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# 1. INTRODUCTION

We hope that this school handbook gives you helpful information about our school, and that you find it useful.

A school handbook is quite a formal publication, and we follow Glasgow's guidelines about the content. However, you might also like to look at our school website which has up-to-date information, as well as some photographs of our school community at work.

[www.kingspark-sec.glasgow.sch.uk](http://www.kingspark-sec.glasgow.sch.uk)

In King's Park Secondary, we are committed to building on the good work which takes place in the primary schools. In fact we work with many partners – pupils, parents, staff in King's Park Secondary, staff in the other schools in King's Park Learning Community, partner agencies and other services.

Our purpose is to make sure that our pupils are:

- successful learners – actively engaged in learning, knowing how to learn and improve
- confident individuals – with high self-esteem and ambition
- responsible citizens – caring for other people in the school, local, national and global communities
- effective contributors to society – with initiative and imagination.

Above all, we have high standards and high expectations.

If you would like to meet me, or would like a tour of our school, I would be delighted to welcome you. Please contact me so that we can make arrangements.

Kind Regards

*K Ayed*

**Mrs Kirsty Ayed**  
**Head Teacher**





# VISION, VALUES AND AIMS

## A VISION FOR KING'S PARK

We want King's Park Secondary to thrive as an

- ambitious,
- vibrant and
- caring
- community of learners and responsible citizens,
  - always working in partnership with others
- to improve and
- to meet the needs of every learner,
  - where resources, knowledge and skills are shared and used wisely,
  - and achievements are shared and celebrated.





## OUR AIMS

1. **ACHIEVEMENT AND ATTAINMENT.** To provide teaching and learning of a very high standard to motivate and enable all pupils to become confident individuals and achieve their full potential.
2. **FRAMEWORK FOR LEARNING.** To ensure a positive, inclusive ethos exists within the school to support staff and pupils in their teaching and learning and foster partnerships with parents and carers.
3. **INCLUSION AND EQUALITY.** To develop a sense of equality and fairness, community spirit, understanding and tolerance enabling all pupils to feel valued and respected benefiting from the education provided.
4. **VALUES AND CITIZENSHIP.** To develop values and citizenship, in partnership with parents, to enable pupils to have respect for self and others and to interact appropriately as responsible citizens within the school environment and wider community.
5. **LEARNING FOR LIFE.** To encourage pupils to be ambitious and creative by providing opportunities to equip them with the foundation skills, attitudes and expectations necessary to function successfully in a changing society.
6. **SUMMARY.** To equip all pupils to become successful learners, confident individuals, responsible citizens and effective contributors.

## PARENTAL INVOLVEMENT

Parents play a vital role in supporting the learning of their children. The partnership between school and parents is one which we value highly, and seek to develop by providing opportunities for parents to meet with staff to discuss young people's progress and to learn about the curriculum through information evenings. Advice on how parents can support their children's learning can be found on the school website – [www.kingspark-sec.glasgow.sch.uk](http://www.kingspark-sec.glasgow.sch.uk).





## 2. SCHOOL INFORMATION

King's Park Secondary School is a six year non-denominational school for boys and girls. The address of the school is as follows:

King's Park Secondary School  
14, Fetlar Drive  
Glasgow G44 5BL

Tel: 0141 582 0150  
Fax: 0141 582 0151  
Email: [headteacher@kingspark-sec.glasgow.sch.uk](mailto:headteacher@kingspark-sec.glasgow.sch.uk)  
Website: [www.kingspark-sec.glasgow.sch.uk](http://www.kingspark-sec.glasgow.sch.uk)  
Glasgow Going To School Website: [www.glasgow.gov.uk/en/residents/going to school](http://www.glasgow.gov.uk/en/residents/going%20to%20school)

The roll in September 2012 was 851

| S1  | S2  | S3  | S4  | S5  | S6 | Total |
|-----|-----|-----|-----|-----|----|-------|
| 147 | 148 | 165 | 162 | 143 | 86 | 851   |

We anticipate the intake for the next three years will be 150 in 2012-13, 150 in 2013-14 and 150 in 2015-16. The capacity of King's Park Secondary School is 1,175 pupils.

## ACCOMMODATION

The school sits high on a hill with stunning views over Glasgow and beyond. Our accommodation is spread over three buildings. The school has many fine features and facilities and is equipped with the most up-to-date technology.

As well as having fully resourced classroom accommodation, we have several areas equipped with computers including the Library, an ICT suite and the departments of Business Education, Computing, Music and Technical. The Library and ICT suite are widely used by many departments to enhance the delivery of the curriculum. ICT also plays a major part in Careers Education, UCAS and Personal and Social Education within the school.

Interactive white boards and LCD Projectors are used across the school. We plan to develop these resources further, to continue to enhance the teaching and learning experiences of our pupils. The courtyard building is home to a state of the art Music department which includes a modern sound studio. Ten science laboratories are also equipped to a high standard. We have a well equipped fitness room, 3 gymnasias and 2 astro-turfed pitches. Pupils also use Castlemilk Sports Centre and Castlemilk Swimming Pool.





## COMMUNITY FACILITIES

King's Park Secondary School has close links with our partner primaries which are listed below and with the community we serve. The school's facilities are available for community groups outwith school hours. Details of the letting procedure may be obtained from Community Letting, telephone 0141-302 2814.

## PLACING REQUESTS

Parents with children from schools outwith the catchment area who wish to enrol their children in King's Park Secondary School are invited to complete a placing request form available from the primary school. Pupils who live in the former catchment areas of Holmlea and Simshill Primary Schools which closed in 2005, usually transfer to King's Park Secondary.



## PARTNER PRIMARY SCHOOLS

Croftfoot Primary School  
114, Crofthill Road  
Glasgow G44 5QQ  
Tel: 0141 637 4007

Toryglen Primary School  
6 Drumreoch Place  
Glasgow G42 0ER  
Tel: 0141 647 4396

King's Park Primary School  
44, Kingsbridge Drive  
Glasgow G44 4JS  
Tel: 0141 632 2193

Mount Florida Primary School  
1127, Cathcart Road  
Glasgow G42 9HF  
Tel: 0141 632 4455

## KING'S PARK LEARNING COMMUNITY

Schools and other educational establishments in the Learning Community work together to raise attainment and achievement of all pupils, and promote social inclusion. The members of the Learning Community are:

Ardnahoe Nursery School  
Croftfoot Primary School  
Hampden School  
Hilltop Nursery School  
King's Park Primary School

King's Park Secondary School  
Mount Florida Primary School and Nursery Class  
Toryglen Primary School  
Toryglen Autism Unit





# SCHOOL STAFF

## SENIOR MANAGEMENT TEAM

The Senior Management Team consists of the Head Teacher, four Depute Head Teachers, all with a shared responsibility for deputising for the head teacher, and the Business Support Manager, who looks after a group of schools in South East Glasgow. Full details of remits are available from the head teacher on request. In 2012-13 they were:

|                      |   |
|----------------------|---|
| Mrs Kirsty Ayed      | Head Teacher  |
| Miss Lilian Marshall | Depute Head Teacher<br>Responsibility for Arran House         |
| Mr Tom Feasby        | Depute Head Teacher<br>Responsibility for Lewis House         |
| Mrs Maura Thomson    | Depute Head Teacher<br>Responsibility for Mull House          |
| Miss Wendy Dougan    | Depute Head Teacher (Acting)<br>Responsibility for Skye House |
| Mr Raymond Murdoch   | Business Support Manager,<br>South East - Area 2              |





# SCHOOL STAFF IN DEPARTMENTS

The staff are shown by subject department. The staffing entitlement is adjusted each session according to the school roll. The school welcomes probationer teachers. The staff in session 2012-13 were:

## SENIOR MANAGEMENT TEAM

Mrs K. Ayed, Head Teacher  
Miss W. Dougan Depute Head Teacher (Acting)  
Mr T. Feasby, Depute Head Teacher  
Miss L. Marshall, Depute Head Teacher  
Mrs M. Thomson, Depute Head Teacher

Mr A. Boyd 301  
Mr H. Cavanagh  
Wed Thu Fri 308  
Mr D. Lonie 306  
Mr W. MacRitchie 305  
Dr K. Oppo  
J/S Mon/Tue 304

## PHYSICS

Principal Mrs L. Lumsden L2  
Dr Z. Kamaliddin L3  
Mr B. Duff L1

## ART & DESIGN

Principal Mr D. Miller 313  
Ms E. Doherty  
Mon Tue Thu 310  
Ms G. Pearson 312

## MODERN LANGUAGES

Principal Mrs A. Sutherland 212  
Mrs C. Bachtler  
J/S WThF 201  
Ms M. McKenna J/S MT 201  
Ms R. Harris 202  
Mr J. Heuston 211

## SOCIAL STUDIES AND RME

Acting Principal Mr P. Grimes 207

## HISTORY

Principal Mrs S. McNichol 205  
Ms J. Tipping 204

## BUSINESS EDUCATION

Principal Ms C. Watson 108  
Mr K. Sweeney 107  
MTW Mrs E. McNamee J/S 109

## GEOGRAPHY

Ms J. Mullaney,  
Acting PT Pastoral Care 208  
Mr D. Iannarelli (prob) 209  
Ms C. Hodson/  
Ms L. Stewart 208

## COMPUTING

Principal Ms S. MacRae 105  
Mrs P. Toledo 104  
Mr C. Ward/Mr R. Ritchie 106

## MUSIC

Principal Ms I. Horning MU  
Mr G. Halyburton MU  
Mr G. Fraser MU

## MODERN STUDIES

Acting Principal Mr P. Grimes 207  
Ms A. Giles 206

## ENGLISH

Principal Mrs M. May 102  
Ms E. Glass 005  
Ms J. Agnew 111  
Mrs P. O'Callaghan 113  
Mr C. Ogilvie 005  
Mrs S. Ross 004  
Ms S. Smyth 110  
Ms G. Wallace 101  
Mr D. Comrie 112

## PHYSICAL EDUCATION

Acting Principal Mr M. Callaghan PE  
PT (PC) Mrs E. Aitken PE  
Mr G. Sim PE  
PT (PC) Mrs Y. Frater PE  
PT (PC) Mrs J. Lyon PE  
Mrs K. Ross Mon Thu PE  
Mrs A. Mundell PE

## RME

Ms L. Cahill 203  
Ms R. Kennedy 210

## HOME ECONOMICS

Principal Mrs A. Burke H4  
Mrs A. Pryde H1  
Ms P. Taylor H3  
Mrs C. Collins H2

## SCIENCE

Acting Principal Mrs L. Lumsden L2

## SUPPORT FOR LEARNING

Principal Mrs E. Martin 002  
EAL/Act PT PC Ms T. Breslin 008

## TECHNICAL EDUCATION

Principal Mr T. Ward TEC  
Mr C. McMillan  
Mon Tue Thu Fri TEC

## MATHEMATICS

Acting Principal Mrs R. Murray 302  
Mr M. Belkaid  
J/S W/Th/F 304  
Mr N. Balakrishnan 309

## BIOLOGY

Ms L. Barclay L6  
Ms S. Clennell  
Tue. Wed. Thu  
pm. Fri am L5  
Ms P. Warrender L4

## EMPLOYABILITY SUPPORT OFFICER

Mrs Irene Yuile

## CHEMISTRY

Ms I. Rikabi L9  
Ms L. Cox L8





## SUPPORT STAFF

|                                       |   |
|---------------------------------------|---|
| <b>Librarian</b>                      | Mr P. Gallagher   |
| <b>Education Liaison Officer</b>      | Mrs C. Friel  |
| <b>Technicians</b>                    | Mr J. Boyd (Principal)<br>Mr W. Bready (Mon/Tue/Wed)<br><br>Mrs M. Heron (Thu/Fri)<br><br>Mr B. Burnett (Mon/Wed/Fri)         |
| <b>Office</b>                         | Mrs D.Toner (Senior J/S)<br>Mrs J. Gallagher (Senior J/S)<br>Mrs J.Barsotti<br>Mrs A. Beaton<br>Mrs J. Semple<br>Mrs M. Stark |
| <b>Janitorial</b>                     | Mr J.McGinty<br>Mr G.Fleming  |
| <b>School Meal Supervisor</b>         | Ms F. McPherson   |
| <b>Pupil Support Assistants</b>       | Mrs R.Hutcheson<br>Mrs J. Whiteside   |
| <b>Pupil Support Assistants (ALN)</b> | Mrs S. Dempster<br>Mrs S. Shaw  |

### **Better Behaviour, Better Learning Assistant**

Mrs A. Hastie

### **School Nurse**

Ms M. New

### **Careers Officer**

Ms J. Loughran

### **Educational Psychologist**

Ms P. Duggan

## KING'S PARK LEARNING COMMUNITY STAFF

### **Business Support Manager (South East Area)**

Mr R. Murdoch

### **AFA (South East Area)**

Mrs D.McGhee

## SCHOOL COMMUNITY

The school works closely with a number of partner agencies in support of young people. Staff from Glasgow Regeneration Agency, Castlemilk Stress Centre, Glasgow Life, training providers and a range of businesses work in a planned and co-ordinated way with the school's young people. Within the local community, the school has been involved in the creation of a sensory garden in King's Park.





## 3. THE SCHOOL DAY

The school day is:

### Monday and Tuesday

| Registration | Period 1   | Period 2   | Interval    | Period 3    | Period 4    | Lunch      | Period 5  | Period 6  | Period 7  |
|--------------|------------|------------|-------------|-------------|-------------|------------|-----------|-----------|-----------|
| 8.55-09.05   | 9.05-09.55 | 9.55-10.45 | 10.45-11.00 | 11.00-11.50 | 11.50-12.40 | 12.40-1.30 | 1.30-2.20 | 2.20-3.10 | 3.10-4.00 |

### Wednesday, Thursday and Friday

| Registration | Period 1   | Period 2   | Interval    | Period 3    | Period 4    | Lunch      | Period 5  | Period 6  |
|--------------|------------|------------|-------------|-------------|-------------|------------|-----------|-----------|
| 8.55-09.05   | 9.05-09.55 | 9.55-10.45 | 10.45-11.00 | 11.00-11.50 | 11.50-12.40 | 12.40-1.35 | 1.35-2.25 | 2.25-3.15 |

## 4. THE SCHOOL YEAR

### SESSION 2013-14

**Return date for teachers** Monday 12 August 2013  
**Return date for pupils** Wednesday 14 August 2013

September Weekend Friday 27 and Monday 30 September 2013  
First Mid-Term Monday 14 to Friday 18 October 2013 (inclusive)  
Christmas/New Year Monday 23 December 2013 to Friday 3 January 2014 (inclusive)

### IN SERVICE DAYS

Day 1 Monday 12 August 2013  
Day 2 Tuesday 13 August 2014  
Day 3 Thursday 26 September 2014  
Day 4 Wednesday 12 February 2014  
Day 5 Thursday 5 June 2014

### 2014

**2014 Return to school** Monday 5 January 2014  
Second Mid-Term Monday 10 and Tuesday 11 February 2014  
Spring Holiday Monday 7 to Monday 21 April 2014 (inclusive)  
**Good Friday is 18 April 2014 and Easter Monday is 21 April 2014**  
May Day Monday 5 May 2014  
May Weekend Friday 23 and Monday 26 May 2014  
**School close** Wednesday 25 June 2014





## 5. PRIMARY/SECONDARY TRANSITION

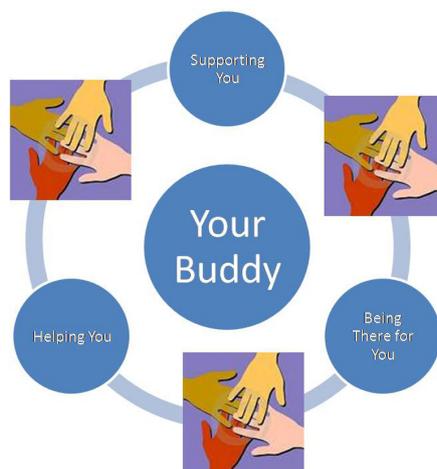


P7 pupils are involved in a number of initiatives which ease their transition from primary to secondary. The latest arrangements are available from the school. We have a Transition Group programme for pupils who need additional support, and we work closely with primary colleagues to ensure that the transition is as smooth as possible.

In November each year, we host an Open Evening which aims to give P6 and P7 pupils and their parents information about our school. In June of P7 the pupils visit King's Park Secondary for two days. They follow a full timetable and their parents have the opportunity to meet with Senior Staff and Pastoral Care Staff.

### BUDDIES

Each year, a number of Fifth and Sixth Year pupils volunteer to support First Year pupils by acting as their buddies. The senior pupils are given training by Pastoral Care staff and are allocated three or four First Year pupils to mentor. The senior pupils arrange meetings with their group of pupils on a regular basis and provide an opportunity for the children to chat about any issues they may have.

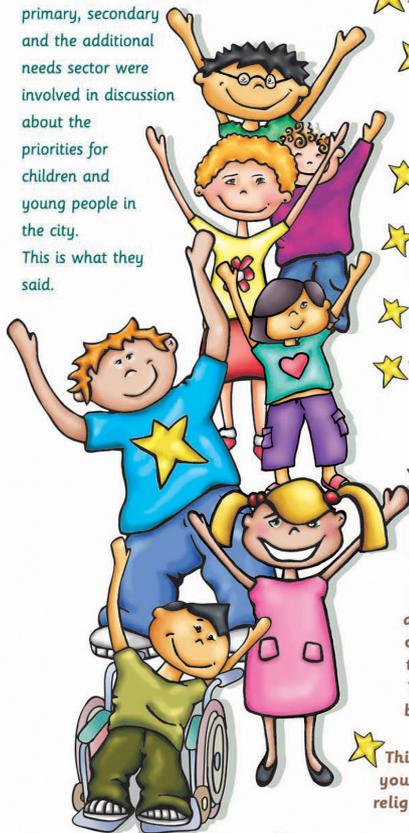




# CHILDREN'S CHARTER

FOR YOUNG PEOPLE IN GLASGOW'S EDUCATIONAL ESTABLISHMENTS

Following city-wide consultation, young people representing different ages and interests from early years, primary, secondary and the additional needs sector were involved in discussion about the priorities for children and young people in the city. This is what they said.



- ★ We want to feel cared for – to have affection and comfort and to live where there is no cruelty, sufficient food and to be surrounded by friends.
- ★ All children and young people should have access to health, fun and exercise.
- ★ Young people should have the right to relax, to play and should have more supervised activities to allow them to learn and to grow safely as citizens.
- ★ We have a right to fulfil our potential and our dreams.
- ★ We want adults to be fair: young people should not be punished for others' mistakes.
- ★ We have a right to a good, inclusive education.
- ★ We want not to feel threatened and not to be bullied; to live in communities where there are mixed clubs with no territorialism and where there is no peer pressure and no stereotyping.
- ★ We want to be respected and respect others equally.
- ★ Young people should have the right to an opinion and the right to be heard. Young people should be entitled to believe and to think what they want, unless that opinion can result in hurt or harm to others. Young people's opinions should be taken seriously.
- ★ This charter should apply to all young people, whatever their gender, religion, race, abilities or opinions.
- ★ These rights should be protected! ★



Glasgow City Council, Education Services, 0141 287 2000, [www.glasgow.gov.uk](http://www.glasgow.gov.uk)

DESIGNED AND PRODUCED BY EUS, EDUCATION SERVICES 2002. PRINTED ON CHLORINE-FREE PAPER WHICH ORIGINATES FROM SUSTAINABLE FORESTS.



## 6. PASTORAL CARE

In King's Park Secondary, there are four Principal Teachers of Pastoral Care who provide personal support for pupils throughout their school career. Each of the Principals works in partnership with one of the Depute Heads in supporting pupils in each of the House Groups – Arran, Lewis, Mull and Skye.

Pupils entering first year will be allocated to one of the House Groups and will remain in that group, under the care of the Principal Teacher until they leave school. If pupils already have a sibling or siblings in the school, every attempt is made to place them in the same House Group as an older brother or sister. In this way, Principal Teachers of Pastoral Care are able to work with parents in support of all the children in the family, providing valuable continuity of contact.

All pupils are routinely interviewed by the Pastoral Care Principals throughout the year to give personal support where appropriate and to advise on curricular choices. The Pastoral Care Principals monitor pupils' attendance, timekeeping and progress and act as parents' first point of contact with the school.

As well as their subject teaching responsibilities, the Pastoral Care staff teach Personal and Social Education. In S1, the Personal and Social Education programme deals with issues such as settling into the secondary school, health education, relationships, drug and alcohol education, enterprise activities and target-setting. Pupils in S1 are normally taught PSE by their Pastoral Care Teacher, thus enabling staff and pupils to get to know each other better. A key message for all pupils is that, if they have any concerns, they should speak to their Personal Care Teacher.

Other teachers have knowledge of individual pupils, and part of the role of the Pastoral Care staff is to co-ordinate and collate that information. In addition, register teachers play an important role in supporting pupils through their daily contact with their register class. If parents wish to discuss their child's progress, they should contact the appropriate member of the Pastoral Care Team.

Pastoral Care Principals are happy to meet with parents by appointment, or to discuss any issues by phone. Because of the teaching commitments of the Pastoral Care staff, parents are asked to contact them to make a suitable appointment to visit. Early in the term, we will publish in the school website, a list of times when Pastoral Care Teachers can normally be contacted.

The following staff are part of the Pastoral Care team in session 2013-14:

DHT: Mrs M. Thomson

### Principal Teachers:

|             |             |                           |
|-------------|-------------|---------------------------|
| Arran House | "A" Classes | Mrs Y. Frater             |
| Lewis House | "L" Classes | Mrs J. Lyon               |
| Mull House  | "M" Classes | Mrs E. Aitken             |
| Skye House  | "S" Classes | Miss J. Mullaney (Acting) |





## 7. CHILD WELFARE AND SAFETY PROCEDURES

It is the duty of all staff in King's Park Secondary to ensure the welfare and safety of all pupils. Any member of staff who has concerns about a child's safety is under an obligation to report that concern to the Head Teacher.

It is the responsibility of the Child Protection Co-ordinator, Mrs M Thomson DHT, to ensure that staff are informed about child protection procedures. Copies of child protection documentation are issued to all staff at the beginning of each session and prominently displayed in every staff base.

A copy of the Child Welfare and Safety/Child Protection Policy is included in the handbook as Appendix 1.

## 8. CAREERS SUPPORT

Each year, the Skills Development (Scotland) Adviser carries out individual interviews and group talks to pupils, particularly from S4 onwards. A number of visiting speakers from business, further and higher education also visit the school to provide information to pupils. In addition, senior pupils are given the opportunity to attend the Higher Education Fair and university and college open days.

The Skills Development (Scotland) Adviser works closely with Pastoral Care staff to ensure that pupils are well supported in the transition to higher/further education, work or training. Each year Mrs Yuile (Employability Support Officer) and Ms Loughran support pupils in applying for the Commonwealth Apprenticeship Initiative, a range of other job and training opportunities, making applications to colleges and writing CVs.

Mrs Yuile works with local businesses to support the school's World of Work Day and with staff from the Glasgow Regeneration Agency in carrying out a series of mock interviews with pupils.

### CAREERS LIBRARY

The Careers Library is situated in a room within the main library. It is well stocked with up to date information, both hard copy and online. When in school, the Skills Development (Scotland) Adviser is located in the Careers Library. Our Skills Development (Scotland) Adviser is in school four days per week, conducting group talks and individual interviews. Pupils may request an interview at any time. A drop-in service is also available at lunch time.

The Skills Development (Scotland) Adviser plays an important role in supporting pupils in their curricular choices at various transitions through individual interviews and by attendance at Parents' Meetings.





## CONTACT WITH SKILLS DEVELOPMENT (SCOTLAND)

Skills Development (Scotland) advisers are happy to provide advice and support to parents and carers concerning pupils' courses or career prospects.

For telephone assistance, call the contact centre on 0845 8 502 502

The nearest Skills Development (Scotland) Careers Centre is –  
Newlands Careers Centre  
8 Coustonholm Road  
Glasgow G43 1SS

Telephone: 0141 429 1999

## EDUCATION FOR WORK, ENTERPRISE AND EMPLOYABILITY

We provide pupils with a very wide choice of activities in all year groups, so that employability skills and enterprising approaches to learning and teaching are embedded in all our planning.



Our Employability Support Officer is Mrs Irene Yuile, who provides significant support for the development of employability opportunities in school. We share Mrs Yuile with three other secondary schools.

In S3, pupils participate in a World of Work Day attended by employers, training providers, colleges and universities. Mrs Yuile, as detailed previously, works closely with Ms Loughran (Skills Development (Scotland) Adviser) in supporting young people into positive, sustained destinations on leaving school.

## 9. EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

We are committed to providing equal opportunities and an appropriate curriculum for all pupils, irrespective of their gender, race, religion or ability. We value pupils as individuals and mutual respect and understanding are concepts which are central to the creation of the supportive environment which exists in King's Park Secondary School.

Issues of equal opportunity and social inclusion are taught in subjects such as Modern Studies, Religious and Moral Education and in Personal and Social Education. All children are encouraged to develop their skills and in considering career paths, pupils are encouraged to pursue their goals, irrespective of their gender, race or religion.

Matters regarding racial or religious intolerance are treated seriously and investigated fully. Please contact your child's Pastoral Care Teacher or the Depute Head in charge of your child's House Group if you have any concerns.





In 2012-2013 staff responsibilities for House Groups were as follows –

| House Group | Classes | Pastoral Care Principal | Depute Head Teacher |
|-------------|---------|-------------------------|---------------------|
| Arran House | A       | Mrs Y. Frater           | Miss L. Marshall    |
| Lewis House | L       | Mrs J. Lyon             | Mr T. Feasby        |
| Mull House  | M       | Mrs E. Aitken           | Mrs M. Thomson      |
| Skye House  | S       | Miss J. Mullaney        | Miss W. Dougan      |

The Education Authority requires every school to produce its own Race Equality Policy to comply with the Race Relations (Amendment) Act 2000. A copy of this policy is held in the school office.

## 10. CURRICULUM

This section of the handbook describes the courses currently offered. This may change as course provision is constantly reviewed in order to provide the best choice of subjects to pupils, taking account of current developments. The range of courses offered each year depends on the pupil roll and the number of teachers available.

Parents will be informed of Personal and Social Education (PSE) lessons on Sexual Health and Relationships by means of an information evening early in the term where it will be possible to view the materials used. Details of the PSE programmes from S1 to S6 are available from the school on request.

With 'Curriculum for Excellence', courses have changed and there is an emphasis on experiences and outcomes. The curriculum is designed to develop pupils as successful learners, confident individuals, effective contributors and responsible citizens. From 2013, national examinations will change, as the "Next Generation of National Qualifications in Scotland" are implemented.

### Curriculum for Excellence

In S1, pupils are allocated to classes having regard to providing a mix of ability. As far as possible, pupils are placed in S1 classes with some others from their primary school and if pupils already have older siblings in the school, they are placed in the same House Group. In Maths and English pupils are organised into classes taking account of their prior attainment as notified by the primary schools.





## CURRICULUM FOR EXCELLENCE

### BRINGING LEARNING TO LIFE AND LIFE TO LEARNING

Curriculum for Excellence is now being 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 subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents/carers across the country to have access to Glow.

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

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education until the end of S3, whatever their level and ability. Every 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 – as well as health and wellbeing. Within the broad general education, there will be opportunities for young people to participate in a range of experiences and outcomes and also to begin a process of personalisation and choice within the curriculum. This broad general education will also allow pupils the opportunity to develop transferrable skills through interdisciplinary learning.

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.

Learning takes place both within and outwith the classroom. Young people have the opportunity to participate in interdisciplinary learning, where departments work collaboratively and pupils are given the opportunity to connect their learning across subject areas.

The curriculum is further enhanced by the provision of educational visits and trips. For instance, all S1 classes visit the Fire Safety Centre as part of their PSE programme.





At the end of the broad general education, pupils will move into the Senior Phase, in which they will make further choices leading to the new National Qualifications. National 2,3,4 and 5 qualifications will be in place from 2013/14 and Highers and Advanced Highers will be updated to take account of and support the new approaches to learning.

There's personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure. At all transition stages, pupils and parents will be supported by information and advice. Pupils will receive personal support from staff and partner agencies such as Skills Development (Scotland)

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.

## **BROAD GENERAL EDUCATION - S1, S2 AND S3**

In Curriculum for Excellence, all pupils are entitled to experience a 'broad general education' from S1 to S3.

Our Curriculum Plan for courses in S1, S2 and S3 aims to follow the principles for curriculum design: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence, relevance. The curriculum is structured around all the experiences that are planned as part of learning and teaching, and the curriculum includes opportunities for personal achievement.

Our plan includes the curriculum areas and subjects, the school community, and interdisciplinary projects. By recognising and planning learning around different contexts and experiences, we aim to have a curriculum which makes better connections across learning.

The 8 curriculum areas are:

- Expressive Arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social Studies
- Technologies

In addition, all teachers have responsibility for:

- Literacy Across Learning





- Numeracy Across Learning
- Health and Wellbeing Across Learning.

You can find more detail on the Parentzone website: <http://www.educationscotland.gov.uk/parentzone/index.asp>. A printed copy is available from the school on request and in the Parent Section of the school website.

At the end of the broad general education, pupils will have produced their own profile, supported by staff, which gives a reliable and full account of their cumulative progress and achievements.

## **SENIOR PHASE – S4, 5 AND 6**

In moving from the broad general education to the senior phase, pupils will be supported by work done in PSE and by personal support from Registration Teachers, Pastoral Care staff and the Skills Development (Scotland) Adviser.

In S4-6, pupils will have the opportunity to further personalise their courses as they work towards National Qualifications which will be available at National 3,4,5, Higher and Advanced Higher. More information about the National Qualifications can be found at [http://www.sqa.org.uk/sqa/CCC\\_FirstPage.jsp](http://www.sqa.org.uk/sqa/CCC_FirstPage.jsp)





## 11. ADDITIONAL SUPPORT NEEDS

There is close liaison between the Support for Learning staff and the partner primaries to identify pupils likely to have additional learning needs. Staff are made aware of the additional learning needs of pupils. These needs are met by focused classwork or by support from Support for Learning or English as an Additional Language teachers. A number of different strategies may be used to support pupils including specially prepared teaching materials, co-operative teaching, individual tuition. S5 and S6 pupils help S1 pupils to develop their reading skills through a programme of paired reading. In addition, some S6 pupils provide in-class support for pupils.

The Principal Teacher of Support for Learning is Mrs E. Martin.  
The teacher of English as an Additional Language is Miss T. Breslin.

Psychological Services support school staff by providing assessments and learning strategies where appropriate.

If parents wish to discuss their child's additional learning needs, they should, in the first instance, contact the appropriate member of the Pastoral Care staff.

### **GLASGOW CITY COUNCIL'S POLICY**

Glasgow City Council has a duty, as outlined in the Standards in Scotland's Schools 2000 Act, to ensure that your child achieves his/her potential. Glasgow's Education Services is committed to the inclusion of all children and young people with additional support needs, where possible, within mainstream schools. This is in accordance with the statutory requirement in the 2000 Act.

It is also part of Glasgow's policy to maintain a range of special educational establishments. This recognises the key role to be played by specialist provisions in addressing severe low incidence disabilities.

The authority recognises that there are a wide range of factors which may act as a barrier to your child's learning. We are committed to working closely with parents and carers to ensure that you are fully involved in overcoming barriers to learning.

Additional support needs may be linked to a learning difficulty or disability, but could also apply to a child or young person suffering from a bereavement who requires pastoral support, a more able child or young person or those with a particular talent which needs to be fully developed.

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

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





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

Further information relating to additional support needs is also available on the Glasgow City Council website – [http://www.glasgow.gov.uk/en/Residents/Going to School/AdditionalSupportNeeds/](http://www.glasgow.gov.uk/en/Residents/Going%20to%20School/AdditionalSupportNeeds/).

Organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with additional support needs are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered under registration number SC003527;
- b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

Further information about Enquire is as follows –

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through –

- a telephone helpline – 0845 123 2303
- an email enquiry service – [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information are also available at [www.enquire.org.uk](http://www.enquire.org.uk).

Enquire also provides a range of clear and easy-to-read guides and factsheets, including “The Parents’ Guide to Additional Support for Learning”.

Enquire  
Children in Scotland  
5 Shandwick Place  
EDINBURGH  
EH2 4RG.





## ACCESSIBILITY STRATEGY

The school has a duty to ensure that all of our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies, but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for parents' meetings to facilitate physical access; provision of an interpreter for people with a hearing impairment, or who do not speak English, agreeing a phone contact system to provide direct feedback to parents and carers.

Unfortunately, access to the upper floors of the main teaching block and courtyard building is restricted because the school does not have a lift. Access to the lower floor of the administration block is likewise restricted. Toilets for pupils and visitors are available on the ground floors of the main teaching block and the administration block. Ramps have been built at the entrances to all of the school buildings.

Parents' Meetings take place in the Assembly Hall and Dining Hall which are located next to each other on the ground floor of the administration block and, given prior notice, assistance can be provided if required.

The school places great emphasis on meeting the needs of all young people. Class teachers are the first line assessors of a child or young person's Additional Learning Needs and will differentiate the curriculum or teaching strategies accordingly. The Principal Teacher of Support for Learning has overall responsibility. We work in partnership with parents to support pupils in their learning.

Approaches employed to meet the needs of all young people include:

- Teachers' copy of board notes issued to pupils.
- Use of short precise instructions to break down a task
- Typed/written copies of notes provided
- Structured support for a written task
- 'Over-learning' of concepts
- Additional time to complete tasks
- Differentiation of materials
- Visual support for new concepts and language
- Intensive Reading Recovery courses
- ICT with word predictive software
- Text to speech support for Study notes
- Audio Books
- Alternative Assessment arrangements. Reader/Scribe or extra time for assessments
- Digital worksheets and examinations
- Paired Reading
- Study skills programmes for pupils with Specific Learning Difficulties
- Study skills programmes for pupils on the Autistic Spectrum
- Pupils may have additional tutorial support of basic skills in place of a Standard Grade subject
- Part-time placement at a specialist course at college.

Staff are regularly updated on issues of inclusion and disability. Mrs M. Thomson (DHT) has taken part in Disability Equality Training which has been organised by the Education Authority, and this is being rolled out to all staff.





## 12. ASSESSMENT

Some of the purposes of assessment are:

- To give feedback to the pupil on the extent to which she/he has met the learning outcomes, and what she/he needs to do to improve
- To give feedback to the teacher on the effectiveness of teaching
- To give feedback to the pupil on progress and help motivation
- To discover and encourage particular pupil strengths
- To discover where pupils are experiencing difficulties
- To give information so that appropriate work can be set
- To provide information of pupils' progress to parents
- To obtain information for organising pupils into teaching groups in subjects where required
- To provide information for curriculum and career choices.

Records of pupils' assessments are maintained by class teachers and departments. Copies of pupils' reports are held by Pastoral Care staff.

### ASSESSMENT IS FOR LEARNING

AifL – Assessment is for Learning – is a national initiative which is one of the priorities in King's Park Secondary School's Improvement Plan. Our current focus is Formative Assessment – sharing learning objectives with pupils, improved questioning, self and peer assessment, and giving feedback which allows the learner to know what they need to do to improve.

### ASSESSMENT IN THE BROAD GENERAL EDUCATION

Continuous assessment is used in S1, S2 and 3. This can be formative assessment (a task - perhaps asking pupils to SAY, WRITE, MAKE or DO - which is designed to give specific feedback to individual pupils about what they can do to improve), or summative assessment (a more formal test to measure how much they have learned).

Progress of S3 pupils will be assessed through a variety of unit assessments, including, for most, the Value Added Unit at National 4.

### ASSESSMENT IN S4

From session 2013-14, progress of S4 pupils in the Senior Phase will be assessed through a variety of unit assessments at National 3, 4 and 5 levels. Literacy and Numeracy Units at National 3 and 4 will form part of the English and Mathematics courses respectively.

### ASSESSMENT IN S5 AND S6

In 2014-15, the progress of pupils in S5 will be assessed by means of the unit assessments at National 3,4,5 and the new Higher. Assessments may include a combination of practical work, case studies, question papers/tests and projects. The new Advanced Higher qualifications will be available from session 2015-16.

### TRACKING

In order to ensure that pupils achieve of their best, teachers employ rigorous tracking systems. Careful analysis of tracking data and subsequent actions and interventions help raise attainment. Learners are also involved in discussions relating to their progress with subject teachers, PSE tutors and Pastoral Care staff. Pupils, therefore, are encouraged to reflect on their own learning and plan their own next steps in learning.





## 13. REPORTING TO PARENTS

In 2012/13, the schedule for reports and parents' meetings is as follows:

### REPORTS

|      |                                  |                                |
|------|----------------------------------|--------------------------------|
| S1   | Interim report: 12 October 2012  | Final report: 17 May 2013      |
| S2   | Interim report: 14 December 2012 | Final report: 8 March 2013     |
| S3   | Interim report: 30 November 2012 | Final report: 31 May 2013      |
| S4   | Interim report: 2 November 2012  | Final report: 8 February 2013  |
| S5/6 | Interim report: 16 November 2012 | Final report: 28 February 2013 |

### PARENTS' MEETINGS

|      |  |
|------|--|
| P7   | Information Evenings: 15 November 2012 and 4 June 2013 |
| S1   | 11 December 2012                                       |
| S2   | 12 and 20 March 2013                                   |
| S3   | 21 January 2013  |
| S4   | 8 November 2012  |
| S5/6 | 28 November 2012                                       |

When a pupil has an Additional Support Plan, we will monitor their short term targets and aim to report to parents on a termly basis where appropriate.

Senior Staff and Pastoral Care staff are always pleased to meet with parents. However it is better to arrange an appointment either by telephone or letter so that a mutually suitable time can be arranged.

## 14. HOMEWORK

Homework is an important aid to learning. Some of the reasons for setting homework are:

- Preparatory work before a new topic.
- Revision of work done in class, often before class tests or the start of new work.
- Consolidation of work done in class.
- Extension of work covered in class.
- Routine work at home to allow time for more difficult concepts or practical/experimental work in class.





Homework helps pupils to learn and they should understand why particular homework is given. Good homework habits in first and second year will carry through to later years. In addition to set homework, pupils, particularly those in more senior classes, should study at home. Staff will advise pupils on the best pattern of study for their subject. There are no rigid rules about the amount of homework given, since it depends very much on the subject, the level of study and the age and ability of the pupil.

Senior Pupils will normally be involved in investigations or folio work undertaken throughout the session, all of which contribute to the final assessment in the SQA examinations, and parents are advised of the deadlines for completion of these pieces of work. Sometimes, pupils who are involved in working on two or three of these investigations find that they have a considerable amount of work as the deadlines draw near. As a result, they need to be particularly well organised in their time management. Failure to meet the deadlines will mean that the pupil will not be able to gain a full award in the subject.



We ask parents to be involved by looking at pupils' homework.

To help pupils develop good homework habits, we give each pupil a Student Planner. The planner contains lots of helpful information on how to study and how to organise work. It has a space each week for a parental signature as an aid to good communications between home and school. Student Planners are also used to record what the pupil has learned each period.

There is clear research evidence that pupils who work well at home generally do better in examinations.

## 15. SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

Our School Values of Respect, Responsibility, Equality, Hard Work, Honesty and Ambition link with our responsibility to develop young peoples' spiritual, moral, social and cultural values. In Religious Education, and in Religious and Spiritual Observance, pupils have the opportunity to explore different customs and religions, including Christianity, Buddhism, Islam and others.

Parents have the right to withdraw their children from this element of the school curriculum. If you wish to discuss this, please contact the appropriate member of the Pastoral Care staff.

Parents and carers from religions other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognized religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted in the register using code REL on those days.

The school's chaplain is Rev. Neil Galbraith, minister of Cathcart Old Parish Church. He conducts assemblies in the school at various points throughout the year. The school also works closely with Rev. Galbraith in support of the work of Glasgow The Caring City.





## 16. OPPORTUNITIES FOR WIDER ACHIEVEMENT

A wide range of activities is offered to all of our pupils. Some take place during lunchtime with others taking place after school.

Activities on offer include

|              |              |                         |                   |                  |               |
|--------------|--------------|-------------------------|-------------------|------------------|---------------|
| Badminton    | School Choir | Library                 | Christmas Concert | String Orchestra | Rock band     |
| Football     | Keep fit     | Hockey                  | Ceilidh band      | Netball          | Computer Club |
| Jazz Band    | Trampolining | Cheerleading            | Art Club          | Chess Club       | Eco Group     |
| History Club | Web Design   | Classical Studies Group | Rowing Club       | Young Engineers  | Wind Band     |

Active Citizenship - S6 pupils are members of various committees, eg Charities, Community, Eco, Public Relations, Prom, Yearbook, etc. In addition to the above clubs, we provide a wide range of activities as part of the curriculum in order to give it relevance and coherence, eg excursions, conferences and competitions. We have a huge list of opportunities which have had a significant impact on pupils' skills, confidence and knowledge. Please contact the school for further information. Certain activities require parental/carer approval, in line with Management Circular 48 - [www.glasgow.gov.uk/NR/rdonlyres/46A58ED7-3DF2-491D-8381-F7C55AB1703E/0/MC48\\_0109.PDF](http://www.glasgow.gov.uk/NR/rdonlyres/46A58ED7-3DF2-491D-8381-F7C55AB1703E/0/MC48_0109.PDF)

### SUPPORTED STUDY

Supported Study is offered to pupils in S4 and S5 prior to prelims and SQA examinations. Pupils are invited to opt in to classes to support their learning prior to important examinations.

There is also a very wide range of 'Open Doors' facilities where teachers volunteer to provide additional tuition for pupils at lunch time or after school.

## 17. LEGISLATION

### DATA PROTECTION ACT 1998

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information, please contact the school.

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

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





Public authorities have to allow access to the following information:

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

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

Further information is provided on the Glasgow City Council website:

[www.glasgow.gov.uk/en/your\\_council/freedomofinformation](http://www.glasgow.gov.uk/en/your_council/freedomofinformation)

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

## **EQUALITY ACT 2010**

The Equality Act 2012 protects certain characteristics. In the delivery of education, the characteristics that are protected are disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy and maternity.

When making decisions in relation to admissions, exclusions, the provision of education, benefits, facilities and services and any other relevant decisions, the school has a duty to have due regard to the need to –

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

# **18. PROMOTING A POSITIVE LEARNING CLIMATE**

## **POSITIVE BEHAVIOUR**

Most pupils enjoy coming to school and wish to learn. They behave and relate well to staff and other pupils. If pupils misbehave in a minor way, staff will respond in a firm, supportive manner to help them realise the mistake so that it will not occur again. This firm, supportive control is necessary both in and out of the classroom so that education can proceed uninterrupted. Our policy is one which encourages positive behaviour and points out the benefits of behaving well. Our Praise Policy for S1-3 pupils involves the award of Merits for excellent work, effort and behaviour.

In every large school there is a small number of less well-behaved pupils who need more formal discipline. This will usually involve parents to whom we look for support in helping to improve behaviour. Mostly, once the pupil realises that school and home are working together, improvement in behaviour occurs.

If misbehaviour is more serious, senior staff are involved, starting with Principal Teachers of subject, and progressing to Depute Head Teacher or Head Teacher according to the seriousness or frequency of offences. In some cases, the Education Authority and/or other partner agencies may be involved.





Every pupil is issued with the document 'What We Expect of All Our Pupils' (see Appendix 4). The rules are simple and based on common sense and courtesy. Pupils are given every encouragement to comply with 'What We Expect of All Our Pupils' and this is linked to our Praise Policy and our Behaviour Management Plan. However, a pupil who continually misbehaves will be subject to the discipline procedures which are part of the Behaviour Management Plan. At every stage, the pupil is given opportunities to reflect on his/her behaviour and to take steps to improve it. The system stresses the valuable contribution made by the early involvement of parents and the counselling role of Pastoral Care staff. When parents and school work together, this has been shown to produce the most benefit to pupils.

To summarise, if a pupil continually misbehaves then

- his/her parents will be informed
- he/she may be temporarily removed from a class or classes
- as a last resort, the pupil may be excluded from school

An adult presence is provided in the playground and pupil social areas at interval and lunch time.

## ANTI-BULLYING POLICY

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

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

Pupils and parents are encouraged to contact the school and let us know about any bullying, so that we may agree appropriate action.

A copy of 'What We Expect of All Our Pupils' is included as Appendix 4.

## 19. HOME AND SCHOOL LINKS

The success of a school is greatly enhanced when there are good links between home and school. We aim to work in partnership with parents and carers. Links are maintained through letters, regular parents' meetings, events and meetings arranged through the Parent Council, and personal contact by Pastoral Care or senior staff.

To help keep parents informed of the life of the school and to celebrate pupils' successes, newsletters are sent out on a regular basis, and the school website is updated.





Our aim is to ensure that parents feel well informed about what is happening in the school and confident that they may contact the school to discuss any matter relevant to the education or wellbeing of their child. Information regarding Parents' Meetings and contact times for Pastoral Care staff is issued at the beginning of each new session. Parents should contact Pastoral Care staff immediately if they have any concerns.

## ATTENDANCE AT SCHOOL

Parents are reminded that Section 30 of the 1980 Education Act lays a duty on every parent/guardian 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; e.g. approved by the authority, or unauthorised: e.g. unexplained by the parent/guardian (truancy) or excluded from school.

Parents and carers are asked to contact the school by letter or phone if their child is likely to be absent. When pupils return to school, they should always bring a parental note explaining the reason for their absence, even if a telephone call has already been made.

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

### **Exceptional circumstances include:**

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

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

- availability of cheap holidays or desired accommodation;
- holidays which overlap the beginning or end of term.

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

The Education Liaison Officer works closely with register teachers and Pastoral Care staff to monitor pupils' attendance. It is her duty to investigate unexplained absences. The authority has the power to write to, interview or prosecute parents/guardians, or to refer pupils to the reporter to the children's hearings if a pupil's attendance record warrants this. If a child is repeatedly absent from school, they will be referred to the Attendance Council.

The school will work closely with parents and carers to ensure pupils' good attendance. Attendance print-outs are attached to all school reports for the information of parents. If parents have concerns about their child's attendance patterns, they should contact their child's Pastoral Care teacher.





## SCHOOL AND COMMUNITY

The school plays an important role in the community, being involved in a very wide range of charity fund raising, events in the local area, and wider afield. Each House Group adopts its own charity for the session. Children and young people regularly take part in various local and national events. For an update, please see our school website.

# 20. DRESS CODE

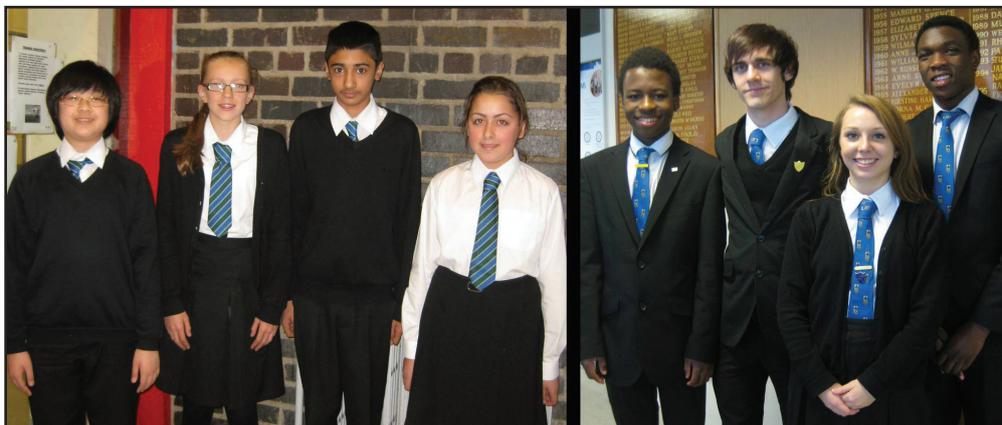
## SCHOOL UNIFORM

Pupils in King's Park Secondary are expected to wear school uniform as the wearing of uniform helps promote the identity of the school in the local community and helps to create an ethos of belonging to and pride in the school. In addition, the wearing of a uniform helps to strengthen security as pupils are easily identifiable enabling staff to identify and approach visitors more readily.

**The uniform is black and white and consists of**

- White school shirt or school blouse which buttons at the collar
- School tie which must be tied properly and visible at all times
- Black school cardigan, black school jumper or black school sweatshirt
- Black school trousers or black school skirt (box pleat, knee length)
- Black school shoes or plain black boots suitable for school
- Black blazer is strongly encouraged.

In school, the tie must be visible at ALL times. Pupils will be asked to remove items of clothing advertising brand names or which conceal the school tie.





## KIT FOR PHYSICAL EDUCATION

Physical Education is a compulsory part of the curriculum. For reasons of health and safety pupils must wear the correct clothing for physical education. The recommended kit is:

1. INDOORS - training shoes, white, black or navy t-shirt/top, shorts and socks. A towel should also be brought.
2. OUTDOORS - suitable clothing for cold and possibly wet weather would include track suit bottoms (indoor kit should also be brought). However tracksuits are only permissible from October until March

Pupils will only be excused P.E. through illness or injury. A parental note is required for short term exemption from P.E. Pupils should bring P.E. kit at ALL times as they may be able to join in a modified programme of exercise, or take part in the lesson in an alternative way.

For a long term exemption, a medical certificate is required. Pupils who do not bring PE kit will be expected to make use of our "PE kit on loan" service, where freshly-laundered shorts and t-shirts are loaned to pupils.

For safety reasons, ALL jewellery must be removed. Valuables should not be brought to school.

Given that there is substantial parental and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code policy account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents/guardians and pupils. Against this background it should be noted that it is the policy of the Education Services Committee to encourage schools to develop an appropriate dress code policy.

### **There are forms of dress which are unacceptable in school, such as items of clothing which:**

- potentially, encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings,
- are made from flammable material for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy.

Parents/Guardians receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with an income of less than £15,050\*), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents/guardians in different circumstances is at the discretion of the Director of Education Services. Information and application forms may be obtained from schools and from Grants Section at Education Services Headquarters.

Glasgow City Council is concerned at the level of claims being received regarding 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 are not brought to school. Parents/Guardians should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.





## 21. SCHOOL MEALS

The catering facilities in King's Park Secondary School are very good and are available on a cafeteria basis with facilities for snack/fast food and set meals.

In the Fuel Zone, pupils may pay by cash or Q-card, which they can charge with credit by using the cash machines in the foyer of the school. They then use the cards to purchase food. By choosing "healthy options" such as a "Vital Mix", pupils can gain bonus points which may be exchanged for a range of prizes including cinema tickets and iPods.

The Fuel Zone is open from 8am offering a variety of breakfast options. At the morning interval various hot and cold snacks are available.

Snacks and soft drinks are available from vending machines located in the dining area. Water is freely available to pupils at all times.

Pupils may eat packed lunches in the fuel zone, or other designated area.

Children who are entitled to a free lunchtime meal have their cards automatically credited every day with an allowance equivalent to the cost of a main meal. They can use their free meal allowance at any time that day, to buy hot or cold snacks or drinks, as an alternative to a main meal. We strongly encourage families who are entitled to a free meal to claim this allowance. Applications can be obtained from the Grants Section at Education Services headquarters, or from the school.

Children of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,420), Child Tax Credit only (where income is less than £15,860\*) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from Grants Section at Education Services headquarters.

Special dietary needs can be accommodated by discussion with our Catering Manager.

All parents whose children are eligible for free school meals are encouraged to complete the application form available from the Grant Section at Education Services, Wheatley House, 25 Cochrane Street, Glasgow.





## SECONDARY FUEL ZONE

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

Major changes have been implemented in all of Glasgow's 30 secondary schools. A Health Impact Assessment was carried out with young people across the city to inform the development of Fuel Zone services. A range of new concepts to meet individual needs has been introduced. Continuous development is being carried out to improve the services throughout the school day.

## BREAKFAST

Young people can enjoy a nutritional breakfast, choosing from a range of hot and cold options including fruit juice, cereal and milk, toast, hot filled rolls and fresh fruit prior to the start of the school day. There is also the opportunity to socialise with friends in a safe environment.

## MID-MORNING BREAK

A breakfast service is also available at the mid-morning break offering a selection of hot and cold filled rolls. In addition a hot drinks bar is available serving a selection of teas, coffees and hot chocolate. Pupils **must not** be out of school at morning break.



## LUNCH

Fuel Zone Choices offers different choices of zones these include the following:

- Subzone; fresh baguettes with a range of fillings to choose from.
- Bake n Take; a baked potato bar with a choice of fillings.
- Big Burger; a healthy burger bar serving fresh home made burgers made by Fuel Zone.
- Pizza; a pizza counter offering a variety of toppings.





- Hot bites; a traditional main meal of the day.
- Pizza and other snacks served in the Social Area from a new facility called KP Café.

In addition to the main items in each zone, young people can select home made soup and bread, a variety of hot vegetables or salad options, a selection of fruit and yoghurt and semi skimmed milk or water.

Individual schools in consultation with their young people can choose which zones to operate in their Fuel Zone. This concept is very much the essence of Fuel Zone Choices and provides the opportunity for individual schools to tailor the menu to suit their audience.

## SPECIAL DIETS

If your child has a special medical diet requirement please seek a referral from your dietician. Please then contact your catering manager who will deal with your request.

## VENDING

Drink and snack vending is available throughout the school day providing a range of healthier drinks and snacks including sandwiches, salad tubs, fruit packs, home baking, light crisps, popcorn, water, fruit juice, milk and carbonated drinks as an addition for young people to the main Fuel Zone service.



## REFRESH

Lack of water can cause dehydration. Better hydration means better performance in school and water is an excellent alternative to sugary drinks, which can cause tooth decay. The Refresh initiative allows access to fresh, chilled drinking water in schools to encourage young people to drink more water.

All Glasgow schools have been supplied with mains-fed coolers that filter and chill the water ready for drinking. This allows access during the day to refill water bottles which can be taken into the classroom.

The main aim of Refresh is to encourage young people to drink water at home and school.

If you require further information about the catering service please contact your catering manager.

Catering Manager Name: Ms Fiona McPherson

Catering Manager Phone Number: 0141 582 0157





# CHILDREN IN NEED DAY





## 22. TRANSPORT

The Education Authority has a policy of providing free transport to all secondary pupils who live more than two miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/Carers who consider they are eligible should obtain an application form from the school or education services. These forms should be completed and returned before the end of February for those pupils beginning 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. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no extra costs are incurred.

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

### PICK-UP POINTS

Where free transport is provided, it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total including the distance from home to 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/guardian's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's/guardian's responsibility to ensure that the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

### PLACING REQUESTS

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

The school expects the highest standard of behaviour from all pupils when travelling on public transport to and from the school. Any reports of pupils' misbehaviour will be thoroughly investigated and dealt with.





# ACHIEVEMENTS





## **23. EDUCATION MAINTENANCE ALLOWANCES (EMA)**

An EMA is a weekly allowance (subject to parental income) of £30, payable fortnightly for students who are planning to stay on at school in post-compulsory education and who are willing to participate in an approved learning agreement at school for a minimum of 21 guided learning hours per week.

### **ELIGIBILITY AND APPLICATION FORMS**

Further information on full eligibility criteria and application forms can be obtained from the school. Application forms are also available on the EMA website - [www.emascotland.com](http://www.emascotland.com).





## 24. MEDICAL AND HEALTH CARE

NHS Greater Glasgow and Clyde conduct a programme of health care for pupils in secondary school including immunisation.

Should a child become ill during the school day, a parent or designated person will be contacted and asked to collect them to take them home. It is therefore essential that the school be given an emergency contact number. If a pupil requires hospital treatment and a parent/designated person cannot be contacted then the pupil will be taken there in the care of a member of staff.

Parents are asked to contact the school if their child has a medical condition which might affect their progress or which requires regular medication so that suitable arrangements can be made.

## 25. INFORMATION IN EMERGENCIES

We make every effort to maintain a full education service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall keep you informed by using letters, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio. We also contact parents by text.

Please ensure that your child is aware of the arrangements you have made for them in the rare event that the school should have to shut in an emergency.

## 26. THE PARENT FORUM AND THE PARENT COUNCIL

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental representation in all schools. Since August 2007, all parents/carers are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.





## **PARENT FORUM**

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

## **PARENT COUNCIL**

The Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents/carers of children at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. The type of things a Parent Council could get involved in include:

- supporting the work of the school;
- gathering and representing parents'/carers' views to the Head Teacher, education authority and HMIE;
- promoting contact between the school, parents/carers, pupils and the local community;
- fundraising;
- involvement in the appointment of senior school staff.

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

Minutes of the Parent Council are available on the school website.

## **MEMBERSHIP OF THE PARENT COUNCIL**

Generally, members of the Parent Council must be parents/carers of children who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them.

The King's Park Secondary Parent Council Constitution was prepared in consultation with all parents, and further copies are available from the school. The Parent Council was formed in September 2007 and provides great support to the school, particularly with regards to fundraising.





### MEMBERS OF THE PARENT COUNCIL

|                   |        |                  |
|-------------------|--------|------------------|
| Simon Bates       | parent | Chairperson      |
| Jane Hunter       | parent | Vice-Chairperson |
| Louise Kinloch    | parent | Treasurer        |
| Marjorie Sinclair | parent |                  |
| Maureen Waugh     | parent |                  |
| Bruce Whyte       | parent |                  |
| Elaine Perrat     | parent |                  |
| Linda Parrot      | parent |                  |
| Seonaid MacRae    | staff  |                  |
| Wendy Dougan      | staff  |                  |

The Clerk to the Parent Council is Mrs June Wells, parent.

The Head Teacher has a right and a duty to attend all meetings of the Parent Council but does not have a right to vote. If you wish to contact the Parent Council, please contact the Chairperson, c/o the school.

## 27. FUND-RAISING BY PARENTS AND FRIENDS

A fund-raising sub-group provides great support to the school. Parents who would like to join them would be very welcome. Please contact the school.

## 28. PUPIL COUNCILS

The pupils have the opportunity to contribute to the management of the school through the pupil councils.

The pupils go through a nomination and election process to determine the membership of the councils. Each register class elects two representatives who take the views of their class to the council. The councils meet once or twice per term and discuss issues such as school uniform, our local community and matters relating to the school curriculum and environment. The pupils also have the opportunity to take part in the Glasgow City Council Secondary Council.





## 29. SCOTTISH QUALIFICATIONS AUTHORITY (SQA) – NEW NATIONAL QUALIFICATIONS

From 2013/14, the New National Qualifications will replace the current qualifications as follows –

| Current National Qualifications   | Replaced by | New National Qualifications |
|-----------------------------------|-------------|-----------------------------|
| Access 1 and Access 2             | →           | National 1 and National 2   |
| Access 3                          | →           | National 3                  |
| Standard Grade (Foundation level) | →           | National 3                  |
| Standard Grade (General level)    | →           | National 4                  |
| Intermediate 1                    | →           | National 4                  |
| Standard Grade (Credit level)     | →           | National 5                  |
| Intermediate 2                    | →           | National 5                  |
| Higher                            | →           | Higher (new)                |
| Advanced Higher                   | →           | Advanced Higher (new)       |

In May 2014, S4 pupils in King's Park Secondary will sit the new National 3, 4 and 5 qualifications. Courses at National 3 and 4 will be internally assessed on a pass/fail basis. National 5, Higher and Advanced Higher levels will include units assessed by the school, but, for these qualifications, learners will also have to pass an additional course assessment which will be marked by SQA. Courses at National 5, Higher and Advanced Higher will be graded A to D or "No Award".

Course assessment will normally be carried out using one or two methods from seven possible types of assessment, for example a question paper and an assignment. The seven agreed assessment methods are –

- assignment
- case study
- practical activity
- performance
- portfolio
- project
- question paper/test.

### LITERACY AND NUMERACY

Literacy Units will form a mandatory part of English at National 3 and 4, while the Numeracy Unit will form a mandatory part of Lifeskills Mathematics Courses at National 3, 4 and 5 and of the Mathematics Course at National 4. There are also freestanding Literacy and Numeracy Units at National 3, 4 and 5.





## 30. DEALING WITH RACIAL HARASSMENT

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

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

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

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

King's Park Secondary has a policy on "Promoting Positive Behaviour" which stresses the importance of mutual respect and understanding in the creation of a caring and supportive environment for all members of the school community. The importance of tolerance and respect for others are key messages which are communicated to pupils through regular Year Group Assemblies and in Personal and Social Education lessons.

A copy of the "Promoting Positive Behaviour" policy is included in the handbook as Appendix 6.

## 31. HEALTH PROMOTING SCHOOL

King's Park Secondary promotes healthy lifestyles through health education, healthy eating, our Personal and Social Education programme, sport and activity, partnership working, parent and pupil involvement, etc. We have been awarded Health Promoting School status, passing the award with flying colours.



## 32. LEARNING FOR SUSTAINABILITY

International education, global citizenship and outdoor learning are key components of Learning for Sustainability and this offers pupils the opportunity to participate in activities such as enterprise, leadership challenges and inter-disciplinary learning.





## 33. COMMENTS AND COMPLAINTS

If you have a comment or complaint, please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you may contact the Customer Liaison Unit who will:

- Take a totally neutral stance in fully investigating your complaint
- Acknowledge receipt of your complaint within five working days
- Give a full written response within a further ten working days, unless another timescale has been agreed.

The Customer Liaison Unit can be contacted by phone or e-mail :  
Phone: 0141 287 3655/4688.      E-mail: [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)

or write to:

Customer Liaison Unit  
Education Services  
Glasgow City Council  
Wheatley House  
25 Cochrane Street  
Merchant City  
Glasgow G1 1HL.

## 34. USEFUL ADDRESSES AND CONTACTS

Education Services  
Glasgow City Council  
City Chambers East  
40 John Street  
Glasgow G1 1JL.

Telephone: 0141 287 5758

Executive Director of Education - Maureen McKenna

Skills Development (Scotland)  
Newlands Careers Centre  
8 Coustonholm Road  
Glasgow G43 1SS

Telephone: 0141 429 1999





Glasgow Life  
20 Trongate  
Glasgow  
G1 5ES  
Letting Section phone: 0141 302 2814/2815

Local Councillors (Ward 1 - Linn)

Bailie Margot Clark  
Cllr Sadie Docherty  
Cllr John McKenzie  
Cllr David Ritchie

c/o Glasgow City Council  
City Chambers  
George Square  
Glasgow G2 1DU.  
Telephone: 0141 287 2000

Linn Area Committee, Area Development  
Chief Executive Department  
Glasgow City Council  
Room 84 (East Building)  
40 Cochrane Street  
Glasgow G2 1DU

## 35. GLOSSARY OF TERMS

A glossary of educational terms can be found at [www.scotland.gov.uk/Topics/Education/Schools/glossary](http://www.scotland.gov.uk/Topics/Education/Schools/glossary). If you would like a printout of that page from the internet, or if there are any terms which you would like explained, please contact the school.





## APPENDICES





## CHILD WELFARE AND SAFETY

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

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

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

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

Should any member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the Head of Establishment or the person deputising for the head of establishment. He/She after judging that there may be grounds for concern regarding the welfare or safety of any child must then immediately advise the duty Senior Social Worker at the local Social Work Services area office of the circumstances.





# WHAT WE EXPECT OF ALL OUR PUPILS

Achieve your full potential in your school work

- ✓ By working hard and behaving well in all your classes
- ✓ By taking a pride in the presentation and accuracy of all your written work
- ✓ By listening carefully and taking part in class discussion
- ✓ By doing all your homework

Take an increasing responsibility for your own work

- ✓ By coming to lessons with the appropriate equipment and books
- ✓ By aiming for full attendance at school
- ✓ By being punctual to school and class
- ✓ By setting yourself targets to achieve and monitoring your own progress
- ✓ By developing good study habits and study skills

Consider the needs of others

- ✓ By treating people as you would like to be treated
- ✓ By making sure you do not disrupt the education of others
- ✓ By moving around the school in a sensible way

Be good ambassadors of the school both in school and out of school activities

- ✓ By dressing in school uniform
- ✓ By being polite and considerate to all members of the school community and to visitors
- ✓ By taking a pride in the school environment
- ✓ By looking after your own property and respecting the property of others





# PROMOTING POSITIVE BEHAVIOUR

## INTRODUCTION

The promotion of positive behaviour involves the establishment of a set of agreed rules, applied with consistency and fairness, governing the conduct of all members of the school community. It is crucial to the creation of a purposeful and mutually respectful environment in which all members of the school community work and learn.

## AIMS

In King's Park Secondary, our aim is to establish a climate of mutual respect and trust, where each member of the school community is valued as an individual. Pupils, staff and parents each have a role to play in promoting positive relationships, tolerance and understanding. For each member of the school community there are high expectations, and all are encouraged to achieve of their best. King's Park is a school in which the virtues of hard work, good behaviour and high aspirations are promoted.

## RAISING AWARENESS

To ensure that all members of the school community are aware of policies and procedures relating to the promotion of positive behaviour, the school will

- a) include clear statements with regard to the promotion of positive behaviour in materials issued to staff and in the school handbook.
- b) involve pupils in discussion during PSE classes of the standards of work and behaviour expected of them (particularly in S1/S2). The PSE programme from S1 to S5 stresses the importance of respect for and tolerance of others, and seeks to develop pupils' inter-personal skills.
- c) issue each pupil with a copy of 'What We Expect of All Our Pupils'.
- d) provide clear information to staff, pupils and parents about the school's discipline procedures.
- e) encourage parents to work in partnership with the school on matters relating to pupils' behaviour.

## THE ROLE OF PUPILS, STAFF AND PARENTS IN PROMOTING POSITIVE BEHAVIOUR

Pupils, staff and parents all have a role in promoting positive behaviour. These roles and responsibilities are outlined below:





## PUPILS

Our aim is to ensure that pupils become

- a) more aware of the required standards of behaviour
- b) more aware of the impact of their behaviour on other members of the school community
- c) more aware of their responsibilities to others and to the school environment.

We expect all pupils to treat each member of the school community with courtesy and respect. They should show the highest standards of self-discipline and take a pride in their own and others' achievements. Senior pupils (particularly those appointed to the positions of prefect, vice captain and captain) will be expected to provide a positive role model for younger pupils in respect of their attitude and behaviour.

## STAFF

- a) All members of staff have an important role to play in the promotion of positive behaviour. It is important that they provide a positive role model in their dealings with pupils and seek to create a positive atmosphere in their classes where every pupil feels valued.

It is important that staff apply the classroom code consistently and fairly, clearly stating their expectation that all pupils achieve high standards in work and behaviour. In their consistent application of both the discipline procedures and the praise policy, staff will promote the values of positive behaviour.

Staff who wish further information on classroom management should note that a range of materials produced by Bill Rogers (including videos and a DVD) is available from the Depute Head (Pupil Support).

- b) Members of the Pastoral Care team have a key role to play in monitoring pupils' behaviour and contacting parents when appropriate. In fulfilling this role, they will liaise closely with the Senior Management Team.

Where pupils' behaviour is a cause for concern, Pastoral Care staff will discuss issues with pupils and parents and, if necessary, seek to put in place appropriate support mechanisms. Pastoral Care staff have a duty also to provide positive feedback to parents regarding pupils' achievements.

In their dealings with pupils and parents, Pastoral Care staff have an important role to play in communicating the school's high expectations of pupils and in promoting positive relationships.

- c) The Senior Management Team has a clear role to play in establishing a climate where pupils feel valued. Staff will apply the discipline code consistently and fairly and will regularly monitor pupils' behaviour in liaison with Pastoral Care staff.

At all times, members of the Senior Management Team will reinforce the importance of high standards of work and behaviour, and stress that respect for self and others is key to the creation of a caring, supportive school environment.





## PARENTS

Parents play an important part in the promotion of positive behaviour. Their support in reinforcing the virtues of high standards of work and behaviour is vitally important. Parents will be encouraged to work closely with the school in promoting the virtues of courtesy and respect for others and in discussing any concerns regarding their child's behaviour.

## CONCLUSION

The promotion of positive behaviour is a key element in the creation of a positive and caring school ethos. Within such an environment, effective teaching and learning can take place. It is important that all members of the school community feel valued and that positive relationships are fostered through mutual respect.

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

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





# SCOTTISH GOVERNMENT INFORMATION FOR PARENTS 2012

## Please note the following changes to the data -

- the Scottish Government will **not** collect Absence Attendance and Exclusion (AAE) data for the academic year 2011-12 in September 2012
- the Scottish Government **will** collect the AAE data in September 2013 and again in 2015 - these collections will cover a one year period
- the Scottish Government **will not** collect budgeted school running costs in August 2012 as this survey has been discontinued.
- School leaver destination data – the Scottish Government will receive and publish the 2011-12 initial school leavers' destination data later in the year. It will, therefore, not be included in the data downloaded via the ScotXed website in November.

## Reasons for changes

The Scottish Government have made these changes in response to consultation on the 'collection and publication of national (school) statistics' in 2010 where schools and Local Authorities expressed a need to reduce the burden of data collection. <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/scotstat/PastCons>

National statistics on school education will continue to be published on Scottish Schools Online and on the Scottish Government website.

## Scottish Schools Online

As attendance and absence and leaver destination data will not be available, last year's information will not be updated. The data provided to Education Scotland by the Scottish Government is broken down differently and provided later in the year to coincide with the national statistics publication in December. The data is then updated when required i.e. when post-appeal exam data is available.





## INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

|                                      |                              |
|--------------------------------------|------------------------------|
| <b>School:</b> King's Park Secondary | <b>Id No.:</b> 260 - 8435138 |
|--------------------------------------|------------------------------|

### *Leaver Destinations* *Number Of Pupils Leaving In School Year 2011/2012 And Percentage With Destination* *As:*

|  |    |
|--|----|
| <b>Total Number of Leavers (=100%)</b> | ** |
| <b>Higher Education</b>                | ** |
| <b>Further Education</b>               | ** |
| <b>Training</b>                        | ** |
| <b>Employment</b>                      | ** |
| <b>Other Known</b>                     | ** |
| <b>Not Known</b>                       | ** |

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals. The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

### *Budgeted Running Costs For Financial Year 2012-2013*

|   |    |
|---|----|
| <b>School Roll at September 2011</b>                | ** |
| <b>Total School Running Costs at April 2012 (£)</b> | ** |
| <b>Cost per Pupil (£)</b>                           | ** |

Key to symbols: The symbol ## indicates that the data are not available.

### *Attendance And Absence For School Year 2011/2012*

|  | Stage |    |    |    |    |      |
|--|-------|----|----|----|----|------|
|  | S1    | S2 | S3 | S4 | S5 | S1-5 |
| <b>Total Number of Possible Attendances(Pupil Half Days)</b> | **    | ** | ** | ** | ** | **   |
| <b>Percentage Authorised Absences</b>                        | **    | ** | ** | ** | ** | **   |
| <b>Percentage Unauthorised Absences</b>                      | **    | ** | ** | ** | ** | **   |

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.





## INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

|                                      |                              |
|--------------------------------------|------------------------------|
| <b>School:</b> King's Park Secondary | <b>Id No.:</b> 260 - 8435138 |
|--------------------------------------|------------------------------|

### *Estimated S5 January Roll As A Percentage Of The S4 Roll In September Of The Previous Session*

| 2009/2010 | 2010/2011 | 2011/2012 |
|-----------|-----------|-----------|
| 61        | 62        | 76        |

### *Examination Results (within Scottish Credit and Qualifications Framework)*

#### *(2011/2012 results are pre-appeal)*

| Percentage of the relevant September S4 roll achieving: |                        |               |               |                        |               |               |                        |               |               |
|---|------------------------|---------------|---------------|------------------------|---------------|---------------|------------------------|---------------|---------------|
| By end of S4  | 5+ @ level 3 or better |               |               | 5+ @ level 4 or better |               |               | 5+ @ level 5 or better |               |               |
|   | 2009/<br>2010          | 2010/<br>2011 | 2011/<br>2012 | 2009/<br>2010          | 2010/<br>2011 | 2011/<br>2012 | 2009/<br>2010          | 2010/<br>2011 | 2011/<br>2012 |
|   | 86                     | 96            | 90            | 76                     | 85            | 76            | 26                     | 41            | 33            |

| Percentage of the relevant September S4 roll achieving: |                        |               |               |                        |               |               |                        |               |               |
|---|------------------------|---------------|---------------|------------------------|---------------|---------------|------------------------|---------------|---------------|
| By end of S5  | 1+ @ level 6 or better |               |               | 3+ @ level 6 or better |               |               | 5+ @ level 6 or better |               |               |
|   | 2009/<br>2010          | 2010/<br>2011 | 2011/<br>2012 | 2009/<br>2010          | 2010/<br>2011 | 2011/<br>2012 | 2009/<br>2010          | 2010/<br>2011 | 2011/<br>2012 |
|   | 40                     | 36            | 48            | 22                     | 19            | 29            | 10                     | 7             | 9             |

| Percentage of the relevant September S4 roll achieving: |                        |               |               |                        |               |               |               |               |               |
|---|------------------------|---------------|---------------|------------------------|---------------|---------------|---------------|---------------|---------------|
| By end of S6  | 3+ @ level 6 or better |               |               | 5+ @ level 6 or better |               |               | 1+ @ level 7  |               |               |
|   | 2009/<br>2010          | 2010/<br>2011 | 2011/<br>2012 | 2009/<br>2010          | 2010/<br>2011 | 2011/<br>2012 | 2009/<br>2010 | 2010/<br>2011 | 2011/<br>2012 |
|   | 30                     | 31            | 29            | 17                     | 21            | 19            | 7             | 7             | 6             |

Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (\*\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.



## INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

|                                      |                              |
|--------------------------------------|------------------------------|
| <b>School:</b> King's Park Secondary | <b>Id No.:</b> 260 - 8435138 |
|--------------------------------------|------------------------------|

### *Minimising Overall Absence*

|                | Absence recorded<br>(2010/2011)<br>Average number of<br>half days absence<br>per pupil | Absence recorded<br>(2011/2012)<br>Average number of<br>half days absence<br>per pupil |
|----------------|--|--|
| <b>Absence</b> | **   | **   |

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

### ***For Information:***

|   |  |
|---|--|
| Scottish Credit and Qualifications Framework (SCQF) levels: |  |
| Level 7   | CSYS at A-C; Advanced Higher at A-C          |
| Level 6   | Higher at A-C                                |
| Level 5   | Intermediate 2 at A-C; Standard Grade at 1-2 |
| Level 4   | Intermediate 1 at A-C; Standard Grade at 3-4 |
| Level 3   | Access 3 Cluster; Standard Grade at 5-6      |



