

# **INDEX**

## **ITEM**

- 1** Introduction by Rector
- 2** School Information
- 3** Teaching Staff
- 4** School Hours
- 5** The School Year
- 6** Transfer/Enrolment
- 7** Pupil Support Structure
- 8** Equal Opportunities
- 9** A Curriculum for Excellence
- 10** Additional Support Needs
- 11** Improvement Plan
- 12** Homework
- 13** Business Partnerships
- 14** Spiritual, Social, Moral and Cultural Values
- 15** Extra-Curricular Activities
- 16** Freedom of Information
- 17** Data Protection
- 18** Child Protection
- 19** School Discipline
- 20** Home and School Links
- 21** Attendance at School
- 22** Clothing and Uniform
- 23** Meals
- 24** Placing Requests
- 25** Education Maintenance Allowance
- 26** Transport
- 27** Medical and Health Care
- 28** Information in Emergencies
- 29** The Parent Forum
- 30** Attainment and Achievement
- 31** Names and Addresses
- 32** Glossary of Specialist Terms Used In The Handbook
- 33** Qualifying Statements

## **1 INTRODUCTION BY HEAD TEACHER**

The information contained in this booklet should provide you with a full picture of the work of Dalziel High School but it may be of further help if I list the objectives of the school as an educational establishment.

- 1** To make the best possible educational provision for the whole range of ability of the pupils entrusted to our care and to provide the means, through a wide range of educational experiences, by which pupils will be able to realise their maximum potential - personally, academically, culturally and physically.
- 2** To promote knowledge and understanding and the development of a wide range of skills.
- 3** To provide a curriculum which is in accord with national and regional guidelines, and which at all times, ensures that the needs and aspirations of the pupils are met.
- 4** To instil a sense of responsibility and respect and to encourage the development of good habits such as honesty, punctuality and genuine effort.
- 5** To provide a well-ordered environment in which effective teaching and learning can take place.
- 6** To make the best use of staff and resources.
- 7** To provide an effective communication and reporting system.
- 8** To ensure equality of opportunity for all.
- 9** To have a high expectation of pupil performance and to identify, and correct, reasons for under-achievement.

Most former pupils have fond memories of Dalziel High School and are particularly proud of the school, its traditions and the fact that they were, and always will be, 'Dalzielians'.

I hope that you will have a similar feeling and I extend a cordial welcome to you and your sons and daughters as prospective members and partners of Dalziel High School.

Yours faithfully

**ROBERT BIRCH**

Rector

## **2 SCHOOL INFORMATION**

The capacity of the school depends on a variety of factors. Due to the pressure for places, the number of places available is decided annually - given the circumstances prevailing at the time for the oncoming year.

At September 2017, the roll was 966.

This was made up as follows:-

S1 - 166	S4 - 171
S2 - 177	S5 - 159
S3 - 178	S6 - 115

Dalziel also has its own playing fields set in beautiful surroundings at Dalziel Park Estate, (formerly called Cleland Estate) some 3 miles away. This has recently undergone a multi million pound redevelopment and means that Dalziel now has the best facilities in the country, including two state of the art 3G rugby/football pitches. The school is also conveniently placed in relation to Strathclyde Country Park.

Much use is made of the school facilities outwith school hours by a variety of groups, clubs, etc., in the community. The use made is in accordance with normal letting procedure and enquiries regarding this should be directed to the Community Education Officer, Motherwell Area Resource Office, c/o Our Lady's High School, Dalzell Drive, MOTHERWELL - ML1 2DG

## **3 TEACHING STAFF**

Head Teacher	- Robert Birch
Depute Head Teachers	- Jacqui Agnew (HID/Support for Learning)
	- Yvonne Savage (HID/Support for Learning)
	- Jan Chalmers (Admin)
	- Fiona Conboy (S1/2)
	- Jennifer Di Mambro (S3/4)
	- Jaclyn Martin (S5/6)
	- Yvonne Savage

### **ART, DESIGN AND CREATIVE TECHNOLOGY**

Kirsty Houston	- Principal Teacher
Jennifer Di Mambro	- Depute Head Teacher
Allison Emery	-
Susan MacKay	-

### **BUSINESS EDUCATION AND COMPUTING**

Derek Park	- Principal Teacher
Jackie Donnachie	-
Carol Flanagan	-
David Jack	-
Louise Kerr	- Principal Teacher of Pupil Support
Jaclyn Martin	- Depute Head Teacher
Claire MacPhee	-

## **CRAFT, DESIGN AND TECHNOLOGICAL APPLICATIONS**

Gordon Barrie - Principal Teacher  
William Veitch -  
Dawn Whitelaw -

## **DESIGN, FOOD and TEXTILE TECHNOLOGY**

Catherine Muir - Principal Teacher 0.6 FTE  
Sharon McCully - Principal Teacher 0.4 FTE  
Mary McCrae -

## **DRAMA AND THEATRE STUDIES**

Claire Kelly - Principal Teacher 0.8 FTE  
Jennifer Bradshaw - Principal Teacher 0.2 FTE  
Scott Purvis -

## **ENGLISH**

Kareen Lawrie - Principal Teacher  
Jennifer Anderson -  
Damian Gilhooly -  
Judith Kazeminia -  
Louise McCarron -  
Pamela McCrory -  
Alana O'Donnell -  
Scott Purvis -  
Erin Smyth -  
Raymond Townsley -

## **HEARING IMPAIRMENT DEPARTMENT**

Jacqui Agnew - Depute Head Teacher  
Pamela Airlie -  
Fiona Boyle -  
Sadie Donnelly -  
Lynn Kinstrie -  
Neil McCue -  
Ann McDermott -  
Patricia Neilson -  
Yvonne Savage - Depute Head Teacher 0.4FTE  
Rosaline Skirka -  
Janette Watson -  
Steven Whiteford -

## **MATHEMATICS**

Leigh-Ann Scott	-	Principal Teacher
Steven Agnew	-	
Emma Brophy	-	
Fiona Conboy	-	Depute Head Teacher
Jackie Donnachie	-	
Kenneth MacLellan	-	
Aileen Maguire	-	
Julie Moran	-	
Gary Withey	-	

## **MODERN LANGUAGES**

Elisabeth J K Grieve	-	Principal Teacher 0.6 FTE
Louise MacMorris	-	
Amanda Mori		
Jennifer Tait		Principal Teacher 0.4 FTE

## **MUSIC and SOUND TECHNOLOGY**

Chris Bensalem	-	Principal Teacher
Nicola MacKenzie	-	
Hughina Naylor	-	
Michael Bryans	-	Percussion Instructor
Ross Cowan	-	Bagpipes Instructor
Janet Laird	-	Woodwind Instructor
Ross McQueen	-	Brass Instructor
Steven Nelson	-	Pipe Band Drumming Instructor
Elias Rooney	-	Cello Instructor
Esther Woods	-	Woodwind Instructor
Billy Young	-	Guitar Instructor

## **PHYSICAL EDUCATION, FITNESS AND SPORT DEVELOPMENT**

Alistair Stewart	-	Principal Teacher
Rosie Campbell	-	
Jan Chalmers	-	Depute Head Teacher
Melanie Clyde	-	Principal Teacher of Pupil Support
David Masters	-	
Grant McCallum	-	Principal Teacher of Work, Enterprise and Vocational Education

## **PUPIL SUPPORT DEPARTMENT**

Melanie Clyde	-	Principal Teacher of Pupil Support
Louise Kerr	-	Principal Teacher of Pupil Support
Patti Owens	-	Principal Teacher of Pupil Support
Yvonne Savage	-	Principal Teacher/DHT HID

## **SCIENCE**

Jim Monaghan	-	Principal Teacher
Gillian Abercrombie	-	
John Buchan	-	
Margaret Craw	-	
Katrina Heenan	-	
Gillian Kelly	-	
Natasha Martin	-	
Alan Moir	-	
Anne Marie Smillie	-	
Katie Toner	-	
Alan Tweedie	-	

## **SOCIAL SUBJECTS**

Kim Esdaile	-	Principal Teacher
Laura Carrick	-	
Jane Donnelly	-	
David Gallacher	-	
Danielle Phee	-	
Laura Rodgers	-	
Kirstin Wakefield	-	

## **SUPPORT FOR LEARNING**

Jacqui Agnew	-	DHT 0.6
Yvonne Savage	-	DHT 0.4
Gillian Douglas	-	
Mary Jo O'Donnell	-	

**Total Number of Teaching Staff – 67 (Full-time Equivalent)**

## **NON-TEACHING STAFF**

### **CATERING**

Rosanna Ferguson	-	Manager
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### **LIBRARIAN**

Catrina Allan	-	
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### **HOME SCHOOL PARTNERSHIP OFFICER**

Arthur McKeown	-	
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### **TECHNICIANS**

Kenneth Wallace	-	Senior Technician
Lynn Felvus	-	Laboratory Technician
Donna Simpson	-	Laboratory Technician
Robert Wilson	-	Technical Technician

## **OFFICE STAFF**

Claire Bishop	- Administration and Financial Assistant
Rosemary Sinclair	- Senior Clerical Assistant
Frances Caullay	- Clerical Assistant
Margaret Kerr	- Clerical Assistant
Yvonne McCaffery	- Clerical Assistant
Jean Paterson	- Clerical Assistant

## **JANITORIAL STAFF**

Jane Lynn	- Senior Janitor
Garry Harden	-
Pearl Black	-

## **ASN**

Irene Boyd	-
Natalie Kerr	-

## **4 THE SCHOOL DAY**

### **Monday, Tuesday and Thursday**

<u>Period 1</u>	<u>Period 2</u>	<u>Interval</u>	<u>Period 3</u>	<u>Period 4</u>	<u>Lunch</u>	<u>Period 5</u>	<u>Period 6</u>	<u>Period 7</u>
8.55 – 9.45	9.45 – 10.35	10.35 – 10.50	10.50 – 11.40	11.40 – 12.30	12.30 – 1.15	1.15 – 2.05	2.05 – 2.55	2.55 – 3.45

### **Wednesday and Friday**

<u>Period 1</u>	<u>Period 2</u>	<u>Interval</u>	<u>Period 3</u>	<u>Period 4</u>	<u>Lunch</u>	<u>Period 5</u>	<u>Period 6</u>
8.55 – 9.45	9.45 – 10.35	10.35 – 10.50	10.50 – 11.40	11.40 – 12.30	12.30 – 1.15	1.15 – 2.05	2.05 – 2.55

## **5 THE SCHOOL YEAR 2018/19**

### **August 2018**

In-service day                      Tuesday 14 August 2018  
    Wednesday 15 August 2018

Pupils Return                              Thursday 16 August 2018

### **September 2018**

September Weekend                      Friday 21 September and Monday 24 September 2018

### **October 2018**

October Week                              Monday 15 October to Friday 19 October 2018

### **November 2018**

In-service day                              Monday 19 November 2018

### **December 2018 - January 2019**

Christmas and New Year                      Monday 24 December 2018 to Friday 4 January 2019 (inclusive)

### **February 2019**

February Break                              Monday 11 February and Tuesday 12 February 2019

In-service day                              Wednesday 13 February 2018

### **April 2019**

Spring Break                              Monday 1 April to Friday 12 April 2019 (inclusive)

    Good Friday 19 April 2019 and Easter Monday 22 April 2019

### **May 2019**

May Day                                      Monday 6 May 2019

In-service day                              Tuesday 7 May 2019

Mid-term holiday                              Friday 24 May and Monday 27 May 2019

### **Summer 2019**

Schools close                              Friday 28 June 2019



## **6 TRANSFER/ENROLMENT**

Parents wishing to enrol their child in Dalziel are requested to contact the Learning and Leisure offices at Kildonan Street in Coatbridge. A meeting will be arranged to consider the needs of the child.

Throughout the session, parents whose children are transferring from Primary to Secondary in August will receive regular information about the organisation of Dalziel High School and, in particular, the content and organisation of the first year curriculum. This information will be communicated via the Primary School.

There will also be a meeting of first year intake parents held in the school. At this meeting, not only will the Rector and senior staff outline the main arrangements for the transition from Primary to Secondary education, supply general information about the school and answer questions, but Parents and their children will also get a chance to see examples of the work done in Secondary school and meet many of the staff.

Throughout the year, much contact is maintained between Dalziel High School and the local primary schools. This ensures that the transfer of pupils from Primary to Secondary is as smooth as possible and that every pupil's needs (both individual and collective) are catered for.

### **School Leaving Arrangements**

There are 2 statutory leaving dates in the session:-

- (i) Pupils whose sixteenth birthdays falls on or before the last day of February may leave at the previous Christmas break.
- (ii) Pupils whose sixteenth birthday falls on or before 30 September may leave on the preceding 31 May.

Pupils who wish to leave on or after the statutory dates should obtain a Leaver's Consent Form from the office, this to be signed by parent or guardian and returned to the school office.

They must also return all school books/materials to the teacher who issued them and obtain a signature indicating that this has been done in each case. Finally, the form will be signed by the pupil's Pupil Support Tutor, then Depute Head Teacher, who will retain it for future reference.

## **7 PUPIL SUPPORT STRUCTURE**

It is the policy on Pupil Support in Dalziel High School to provide a system whereby the following objectives are achieved:-

- (a) to ensure that each pupil knows and is known personally and in some depth by at least one member of staff, their “named person”
- (b) to consider the pupil's personal, social and intellectual development
- (c) to help the pupil to be aware of his own development and to accept responsibility for it
- (d) to identify and respond quickly and appropriately to the specific needs of the individual
- (e) to foster the development of good relations between teachers and pupils
- (f) to work well with the home in all aspects of pupil development
- (g) to liaise with support and welfare services
- (h) to systemise and make relevant the recording and communication of information relevant to the welfare of individual pupils

The school is committed to assessing all policies and practices to ensure there is no negative impact on any group of people.

### **Approach to Pupil Support**

Formal contact is achieved through a once a week Health and Wellbeing Period with Pupil Support Staff where amongst other things, younger pupils study a wide range of topics including Social Education, Health Education and Careers Information.

There are also regular individual interviews between pupils and Pupil Support Staff and Subject Teachers on the development of pupils. On concern being expressed by a parent or teacher on any matter, Pupil Support Staff investigate, report back and, if necessary, initiate action internally or through external agencies.

### **Availability of Pupil Support Staff**

Consultation with parents is a regular and vital aspect of our Pupil Support System. It is, however, a two-way system. Any parent with any worry over their child's schooling should not hesitate to telephone the appropriate member of the Pupil Support Staff.

### **Remits of Promoted Staff**

Each member of the Pupil Support Team has the responsibility for the individual pupils in their care in matters of:-

- (a) monitoring progress
- (b) liaison with external agencies
- (c) liaison with academic staff
- (d) attendance and timekeeping
- (e) vocational, social and personal guidance
- (f) completion of reports for prospective employers
- (g) university/college applications
- (h) consultation with parents
- (i) promoting liaison between parents and teaching staff.

As well as the above, each member also has whole school responsibilities in a number of different Pupil Support matters.

### **Option Choices**

At particular stages, pupils and parents will have the opportunity to discuss and make choices on which subjects they wish to study further. Pupil Support staff are responsible for supporting pupils and parents on the choices available and, through general meetings and contact with individual parents, will seek to provide a course of study which is balanced in content, neither over nor under-demanding and which matches the pupil's career aspirations. Advice on courses is freely available as is an extensive careers library - which is continually being updated. In addition, Dalziel has forged very strong links with the Careers Service and both parents and pupils will be given many opportunities to receive advice and guidance by Careers Officers.

### **Skills Development Scotland – My World of Work**

My World of Work is a web service for people to plan, build and direct their careers throughout their lives. To explore My World of Work and the range of tools on offer, visit [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

## PUPIL SUPPORT STAFF – 2018/19

<u>HOUSE</u>	<u>PUPIL'S SURNAME</u>	<u>PUPIL SUPPORT STAFF</u>	
<b>BARCLAY</b>	<b>approx A - G</b>	<b>Mrs Kerr</b> Mr Agnew Mrs Anderson Mrs Brophy Mrs Carrick Mrs Kazeminia Miss Kinstrie Mrs Kelly Mr Jack	Miss Maguire Mr Masters Mr Moir Mrs Moran Mr Purvis Mrs Skirka Mr Withey
<b>COLVILLE</b>	<b>approx H - M</b>	<b>Miss Owens</b> Miss Boyle Mr Gallacher Mr Gilhooly Mrs MacMorris Mrs Martin	Mr McCallum Mrs McCrory Miss Smillie Mrs Tait Mr Townsley Mrs Whitelaw
<b>GREIG</b>	<b>approx N - Z</b>	<b>Mrs Savage</b> Mrs Abercrombie Miss Campbell Mrs Craw Miss Donnelly Mrs Flanagan Mr MacLellan	Mrs McCarron Miss McCully Mrs McDermott Miss O'Neill Mrs Rodgers Mrs Smyth

## **8 EQUAL OPPORTUNITIES**

At Dalziel High School our aim is to ensure no pupil is disadvantaged in any area of school life on account of their gender, race, origin, disability or religion. The School is committed to assessing all policies and practices to ensure there are no negative impacts on any group of people.

The School implements the Education, Skills and Youth Employment Equality Policy of North Lanarkshire Council. All pupils have an equal opportunity to choose the curriculum options on offer.

### **Curriculum**

- (a) All boys and girls follow the same course in S1 and S2.
- (b) Equal opportunity is given to all pupils to follow all courses on offer from S1 – S6.
- (c) Careers guidance stresses equal opportunity for all.

### **The Hidden Curriculum**

- (a) Pupils are treated equally in the administration of the school.
- (b) Classes are formed on a mixed-sex basis.
- (c) Registers and class lists are arranged alphabetically, making no distinction between boys and girls.
- (d) Disciplinary sanctions are applied equally to all pupils.
- (e) Regulations regarding school uniform are applied equitably to both boys and girls.

## **9 CURRICULUM FOR EXCELLENCE**

### **What is Curriculum for Excellence?**

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 – 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity. The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

## **What are the curriculum areas in Curriculum for Excellence?**

There are eight curriculum areas:-

Expressive Arts	Religious and Moral Education
Health and Well-being	Sciences
Languages (literacy)	Social Studies
Mathematics (numeracy)	Technologies

Importantly literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy skills.

Learning is divided into two phases.

The Broad General Education (BGE) is from nursery to the end of Secondary School Year 3. Learning is divided into levels. The levels are as follows:-

<b><u>Level</u></b>	<b><u>Stage</u></b>
Early	the pre-school years and P1 or later for some
First	to the end of P4 but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third and fourth	S1-S3, but earlier for some
Senior Phase	S4-S6 and college or other means of study

Health and Wellbeing will be delivered from S1 – S5. Parents will be given an information pack detailing how and when sensitive issues such as relationships, sexual health, parenthood and drug awareness will be taught.

As part of developing skills for learning, life and work, young people will be offered careers information advice and guidance to ensure they leave school and enter a positive post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships), activity agreement or volunteering.

### **How will my child's learning be assessed?**

There will be new ways of assessing each child's progress to make sure that potential is achieved. New qualifications are being developed:-

National 4 and 5 qualifications were introduced in 2013/2014.

Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence. New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014.

In classrooms staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.

Each year we will let you know what is being done to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

## **10 ADDITIONAL SUPPORT NEEDS**

Dalziel High School complies with the Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning)(Scotland) Act 2009.

North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the School. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.

### **Staged Intervention**

**Level 1** – Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom or playroom setting.

**Level 2** – Internal support, where education staff identify that a child or young person needs support or planning from within the school or early years establishment.

**Level 3** – External support where education staff identify that the child or young person requires support or planning from beyond the school or early years establishment but within education.

**Level 4** – External support provided on a multiagency basis, where the child or young person's needs are identified as requiring support or planning from other agencies outwith education such as health, social work and/or voluntary services and these support needs are likely to last for more than one year.

The School addresses many specific additional support needs making all pupils and staff aware of this range of needs ie

- Dyslexia
- Dyscalculia
- Dyspraxia
- Asperger's Syndrome
- Tourette's Syndrome
- Attention Deficit Hyperactivity Disorder
- Visual Impairment
- Hearing Impairment

### **The Hearing Impaired Department**

The Hearing Impaired Department caters for the needs of a range of hearing impaired pupils from all over North Lanarkshire, and also includes some pupils from outwith North Lanarkshire. It is staffed by specialist teachers of the deaf who support these pupils in mainstream classes or in tutorial groups within the Hearing Impaired Department.

### **Looked After Children**

Looked After Children ie children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise.

Mrs Jaclyn Martin, Depute Head Teacher of Pastoral Support is in charge of looked after children. Parents and young people can request an assessment at any time to establish whether a child or young person has additional needs and/or requires a Co-ordinated Support Plan. Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought.

## **Planning**

Additional Support Plans (ASPs) enable staff to plan effectively for children and young people with Additional Support Needs. Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency.

Parents and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi agency meetings and their views will be recorded in the plan.

## **Dispute Resolution**

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.

If the matter cannot be resolved with the Education Authority you have the right to request **mediation**. An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application for **Independent Adjudication** (see contact details at the back of this handbook) can be made by parents free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The Additional Support Needs **Tribunal** has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal

## **11 IMPROVEMENT PLAN**

It is compulsory for all schools in Scotland to have a School Improvement Plan for each school session.

This plan is arrived at after lengthy discussion involving consultation with all users of the School.

For Session 2017/18, the School Improvement Plan for Dalziel contained the following priority headings:-

- (a) To ensure high-quality learning experiences for all our young people.
- (b) Raise attainment and achievement, promoting equity for all young people.
- (c) To continue to promote a culture which supports the wellbeing of all.

Further details of the above if so desired, can be had by contacting the School. At the time of going to press the priorities of the School Development Plan for session 2018/19 were not yet established.



## **12 HOMEWORK**

Homework, for pupils in secondary school, is an essential part of the education process offering (among other things):-

- (a) the discipline of regular work at home
- (b) the opportunity to acquire the means of organising independent learning and study habits
- (c) the development of higher study skills in S4/S5/S6 in preparation for higher education in University or College.

Some pupils may not fully avail themselves of (b) but most will find (a) of immediate benefit to their progress at school in various practical ways, eg

- (i) practice or reinforcement of work covered by a lesson in school
- (ii) preparation for a school lesson to come
- (iii) allowing completion of work begun in class

### **Types of Homework**

All tasks set for homework are within the capability of the pupil and fully explained so that each pupil clearly understands what to do, how to go about the task and the expected outcome.

Homework can take various forms e.g. written, reading, investigating etc. Resource-based methods in certain classes bring particular problems with homework since exercises cannot be 'set from the book' and pupils correspondingly often lack resource material for home exercises. Particular demands are therefore made of the teacher to produce additional material specifically for homework.

Pupils should also understand that occasions when no specific task is set does not mean that nothing is expected. They are encouraged to use such occasions for revision. This is particularly helpful for those who may have missed some classwork through absence.

### **Monitoring**

#### (a) **At School**

All homework is checked. Formal written exercises are marked by the teacher as is all written homework, as far as possible. Homework may, also, be checked orally, by written class test, by random checks, etc

#### (b) **Homework Diary**

A homework diary is given to every pupil at the beginning of term. All pupils are encouraged to record homework in it. Class teachers and Pupil Support staff then make regular checks to ensure that diaries are being kept up to date.

#### (c) **At Home**

The homework diary assists parents as well as pupils, enabling parents to verify the work expected. Parents are encouraged to check the diary and sign it, at least once per week. It is also helpful to have a parent's signature on written work - particularly formal written exercises. This is conducive to a higher standard of presentation, particularly when parents are made aware of the teachers' reactions to previous exercises.

**Quantity** - The amount set in individual subjects will be in accordance with departmental policies and may, therefore, vary from day to day. It is not practical to produce a school homework timetable prescribing the nights which each subject may use but teachers will try to set tasks as far ahead as possible to enable pupils to cope with domestic, social and extra-curricular activities without interfering with homework which must remain a priority.

It is not possible to prescribe exactly the time to be spent by individual pupils as their speed varies but, as a general guide, pupils might expect to spend each night:-

S1	-	45 minutes/1 hour	)	
S2	-	1 hour 30 minutes	)	this will also vary
S3	-	1 hour 30 minutes	)	greatly depending on
S4	-	1 hour 30 minutes +	)	the type of courses
S5/6	-	2 hours	)	undertaken.

As pupils mature and develop and move into senior school they are expected to accept greater responsibility for their own studies and they should develop their own routine of regular home study.

Parental enquiries about homework should in the first instance, be directed to the Pupil Support staff of the appropriate House.

### **13 BUSINESS PARTNERSHIPS**

At Dalziel High School we have created strong partnerships with two multinational corporations, WorleyParsons and Morgan Stanley.

The partnership with WorleyParsons is now in its 4th year and the main purpose of the partnership was to enhance knowledge of Science, Technology, Engineering and Maths. They support the STEM activities within the school in addition to mentoring the Nat 4 Engineering and Foundation Apprenticeship Engineering pupils, and offer paid work placements in their Aberdeen facility.

The partnership we have with Morgan Stanley has only been developed over the last 18 months, however, the impact it has had on our school community has been fantastic. The aim was to enhance the knowledge of careers in financial and technology sectors whilst also raising awareness of alternative pathways into positive destinations. The commitment from the employees of Morgan Stanley has allowed the partnership to grow in so many ways. They have redesigned our Mock Interview programme, taken pupils on work experience, informed staff/pupils/parents about career opportunities, offered site visits to Glasgow and London offices, assisted with teaching classes, giving them an insight as to how content relates to life in business, and so much more.

We are delighted with these meaningful partnerships and the opportunities that both companies give our pupils to succeed in achieving a positive destination when leaving school.

## **14 SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES**

In Dalziel High School all pupils in S1 and S2 follow a social subject course which includes religious education. This is for four periods per week in S1 and three periods per week in S2. In S3 pupils will follow a religious education course for 1 period per week. There is also an emphasis placed on moral and social education.

Parents have the right to inform the school if they do not wish their children to attend church services and also to request the withdrawal of their children from religious education. This should be done, in writing, to the Head Teacher.

Parents/Guardians from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

## **15 EXTRA-CURRICULAR ACTIVITIES**

Outwith the daily school curriculum, a wide range of activities of a social and educational nature is offered to pupils at Dalziel High School. Every pupil will have plenty of opportunities to participate during their years in the school. Pupils get great pleasure and enjoyment from participating in these extra-curricular activities and the school encourages pupils to become involved in them.

The list includes:-

**Sporting**:- Football, hockey, rugby, volleyball, basketball, netball, athletics, dance, fitness, golf, gymnastics, rowing, table tennis and badminton.

**Musical**:- Brass band, choir (junior and senior), wind band, swing/jazz band, keyboard/guitar/drum club, woodwind instruction, ceilidh band, strings instruction, Choral Shield and School Show.

**Other**:- Chess, public speaking, theatre club & outings, theory club, book club, engineering, film/games club, ICT club, smile club, inter-house quizzes and Supported Study.

### **Educational Excursions**

Many opportunities are given to pupils to participate in educational visits. The nature and scope of these visits are too numerous to list but every pupil will get opportunities to go on a variety of trips, outings and visits while at Dalziel.

These visits offer a fresh approach and insight into many activities both within and outwith the school and we hope that pupils will take advantage of them.

Certain activities require parental approval before commencement. Details of these activities will be issued to parents in advance of them taking place, with the reason for approval being required and also the approval letter.

## **16 FREEDOM OF INFORMATION ACT**

Freedom of Information (Scotland) Act 2002 came into force in January 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information and Records Management Officer can be contacted by telephone on 01698 524712

## **17 DATA PROTECTION**

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. In terms of section 7 of the Act such requests should be sent to the Freedom of Information and Records Management Officer.

Education authorities and the Scottish Government Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, SGEP and Education, Skills and Youth Employment 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 exam results. Accurate and up-to-date data allows SGEP, learning & leisure services and schools 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 that influence pupil attainment and achievement
- target resources better

### **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](http://www.scotxed.net)).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. 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 and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual concerns.

If you have any concerns about the ScotXed data collections you can email school.school.stats@scotland.gsi.gov.uk or write to The ScotXed Support Office, SGEP, 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 data exchanges are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net).

## **18 CHILD PROTECTION**

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations.

The Head Teacher is responsible for the schools actions in response to Child Protection concerns.

If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator is: Mrs Jaclyn Martin.

Telephone Number: 01698 274900.

## **19 SCHOOL DISCIPLINE**

A calm, benign atmosphere is required for pupils to succeed at school. To help achieve this, pupils are expected to obey a set of simple school rules and regulations which are explained to them at the beginning of a new session. The vast majority of pupils at Dalziel do - with the result that the work of the school goes on undisturbed. The staff of the school work hard to help create these conditions and we are fortunate to have had the complete co-operation of parents in this respect.

Occasionally, however, certain pupils let themselves, their parents and the school down by misbehaving. Various actions are taken to ensure there is no repetition and that the pupils remedy their behaviour. At all times, parents are informed and their co-operation asked for. This is generally forthcoming and the pupils settle down to go on and complete their school-days in Dalziel with great pleasure and success.

In the odd event of serious, consistent misbehaviour then action is taken in accordance with the guidelines issued by North Lanarkshire Council. This can involve various lengths of suspension with the ultimate sanction of final exclusion from the school.

These occurrences are, happily, very rare in Dalziel and we believe that hard work, co-operation and respect between all the people concerned - pupils, parents and staff - lead to the best possible situation i.e. all pupils fulfil their potential and look back favourably, in later years, with great pride and affection to their days spent in school.

### **Anti-Bullying**

All pupils of Dalziel High School are entitled to an education in a friendly and safe environment, one in which bullying is eliminated as far as is possible. The responsibility to ensure this rests with the Head Teacher and staff of the school, working in close liaison with North Lanarkshire Education Authority.

Bullying in any form is unacceptable and is considered to be a very serious offence whether within the school premises or on the way to and from school. All incidents of bullying will be treated most seriously by members of staff, and will be dealt with appropriately to ensure that no recurrence takes place.

Pupils are advised to report any incidence of bullying to a member of staff, and should be aware that their confidentiality will be respected, and that every possible measure will be taken to bring the bullying behaviour to an end.

Parents are encouraged to contact the school on any occasion when they are worried about a possible bullying situation. They should be confident that any such report will be investigated, and that their concerns will be treated with the utmost seriousness and discretion.

The school will continue in the future to monitor its policy on bullying, and will continue to uphold its view that school should be a place where its pupils are happy, and able to attain the highest possible standards of academic qualifications and social skills.

### **Supervision in Non-Class Times**

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

## **20 HOME AND SCHOOL LINKS**

Dalziel High School actively encourages the development of links with parents and, elsewhere in this handbook, mention is made of how parents may consult with members of staff.

Information regarding parents' evenings is sent to parents by the school via the pupils - as explained in previous sections.

We also have a Home/School Partnership Officer who works between home and school, fostering good links and encouraging full participation by pupils in all aspects of the School.

## **21 ATTENDANCE AT SCHOOL**

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, etc, Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised: As defined by the Scottish Government.

At the start of each school session, parents will be asked to provide contact details including at least one emergency contact number. Parents are required to inform the school if these contact details change during the course of the school year.

Parents/Guardians should inform the school when their child is likely to be absent for some time and, in all cases of absence, should give their child a note (stating the reason for absence) on his/her return to school. If no explanation is given for absence, the Attendance Officer will be asked to investigate.

### **Family Holidays During Term Time**

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/Guardians should inform the school by letter of the dates before going on holiday.

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

A family holiday classified under the 'authorised absence' category will not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave  
(except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the Head Teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.

### **Extended Leave with Parental Consent**

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

## **Exceptional Domestic Circumstances**

Parents may request permission for such leave in writing and the school may authorise such requests under the following circumstances.

- The period immediately after an accident or illness
- A period of serious or critical illness of a close relative
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation

However, such instances are extremely rare in Dalziel High School. We have great co-operation from parents and our attendance figures are excellent. This allows for continuity of teaching and learning - with the result that our pupils are best prepared to achieve their maximum potential. The school attendance policy can be accessed on the schools website.

## **School/Community**

The school has great links with the community of Motherwell. These are too numerous to mention but it is fair to say that Dalziel and Motherwell are synonymous with each other. These links go back very many years and most people in the community are still involved, or take an interest, in all school activities.

The school still actively seeks new links in the community and these are continuing to grow and add more relevance and vigour to the curriculum on offer to our pupils.

## **22 CLOTHING AND UNIFORM**

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, pupils and staff were fully consulted. It is the expectation of the learning and leisure services that parents will be keen to support the dress code and written agreement may be sought.

The school positively and actively encourages pupils to wear school uniform and be proudly associated with Dalziel. It also helps in the areas of neatness, tidiness and the standard of dress being non-competitive.

### **The school uniform consists of:**

- Dalziel blazer and tie
- White shirt/blouse
- Grey/black skirt/tartan skirt
- Grey/black trousers
- Grey/black cardigan/pullover
- Dress shoes

Most pupils in Dalziel wear school uniform and this is well received and well remarked upon by everyone associated with the school and the community.

Clothing which is unacceptable in school under any circumstances includes items which:

- could potentially encourage factions (eg football colours)
- could cause offence (eg anti-religious symbolism or political slogans)
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings and other potentially dangerous jewellery
- are of flammable materials which may be a danger in certain classes (eg shell suits)
- could cause damage to flooring
- carry advertising in particular for alcohol or tobacco and
- could be used to inflict damage on other pupils or to be used by others to do so.



Parents in receipt of a grant for footwear and clothing from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Assistant Chief Executive of Education, Skills and Youth Employment. Information and application forms may be obtained from any school or First Stop Shop. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seeker's Allowance (income-based), Employment and Support Allowance, housing benefit, council tax rebate.

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code might be deemed to be a serious challenge to the Head Teacher's authority and be detrimental to the well being of the whole school community. In such circumstances a Head Teacher could justify the use of the school discipline procedure.

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/Guardians are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery etc are not brought to school. Parents should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.

### **Physical Education**

All pupils must participate in Physical Education. For reasons of health, hygiene and freedom of movement, pupils **must** wear the correct clothing when taking PE.

The recommended kit is:-

- (a) Indoors - Training shoes or gym shoes, shorts and a Dalziel PE top.
- (b) Outdoors - Suitable clothing for cold and wet weather and a towel for a shower at the end of the activity. Please note that a complete change of clothing may sometimes be required.

Dalziel High School have introduced a PE kit for pupils to purchase. More details are available from the school.

## **23 MEALS**

Dalziel High School operates a cafeteria system which is self-service. The choices include a variety of soft drinks, milk, various main courses and a selection of sweets, fruit and home baking. Main courses are varied throughout the week.

Packed lunches may be taken in the cafeteria and can be supplemented (if desired) by purchases at the counter.

Young Scot cards are now in use in the cafeteria and these are issued to pupils in advance of coming to Dalziel. Pupils can credit their cards via a top up machine in the cafeteria. Arrangements for pupils requiring special diets may be made and parents are requested to apply to the School, giving details. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed from the child's school or dietician, or from North Lanarkshire's catering service. Occasionally parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

Special diets required for ethical, religious or cultural reasons should be requested in writing to the head teacher, who will liaise with the school catering service.

Children of parents receiving Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related) are entitled to a meal without charge.

Students aged between 16-18 and who are in receipt of any qualifying benefits can apply for free school meals in their own right.

Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge.

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), housing benefit, council tax rebate.

## **24 PLACING REQUESTS**

You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home, to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

Once a pupil has reached the school leaving age **the pupil, not the pupil's parents** may choose which school to go to.

Placing requests to Primary School does not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Head Teacher. All placing request details and procedures are available from the School or the Council's website.

Parents and Young People have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school, special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.

## **25 EDUCATION MAINTENANCE ALLOWANCE**

Students who have reached the statutory school leaving age of 16 may be eligible for an Education Maintenance Allowance (EMA) to allow them to remain at school.

In session 2018-2019 students who are born before 1 March 2003 will be eligible to apply for an EMA.

The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid throughout the year.

The following notes will be helpful in giving information about the EMA Guidelines

- (i) Eligibility** All applications are individually assessed. Students must attend a school managed by North Lanarkshire Council, regardless of where he or she is resident. The income used as the basis of the assessment is the gross household income for the preceding financial year. The income thresholds used in assessing applications in Session 2017-2018 are as shown below. These levels may be subject to change in session 2018-2019.

For applicants in single student households - £30 per week was paid where the income was up to £24,421; where the income was above that level no award was made. For applicants in multiple student households - £30 per week was paid where the income was up to £26,884; where the income was above that level no award was made.

**(ii) Attendance** Students in receipt of an EMA must attain 100% attendance in any week to receive payment for that week. Where the student is absent through illness a medical certificate must be submitted. In addition, self-certification forms are accepted for a maximum of 5 days sickness absence in the academic session. Any illness which would take the pupil over the 5 days self-certification would continue to require submission of a medical certificate

**(iii) Application Forms** A letter will be sent to the parent or guardian of all students who are in the eligible age-band to apply for EMA in May each year, providing details of the main eligibility criteria.

Application forms and guidance documents are sent to all secondary schools and some special schools in North Lanarkshire in June each year. The school is also given a number of posters publicising the scheme and advertising the availability of forms. Students who may be eligible should obtain an application form and guidance document from the School. Application forms and guidance notes are available from Schools, Municipal Buildings and First Stop shops or they may be downloaded from the North Lanarkshire Council website.

Students who are eligible for EMA for the full academic session should apply as early as possible. Students who are eligible for EMA from January to June, should apply from November.

Any student who is unsure whether they meet the EMA criteria should contact the EMA Section for advice.

## **26 TRANSPORT**

### **General**

The Council has a policy of providing free transport to secondary pupils who live more than two miles from their local school by the shortest safe walking route. This policy is more generous than the law requires. This provision may be reviewed at any time. Parents who consider they are eligible should obtain an application form from the School or from Learning and Leisure Services. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

### **Pick-up Points**

Where free transport is provided it may be necessary 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 limits. (see above paragraph) It is the parent's responsibility to ensure their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of free transport.

### **Placing Requests**

The council does not provide support for those pupils in receipt of a placing request other than exceptional circumstances.

### **Consortium Arrangements**

Where senior pupils from S5 or S6 elect to take advantage of the Consortium timetabling arrangements transport will be provided as necessary for travel between Dalziel High School and the other establishments involved – within North Lanarkshire Council.

### **Dalziel Park Estate**

Pupils who go to Dalziel Park for timetabled PE classes are transported to and from the estate in special buses arranged by the school.

Pupils using Dalziel Park while involved in extra-curricular activities are also transported to and from the estate in special buses arranged by the school.

## **27 MEDICAL AND HEALTH CARE**

### **(a) Medical**

Following parental consent, vaccinations are given as follows:-

S1 and 2 Girls - HPV (Human Papilloma Virus) vaccination

S3-S6 Boys and Girls - DTP (Diphtheria, Tetanus & Polio) and Meningitis W

### **(b) Pupils Taken Ill at School**

If a pupil takes ill at school then he/she should approach the School Office for attention.

Should the illness be such that the pupil has to be sent home then every effort will be made to contact the parent (or the 'emergency contact' name given by the parent) to ensure that there is someone at home to receive him/her.

If the pupil is injured to the extent that he/she has to go to hospital then the school will attempt to contact the parent (or 'emergency contact') but will take the pupil direct to hospital.

### **(c) Special Arrangements**

Parents should inform the school of any medical arrangements, physical disabilities etc affecting their child. Such information will be treated as confidential. Special arrangements will then be made to ensure that the child is able to progress through the school in as normal a manner as possible.

## **28 INFORMATION IN EMERGENCIES**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio, on the NLC website and on Twitter.

## **29 THE PARENT FORUM**

As a parent of a child at this school you are automatically a member of the Parent Forum. The Parent Forum is composed of all the parents and carers of children at the school.

As a member of the Parent Forum you can expect to:

- (a) get information about what your child is learning
- (b) get information about events and activities at the School
- (c) get advice/help on how you can support your child's learning
- (d) be told about opportunities to be involved in the School
- (e) have a say in selecting a Parent Council to work on behalf of all parents at the School
- (f) be invited to identify issues for the Parent Council to work on with the School

### **Parents' Association**

We have an active Parents' Association who meets regularly. All parents/carers are invited to join the Parents' Association. For more details contact the school.

### **The Parent Council**

Parent Councils are composed of parent, staff and co-opted members with the Head Teacher as professional adviser. They have duties, rights and responsibilities in relation to the management of the School. The Parent Council's rights and duties include:-

- (a) supporting the work of the school
- (b) representing the views of parents
- (c) consulting with parents and reporting back to the Parent Forum on matters of interest
- (d) promoting contact between the school, parents, pupils, and the wider community
- (e) fundraising
- (f) taking part in the selection of senior promoted staff
- (g) receiving reports from the head teacher and education authority
- (h) receiving an annual budget for administration, training and other expenses
- (i) improving home school partnership and facilitating parental involvement

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available.

**The Parent Council is composed of the following:-**

**Parent Members**

**Chairperson**

Mr David Forson

**Treasurer**

Mrs Irene McAlpine

Mrs Joyce Gass

Mr Simon Jessney

Mrs Deborah King

Mrs Margery Lilly

Mrs Karen Munro

Mr Graeme Murray

Mrs Margo Thomson

**Staff**

**Representatives**

Mrs F Conboy

Depute Head Teacher

Mrs Jennifer Di Mambro

Depute Head Teacher

Mrs Jaclyn Martin

Depute Head Teacher

**Professional Adviser**

Mr Robert Birch

Head Teacher

Tel: 01698 274900

The Head Teacher and the local Councillor may attend all meetings of the Parent Council and have the right to speak although, not being members of the Parent Council, no right to vote.

Parent Council membership normally lasts 3 years although, with all Parent Councils, half the parent members stand down after half this time in order to establish a system of elections every 2 years.

Full details of the procedure for nominations and the election itself will be issued by the school to parents/guardians at the appropriate time.

**Pupil Council and Learning Groups**

At Dalziel High School, we strongly believe that our learners should be involved in activities that enable them to develop mature ways to influence their learning and the school community. The Pupil Council and Learning Groups have been established to help achieve this.

The Pupil Council consists of representatives from each year group. They meet regularly with the Senior Management Team to discuss items raised by the pupils. These discussions are then disseminated to the rest of the pupils at school assemblies, along with details of any action taken as a consequence of the discussions.

Representatives from each year group meet regularly with their relevant head of year to discuss aspects of teaching and learning. These discussions are then disseminated to the rest of the pupils at school assemblies and via the 'Pupil Voice' section of the school website, along with details of any action taken as a consequence of the discussions.

## **30 ATTAINMENT AND ACHIEVEMENT**

Policy with regard to entering pupils for public examinations:

School policy and procedure is very clear in this respect.

We ensure that each pupil is individually advised on his/her examination presentation by a senior member of staff and we will only advise against presentation in a particular subject if we consider that:-

- (i) the pupil has no chance of success, or
- (ii) the pupil's prospects in other subjects will be adversely affected.

Schools, in consultation with pupils/parents, normally decide on presentation for examinations. However, in the final analysis, the school will accede to the wishes of the parents.

### **SCQF Breadth and Depth**

**By the end of S4 2017**

**Percentage of S4 roll to achieve**

<b>Awards</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<b>1 or more</b>	98.8	98.8	98.8	98.2	91.9
<b>3 or more</b>	97.1	97.1	97.1	96.5	83.7
<b>5 or more</b>	94.8	94.8	94.8	94.1	69.2

### **Virtual Comparator**

<b>Awards</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<b>1 or more</b>	98.1	98.1	98.1	96.9	88.1
<b>3 or more</b>	95	95	95	9.1	69.9
<b>5 or more</b>	87.6	87.6	87.6	84.2	52.4

**Percentage of S4 roll**

**By the end of S5**

<b>Awards</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
<b>1 or more</b>	99.4	99.4	99.4	99.4	90.1	72.1
<b>3 or more</b>	95.9	95.9	95.3	94.	80.8	55.8
<b>5 or more</b>	92.4	94.2	94.2	91.3	74.4	33.7

### **Virtual Comparator**

<b>Awards</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
<b>1 or more</b>	98.4	98.4	98.4	97.5	89.4	65.8
<b>3 or more</b>	96.2	96.2	96.1	94.1	78.1	43.4
<b>5 or more</b>	92.0	91.9	91.9	88.8	63.3	22.2



**Percentage of S4 roll**  
**By the end of S6**

<b>Awards</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 7</b>
<b>1 or more</b>	98.9	98.9	98.9	98.9	93.8	81.3	24.4
<b>3 or more</b>	98.3	98.3	98.3	96.6	83.5	64.8	1.7
<b>5 or more</b>	94.9	94.9	94.9	94.9	73.9	49.4	0

**Virtual Comparator**

<b>Awards</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 7</b>
<b>1 or more</b>	98.5	98.5	98.5	97.7	90.2	69.9	26.1
<b>3 or more</b>	96.7	96.7	96.7	95.1	80.1	56.3	3.5
<b>5 or more</b>	93.4	93.4	93.4	91.1	68.9	41.0	0.1

## **31 NAMES AND ADDRESSES**

### **North Lanarkshire Education, Youth and Communities**

Municipal Buildings  
Kildonan Street  
COATBRIDGE  
ML5 3BT  
**Tel - 01698 403140**

### **Assistant Chief Executive**

Mrs Isabelle Boyd

### **North Lanarkshire Councillors**

Ms Meghan Gallacher  
Mr Paul Kelly  
Mrs Annette Valentine

### **Careers Officer**

Jane Campbell  
Skills Development Scotland  
61 Stirling Street  
AIRDRIE  
ML6 0AS  
**Tel - 01236 757400**

### **Area Office**

Area Office  
Civic Centre  
MOTHERWELL  
**Tel 01698 302511**

### **Community Facilities Section**

North Lanarkshire Council  
Municipal Buildings  
Kildonan Street  
COATBRIDGE  
**Tel - 01236 632778**

### **Continuous Improvement Officers**

Mr Phillip McGhee  
Mrs Morag Hay

**Help and Advice on any matters relating to Support for Learning can be obtained from:**

South Locality  
Donna McCann  
Bob Duncan  
Additional Support Manager  
Berryhill Primary School  
Hillcrest Avenue  
WISHAW  
ML2 7RS  
01698 274656

**Enquire** – the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets.

0345 123 2303

info@enquire.org.uk

www.enquire.org.uk for parents and practitioners

www.enquireorg.uk/yp for children and young people

### **Resolve**

**0131 313 8844**

**(Independent Adjudicators)**

Scottish Independent Advocacy Alliance

London House

20-22 East London Street

EDINBURGH

EH7 4BQ

0131 524 1975

Enquiry@siaa.org.uk

www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

4th Floor

1 Atlantic Quay

45 Robertson Street

GLASGOW

G2 8JB

Tel: 0141 302 5860

Fax: 0141 302 5901

E-mail: ASNTribunal@scotcourtribunals.gov.uk

NHS Lanarkshire: Motherwell Health Centre 01698 242610

### **Social Work**

Scott House

73/77 Merry Street

MOTHERWELL

ML1 1JE

01698 332100

### **Community Learning & Development**

Motherwell CLD Locality Office

Our Lady's High School

Dalziel Drive

MOTHERWELL

ML1 2DG

## **32 GLOSSARY OF SPECIALIST TERMS USED IN THE HANDBOOK**

<i>curriculum</i>	all the learning activities in which pupils are involved during normal school hours.  core - the compulsory part of a course or curriculum followed by all pupils  elective – the part of the curriculum where pupils have a choice of subject
<i>Extra- curricular activity</i>	an activity not part of the school day curriculum eg team games, chess club etc.
<i>Pupil Support</i>	a system or structure within which pupils receive advice and counselling about choice of course (CURRICULAR), about employment (VOCATIONAL) and about themselves and their relationships with others (PERSONAL).
<i>S1, 2, 3, 4, 5, 6</i>	the first, second etc year of secondary school (or Primary School P1 to P7).

## **33 QUALIFYING STATEMENTS**

**ALTHOUGH THIS INFORMATION IS CORRECT AT TIME OF PRINTING, THERE COULD BE CHANGES AFFECTING ANY OF THE MATTERS DEALT WITH IN THE DOCUMENT -**

- (a) before the commencement or during the course of the school year in question
- (b) in relation to subsequent school years

Education Authorities are required by law to issue a copy of the school handbook to certain parents in December each year. It details the current policies and practices of both the Council and the School.