request to remain form' must be completed. If you require further information, please contact Education Support Services on 01698 454102.

Forms are available from schools, Q and A offices or by contacting Education Support Services on 01698 454102. Completed forms should be returned as soon as possible to:

Education Resources, Support Services, Council Offices, Almada Street, Hamilton, ML3 0AE

South Lanarkshire Council

Teachers and staff are encouraging and supportive. If you are feeling down you have many options and people who you can go to for support. I always feel happy and safe in my school. There are also lots of things you can get involved with in the wider life of the school, like clubs and other activities.

Anna McDiarmid- S3 Pupil

I absolutely adore Biggar High. Its amazing! But perhaps what I value above all else are the fantastic range of clubs and activities on offer. If you play guitar you get involved in the Guitar Club and if you're political and enjoy debate you should come along to Mr Morrison's Debating Club. I don't mean to sound like an advert when I say there is something for everyone at Biggar High. Yes. Clubs are enjoyable but it is also a great way to meet interesting people both from your own year and across other year groups.

Coll McCail (S2)

Children and young people may transfer school for a number of reasons such as families moving house, parental choice etc.

If you move house you can transfer your child at any time of the year to the catchment area school for your new address or, your child can stay at the school that he/she has been going to, however if you choose this option, we will not provide free school transport. Contact the school or call us on 01698 454102 for further information.

If you are proposing a change of school for your child please provide as many contact details as possible in relation to the new school so that we can ensure a smooth transfer of information relating to your child.

This will help us all to ensure the continued wellbeing of your child.

If you make a placing request for a school which does not serve the area in which you live, we are unfortunately unable to involve your youngster in the normal procedures for primary-secondary transfer until after your request has been approved by Education Resources in Hamilton. We will make every attempt once this process is complete to involve placing request pupils in our transition activities.

Newcomers to the district wishing to enrol their family should telephone the school to make an appointment with the appropriate Year Head. The appointment will allow time for the family to view the school, to discuss the curriculum and to explore any areas of concern. It will also allow us to carry out all administrative procedures regarding a new enrolment. Please note that it may take at least a week to process a request for school transport.

Pupils entering S1 will start in August. The rest of the school begins the new session's work after the SQA exams finish in the Summer Term.



SUPPORT FOR PUPILS

'Getting it right for every child': (GIRFEC)

'Getting it right for every child' (GIRFEC) is a national policy and programme which is implemented in Lanarkshire. The Scottish Government introduced GIRFEC as a long term programme; it is relevant to each and every child in Scotland, and reaches across children's and adults' services in the public and voluntary sectors to ensure there is firm commitment and drive towards achieving better futures for all of our children and young people.

GIRFEC promotes key values in working with children and their families across all agencies and is based on core components which will help bring these values about.

The programme calls for all workers in health centres and hospitals, nurseries, schools and leisure centres, family centres, social work services and housing offices, and in the community to work together towards changes in culture, systems and practice that will help all children and young people to grow, develop and reach their full potential.

Getting it Right for Every Child (GIRFEC) was promoted and endorsed by the Scottish Government at the Children's Summit in 2010. There is an ongoing commitment to ensure that your child has the best possible start in life and to improve outcomes for children and families based on a shared understanding of their wellbeing. Most children make their journey from birth to the world of work supported by family and the universal services of Health and Education. The Named Person in education helps to make sure that the child's wellbeing is developing. The school will let you know the named person for your child. This is likely to be the Head Teacher in a primary school and the Pupil Support teacher in a secondary. If you have any concerns you should speak to the Named Person who will work with you to address any issues and to ensure that your child gets any help needed at the right time.

More information can be found on:

www.girfecinlanarkshire.co.uk and www.scotland.gov.uk/gettingitright

Compared to primary school, Biggar High School might seem big, but after only a few days you soon start to find your way around by yourself and the older pupils will always help you.

As well as lots of subjects there are also lots of clubs you can join at the High School which cover all interests.

Katie Child (S1)

'I think the best thing about BHS is that all the members of staff are friendly and approachable. They listen to what we say and treat us fairly. Even the sixth years are willing to listen to S1s and S2s.'

Merryn Green – S5

Pupil Support Team

Biggar High School's Pupil Support Team aims:-

- To ensure that each pupil knows and is known personally and in some depth by at least one member of staff.
- To monitor individual pupil progress, and help her/him set challenging but realistic personal targets.
- To aid each pupils' personal, social and intellectual development.
- To help each pupil to be aware of his/her own development and to accept responsibility for it to ensure they become successful learners.
- To identify and respond quickly and appropriately to the specific needs of the individual.
- To foster the development of good relations between teachers and pupils.
- To help pupils develop consideration for others and develop confidence.
- To liaise with parents and support services in the interests of the pupil.
- To systematise and make effective the recording and communication of information relevant to the welfare and progress of individual pupils. Pupil Support is a central and on-going aspect of school organisation, and not simply a response to specific occurrence or crisis.

Currently five members of the school staff carry specific responsibilities for the welfare and guidance of school students and also the delivery of Personal and Social Education.

The Personal and Social Education (PSE) programme has a number of themes which run through a pupil's life at school - careers education, health education (including anti-bullying), target setting, citizenship, changes in life, study skills and covering all the relevant Health and Wellbeing indicators for A Curriculum for Excellence

Health Education includes topics such as substance misuse, relationships and sex education. The PSE programme aims to assist young people to make informed and responsible choices. It also fosters self awareness, self-esteem and respect for others.

Work experience is, at time of writing, an integral part of fourth year PSE. Important support, advice and ground-work is done with seniors to prepare for university, further education, training and employment.

Specialised support, advice and counselling are provided at particularly important times: at P7/S1 transfer through close liaison with our primary schools in the Biggar Learning Community and at other significant transition times for our students.

Parents should feel free to contact Pupil Support Staff at any time regarding concerns or worries they may have. The school is always keen to develop partnerships between the school and the home to offer support to our young people. We believe parental contacts are vital if appropriate support is to be offered. The Pupil Support Team will also contact parents if the need arises.

Support for Learning/ Additional Support Needs

Support for Learning provides support to all pupils, with a particular emphasis on the pupils who have been identified as having long term needs.

Support is provided in a variety of ways including:

- Co-operative teaching, which provides opportunity for more direct teaching of individual pupils and for better management of group work
- Developing and adapting teaching materials and methods which allows the curriculum to be better matched to the needs and abilities of some pupils
- Consultation with subject teachers and advice on the availability of suitable materials and approaches.

Pupil Support teachers provide pastoral and behaviour support to any pupil at any stage of their school career. This support could be long term or short term. They work closely with Year Heads and parents as well as supporting classroom teachers.

Support is provided in a variety of ways including:

- Co-operative teaching, which provides opportunity for more direct teaching of individual pupils and for better management of group work
- Individualised programmes of work to help pupils experiencing a specific difficulty
- Support through the use of one of a number of strategies available to staff

The Pupil Support suite of rooms currently offers a suitable equipped space for small groups or individual tuition. It is also open at lunchtimes for pupils to receive support with homework.

We are helped to deliver this support by a varying number of School Support Assistants. Regular links are made with Psychological Services, Visual Impairment, Hearing Impairment and Specialist Behaviour teachers, mainly from Biggar Learning Community Extended Support Team.

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts. These are available through the school or on the South Lanarkshire Council website www.southlanarkshire.gov.uk. The leaflets available are :

- The Additional Support for Learning Act
- Requesting an Assessment
- Planning for Learning – ASP
- Planning for Learning – CSP
- Transitions
- Future Planning
- Information for Parents and Carers about moving on from school
- Inclusive Education
- ICT Assessment
- Visual Impairment Support
- Early Years Specialist Support
- Independent Adjudication

South Lanarkshire Council

In keeping with duties set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) the guidance states that parent handbooks should specifically mention '**Enquire**', the Scottish advice service for additional support for learning.

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

Enquire – the Scottish advice service for additional support for learning

Enquire offers independent, confidential advice and information on additional support for learning through:

Phone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and fact sheets including The parents' guide to additional support for learning.

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on info@enquire.org.uk

Working with Other Agencies

In order to provide appropriate support for all pupils, Biggar High School staff collaborate closely with a number of other agencies. Active Breaks and Home School Partnership Workers are based in school and work closely with school staff. There is regular contact with the Clydesdale Area Behaviour Support Team, Integrated Children's Services, Educational Psychology, Social Work and Attendance / Welfare Service. We also work with the Children's Panel and police as appropriate. The formal mechanism for involving these agencies is through an internal Resource Allocation Meeting or through case-centred multi-agency meetings. Where neither of the above interventions prove successful a pupil may be referred to our Area Joint Assessment Team.

Parental approval is always sought before any outside agency starts work with an individual pupil.

Skills Development Scotland (SDS)

The SDS Advisor is present at many Parents' Evenings and is available in the school on one day each week to interview pupils and to see parents by appointment. Should you wish to consult the SDS Advisor please telephone the school. Our advisor is: Mrs Phyllis McCann. The School's Library Resource Centre has an extensive Careers Section. Comprehensive information is available on most jobs and professions. Prospectuses covering Universities and Colleges throughout the country can be accessed at any time. Computer systems give up-to-date details of entrance qualifications for jobs and courses and can also provide full information on these. Considerable attention is also given to Career choice in the Personal and Social Education programme.



Child Protection

All staff in educational establishments in South Lanarkshire Council are required to follow the advice and guidance contained in “South Lanarkshire Child Protection Interagency Guidance and Education Procedures”.

The shared vision for Lanarkshire’s children is: “All children and young people in Lanarkshire have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected.” All agencies will work together in a collaborative way to promote the safety and wellbeing of children and young people in Lanarkshire.

The Chief Officers and Child Protection Committees of North and South Lanarkshire Council’s are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

The Council has a duty in law to report suspicions that a child has been abused or is at risk of harm, in terms of the Children (Scotland) Act 1995. Therefore, Council staff have a professional and contractual obligation to report concerns to the head of establishment or the Child Protection Coordinator immediately.

Education Resources staff and visitors from other agencies and services are required to follow these Child Protection Procedures to protect and support children and to fulfil their professional obligations to report all allegations or suspicions of child abuse.

For more information, or if you have a concern of a child protection nature, please contact the Head Teacher or designated Child Protection Officer.

Keeping Safe on-line

The Council has produced an information leaflet – ‘**Stay Safe**’ for parents/carers on how to help ensure their child is safe when using the internet and mobile devices.

Copies are available from the school or the web: www.southlanarkshire.gov.uk

Cyber Bullying

The Council has produced an information leaflet- ‘Stay Safe’- for parents/carers on how to help ensure their child is safe when using the internet or mobile devices.

Copies are available from the school or the web: www.southlanarkshire.gov.uk

The PUPIL SUPPORT tab on our school website also contains links to support information and advice

For more information, or if you have a concern of a child protection nature, please contact:

Mr Robert Stewart (Head Teacher) OR Mr David Reed (DHT and Child Protection Co-ordinator)

Learning and Teaching- The Curriculum

Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is a forward; looking, coherent, more flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery and school. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enable Curriculum for Excellence to be fully embedded, ensuring the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. The curriculum areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Science
- Social studies
- Technologies

If you want to know more about Curriculum for Excellence, please visit website www.curriculumforexcellence.gov.uk or www.parentzonescotland.gsi.gov.uk

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

Level	Stage
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.
Third/ Fourth	Secondary 1 to Secondary 3, but earlier for some. The fourth level broadly equates to SCQF level 4.
Senior Phase	Secondary 4-6 and college or other means of study.

Organisation of School Courses

Years S1-S2

Please also refer to previous section “Curriculum for Excellence”.

There has been an extensive review of approaches to learning and teaching at Biggar High and each Faculty has course guidelines/ outlines which describe how it is working to ensure that courses offer appropriate challenges for all of our young people (refer to subject tabs on Portico via our school website). Effective collaboration with primary colleagues is at the heart of this, combined with extensive co-operation with Pupil Support staff. Our commitment to ensuring that each pupil achieves his or her full potential begins from well before the first day of term and the arrival of our S1 pupils to Biggar High.

Pupils in S1 undertake a common course of study which currently includes : English, Mathematics, French/ German, Social Subjects (Geography, History and Modern Studies), Science, Art and Design, Music, Food and Textile Technology, Technology and Design, Personal and Social Education (PSE), Physical Education (PE), Religious and Moral Education (RME), Business Education and Information and Communication Technology (ICT). ICT is also taught as part of the other subjects. Pupils are currently taught in mixed attainment classes in first year- except in Maths and English, where there is broad band grouping initially based on prior attainment levels at primary school. In other subjects account is taken of previous learning in primary school through both individual work and group work and information gathered from reading pupils’ P7 profiles.

In S2, pupils continue to study all of the subjects started in S1.

Curriculum for Excellence guidelines recommend that pupils should continue with a broad general education as described above until the end of S3 but one that also allows for increased specialisation and choice. Our S3 model takes account of this recommendation. (Up to date Options forms will be posted on the school website, initially on the front page and then in the PUPIL SUPPORT tab).

Pupils continue with their Broad General Education and undertake six subjects from modal columns and two elective choices. In addition to these eight courses, all pupils also follow core courses in Religious and Moral Education (RME), Personal and Social Education (PSE) and Physical Education (PE).



Third Year

Pupils at Biggar High School continue to follow a 'Broad General Education' in S3. S3 pupils will continue to develop knowledge and life skills in a wide range of different subjects.

It is important however to look ahead and start preparing pupils for National 3, 4 or National 5 courses at the end of S4 and so pupils have the opportunity to choose specific subjects during S3. There is a play-off between breadth of education and the depth in which a subject can be studied. To meet the criteria of a Broad General Education, subject choices will be made within modes. To increase depth of study, pupils reduce the number of subjects that they study in S3. There will be a further reduction at the start of S4 and the start of S5.

The option sheets (please refer to school website) have undergone extensive discussion with all our pupils and teachers to ensure that they meet the principles of Curriculum for Excellence. We have carried our trial runs with relevant pupil year groups and parents to ensure we are meeting the wants and needs of as many students as possible. At each stage in the process there have been changes to the option sheets to take account of the feedback from students and teachers.

English, Maths, Core PE, Personal and Social Education (PSE) and Religious and Moral Education (RME) are compulsory. Thereafter pupils will choose subjects within the modes shown below:

- **Sciences** - Biology, Chemistry, Physics
- **Social Studies** - Business Education, Geography, History
- **Expressive Arts** - Art, Music, PE, Dance
- **Technology** - Administration, Design and Manufacture, Home Economics, Music Technology, Computing

In addition there are two elective columns where students can opt to choose a second Science, Social subject, Expressive Art or Technology. French appears in both elective columns to give as many students as possible the option to continue with a Modern Language.

Guidelines for S2 into S3 Options-as at 2017

1. **English, Mathematics, Core PE, PSE, RME** are compulsory.
2. Pupils must not choose the same subject in two different columns.
3. Pupils who want to choose **PE** in column E must normally have achieved 85 % participation in PE classes in S2.
4. All courses are offered subject to viable numbers choosing the subjects.
5. In the event that some courses are oversubscribed pupils may be asked to choose an alternative course. Students who return forms late or do not engage fully in target-setting processes will be considered for re-coursing initially. Thereafter volunteers will be sought. If necessary, decisions may have to be taken based on student career aspirations and professional judgement. Parents will be consulted if re-coursing is necessary.
6. Pupils opting for Hospitality, Practical Craft or Music Technology should be aware that there is no progression to Higher in these courses. This may also apply to Computing depending on staffing availability.

Please Note:

It cannot be guaranteed that subjects listed will be available in S4/5/6.

Timeline:

- June/ August - Students agree initial targets with class teachers
- October – Tracking Report
- December – Targets reviewed by pupils and teachers/ Tracking Plus report issued
- January- trial Options forms run; S2 into S3 Options Information Evening.
- February- Targets reviewed and recommended level of study agreed/ Final options sheets issued
- March – Tracking Plus report (2) issued/ Parental Consultation Evening/ Options form returned to Pupil Support Teacher
- May- Pupils agree preliminary targets with S4 class teachers



Fourth Year

In S4 our students will enter the **Senior Phase** and will complete new National Qualifications in six subject areas. Mathematics and English are at present compulsory subjects for all of our students in fourth year. In addition to Mathematics and English our students will be asked to choose four courses from the courses they are currently studying in S3.

The option sheet used for subject choice in late February 2017 is designed to best match the wants and needs of our students. The sheet is based on the trial options run we carry out in January 2017. Changes to the option sheet will be made to take account of the feedback from students and teachers.

In S4 English, Maths, Core PE and Personal and Social Education (PSE) are taken by all students. Elements of Religious and Moral Education (RME) will be included in PSE and various parts of our assembly programme and incorporated in English as a fully individualised timetabled lesson for most of the school year.

In the trial run in January, students choose four subjects from the following list (subject to change- **National 3 qualifications also on offer where applicable . . .**):

Subject	Qualifications Available
Administration	National 4 and 5
Art and Design	National 4 and 5
Biology	National 4 and 5
Business Management	National 4 and 5
Chemistry	National 4 and 5
Design and Manufacture	National 4 and 5
French	National 4 and 5
Geography	National 4 and 5
Graphic Communication	National 4 and 5
History	National 4 and 5
Health and Food Technology	National 4 and 5
Hospitality: Practical Cookery	National 4
Music/ Music Technology	National 4 and 5
PE	National 4 and 5
Physics	National 4 and 5
Practical Wood/ Metal	National 4 and 5

Once this exercise is completed an options column is constructed that allows as many of our students as possible to study the combination of subjects they have chosen.

A key resource for both students and parents is this S3 into S4 Option Choice Handbook - 'Entering the Senior Phase' which is available to all S3 students in January **and placed on the school website for reference.**

In S4, the new National 3, National 4 and National 5 qualifications have replaced the mixture of Standard Grades and National Qualifications at Access 3, Intermediate 1 and Intermediate 2 levels our students have sat in recent years. The table below shows the relationship between the old and the new qualifications.

New Qualification from 2013 onwards	Standard Grade Equivalent	Current National Equivalent
National 5	Credit (Grades 1,2)	Intermediate 2
National 4	General (Grades 3,4)	Intermediate 1
National 3	Foundation (5,6)	Access 3

Most National 5 qualifications are made up of 3 units. Each unit is assessed internally within the school on a pass/fail basis. If pupils pass each unit they will then be presented, at the end of the year, for an external course exam. Passes are graded A, B, C and D. PE and Administration are both all internally assessed with no final external examination.

National 3 and 4 qualifications in S4 and beyond are internally assessed by class teachers. There are no external assessments. Students must complete an Added Value Unit in all National Qualifications. This Added Value Unit will be subject to moderation by SQA. Students will receive an SQA certificate with 'Pass' or 'Fail' indicated.

National 3 courses can be made available to a small number of students in some subjects as an alternative to National 4 or 5. These courses are internally assessed i.e. there is no formal external exam at the end of S4. National 3 may be available where it is believed that the course would offer a greater opportunity for pupils to achieve success.

During the fourth year (at time of writing) there is a Work Experience week. Advice is also offered by our Pupil Support and Skills Development Scotland staff to assist both those leaving school at the end of the fourth year and those choosing courses for their fifth year.

Timeline:

- August – students agree targets with teachers (+ parental signatures)
- October- S4 tracking report
- November- Parental Consultation Evening
- December- students review targets with teachers
- January- Options Trials in PSE Classes/ Options trial form returned to Pupil Support Teacher
- February – S4 full reports issued/ Course Choice interviews begin/ Targets reviewed/ Options complete



Years 5 and 6

All S5 students currently undertake five courses. Sixth year students must undertake at least four courses. Great emphasis is placed on supporting students in making good choices as they move into the senior school. We encourage students to plan a two-year programme which is both demanding but achievable. It is important that students consider taking forward their core skills profile of communication, numeracy, problem solving, information technology and working with others when planning this course selection. Individual interviews, access to careers staff, support in subject departments, a detailed course choice booklet and information evenings for parents, all contribute to ensuring a successful transition to the senior school.

Biggar High School is committed, as far as resources will allow, to offering all courses which run in S3/4 at National 4, 5 and Higher levels in S5/6.

Each course has its own entry level but, **broadly speaking** the progression is:-

- National 5 (strong pass) → one year Higher
- National 5 (pass) → one or two year Higher (or National 5 upgrade/ alternative N5 qualification in individual circumstances)
- National 4 → one year or two year National 5
- National 3 → National 4

In some subjects, however, a different progression is recommended. This is detailed in the 'Senior Options Handbook' provided during S4 (also available on school website Pupil Support tab)

In addition, there are a range of courses at Advanced Higher for students who gain a good Higher pass in fifth year. There is normally sufficient student uptake to allow Advanced Higher courses in English, Mathematics, Music, Biology, Chemistry and Physics to run. Other subjects may be offered where there is sufficient demand and staffing capacity.

We have also been active in successfully piloting Open University undergraduate courses with S6 students.

Fifth year and sixth year also provide the opportunity to study new subjects. For example, some students start a new subject at National 5 in fifth year and go on to do Higher in sixth year.

Senior school is not just about examinations; the school has a structured programme designed to encourage seniors to take increased responsibility and leadership in the life of the school and our local community.

This includes a variety of programmes, including peer support, buddying and paired reading, when seniors are actively involved in working with younger pupils. It also includes a variety of forms of community involvement.

'All staff are approachable, friendly and respect pupils just as pupils respect them, leading to a positive ethos for everyone to work and learn in. It's also a safe environment for staff and pupils to socialise and helps pupils prepare for what it's like in the real world.'

Jennifer Bell - Pupil Council.

Timeline:

S5 Students

- June/ August- initial target setting
- October- targets reviewed
- December- Parental Consultation Evening
- January – Options Trials in PSE Classes/ Options Trial form returned to Pupil Support Teacher
- Course Choice Interviews begin.
- February – Options form returned to Pupil Support Teacher
- March – Course Choice Interviews begin/ Options form returned to Pupil Support Teacher

Reporting Calendar: (example)

Date	Year Group	Report
September	2	Tracking report
October	3/4/5/6	Tracking report
November	1	Tracking Plus report
November	2	Tracking Plus report
November	1	Parental Consultation
November	4	Parental Consultation
December	5/6	Parental Consultation
December	3	Tracking Plus report
December	1	Tracking report
February	2	Tracking Plus Report
February	2	Parental Consultation
February	3	Tracking Plus report
February	4	Full Report
February	5/6	Full Report
March	3	Parental Consultation
March	1	Tracking Plus report
May	2	Tracking report
May	3	Tracking report



Assessment and Reporting

Formative Assessment

“Assessment is for Learning” (AifL) is an important national programme aimed at improving learning and teaching through making more effective use of assessment information.

Biggar High School is heavily committed to this programme.

Assessment for learning can be defined as, “All those activities undertaken by teachers and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.” (Black and William, 1998).

Learners learn best when:

- they understand clearly what they are trying to learn, and what is expected of them.
- they are given feedback about the quality of their work and what they can do to make it better.
- they are given advice about how to go about making improvements.
- they are fully involved in deciding what needs to be done next, and who can give them help if they need it.

Summative Assessment

Summative assessment is also an important part of the learning and teaching process. It is used to provide a picture of a pupil’s level of achievement and indicates strengths and development needs.

Subjects use a variety of assessment techniques, including:-

- end of unit tests
- self assessment
- practical activities
- peer assessment
- folios of work
- exams
- homework tasks.

Assessment results are logged by the class teacher in the class marks register and, if appropriate, on the pupil profile.

The things I like about Biggar High are- the people and staff are nice to you, there is a wide range of pupils to make friends with, you finish at 1.25p.m. on a Friday and you can go up the street at lunch. The food from the canteen is very good as well.

Jessica Lauder 1W

Reporting to Parents

Reporting will be ongoing and comprise of a range of activities which can include children presenting their learning, newsletters, and ongoing oral discussions.

We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents' consultation evenings which offer you the opportunity to discuss how your child's progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child's education.

Our 'pupil reports' will help you to get to know more about the curriculum which each child follows and will describe their strengths, achievements and areas for development so you know what encouragement and support you can give.

We welcome any comments or additional information from parents to help us provide the best possible education for your child.

The school currently issues two types of reports to parents – in S1 to S3 (the Broad General Education phase) parents/ carers are issues with regular Tracking reports and **Tracking Plus** reports throughout the school year.

Tracking reports indicate briefly whether there are any concerns about progress, effort or behaviour. **Tracking Plus** reports inform on progress and incorporate profiles from each subject department indicating what pupils are doing at key times in the school year and offering parents the opportunity to view 'live' evidence of pupil profiles with teacher comments on strengths and development needs.

In S4 to S6 (the Senior Phase), in addition to Tracking Reports, much more detailed Formal reports are issued after 'prelim examination' results and are available to inform parents of strengths, development needs and next steps.

In all reports there is designated space for parent comments which form a basis for further discussion between home and school.

Pupil Support staff interview all pupils after the issue of formal reports to review the report and to agree next steps with the pupil. Increasingly these interviews are also used to set personal targets. Copies of all reports are placed in the pupil's school file.

The school always encourages parents to contact their child's Pupil Support teacher **at any time during the school year in between reporting windows** if an update is required on their child's progress.

My experience so far with Biggar High School has been fantastic- not only the fact that I have made lots of new friends but that there is a wide variety of subjects and the mix of teachers you have always makes things interesting. All my teachers have been very supportive and welcoming, which has helped me settle in really well.

Molly Sneddon- 1B

Supporting Pupils- Promoting Positive Behaviour

It is the responsibility of senior staff within the school to ensure that staff, Parent Council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff

In addition, a guideline (Management of Challenging Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

South Lanarkshire Council

Biggar High School aims to help pupils to develop self discipline and to carry out the tasks required because of their commitment to their own learning and progress. Working with parents, we strive to support pupils in achieving the highest possible standards - not just conforming to rules but taking pride in, and responsibility for, their own conduct. As a minimum, pupils are expected to behave in a way which:

- allows effective learning to take place
- ensures a safe orderly environment for all
- shows consideration for others.

The active support of parents makes an enormous contribution to maintaining a high standard of conduct in the school.

As far as possible, we promote good behaviour through praise and encouragement, but on occasions sanctions may be required. Where sanctions such as warnings and standard written exercises fail to deter persistent bad behaviour, pupils are referred to Heads of Faculty or Principal Teachers (Curriculum). This may lead to a pupil being withdrawn or transferred from a class. Serious or persistent bad behaviour will be referred to a Deputy Head Teacher. Ultimately, persistent bad conduct may lead to the exclusion of a pupil from school and in the most extreme cases the case may be referred to Education Resources. In collaboration with parents, every effort is made to secure satisfactory behaviour before becoming involved in any form of exclusion procedure. A pupil may, however, be excluded from school if they are involved in a single serious incident.



Code of Conduct

You should:

- ✓ Be polite and show respect to all members of the school community and visitors.
- ✓ Respect learning and everyone's right to learn in all aspects of school life.
- ✓ Attend all classes, arriving on time, with the necessary equipment.
- ✓ Move about the school quietly in a safe and orderly way.
- ✓ Come to school appropriately dressed.

Mobile Phones

In line with Council policy, young people are not encouraged to bring mobile phones to school. If they do carry these, however, they must follow the Technology On/Technology Off policy in classrooms where phones should be switched off in class unless permission for educational use has been given by the class teacher.

Mobile phones must **never** be used to take photographs or film staff or other pupils except with the explicit agreement of all those involved

I think Biggar High School is a very fun and friendly place. All my teachers are friendly and make school enjoyable. Although there are many subjects to study, with a bit of hard work it can be fun to learn them all. Many pupils think they will get lost when they first come to the school as it is so big but it is really easy to find your way around and senior pupils help you to settle quickly. I hope other pupils enjoy coming to this school as much as I do.

Katie Foss- 2A

Since starting at Biggar High, I have seen both pupils and teachers being polite and showing respect. In classes pupils work hard. Biggar High is a safe place to learn. The teachers are all fair to us. Dress code in the school is good and all pupils wear dress code. I was nervous about coming to Biggar High School but I am not nervous anymore.

Aaron Thomson (S3)- Rights Respecting School Steering Group

Guide to the Code of Conduct

1. Be polite and show respect to all members of the school community and visitors

Our behaviour can affect others.

The following are unacceptable –

- Bullying
- Abusive language/gestures
- Racist behaviour
- Sexist behaviour
- Physical violence

2. Respect learning and everyone's right to learn in all aspects of school life

BHS is a learning community. We strive to meet our full potential by –

- Arriving at class ready to learn
- Listening carefully and paying attention
- Talking at the right time and not disturbing others
- Participating in lessons
- Co-operating with others.

3. Attend all classes, arriving on time, with the necessary equipment.

Time for learning is limited. Be organised by –

- Bringing pens, pencils, jotters and books
- Bringing PE kit on the correct day
- Bringing homework if required
- Bringing planners
- Using vending machines **at appropriate times.**

4. Move about the school quietly in a safe and orderly way

Our behaviour in and around the school affects the safety of others. Be safe and orderly by

- Keeping to the left in corridors and stairways
- Remaining on the school premises during the morning interval
- Disposing of litter carefully.

5. Come to school appropriately dressed

- Follow the dress code rules for your group.

"Better Behaviour, Better Learning"

Staff at Biggar High are committed to creating a community where learning can take place and all members treat one another with respect.

To make this a reality, our "Better Behaviour, Better Learning" Working Group consulted with students, staff and parent representatives to develop policies that:

- Help create a climate where staff and students feel that disruptive behaviour is dealt with in a fair and effective manner.
- Enable staff to respond to unacceptable behaviour in the classroom quickly, consistently and effectively, so allowing learning and teaching to continue.

Biggar High's approach to behaviour management focuses on promoting good behaviour and sharing responsibility for learning. We are very proud that, as a school, we have a common Code of Conduct for all members of our school community – staff, students and visitors- and School Charter which outline the rights and responsibilities of all participants in our school community.

The behaviour of most students in class is very good and it is therefore important to stress that the majority of students will never have occasion to enter into the formal disciplinary system.

Merit and Incentive Schemes

The good behaviour of the majority of students at Biggar High School is highly valued by staff. Our Merit Scheme recognises that many students, through their good conduct, contribute to the high standards in school. This scheme extends from S1 to S3. Custom reports of merits awarded are taken every six weeks and stickers posted in school planners in PSE classes to recognise this success. Pupils achieving high numbers of merits are personally lettered by the Head Teacher and Year Head. Individual departments also run Subject Merit Boards where departmental success is celebrated on the same timescales.

The Incentive Scheme is linked to our Staged Process, homework, working to potential and the wearing of dress code. Information is collected from staff - based on a set of targets agreed with our Pupil Council- and runs each term. We do accept that no one is perfect and that anyone may have an "off day", however the conditions tighten each term as our expectations of our students rises as the school year progresses

Well behaved students build up termly incentives- moving through Bronze to Silver to Gold and finally to an end of year incentive where pupils will be awarded certificates at one of these three stages. Further initiatives are under way on 'Celebrating Success and Achievement' and all parents, staff and pupils have been issued with BHS Celebrating Success report forms which are designed to inform the school of any noted achievements which we can then publicise and celebrate appropriately.

Sometimes, however, we have to use sanctions. In Biggar this is called the 'Staged Process' and is described on the next page.

The school SMT will also look closely at pupil 'demerits' on a weekly basis and discuss issues arising out of these weekly custom reports in relation to supporting pupils and encouraging positive and responsible behaviour in and around school.

The Staged Disciplinary Process

If a student fails to respond to normal settling down procedures in class, or in response to repeated or more serious unacceptable behaviour, the class teacher will follow the formal stages process outlined below.

Stage 1 – Recorded Formal warning

- Stage 1 ‘formal warning’ given
- Teacher records a ‘1’ beside the student’s name in their Behaviour Log and logs a ‘stage 1’ on the Seemis system.
- Recorded warning will only lead to action if it is repeated on a number of occasions in subsequent lessons.

Stage 2 – Standard written exercise

- (To be returned next class lesson)
- Normally reached through 2 examples of unacceptable behaviour during one lesson.
- On completion the standard written exercise **must be signed by student and parent. The exercise requires the pupils to identify what they have done to break a class rule/ our school charter and to identify realistic, achievable ways of ensuring this is not repeated.**
- ‘2’ recorded in teacher’s Behaviour Log and logs a ‘stage 2’ on the Seemis system
- Pupil records the return date in Planner.

Stage 3 – Sent to Head of Faculty/Principal Teacher

- Pupil removed from class for one or more lessons.
- Triggered by any one of the following:
 - **3rd** warning in single lesson.
 - Failure to return standard written exercise at next lesson or unacceptable completion of the written exercise.
 - Repeated Stage 1 or 2.
 - Single serious incident
- The school will send a standard text message to parents if a Written Exercise is not completed or if there are three interruptions to teaching in a single lesson. A Head of Faculty may also remove a student from a class for up to one week for a serious incident or if unacceptable behaviour continues. This would be accompanied by sending home a letter.
- The class teacher will also record a ‘3’ beside the student’s name in their behaviour log and log a ‘stage 3’ on the Seemis system.

Stage 4- Interview by Year Head

Triggered by:

- A single serious incident.
- Stage 3 twice in any 4 weeks.

You will normally be contacted by the Year Head if this occurs. This may also be accompanied by:

- Removal from class for an extended period/ or Lunchtime detention/ or Behaviour Card.

Exclusion from School

Exclusion is a **very** serious sanction. Wherever possible, staff try to maintain youngsters in school. Exclusion is, however, sometimes necessary. It is used:

- to safeguard other members of the school community from dangerous or disruptive behaviour
- To signal clearly to a student that his or her behaviour is completely unacceptable in the school community and is interfering with the right of others to learn.

In Biggar High exclusion is very rarely used and usually in response to isolated, individual episodes of aggressive behaviour. Where, however, persistent disruptive behaviour is seriously damaging the right of others to learn, exclusions may be used as a last resort. While exclusion will normally happen after a number of warnings, a single serious incident—such as assault on another pupil—can lead to immediate exclusion. Refusal to follow staff instructions is also very damaging to the good order of the school and can lead to exclusion.

On occasion, the school will use an ‘internal exclusion’ as an alternative to a full exclusion. Here, pupils will be accommodated in senior classes with relevant ability appropriate work provided in an attempt to continue engagement with learning and to allow further time for mediation and work with said pupil to avoid any further serious breaches of class rules.

Pupils excluded will have work provided for them to do at home- class work provided, Good 2 Learn support materials or reference to relevant work on the school website. One of the rules of re-admission may be that work set has been completed.



Anti-Bullying

Ensuring that all pupils are safe and happy is at the heart of the school's aims. We are committed to promoting respect for all and this permeates the work of the school including work carried out in Personal and Social Education.

An important aspect is to encourage and support students and parents to raise concerns and to be confident that concerns will be treated seriously in a way which does not make matters worse. All staff take any report or suspicion of bullying very seriously.



Attendance at School

It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to:-

- if you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing. Please also give your child a note on his/her return to school, confirming the reason for absence
- notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes
- inform the school of any change to the following :-
 - home telephone number
 - mobile number
 - e-mail address
 - emergency contact details
- requests for your child to be absent from school to make an extended visit to relatives must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an authorised absentee in the register.

Family holidays during term time

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school.

Family holidays should be avoided during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time then in line with Scottish Government advice this will be classified as an 'unauthorised' absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence, when for example parents are unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

In our approach to raising attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

The school holiday dates and in-service dates are available from the website www.southlanarkshire.gov.uk

An automated messaging system for parents

We currently use a system of text messaging.

The system gives us the ability to send text messages to your mobile phone or make automated telephone calls to you. We can use this facility to get a message to one parent or the whole school very quickly.

This system will send you a text message on your child's first day of absence to confirm when they are not at school. You should receive the message even if you have telephoned to explain the absence since there is considerable evidence from other schools that sometimes these phone calls are made not by parents but by other youngsters.

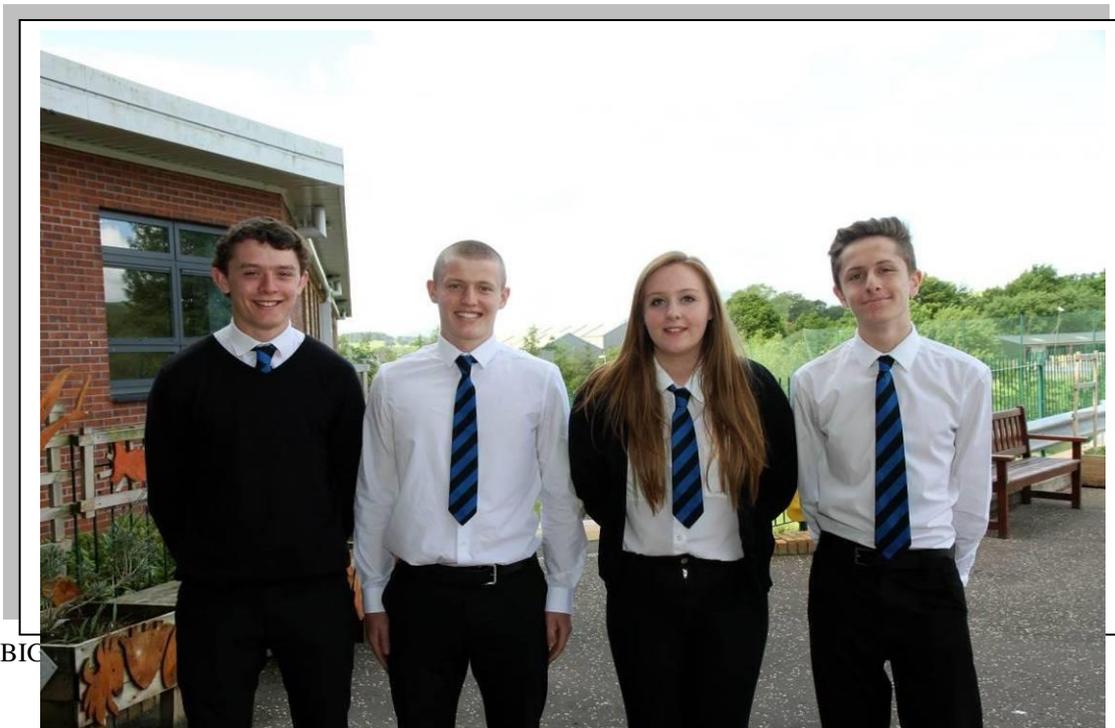
We may use the text messaging system to advise you of the following:-

- Advise /acknowledge that your child is absent from school
- Information about unsatisfactory behaviour in class
- When report cards have gone home
- School Closures
- Emergency notification of flood etc.
- Changes to meetings and after school events
- Parents' evenings
- Upcoming special school events

We will either send a text message to your mobile phone or an automated voice message to your landline number.

It is very important that parents/ carers inform the school of any changes to home addresses, emergency contact details and numbers, mobile phone numbers and e-mail addresses to ensure clear lines of communication can be established at all times.

TRUANCY- this is a rare occurrence at the school. If a pupil is truanting during the school day parents will be informed as soon as possible of their child's absence and it is their responsibility to advise the school as to next steps. If any pupil truants, a constructive conversation will take place on the pupil's return with his/ her Pupil Support teacher and parent/ carer to identify and address concerns and attendance will be closely monitored for an agreed period of time until trust is restored.



Biggar High's Student Dress Code

We ask all parents/carers to support the school by encouraging your child(ren) to adhere to the agreed dress code and the wearing of our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with our pupils, the Parent Council and where appropriate consultation with all parents and staff.

There are forms of dress which are unacceptable in all schools such as:

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so
- footwear that may damage flooring.

Support for parents/carers

Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Application forms for clothing grant are available from the Council's website: www.southlanarkshire.gov.uk or from QandA Offices, Audit and Development 01698 453504/ 453505/453213, the school or Education Resources, Almada Street, Hamilton, phone 01698 454545.

All pupils in Biggar High School are expected to wear dress code. Dress code encourages all pupils to feel that they belong and that they are part of the school. It reduces bullying by avoiding some people being singled out because they do not follow the latest fashion. It is also a reminder that we are here to work. Importantly, it also makes school safer by allowing staff and pupils to identify strangers quickly.

The current dress code is described below.

- Plain white collared shirt (polo shirt acceptable)
- Plain black sweater or plain black fleece
- Plain black trousers/skirt or plain grey trousers/skirt
- Plain black footwear is preferred
- Optional school tie

The option of purchasing school clothing displaying the school badge is preferred.

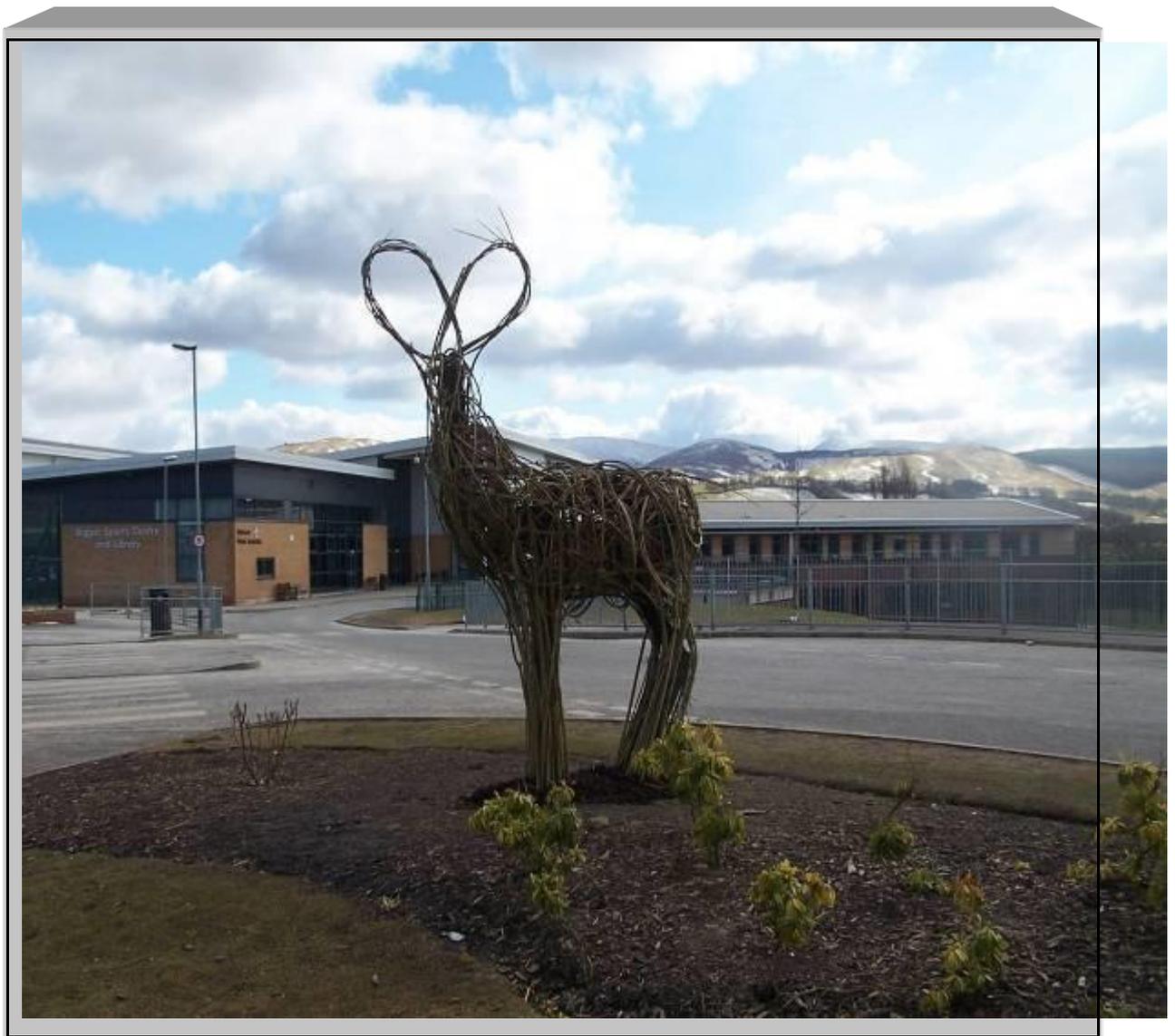
Stripes, checks, pinstripes or logos (other than the BHS badge) are not acceptable. No vest tops or shorts. Tops and bottoms should meet in the middle. Jewellery items must take account of Health and Safety requirements. With particular reference to practical classes, health and safety is paramount and certain items of clothing/ jewellery may be considered inappropriate and pupils should heed the advice of teachers in this regard.

There are no specific guidelines on outdoor clothing, but outdoor jackets/ hoodies must not be worn in class.

Pupils are expected to come in dress code during exams.

We consult parents, pupils and staff about dress code every 4 years, and a revised dress code was introduced in August 2011 as a result of full consultation. Recent pupil surveys have reinforced the desire for a status quo.

The above code remains present school policy. School Captains and Vice-Captains wear blazers when representing the school at formal events. **Pupils representing the school in formal sporting and musical events are expected to wear white shirt and school tie.**



Homework

Homework can have many purposes. It includes practice and consolidation of work done in class and preparation of future class work. It is not just written work. Reading and learning are equally important.

Homework has many benefits:

- It trains pupils in planning and organising time.
- It develops good habits and self-discipline.
- It encourages ownership and responsibility for learning.
- It provides opportunities for parental co-operation and support.
- It helps pupils to develop as independent learners.

Time is taken in class by the teacher to explain tasks clearly - both what is required and why. Pupils should note what is required and when it is to be completed in their Planners. There should also be opportunities for pupils to seek clarification and teacher support if necessary.

Parents can help by:

- providing a quiet place for their children to do homework
- encouraging their children to establish a routine
- showing an interest in their children's work
- checking their children's Planner regularly and ensuring that homework is being completed to the highest standard and on time.

Amount and timing

This will vary between courses. The following times are a ***rough indication***, balanced over the whole session:

S1 and S2	20-30 minutes per subject per week
S3 and S4	1 hour per subject per week
S5 and S6	2-2½ hours per subject per week

The above times do not include private study time, which should be spread throughout the year, but which is likely to increase at and just before examinations.

Additional study support materials- both general advice and support and subject specialist support are available on the school website.

It is intended that full, easy to access course outlines, support materials individual pupil work folders will be available on the school website for all subjects at all levels by the end of 2016 through the Portico tab.

Biggar High School is a good school to attend. Every day I come to school and I feel as though I am safe and welcome. The teachers and staff are some of the friendliest people I know.

Lisa Campbell – S3 Pupil Council



Non completion of homework

Where pupils fail to complete homework on time, or submit homework of a standard below their capability, staff will keep parents informed:

1st instance	Text message home
2nd instance	Letter home
3rd instance	Further letter home

If this does not bring an improvement subject teachers will inform Pupil Support staff who will discuss the issues with the pupil, and may contact parents.

I think one of the best things about Biggar High is the relationship between the pupils and the teachers. The teachers all listen and help you if you ask, which is very easy. Another good thing about the school is the freedom and trust we are given to go up the street at lunchtime, although the canteen food is good too!

Adam Lacey- 2B

Student Planners

Every pupil is issued with a Planner at the beginning of session.

We believe that the Planner, if used properly, is a powerful tool to improve student attainment. We are very keen to enlist the help and support of parents to ensure that Planners are used effectively.

The main purposes of the planner are to record class tasks, record homework, record merits and to self-evaluate progress and understanding of teaching and learning in the classroom.

In addition, older students are expected to use the Planner to record their personal and academic targets.

The Planner is also a tool for organising work and recording progress. It is a working document, not a social diary – it should be kept tidy, and should not contain private information which the pupil is not prepared to share with teaching staff and parents.

The Planner must be carried at all times and should be on the pupil's desk at the beginning of every lesson (except in some practical classes where the teacher has indicated that this is not appropriate.)

In keeping with our belief in positively promoting and rewarding good behaviour, staff are strongly encouraged to make positive comments in Planners where possible. Some staff use stickers for this purpose.

Under the staged behaviour management system, there should not generally be a need to record negative comments in Planners. If unacceptable behaviour reaches a significant level, the staged system will be used. If, however, a standard written exercise is issued, pupils should record the return date in their Planner.

Students should enter all homework tasks in the appropriate section of the Planner, along with deadlines for submission of investigations and folios.

It would be helpful if you, as parents, could check and sign your child's planner each week. It would be even more beneficial if you could discuss the contents of this section with your children.

Activities Beyond The Classroom

The Wider Curriculum

Great emphasis is placed on activities beyond the classroom at Biggar High School. We try not to speak about “extra-curricular activities” since we believe that these are an equally important part of the learning we plan for children alongside their learning in the classroom. These activities are important in developing the school’s sense of community; building positive relationships between staff and pupils; providing an opportunity for success for young people who may not stand out in the classroom; they also provide an opportunity for many young people to gain experience of responsibility.

In addition, many of our pupils come from small communities where there are only a limited number of young people of their own age. The social side of school is especially important for them. Our activities beyond the classroom feature a very wide variety – sporting, cultural and recreational- as well as educational in a more traditional sense.

Sporting events include a regular programme of athletics, cross country running, football netball, rugby and orienteering. That programme includes fixtures with other schools, county championship, and inter house competitions. We are especially keen to develop healthy inter-house competition where appropriate.

Many activities are scheduled to take place at lunch time because after school clubs are difficult to organise due to transport arrangements.

Residential sporting excursions feature on the School Calendar with trips being organised to outdoor centres and abroad.

There is also a two day ‘Activity Block’ for pupils from S1 - S3 which takes place in the summer term when senior students are on exam leave. This offers a wide variety of activities and is intended first of all as a team building exercise where pupils and staff get to know one another outside of the classroom. It also significantly broadens the range of experiences available to our students - activities range from mountain biking to archaeology, from assault courses to museum visits.

Instrumental tuition is available by arrangement with the Music department. The Music Department also organises a range of opportunities for our youngsters to gain experience of public performance, from a Rock Night to a Young Musician of the Year competition, the latter sponsored by Biggar Rotary Club. Dance has been a developing area of extra-curricular activity, with senior students now providing a positive lead in this area and a dance show forming an integral part of our performance agenda.

The Library also provides opportunities out-with the formal curriculum and is open at lunchtime. As well as an excellent book stock it offers access to a range of new technology. Biggar Book Worms has become a well established readers’ club.

The school co-operates closely with local community groups which provide facilities for young people in the area. For example, there are strong links with Biggar Youth Project, while many pupils and staff are active members of Biggar Theatre Workshop, Biggar RFC, and Biggar Leisure Centre.

Participation in Physical Education Lessons

The PE Department aim to achieve participation by all pupils in every lesson.

It is understood, however, that there are occasions when pupils will be unable to take a full active part in a lesson due to a medical condition, or as they recover from illness or injury.

When this happens, the Department endeavour to keep such pupils as involved as possible so that they can continue their learning alongside their classmates.

To achieve this pupils are required to bring their PE kit on **every** occasion that the subject appears on their timetable so that they are equipped to participate to their maximum in each lesson. Where limited movement is possible it is of course acceptable for pupils to bring additional clothing, such as a tracksuit or cagoule, so that they can keep warm when not being physically active, or if involved in outdoor activities at colder times of the school year.

As well as taking part in limited parts of the activities pupils may also be asked to act as referee, umpire, scorekeeper, observer etc., and thereby gaining knowledge from the lesson.

If a pupil is unable to participate fully for a 'significant' period of time (more than one school week) it would be expected that in advance of the first lesson the pupil had an accompanying parental note with reasons why participation was not possible, or that the child's Pupil Support teacher was aware of the issue and had already communicated this concern to the P.E. department. If any pupil is for whatever reason unable to participate in an individual lesson this should be communicated to the teacher at the start of the period and steps taken to ensure some form of involvement where possible can be made.

Physical Education Kit

These additional guidelines are provided to aid parents and pupils with their choice of kit. The aim is to ensure full, active and safe participation by pupils in all of the activities of the Department. Kit worn should be suitable to the activity and the weather conditions likely to prevail.

- Shorts should offer protection to the pupil without restricting their movement. (i.e. be above the knee)
- For indoor activities, a plain T-shirt should be worn, (preferably in House colour: Anderson- blue; Burns- green; Wallace- red).
- Training shoes must be free from earth and grit and the soles should be non-marking.
- In line with the South Lanarkshire Council's policy, pupils are not allowed to wear football team tops in the school.
- **A change of shoes is always required for PE.**
- Where appropriate pupils should have a change of underwear **and socks** available.
- Pupils are encouraged to shower after activity, where possible, and therefore a towel and plastic bag for wet gear is a recommended part of their kit for every PE lesson.
- In colder weather from October to Spring Break pupils can bring and wear a sweatshirt in addition to basic kit.

School Meals

The canteen offers a card and cash cafeteria type service which provides a choice of several main courses, snacks and sweets. Pupils can use cash machines in The Street to load money onto their own cards- a safer and more convenient option. Cards will be issued to new S1 pupils and usage explained on their first day induction in August. Special diets are catered for by arrangement with the canteen supervisor who is very happy to deal with these provided adequate notice is given. Pupils bringing packed lunches may use 'The Street' area.

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child

- Income Support, Universal Credit, Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £6,420 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £16,105 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out and we encourage all children to remain in school at lunch time.

Healthy eating is something that the school supports and a range of meals are available at lunchtimes. The current cost for a school lunch Meal Deal or Main Course is £1.50.

We would wish to draw to your attention to the fact that milk is available for pupils as part of the meal provision. Children who wish to have milk with their lunch can do so.

A variety of tuck-shop and snack facilities are available from 8.30 am until 8.45 am, at morning break and lunchtimes.

It is important that pupils eat a snack at morning interval. Healthy choices, such as fruit, are to be encouraged and will help ensure that youngsters are in class ready to give their full attention.

My parents reminded me that before I started I was worried that I would get trampled at Biggar High in my first weeks. Needless to say, I wasn't and I find Biggar High to be a great school. Every teacher teaches well and with gusto. In S1 I must say that I was delighted how different the school was to my initial expectations. Children should be nurtured to achieve their full potential and I think the school is doing this for me.

Fin Laing- 2A

MENU DETAILS

Soup Main Courses	75p £1.50	Lasagne/Curry and Rice/Sweet and Sour Chicken/Macaroni Cheese/ Chilli and Rice/Chicken Fried Rice/Fish and Chips/Paella/ Pasta Pot
Filled Baguette or Sandwich	£1.00	Cheese, Tuna, Egg, Salad or Cold Meat Salad, Salad Pot (Tuna Pasta, Ham Pasta, Cheese and Coleslaw)
Yoghurts Beverages Milk Panini Meal Deal	60p 50p/80p/ £1.00 40p £1.25 £1.50	(Fruit Juice, Cans, Bottled Water) Pizza £1.10 Main Meal and fruit pot



Insurance - Pupils Personal Effects

Insurance for Schools- Pupils' Personal Effects

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils' clothing or personal effects.

Parents are asked to note the Council's position in terms of insurance for pupils' personal effects:

1. Theft or Loss of Personal Effects

The Council is not liable for the loss or theft of pupils' clothing or personal effects and any items are therefore brought into the school at the pupil/parents' own risk.

Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil but are brought into the school.

Parents should be aware that if such equipment is left in school, it is done at the pupil/parents' own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

2. Damage To Clothing

The Council is only liable for damage caused to pupil's clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council's insurers.

South Lanarkshire Council

Lockers

At the start of every school year, office staff arrange for pupils to access lockers which can be used to store school equipment and valuables during the school day. Lockers should not be used between classes but can be accessed at intervals and lunchtimes. Pupils are responsible for maintenance of lockers and secure safety of locker keys. Pupils are discouraged from giving keys to friends or class mates and are discouraged from using their lockers to store equipment/ possessions belonging to other pupils.

Education Maintenance Allowance

Forms are available from South Lanarkshire Council website www.southlanarkshire.gov.uk

Transport

South Lanarkshire Council has a policy of providing school transport to Secondary pupils who live more than two miles (three from April 2016) by the recognised shortest walking route from their catchment school.

This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Resources, Hamilton, Phone 01698 454102 or web www.southlanarkshire.gov.uk. These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

A paid privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. For more information on school transport contact Education Resources Phone 01698 454102.

(ii) Pick-up points

Where school transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's distance limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle.

Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request.

Where there is a request to place a child under school age in a school within the local catchment area they may receive transport in line with the Council's transport policy.

Details of routes and pickup points for contract transport change annually. Strathclyde Passenger Transport Executive informs parents of details.

Any parents with a complaint or a concern about transport should contact the school where all complaints are logged and then forwarded to Strathclyde Passenger Transport (SPT).

The SPT are the organisation responsible for monitoring the contracts awarded for transport.

**SPT - 0141 333 3360
TRANSPORT HELPLINE-
01698 454102**

Parents may choose to contact the bus company directly. If they do so, they are requested also to telephone the school so that the complaint can be logged. The telephone numbers of the current transport companies are:-

Classic Cars (Symington)	07760352753	Stuarts (Carluke)	01555 773533
Market Cabs	01555 870981	Main St. Taxi	01555 840854
L and B Cars	01555 880202	Go Travel	01555 777099
XTRA mini coach	01555 777099	Wm Lithgow	07813 144163
Rural Development Trust	01555 880551		

Change of Address

It is essential that if you change address you obtain a new application form for free school transport and return it as directed. This will enable SPT to ensure that transport is available for your child from your new address. Failure of parents to follow this procedure has caused difficulty in the past since bus lists could not be kept up-to-date and sufficient seats were not available as a result. Your co-operation in this will be much appreciated.



Music Tuition

Instrumental music lessons are offered to children in all secondary schools across South Lanarkshire through our Instrumental Music Service (IMS). Tuition is offered (based on capacity) on a variety of instruments, which can include a selection of the following: - brass, woodwind, strings, percussion, guitar and voice.

Participation in a programme of instrumental study can help children to develop as successful learners, confident individuals, responsible citizens and effective contributors. Children who take instrumental music tuition are often offered opportunities to further develop their playing by participating in extra-curricular activities through bands, orchestras and other ensembles.

Parents/Carers, who wish their child to receive instrumental tuition are required to make an annual contribution to the Instrumental Music Service, currently £180, based on a minimum of 30 lessons per academic year.

As part of the policy on charges, it was decided that pupils who opted for certificate music as an SQA subject would not be required to pay for instrumental music tuition which until now has meant free music tuition in S3 and S4, the two years of standard grade

However, the introduction of Curriculum for Excellence has changed the way in which the curriculum is delivered. Pupils now follow a broad general education until the end of S3 and make subject choices leading to certification at this stage.

Consequently, it is necessary that we adapt charging practice and provide free tuition for those pupils who commit to a SQA music course from the start of block three (March 2014.) In effect this means that all S3 pupils will pay £120 for their music tuition from August to March. S3 pupils who then opt for an SQA music course will receive free tuition from after block three and for all of their S4. Pupils on FME will not pay for music tuition.

S4 - 6 Students undertaking any full S.Q.A Music award delivered through the Music Department are exempt from paying the annual contribution on one instrument of study provided through the IMS. Any additional instrument tuition requested through this service will require charges to be levied. *Further information on the Instrumental Music service can be requested from the school's Music Department or the Instrumental Music Service on 01698 454057/ 454159.*

South Lanarkshire Council

Care, Welfare and Medical Issues

Care and welfare of our students is paramount. Safety and Child Protection are given a high profile in staff training. Biggar High prides itself on its commitment to the well being of our young people. Care and welfare is also integral to many school processes including:

- collecting information on emergency contacts
- collecting and disseminating medical information
- planning for adverse weather

The annual data check is vitally important in providing us with medical and contact information and it is essential that this is kept up to date. Parents are asked to ensure this is returned to the school.

Health Information

Please keep us updated with health information, particularly when there is significant risk to your child, e.g. in the case of severe allergies. When we are alerted to the fact that a child has significant health risks we will work with parents/carers to draw up a care plan. This may also involve medical staff.

Illness and Accident

The school has qualified First Aiders who can deal with minor incidents which happen in school. In the event of a more serious accident or illness, parents will be informed and/or an ambulance called for.

If a pupil is in great pain or an injury appears to require emergency medical attention we will seek help from the adjacent Health Centre or Kello Hospital. Neither has an Accident and Emergency Department, however, and doctors are not always present. In any event, they can only leave their duties to deal with very serious emergencies. Parents will be kept informed throughout. It is therefore essential that home and emergency contact information is kept up to date.

Strict national guidelines cover the administration of medicine and drugs in schools. In most cases pupils are not allowed to carry medicines around the school. These must be left at the School Office. Pupils are asked to report to the School Office so that the prescribed dosage can be given. Parents are asked to contact the school at the earliest opportunity to complete the appropriate forms of consent. Without these documents the administration of painkillers, application of lotions etc. is not permitted.

School Medical Service

The School Medical Service is available to assist any pupil and will refer pupils for other specialist help if necessary. A school nurse visits the school regularly, and will give advice on matters of health, referring to the medical service if necessary. Parents will be notified, by letter, before any medical/dental treatment is administered. You will be requested to complete a parental consent form. This form is provided by Health Board staff.

Parental involvement

South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, 'Making a difference – working together to support children's learning'. This is available from the Council's website: www.southlanarkshire.gov.uk

Parents, carers and family members are by far the most important influences on children's lives. After all, between the ages of 5 and 16 children spend only 15% of their time in school!

Research shows that when parents are involved in their child's learning, children do better at school and throughout life. Parental representation is about helping parents and schools work together as partners in children's learning.

A new approach to involvement

The Scottish Schools (Parental Involvement) Act 2006 aims to encourage and support more parents to become involved in supporting their children's learning.

As a parents/carers we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school;
- Fully informed about your child's learning;
- Encouraged to make an active contribution to your child's learning;
- Able to support learning at home;
- Encouraged to express your views and involved in forums and discussions on education related issues.

To find out more on how to be a parent helper, or a member of the Parent Council just contact the school or visit our website.

Some useful information contacts for parents to find out more on education are as follows:-

- Parentzone – www.parentzonescotland.gov.uk
- Engage Parent Forum – www.engageforeducation.org
- National Parent Forum for Scotland – www.educationscotland.gov.uk/parentzone
- South Lanarkshire Council – www.southlanarkshire.gov.uk

Our school has a Parent Council and a copy of its constitution and what it does is available from the school

Home-School Partnership

The school places great importance on parents and carers as partners in the education of their child.

Pupils can only achieve their full potential through close co-operation between home and school. This active collaboration is essential both to ensure high achievement and to foster high standards of behaviour and a sense of responsibility.

Partnership is not a one-way process. The school is committed to listening to and taking account of the views of parents. We seek your views both about your own children and about the work of the school in general. One of the more formal ways in which we do this is to conduct an annual survey of parents' views. In turn, we depend on you actively to support us in our work.

The school has the benefit of a full time Home-School Partnership worker, Marie Jennings, whose key role is to work with parents to help them support their children's learning.



Parent Council

The school and the local authority are obliged to listen to what the Parent Council says and to respond to the issues raised. Parent Councils decide such things as:

- how their Parent Council will be set up
- what it should be called (Parent Council or other name)
- what size it should be – e.g. in a very small primary school, all parents could be involved (no limit on size)
- who should be a member of the Parent Council (majority of members must be parents)
- how parents can join and support the school
- how they can work together with the school and pupils to support children's learning
- when the most convenient time is to hold meetings
- what will be discussed at meetings – these might be topics such as school uniform, parking near the school, the school's anti-bullying policy, etc.

However, it should be noted that a Parent Council cannot discuss issues attributed to individual pupils.

More interesting is how parents can play an active part in helping the school to take forward the principles and practices of Curriculum for Excellence.

Working together – here is what we are trying to achieve . . .

We wish to give parents/carers every opportunity to become more involved in their child's education.

Parents/carers should be :

- welcomed and given an opportunity to be involved in the life of the school;
- fully informed about their child's educating and learning;
- encouraged to make an active contribution to their child's learning;
- able to support learning at home;
- aware of their responsibility for the school;
- encouraged to express their views and involved in forums and discussions on education related issues

Schools and establishments should be the first point of contact for parents who wish to discuss issues about their child.

Our aim is to resolve issues at a local level. Education Resources wishes to promote liaison among schools, members of Parent Councils, parents/carers and with other services.

We wish to provide advice and support to Parent Councils, parents/carers.

All enquiries and concerns received from parents are taken seriously. In order to ensure that enquiries are dealt with effectively contact should be made in the first instance with the school.

Biggar High School Parent Council

The first Biggar High School Parent Council was formed in August 2007 after full consultation with the parent forum.

The objectives of the Parent Council are:

- To work in partnership with the school to create a welcoming school which is inclusive for all parents.
- To promote partnership between the school, its pupils and all its parents.
- To develop and engage in activities which support the education and welfare of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

The Council members (2016/17) are:

Mr Andy Spence (Chairperson)
Mrs Julie Forrest (Secretary)
Mrs Fiona Murnin (Vice Chair)
Mrs Catherine Holme (Treasurer)
Mrs Karen Fraser
Mrs Mairi Maxfield
Mrs Lynne Walker
Mrs Isabel McMillan
Mrs Michelle Lyon

- The Head teacher, or his representative, has a right and a duty to attend Council meetings.
- Local councillors are invited to meetings
- The School Captains/ Pupil Council have a standing invitation to attend the Council to give a student perspective.

Biggar High Parent Council works hard to support the school both through both the subject and wider curriculum. We feel we are pro-active on behalf of parents and pupils and have a strong partnership with the management team of the school both in being consulted over and in supporting improvements. We meet every six weeks and all parents/ carers are welcome to attend. Our meeting minutes are posted on the school website and we endeavour to fund-raise and use this money to good effect- for example supporting the development of the school website and contributing to the cost of the recent whole school survey. We are more than happy to represent parents' views and would encourage all parents to participate as much as they can in their child's life at Biggar High and contact us through the school office or our own e-mail address as required.

Mark MacConnell- out-going Parent Council Chair

Comments, Complaints, Suggestions and Concerns

Our Aims

This section tells you how to raise a concern or make a comment about any aspect of the school or of your child's education.

At Biggar High School we want work with you to ensure that your children are happy, safe, and achieving their full potential. We realise, however, that sometimes things can go wrong, or seem to go wrong, so we need to know when you are not happy.

We also want you to feel part of the school, and to make sure that your child and you are treated fairly and with respect. Please get in touch with us as soon as you feel things are going wrong.

We also very much want to hear your ideas about how we can work together more effectively to do a better job for our young people. And we also welcome comments when we get it right and you are pleased with the work we do.

Our promise

If you complain, we will:

- Deal with your complaint as quickly as possible
- Tell you what is happening with your complaint
- Treat the information you give us in confidence
- Do our best to find out the facts
- Not cover up mistakes, but apologise and try to put things right.
- Explain our decisions
- Try to avoid repeating the same mistakes, but learn from them - Use your comments to try to improve our service
- Ensure that, if your complaint relates to your child's education, your child will not be worse off if you make a complaint.

All complaints and suggestions are logged, and this log is regularly reviewed by the Head Teacher to see if there are any areas where we need to improve, or to change our systems or procedures.

Ways to complain

You can complain in the following ways:-

In person:

Please phone to make an appointment with either your child's Year Head or Pupil Support teacher.

By phone:

Please ask for either your child's Year Head or Pupil Support teacher.

By letter:

To the Head Teacher

By e-mail: headteacher@biggar.s-lanark.sch.uk

Making a Complaint

If you phone we will try to resolve your complaint as quickly as possible.

When you call, the school receptionist will log your call and take a note of the main area of your complaint.

If you can tell her which year your child is in and a little about your concern it will help her to put you in touch with the person who can respond to your complaint there and then or investigate it and get back to you.

If you prefer, you can ask to speak to your child's Pupil Support Teacher or Year Head.

If your complaint is about your child's Year Head, you should ask to speak to the Head Teacher.

We will do our best to resolve your complaint without your needing to do anything else.

If we cannot resolve matters for you straightaway we will tell you when we will be able to get back to you.

Putting your complaint in writing

You may prefer to write to us rather than phone – that is your choice.

When we get your letter, we will write to you within three working days to let you know we have received your complaint and, if necessary, to arrange an appointment with you.

If your complaint needs more investigation and we cannot sort the problem out within three working days, we will contact you to keep you up to date with progress.

If you feel at this point that a face-to-face meeting is necessary and we have not suggested one, please contact the school and arrange an appointment. If you feel you need support during such a meeting you are welcome to bring along a relation or friend. Please inform the school if this is your intention.

If you are still unhappy?

If you are still unhappy with the results of our investigations, or if your complaint is about the Head Teacher, then you can ask South Lanarkshire Education Resources to review your complaint.

Mrs Carol McKenzie
Head of Education for Clydesdale
Phone:- 01698 454468

If your complaint is complex and you feel you are not getting the issues resolved you can contact an independent person or organisation, for example:

Your local councillor
Your MSP or MP
A solicitor
Citizen's Advice Bureau

If you continue to feel your case has not been properly handled you can submit a complaint to the Local Government Ombudsman.

Local Authority Ombudsman
4 Melville Street
Edinburgh
EH37NS
Phone: 0131 2255300
Fax: 0870 011 5379

Other people at South Lanarkshire Council who can help you

	Bullying and related issues, care and welfare issues	parents@southlanarkshire.gov.uk
Des Dickson	Parental Involvement Parent Council des.dickson@southlanarkshire.gov.uk procedural and administrative issues	01698 454495
	Class organisation and all staffing related issues carole.mckenzie@southlanarkshire.gov.uk	
Parental enquiries and concerns relating to parental involvement, class organisation, school transport, placing requests, property, additional support needs and inclusive education, and Early Years can be directed to the appropriate service manager:		
David Hinshelwood	School transport (mainstream), placing requests and property issues.	01698 454408
	david.hinshelwood@southlanarkshire.gov.uk	
Alex MacLeod	Inclusive Education Manager	01698 454666
	alex.macleod@southlanarkshire.gov.uk	
Morag McDonald	Early Years Manager	01698 454474
	Morag.mcdonald@southlanarkshire.gov.uk	

School Closure

As noted previously, school phones will be very busy during any closure, so we will be unable to contact every parent personally. We will however use Group-call to alert you to the situation. We will allow pupils with mobile phones to contact their parents directly. Please note, however, that the mobile phone networks can become overloaded in these circumstances.

When sending pupils home, we will ask if they anticipate any difficulty – e.g. long walk from bus to home; need to catch service bus; no key, etc. If any pupil anticipates difficulty, we will contact parent/carer/emergency contact to seek advice. However, to ensure the safety of other pupils we will probably have to release the buses. Any pupils who anticipate difficulties may therefore be kept at school under staff supervision.

It is therefore very important that parents/carers whose children may face difficulties getting home make alternative arrangements. We would suggest if possible arranging to accommodate them temporarily with a friend or relative in Biggar or on the same bus route. (This needs to be on the same bus route because other buses may be full.) This information should be included on the “Emergency Plan” form.

During severe weather, parents/carer may choose to pick their children up from school. If you do, the School Office must be informed to allow us to maintain accurate records of where children are.





Some Useful Addresses

Mr Tony McDaid
Executive Director
Education Resources
Council Offices
Almada Street
HAMILTON
ML3 0AE (01698 454545)

Head of Education (Clydesdale)
Mrs Carole McKenzie
Education Resources
Council Office
Almada Street
HAMILTON
ML3 0AE (01698 454698)

Skills Development Scotland, Area Office
Princes Gate
Hamilton (01698 477157)

South Lanarkshire Councillors for the Biggar High School Area
Mr Ralph Barker (L) 01698 454366
Rev Bev Gauld (SNP) 01698 454555
Mr Hamish Stewart (C) 01698 454686

South Lanarkshire Council
Education Resources Helpline
01698 45454

Transferring Educational Data about Pupils

Education authorities and the Scottish Government collect data about pupils. We now work together with schools to transfer data electronically through the ScotXed programme. The Scottish Government acts as a 'hub' for supporting data exchange within the education system in Scotland and for the analysis of data for statistical purposes within Scottish Government itself.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

Data policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and national statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

Biggar High has allowed students to take responsibility for their own learning while providing students with the relevant support. The staff are all very approachable and this makes for a very comfortable and encouraging environment. We are also given many opportunities to advance our learning through a wide selection of wider curricular activities covering many interests and hobbies. Students at Biggar High look after one another and are very friendly and this makes it such a great school to go to.

Rowan M Stewart- S6 Pupil Council

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that the data and information will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want More Information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

DATA ABOUT OUR SCHOOL

The Regulations setting out information that needs to be included in school handbooks have been amended. This year the handbook does not include data on budgeted running costs, attendance and absence, and initial leaver destinations. Budgeted running costs will no longer be included and attendance and absence figures are to be published every second year. .

Appendix A

This annex gives a list of useful information and the links to the content is now available from the Council's website

Contact Details

Education Scotland's Communication Toolkit for engaging with parents

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others

Parentzone provide information and resource for parents and Parent Councils

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support

Journey to Excellence - provides guidance and advice about culture and ethos

Health and wellbeing guidance on healthy living for local authorities and schools

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support

Curriculum

Information about how the curriculum is structured and curriculum planning

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing

Broad General Education in the Secondary School – A Guide for Parents and Carers

Information on the Senior Phase

Information on Skills for learning, life and work

Information around the Scottish Government's 'Opportunities for All' programme

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework

Information about Curriculum for Excellence levels and how progress is assessed

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting and profiling

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy

Choices and changes provides information about choices made at various stages of learning

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition

Enquire is the Scottish advice service for additional support for learning

Parenting Across Scotland offers support to children and families in Scotland

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

Information about the universal entitlement to support that underpins Curriculum for Excellence

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports

Education Scotland's Inspection and review page provides information on the inspection process

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy

Scottish Credit and Qualifications Framework (SCQF)

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

School Policies and Practical Information

National policies, information and guidance can be accessed on the following:

Education

Health

Young People

Children (Scotland) Act 1995

Standards in Scotland's Schools (Scotland) Act 2000