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Welcome from the Head Teacher



Dear Parents

Welcome to the Castlehead High School Handbook for 2023. We hope that the information we have provided in the handbook is helpful, informative and gives you all the information required about our school, particularly if this is your first involvement with us. Every day we support each pupil in our school community to maximise their potential. Castlehead High School is a truly inclusive school that is committed to meeting the needs of all young people in its community. Our pupils play a key role in their learning within class, across the wider school and within our local community. Strong partnership working is a key focus for our school, and this is enhanced by our pupil's involvement in many events, experiences and activities across the whole school and surrounding community.

At Castlehead High School we have a reactive evolving curriculum that stimulates and motivates our pupils to be successful in their chosen pathway. We at Castlehead High School place the pupil at the heart of any decision making to ensure that their needs are met and that their personal development is a priority. Our current core values of: Confidence, Positivity, Resilience, Success, Honesty, Learning and Respect support every part of the experience in Castlehead High School and allow pupils to develop key skills across all areas of the curriculum. We are currently in the process of reviewing our school vision and values. Our school motto of: Work Hard, Be Kind drives every lesson, interaction and conversation within the school and supports our ambition for every pupil that attends.

The ethos of Castlehead High School is of high expectations for all our learners and encourages every pupil to be the best they can be every day.

Many of our young people move onto a variety of University and Higher Education opportunities whilst others establish themselves in a range of employment pathways across Renfrewshire and beyond.

This handbook will help provide an overview of life in Castlehead High School; however, as part of the supportive environment in which learning and teaching takes place, we aim to work closely in partnership with parents and carers. Strong communication is very important to us. Therefore, if you have any questions not answered by this handbook, you are very welcome to contact the school on 0300 300 1300. Finally, I hope you find this that this handbook provides an idea of the life at Castlehead High School and the many opportunities that our pupils have.

Yours sincerely,

Gordon Menzies

Head Teacher



School Aims

"Young people enjoy learning at school. They have very positive relationships with their teachers and feel that they are strongly encouraged to do as well as they can."

Castlehead High School is a non-denominational school situated near the centre of Paisley, which serves the West End of Paisley, Elderslie and Ferguslie Park. The school roll for session 2021/22 is estimated to be 761.

The school is School of Creativity in partnership with Glasgow School of Art.

We have a full set of aims, expectations and core values which were agreed by learners, parents and staff through consultation this session 2022-23. This set of agreed views provides the foundation for the ethos, work and practice of the school and underpin all our actions.

What we want for your child:

- We want your child to be confident, articulate, positive, and optimistic.
- We want them to attain and gain the highest possible qualifications.
- We want to give them the opportunity to grow and developing a safe, happy, respectful environment.
- We want them to have dreams, aspirations and ambition for the future.
- We want them to achieve across a range of sports, creative, cultural and social activities. .

Our vision is to support every pupil to be the best they can be:

Our aim is to ensure that every pupil in Castlehead High School has the right skills, the right attitude and the right qualifications that will allow them to succeed and move to a positive destination.

Our Values

A strong community has shared vision and values.

Our school values are **respect, honesty, learning, success, positivity, resilience, and confidence – the magnificent 7**

We all want great learning that delivers the right qualifications, the right skills and the right attitudes which lead to success for every pupil.

The building blocks of this success are

- Being confident and believing in your self
- Having a positive attitude about what you can achieve and the type of person you can become.
- Being resilient and not giving up
- Being honest

And the value that underpins and grounds all these others is Respect - respect for yourself, your family, your school community and for other people

We want every pupil to be proud of themselves and proud of their school community and you can be assured of our absolute commitment to making this happen.

Our Core Values

- Resilience
- Honesty
- Positivity
- Confidence
- Learning
- Success
- Respect



Service Pledges

Standards and expectations

We will:

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

Pupils will have opportunities for:

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

You can also expect us to:

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

How can you help?

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

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

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

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

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

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

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

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

About Our School

School staff

Senior Leadership Team

Gordon Menzies - HT

While the Headteacher has responsibility for the management of the school, various duties and responsibilities are allocated to each member of the Senior Management Team.

Depute Heads oversee house groups. Each S.L.T. member also carries a whole school remit with responsibility for such areas as Attainment, Curriculum, Learning and Teaching and Pupil Support.



Ms Whitnall is currently the DHT for Camphill House group.



Mr Anderson is currently the DHT for Oakshaw House group.



Mr Dunlop is currently the DHT for Senior Pupils.



Ms Wilson is currently the DHT for Maxwellton House group.



Mr J Ross is the Education
Support Manager



Pastoral Support Team

Andrea Abercrombie
Senior Pupil House



Clare Duggan
Camphill House



Julie Campbell
Camphill House



Pamela Stewart
Oakshaw House



Gemma MacFarlane
Maxwellton House



Caitie Donnachie
Principal Teacher of
Support for Learning



Teachers

English		Base	
Mrs T Houston	PT	Miss J McIlwaine	PT
Mr C Anderson		Mr S McGeoch	
Miss S Hughes		Mrs J Bremner	
Mrs J Liston			
Miss C Anderson		Humanities	
Miss L O'Neill		Mrs N Aitken	PT
Miss A O'Sullivan		Mrs S Reilly	PT
		Miss G McFarlane	PTG
Learning Support		Miss S McCulloch	
Miss C Donnachie	PT	Mrs H Marshall	
Mrs Ballantyne		Mr Paton	
		Miss Dalglish	
		Miss J Heron	
Maths		Miss A Costello	
Mrs J Caldwell	PT		
Mr S Edgar		Modern Languages	
Mr G Macdonald		Rebecca Peat	
Mr S McNair			
Mrs V Adam		Physical Education	
Miss K Gallacher		Mr S McLean	PT
Mr A Paterson		Mrs C Toole	
		Mr D Johnston	
Music + Home Economics		Technical + Art	
Mrs F Johnstone	PT	Mr D Anderson	PT
Mr D Dunlop	DHT	Mr S Inglis	
Mr A Boak		Mr L Haughey	
Miss R Taylor		Miss C Niblock	

Miss H Dardis		Mrs K McGeoch	
Mrs G Whitnall	DHT	Mrs G Fraser	
Mr A Simpson		Mrs E Lang	
Miss E Steedman		Mr P Quinn	
Science + ICT		Transition Teacher	
Mrs R Doherty	PT	Mrs Rachel Fulton	
Mrs McCarte	PT		
Mr D Hardie			
Mrs C Duggan	PTG		
Dr M Anderson			
Miss J Campbell	PTG		
Miss S Lyall			
Miss E Kerr			
Mrs A Abercrombie	PTG		
MS McNally			
Mrs M McCabe			

Support Staff

Administration		Classroom Assistants / ASNA	
Mr J Ross	Education Support Manager	Mrs M Halligan	CA
Mrs C Harwood	Team Leader	Mrs A Hannam	CA
Mrs G McKenna	Admin Assistant		
Mrs L Watson	Clerical Assistant		
Mrs A Slaven	Clerical Assistant	Miss S Morton	ASNA
Mrs C Murphy	Clerical Assistant	Mrs F Cavanagh	ASNA
Mrs E Rodgers	Clerical Assistant	Mrs A Alcroft	ASNA
		Mrs S McDowall	ASNA
Mrs K Meekin	Inclusion Support Assistant	Mrs N O'Rourke	ASNA
		Mrs S Taylor	ASNA
Mrs M Zenuwah	Keyworker (Base)	Ms H Nisbett	ASNA
Mrs V Lawler	Keyworker (Base)	Mrs A Dingwall	ASNA
Mrs G McFarlane	Keyworker (LS)		
Librarian	Home Link	Technicians	Transition
Mrs C Helmsworth	Mrs L Brewster	Mr T Montgomery	
	Ms S McNeil	Mrs J Downie	



School information

Castlehead High School, Camphill, Canal Street, Paisley, PA1 2HL

Telephone number: 0300 300 1300

Email address: castleheadhighenquiries@renfrewshire.gov.uk

Website: www.castleheadhigh.com

Our site is a resource for visitors, parents / carers, staff and pupils. It celebrates pupil success and provides a comprehensive series of links to universities, colleges, career paths and many other useful resources.

Facebook [Castlehead HS](#)

Parent Council contact details

The Parent Council can be contacted by e-mailing:
parentcouncil@castlehead.renfrewshire.sch.uk

School roll (anticipated August 2024)

	S1	S2	S3	S4	S5	S6	TOTAL
Boys	72	73	82	85	79	49	440
Girls	68	57	59	54	73	45	356
	140	130	141	139	152	94	796

School day

The school has long and short days. The long days being Monday, Tuesday and Thursday. The timetable for all days is detailed below:

Monday. Tuesday and Thursday

Period 1	08.50 - 09.40
Period 2	09.40 - 10.30
Interval	10.30 - 10.45
Period 3	10.45 - 11.35
Period 4	11.35 - 12.25
Period 5	12.25 - 13.15
Lunch	13.15 - 14.00
Period 6	14.00 - 14.50
Period 7	14.50 - 15.40

Wednesday and Friday

Period 1	08.50 - 09.40
Period 2	09.40 - 10.30
Interval	10.30 - 10.45
Period 3	10.45 - 11.35
Period 4	11.35 - 12.25
Lunch	12.25 - 13.10
Period 5	13.10 - 14.00
Period 6	14.00 - 14.50

Secondary School Handbook 2023-24

School year

First Term	Return date for Teachers	Monday 14 August 2023 (IS)
	In-service Day	Tuesday 15 August 2023 (IS)
	Schools re-open	Wednesday 16 August 2023
	September Weekend	Friday 22 September 2023 and Monday 25 September 2023 (inclusive)
	Schools re-open	Tuesday 26 September 2023
	October holiday (schools closed)	Monday 16 October 2023 to Friday 20 October 2023 (inclusive)
	Return date for Teachers	Monday 23 October 2023 (IS)
	Schools re-open	Tuesday 24 October 2023
	St Andrew's Day	Thursday 30 November 2023
	Schools re-open	Friday 01 December 2023
	Last day of session	24 December 2023
	Christmas / New Year Schools closed	Monday 27 December 2023 to Friday 05 January 2024 (inclusive)
Second Term	Schools re-open	Monday 08 January 2024
	Mid-term break	Monday 12 February 2024 to Tuesday 13 February 2024 (inclusive)
	Return date for Teachers	Wednesday 14 February 2024 (IS)
	Schools re-open	Thursday 15 February 2024
	Spring Holiday Schools closed	Friday 29 March 2024 to Friday 12 April 2024 (inclusive)
Third Term	Schools re-open	Monday 15 April 2024
	In-Service Day	Thursday 02 May 2024 (is)
	May Day	Monday 06 May 2024
	Local Holiday(Schools closed)	Friday 24 May 2024
	Local holiday (schools closed)	Monday 27 May 2024
	Schools re-open	Tuesday 28 May 2024
	Last day of session	Thursday 27 June 2024

Teachers return Wednesday 14 August 2024

School in-service days

Monday 14 August 2023

Tuesday 15 August 2023

Monday 23 October 2023

Wednesday 14 February 2024

Thursday 02 May 2024

School dress

Our dress code in Castlehead reflects aspiring, hard -working young people. It is important for every pupil that this is the message we send to prospective employers and the wider community.

Our uniform is:



- **White shirt and school tie**
- **Black jumper**
- **Smart black trousers / black skirt**
- **black shoes / black trainers**

We are committed to working with pupils to ensure that every pupil displays the high standard we are aiming for.

For PE, the uniform is blue t-shirt and black shorts. Items for the PE uniform can be bought from the school via ParentPay, and the pupil can collect the items from the PE department.

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

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

- clothes which are a health or safety risk
- clothes which may damage the school building
- clothes which may provoke other pupils

- clothes which are offensive or indecent; and
- clothes which encourage the use of alcohol or tobacco, or other inappropriate substances.

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

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

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

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

Information and application forms for free school meals are available from schools, registration offices and customer service centres or download a form from the council's website:

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

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

Registration and enrolment

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

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

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

www.renfrewshire.gov.uk

Induction procedures for pupils starting school and their parents

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

Associated primary schools

Glencoats Primary School
Falcon Crescent
Paisley
PA3 1NS

Headteacher: Mrs Carol McCormick
Tel. No. 0300 300 0155
<http://www.glencoats.renfrewshire.sch.uk>

Wallace Primary School
Greenhill Crescent
Elderslie
PA5 9AW

Headteacher: Mrs Susan Dalrymple
Tel. No. 0300 300 0194
<http://www.west.renfrewshire.sch.uk>

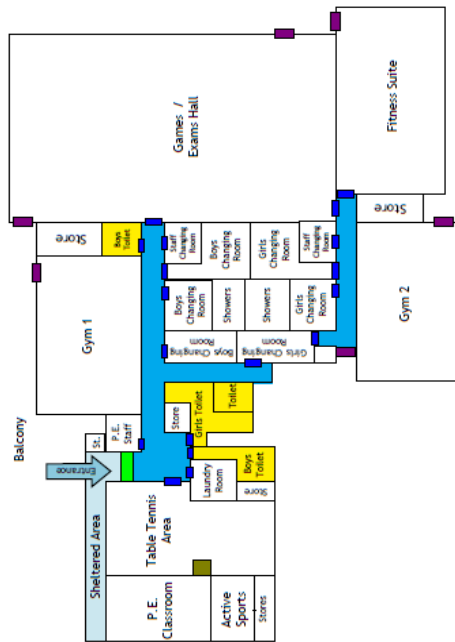
West Primary School
Newton Street
Paisley
PA1 2RL

Headteacher: Mrs Lynne McGinn
Tel. No. 0300 300 0177
<http://www.west.renfrewshire.sch.uk>

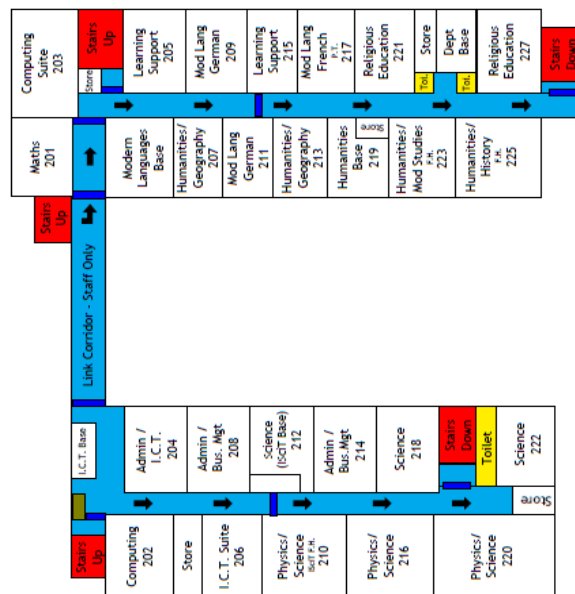
DEPARTMENT POSITIONS

SUBJECT	LOCATION OF ROOMS
ADMIN AND IT	2ND FLOOR - EVEN NUMBERS
ART / CREATIVE INDUSTRIES	3RD FLOOR - EVEN NUMBERS
BIOLOGY	1ST / 2ND FLOOR - EVEN NUMS
BUSINESS MANAGEMENT	2ND FLOOR - EVEN NUMBERS
CHEMISTRY	1ST FLOOR - EVEN NUMBERS
CLASSICAL STUDIES	2ND FLOOR - ODD NUMBERS
COMPUTING SCIENCE	2ND FLOOR - EVEN NUMBERS
CONSTRUCTION CRAFTS	GROUND FLOOR - TECH BLOCK
CYCLE MAINTENANCE	GROUND FLOOR - TECH BLOCK
DESIGN AND MANUFACTURE	GROUND FLOOR - TECH BLOCK
EARLY ED AND CHILD CARE	3RD FLOOR - EVEN NUMBERS
ENVIRONMENTAL SCIENCE	2ND FLOOR - EVEN NUMBERS
ENGLISH	1ST FLOOR - ODD NUMBERS
FRENCH	2ND FLOOR - ODD NUMBERS

SUBJECT	LOCATION OF ROOMS
GEOGRAPHY	2ND FLOOR - ODD NUMBERS
GERMAN	2ND FLOOR - ODD NUMBERS
GRAPHIC COMMUNICATION	GROUND FLOOR - TECH BLOCK
HISTORY	2ND FLOOR - ODD NUMBERS
HOSPITALITY	3RD FLOOR - EVEN NUMBERS
MATHEMATICS	1ST / 2ND FLOOR - ODD NUMS
MODERN STUDIES	2ND FLOOR - ODD NUMBERS
MUSIC / MUSIC TECH	GROUND FLOOR - MUSIC BLOCK
PHYSICAL EDUCATION	LOWER GROUND FLOOR
PHYSICS	2ND FLOOR - EVEN NUMBERS
PRACTICAL METALWORKING	GROUND FLOOR - TECH BLOCK
PRACTICAL WOODWORKING	GROUND FLOOR - TECH BLOCK
RELIGIOUS MORAL AND PHIL	2ND FLOOR - ODD NUMBERS
SPORT AND RECREATION	LOWER GROUND FLOOR



Even numbered rooms



Odd numbered rooms



LOWER GROUND FLOOR PHYSICAL EDUCATION

Key

Colour	Feature
Blue	Corridors/Halls
Green	External doors
Yellow	Stairwells
Red	Pupil Toilets
Light Blue	Shower
Light Green	Lifts
Light Purple	Emergency exits
Light Blue	Internal doors
Light Green	Rooms / Workshops etc



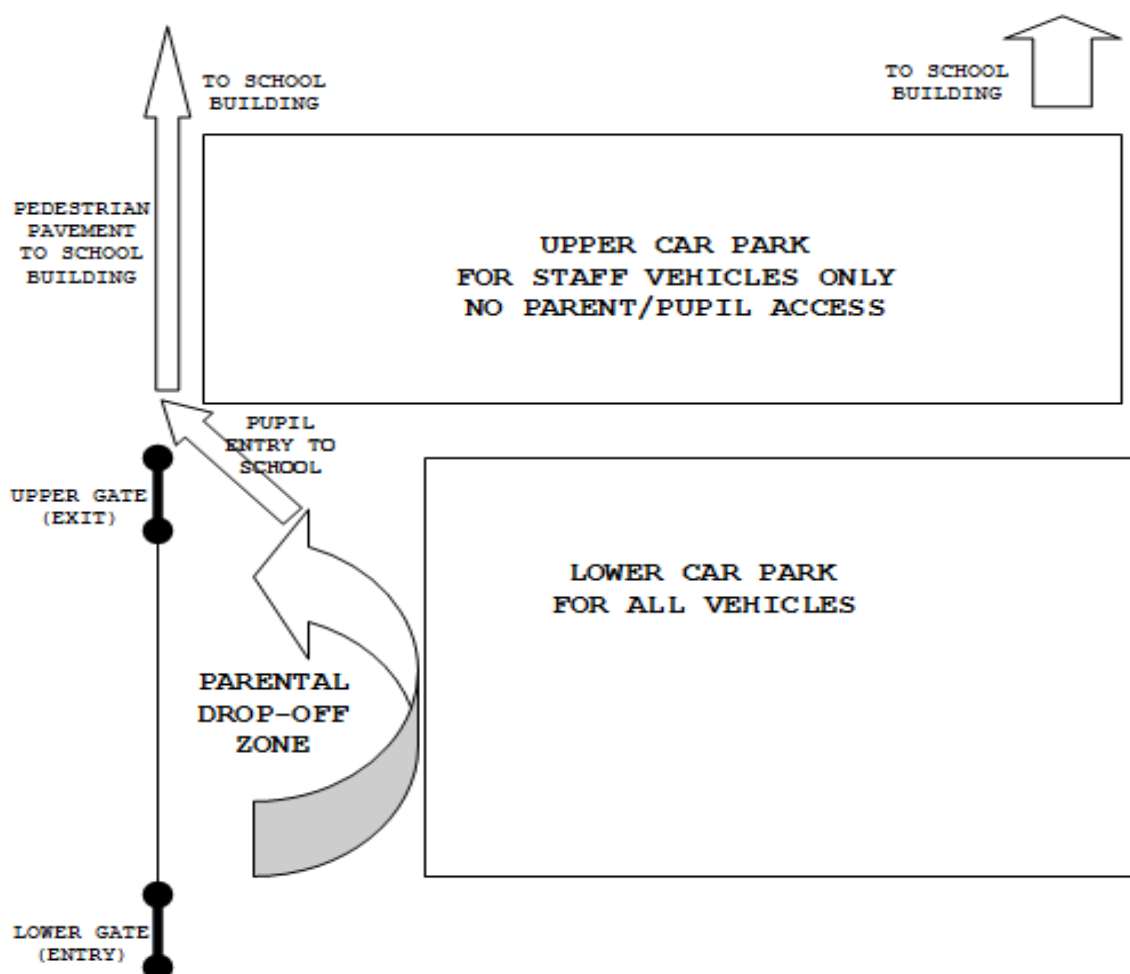
SECOND FLOOR MAIN BUILDING

THIRD FLOOR MAIN BUILDING

Car parking

The school has visitor parking spaces and two disabled parking space(s) available for visitors with disabilities.

The school can be very busy in the morning, particularly the car park. In order to ensure a smooth flow of traffic can I ask that if you are dropping off your child that you do so at the drop zone rather than higher car park. This will allow a much better flow of traffic and reduce the time taken to get in and out the school.



Care and Welfare

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

School security

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

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Attendance at school is recorded every period of each day.

Please let the school know by letter or phone if your child is likely to be absent for some time and provide your child with a note on his or her return to school, confirming the reason for absence. If there is no explanation provided from a child's parents, the absence will be regarded as unauthorised.

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

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

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

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

Bullying

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

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

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

Child protection

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

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

Mobile phones

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

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones must be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones must be deleted from phones on their return.
- Children's Services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy, there will be consequences in line with the school's positive behaviour/discipline policy.

- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- Smartphones introduce additional challenges for schools and parents. Pupils and parents should be aware that this also leaves pupils open to dangers such as cyberbullying, grooming and access to inappropriate material. Parents are encouraged to read the anti-bullying policy for further guidance.
- Staff should not delete photographs or recordings from confiscated mobile phones.
- When staff confiscate mobile phones or other devices, they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

Legal Aspects

- There are a number of aspects of the law which may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing in character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.
- In situations which are so serious that a school might contact the police, it is for the police, and not the school, to consider what, if any, criminal offence may apply.

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

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

School meals

Castlehead operates a cashless catering system via ParentPay. This can be accessed through the MyScotGov portal on the Renfrewshire Council website. Payment is made on-line and pupils can use their personal identification number (PIN) to pay for meals.

There is a 3 weekly rotating menu and details can be found on the Renfrewshire Council website.

Children of parents receiving certain benefits are entitled to a free midday meal.

Information and application forms for free school meals are available from schools, registration offices, customer service centres or by downloading from the council's website: <http://www.renfrewshire.gov.uk/article/2303/School-meals>

School transport

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

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

Pickup points

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

Pick up & drop off points		Boarding time		Alighting time	
		Preferred time	Acceptable time	Preferred time	Acceptable time
1	Dunvegan Ave @ Glamis Ave	8.25	8.20-8.30	16.05	16.00-16.10
2	Douglas Ave @ Cyprus Ave	8.27	8.22-8.32	16.03	15.58-16.08
3	Main Rd opposite. Barclay Ave	8.30	8.25-8.35	16.00	15.55-16.05
4	Main Rd opposite Park Ave	8.31	8.26-8.36	15.59	15.54-16.04
5	Main Rd opposite Stoddart Sq.	8.32	8.27-8.37	15.58	15.53-16.03
6	Main Rd opposite Thistle House	8.33	8.28-8.36	15.57	15.52-16.02

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

Placing requests

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

Assisted support needs

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

Pupils leaving school premises at breaks

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

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

Education Maintenance Allowance (EMA)

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

Entitlement to an EMA is based on an assessment of household income. The income thresholds for the EMA programme academic year 2021/22 are as follows:

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

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

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

Information is also available on Renfrewshire Council's website: www.renfrewshire.gov.uk

Part time employment

Pupils under school leaving age who want to work before or after school or at the weekend, need to hold a work permit. Pupils can get application forms from the

school. Forms must be completed by employers, parents and the head teacher and returned to the school. Permitted working hours during term time are 2 hours per school day, 2 hours on a Sunday and 8 hours (over 15 years of age) or 5 Hours (under 15 years of age) for any other day (i.e. Saturday). Out with term time, the maximum total working hours in a week are 25 hours for those under 15 years of age and 35 hours for those over 15 years.

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

Equalities

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

School education is open to all pupils and all reasonable measures will be taken to make sure that the curriculum is available to every child. The Equality Act 2010 introduced a new public sector general equality duty which requires Scottish public authorities to pay 'due regard' to the need to:

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

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

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

Medical and health care

Parents should notify the school of any medical requirements or allergies that their child may have. Wherever possible, where a child requires medication, it is better if this is provided outside of school hours. In cases where it is necessary that the child receives medication during school hours, parents should contact the school to make

appropriate arrangements. School staff are under no obligation to give medicines to pupils and staff will advise parents of local arrangements. Where appropriate, schools will support parents in helping children and young people learn the life skills which allow them to manage their own healthcare needs.

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

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

Religious observance

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

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

Promoting Positive and Nurturing Relationships

Effective classroom management is critical to ensuring high quality learning and teaching takes place. Classroom teachers should encourage, inspire and motivate learners. Inevitably there will be circumstances where teachers will deal with distressed behaviour from learners. In Castlehead High School, we believe that classroom teachers should take ownership of the learning and behaviour in their classroom and make all efforts to support learners to maximise their learning and manage distressed behaviour in a restorative way.

Our current system is when a pupil fails to meet the high expectations set by staff for behaviour, effort or homework, the class teacher employs a range of strategies to engage the learner, with a focus on **de-escalate**, **distract** and **divert**. A "demerit" will be issued by the class teacher when there is no improvement. Demerits are reviewed as part of the House Team meetings and appropriate action is taken.

However, all stakeholders are currently being consulted on a refresh of the Relationships Policy to reflect the context of our school and this can be viewed on our website in the new term.

Pupil Support

At Castlehead High School, we believe that education should provide every child and young person with opportunities to:

- * Understand and improve their wellbeing
 - * Review their learning and plan next steps
 - * Access learning activities which meet their needs
 - * Plan for opportunities for achievement
 - * Prepare for changes, choices and transitions,
- with support through these processes

Entitlement to support

'Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.'

Building the Curriculum 3

The Pupil Support structure in Castlehead High School is **VERTICAL** for S1-S4 and **HORIZONTAL** for S5-S6. There are three house groups: Camphill, Maxwellton and Oakshaw.

When a pupil enters Castlehead High School, they are placed into a House group and as such become allocated to the caseload of a pupil support teacher. Siblings are kept in the same house until end of S4, when pupils transfer to the care of the Seniors House team who will provide a bespoke experience which focusses on developing the young workforce and positive destination planning.

<u>Maxwellton</u> Ms Wilson(DHT) Mrs McFarlane	<u>Oakshaw</u> Mr Anderson(DHT) Mrs Stewart	<u>Camphill</u> Ms Whitnall(DHT) Mrs Duggan/Mrs Campbell
S5/6 – Mr Dunlop(DHT) Mrs Abercrombie		

House Teams meet every week to review data about our young people's attendance, time-keeping and behaviour statistics. There are numerous interventions at this level which are considered as early intervention to support identified pupils.

Support for Learning

Close links should be maintained between SfL and the Pupil Support Team. The exchange of information is vital to ensure ALL pupils receive the support they are entitled to.

Pupils with additional support needs are closely monitored and reviewed as part of our obligations under the *Education (Additional Support for Learning) (Scotland) Act 2004*, and associated code of practice:



- There is an overview of needs and strategies of each pupil for class teachers which is regularly reviewed
- Each pupil with an identified support need has a support plan with SMART targets, created in partnership with the learner and their parent/carer
- TAC meetings review the plan at least three times a year
- Resource allocation is equitable and its efficacy is evaluated regularly

To facilitate and strengthen links, the following arrangements are maintained:

- The Pupil Support Coordinator has overall responsibility for Support for Pupils – this embraces both Pupil Support and SfL. The Pupil Support Coordinator is the line manager for all PT Pupil Support and PT Support for Learning
- The PT Support for Learning attends the EST meetings
- The PT Support for Learning will ensure that pupils with ASN receive the appropriate level of support for SQA exams.
- The PT Support for Learning makes visits to our cluster primary schools and attends TAC meetings in those schools for pupils in P7.
- The PT Support for Learning deploys the classroom assistants and ASNAs to give the maximum support to pupils requiring it.

Monitoring and Evaluating

All Principal Teachers of Pupil Support and the Principal Teacher of Support for Learning are expected to fully engage with the Quality Assurance processes of Castlehead High School. In addition, it is expected that pupil feedback is the most important evidence we can use when evaluating every aspect of our work, whether that is our PSE courses, the support our learners receive for their wellbeing, or their learning or both, and their overall experience within Castlehead High School.

The Extended Support Team

Remit

The remit of the EST is to assist in fulfilling the school's support policy for pupils with barriers to their learning, including social, emotional and/or behavioural needs. In keeping with national and council policies, the EST has a central role within Castlehead High School with regard to inclusion, attendance, better behaviour/better learning and ASN legislation.

Core Membership

Pupil Support Coordinator (Chair)
PT (Pastoral) as appropriate
DHT (as appropriate)
PT (SFL)
Home Link Team
Educational Psychologist

Timings

For each House group, the meetings are held once every fortnight. In addition to this each Principal Teacher of Pupil Support meets with their House Depute weekly. Agendas for the EST meeting are issued in advance; minutes are taken and saved to the young person's Child's Plan in the House Child's Plans and Paperwork folder in Staff: Guidance folder.

Criteria for referral

Referral is normally made by the appropriate Pastoral Care teacher in consultation with their House Depute. The broad criteria for referral are:

- a pupil who shows clear difficulty in settling into school – this may be especially evident among the new S1
- sudden deterioration in attitude or work
- concerns over emotional well-being
- where other strategies and interventions have failed to affect improvement
- where a pupil is deemed to be at risk of exclusion or has been excluded on a number of occasions
- continuing poor attendance

The Home Link Service

Linda Brewster (Home Link Worker) and Susanne McNeil (Home Link Assistant) are both based in Castlehead High School. Both attend the EST meetings. They work in partnership with Pupil Support and Learning Support and are very much integrated within the Extended Support Framework within Castlehead High School.

Daily, they update as appropriate the Pupil Support Coordinator, appropriate House DHT and other members of the pupil support team. They liaise regularly with outside agencies such as Social Work and Health. Home visits are carried out as required.

Where parental home access cannot be gained, contact is made via other available methods and meetings are held within the school and in the community.

Curriculum Matters

School curriculum

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

The National Improvement Framework updated in 2021 sets out activity the Scottish Government and partners will take to drive improvement for children and young people.

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

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

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

Curriculum for Excellence -

Broad General Education (S1-3) - Curriculum areas and subjects

The curriculum areas are the organisers for setting out the experiences and outcomes. The curriculum is organised into eight curriculum areas. These are:

Health & Wellbeing	Sciences
Languages	Mathematics
Social Studies	Expressive Arts
Technologies	Religious & Moral Education
Inter-disciplinary learning	

The curriculum includes space and opportunity for learning beyond and across subject boundaries.

In recognition of the need for more subject specialist input into learning as pupils progress towards the senior phase (S4-6), pupils will be able to make subject choices at the end of S2 as indicated in our curriculum model on the school website. In S3, pupils will be able to consider whether, and to what extent, they will continue to deepen their knowledge and interest in particular subjects into qualifications, and at

what levels. This will be informed by areas of the curriculum they enjoy, their ambitions for future study and employment, and by where they currently are on their learning pathway. In Castlehead High School pupils also have the entitlement to follow wider achievement courses in Personal Development and Employability. S3-S6 pupils also can undertake the Duke of Edinburgh Award at Bronze, Silver and Gold levels.

The broad general education will include:

- Experiences and outcomes, across all the curriculum areas, up to and including the third level by the end of second year.
- Personalisation and choice during S1-S3, which include choices made in approaches to learning within the classroom and specialism within curricular areas.
- Recognition of their progress and achievements at the end of S3. Each pupil in addition to a report will produce a Pupil Profile.
- Opportunities for developing skills for learning, life and work, with a continued focus on literacy, numeracy and health and wellbeing.

There are four levels which are organised as below:

Early level	Pre-school – P1
First level	P2 – P4
Second level	P5 – P7
Third and fourth level	S1 – S3

It is important to note that your child may be working at different levels across the curricular areas.

The Senior Phase (S4-S6)

Renfrewshire has developed a curriculum model for senior phase which aims to provide all pupils whatever their individual needs and abilities with:

- An experience which builds on their learning in S1 to S3, providing opportunities for all pupils to experience success and thrive.
- A broad preparation for adult life, whether their own next stage is further/higher education or employment or volunteering, and for participation in wider society.
- Opportunities to develop and expand their own interests, aptitudes and abilities.
- Opportunities to progress within their chosen pathway
- Opportunities for a range of personal and wider achievements, both in and out of school.

- Recognition of achievement, both attainment of qualifications and wider achievement.
- Continued emphasis on literacy, numeracy, health and wellbeing and the development of a wide range of skills for life and skills for work.

Progression to the senior phase in fourth year will be supported by a senior phase progression programme in April of S3 wherein pupils will identify the seven subjects that they will continue to study in S4. Pupils will be supported in making these choices by their Pupil Support Teacher.

All seven subjects studied will be allocated 4 periods per week in S4. Pupils will be expected to study English and Maths courses as a compulsory element of their S4 curriculum. In Castlehead, in addition to the seven subjects studied pupils will be presented for a SQA Personal Development Award at either National 4 or National 5 level and the SCQF level 4 Employability Award.

In March of S4-5 pupils will be asked to choose the subjects/course they would like to specialise in further. Pupils will be supported by their Pupil Support Teacher to choose from an offering of SCQF courses at level 5-7 including National 5, Higher and Advanced Higher. Pupils in S5 will study 5 subjects/courses, each subject/course being allocated 6 periods per week. Pupils in S6 are required to follow a minimum of 4 subjects/courses. In addition to the extensive range of courses that we offer in Castlehead High School, pupils in S5-6 can also choose subjects from West College Scotland and through Renfrewshire consortium arrangements. The range of subjects/courses that we offer in Castlehead changes from session to session to ensure that we are offering a curriculum that meets the needs of all learners. Our most recent [senior phase curriculum offering](#) can be viewed on our school website.

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

Ethos and Life of the School

The foundation for learning is a positive ethos and climate of respect and trust based upon shared values across the school community. Our Core Values are Confidence, Positivity, Resilience, Success, Honesty, Learning and Respect

Opportunities for personal achievement

Pupils have opportunities for achievements in both the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience, and confidence.



Assessment and Reporting

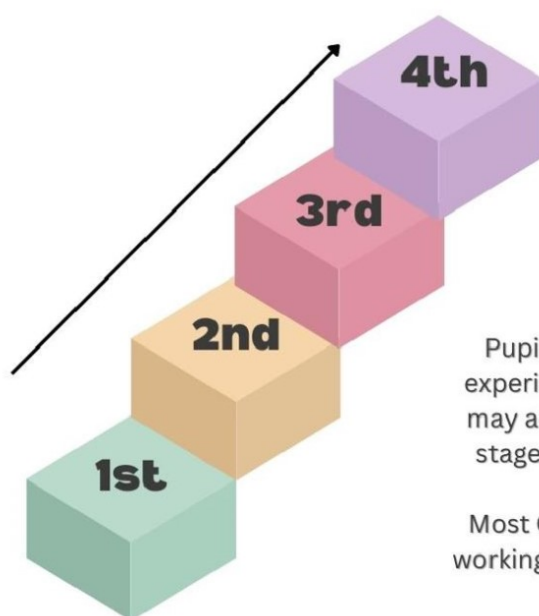
Pupils in S1 and S2 are assessed by means of continuous assessment and in this way the pupils' progress is carefully monitored throughout the session. A full written report and an interim report are issued each session. These reports give levels within the Broad General Education which each young person is working at and ratings on Effort/Behaviour Homework.

S1-S3

The Broad General Education (BGE)



In the BGE, our pupils cover the experiences and outcomes across 4 different levels.

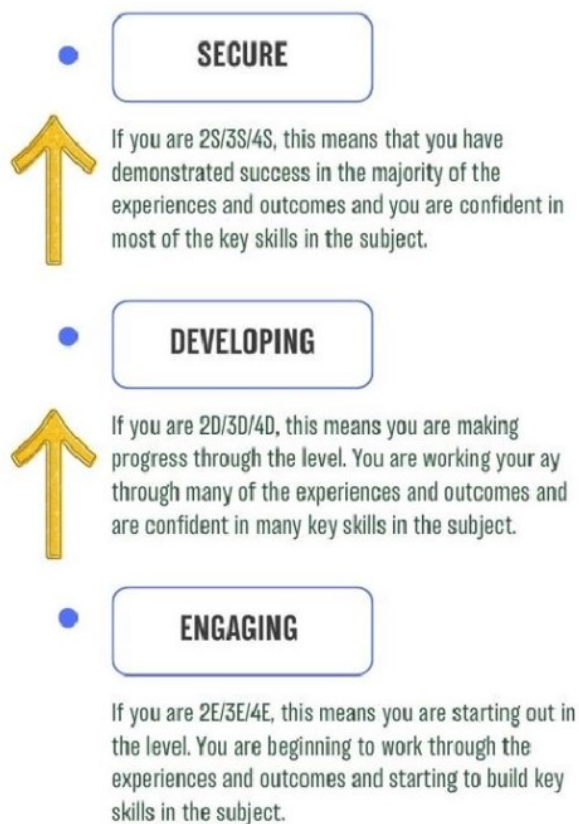


Pupils will work through the experiences and outcomes and may achieve levels at different stages in their school career.

Most Castlehead pupils will be working their way through level 3 or 4.

During the Broad General Education (S1-S3) pupils continue to work through Curriculum for Excellence levels. Within each CFE level, here are 3 ratings for progress.

We use three different markers within a level to allow our learners to quickly establish their progress.



Assessment is an integral part of learning and teaching. It helps provide a picture of the learner's progress and achievements and identifies the next steps in learning. Assessment includes supporting learning, learner engagement and ensuring appropriate support.

Tracking learners' progress

Information regarding learners' progress is gathered through planned assessments and this information is recorded. This allows teachers to have a clear picture of how learners are progressing. It will also allow teachers to identify next steps in learning and inform reporting on progress and achievement.

Reporting

Regular reports to parents provide clear, positive and constructive information about their child's learning and progress, reflecting on what has been achieved against standards and expectations.

Summary of the school improvement plan

Strategic actions

- **Improvement Priority 1** – Improve Health and Wellbeing outcomes for our young people.
- **Improvement Priority 2** – Develop effective use of data information for increased levels of attainment and achievement
- **Improvement Priority 3** – Improving high quality learning and teaching

What we will do collectively		
Priority One	Priority Two	Priority Three
Improving Health and Wellbeing	Improving Attainment and Achievement	Improving Learning and Teaching
Improve our focus on attendance including reviewing policy and practice.	We will review the vision and purpose of our Curriculum with everyone.	We will work collaboratively to provide high quality learning experiences and feedback which informs next steps in learning.
We will review our Positive Relationship Policy to embed Renfrewshire Nurturing Relationship Approaches.	As part of our curriculum review, we will ensure our policies and processes for options and career planning support progression and planning for next steps.	
We will work together to achieve the Silver Rights Respecting School Award.	All curricular areas will work towards ensuring conditions are right for our young people to be successful.	
We will offer improved opportunities for our young people to participate fully in the life of school.	We will work collectively to ensure our young people achieve at an appropriate level for Numeracy and Literacy.	
We will use the CIRCLE Framework to improve learner's experience in the classroom.	Our transition work will include working with our primary colleagues to share a common language for reporting progress within the Broad General Education	

The Scottish Attainment Challenge

Attainment Challenge and Pupil Equity Funding (PEF)

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

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

Getting it Right for Every Child (GIRFEC)

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

All education staff have a statutory responsibility to promote and support the wellbeing of children and young people in their care. There are 8 wellbeing indicators and you can find out more about these here:

<https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>

Additional Support for Learning

Getting it Right for Children and Young People in Renfrewshire

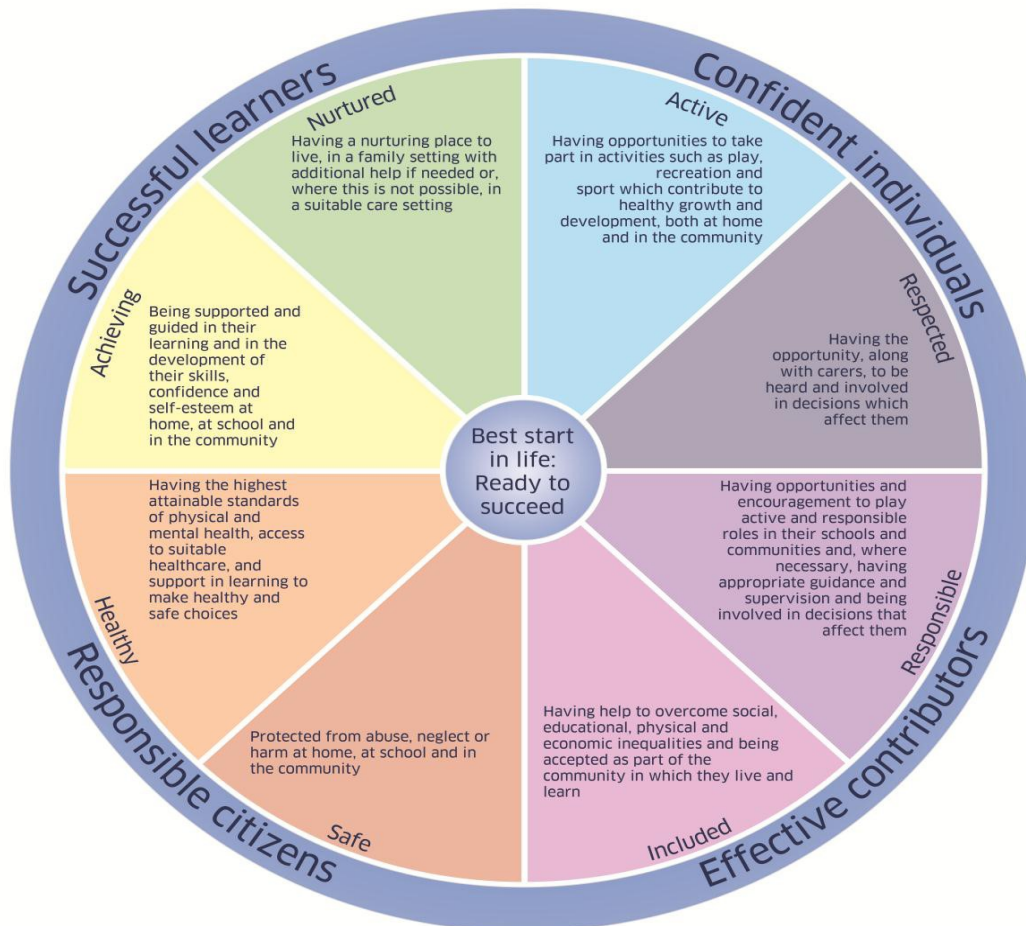
We want all our children and young people to be fully supported as they grow and develop. There are 8 areas of wellbeing which they need to progress to do well now and in the future.

Children's wellbeing is important at every stage of childhood. Every child needs to be **healthy, achieving, nurtured, active, respected and responsible, and, above all, safe**. These are the eight indicators of wellbeing (SHANARRI) which are set within the "for capacities" which are at the heart of the Curriculum for Excellence.

For Children, young people and their families, the GIRFEC approach will mean:

- They will feel confident about the help they are getting
- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood

- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experience a more streamlined and co-ordinated response from practitioners



Inclusion

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

Support

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

Universal support

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

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

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

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

Targeted support

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

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

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

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

Independent sources of information and advice nationally include –

Enquire – the Scottish advice service for additional support for learning

Telephone – 0845 123 2303

E mail – info@enquire.org.uk

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

Telephone – 07955 788967

Email – resolve@childreninscotland.org.uk

Educational Psychology Service

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

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

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

Health and Wellbeing Education

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

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

Health and Wellbeing in schools covers:

- mental, emotional, social and physical wellbeing

- planning for choices and changes
- physical education, physical activity and sport
- food and health
- substance misuse
- relationships, sexual health and parenthood

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

Specialist Support Service – teachers teaching in more than one school

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

The teams support the additional needs of:

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

Homework

Homework is an integral part of learning and teaching. It provides children and young people with the opportunity to develop self-reliance, self-discipline, self-confidence and be responsible for their own learning. It also strengthens the link between home and school by supporting parents and carers to share in the learning process.

Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child. It will be issued on a regular basis and will be varied,

meaningful and interesting.

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

Developing the Young Workforce

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

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

The four main areas are:

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

The themes are built around the main areas:

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

Enterprising activities will be organised to reflect the age and interests of our pupils. The range of activities can include:

- Links and partnerships with businesses, colleges, and schools abroad
- Fundraising events organised and run by pupils
- Fairtrade activities
- Joint school and community initiatives; and
- Work experience placements and speakers.

Extra Curricular Activities

A comprehensive physical education programme with a variety of activities in S1 and S2 and a wide range of choice for pupils in S3 – S6.

Cross country	Football	Hockey
Athletics	Volleyball	Netball
Badminton	Tennis	Dance
Basketball	Skiing	Fitness training

- Competitive sports in the evenings and at weekends
- The formation of many extra-curricular clubs and societies
- Education and field study excursions at home and abroad
- Activity events

Over the previous sessions the following trips have been offered to pupils:

- World challenge to Ecuador
- Sport camp in Lanzarote
- Skiing in Alpe d'Huez France
- Art trip to London
- Concert band trip to Belgium
- Modern languages trip to Berlin
- Outdoor weekend in Arran
- Geography field studies

In addition to these activities we have homework club, drama, art, science, lego, impact club, Disney club, computing and many more.

To comply with the Council's rules for safety in outdoor activities, participation in some of these activities will require written parental consent. Parents will be informed whenever this is required.

It is hoped that parents will encourage their children to participate in some of the following activities which take place both within and out-with the normal school day, at weekends and during holidays.



DAY	TIME	ACTIVITY	STAFF	AREA
MONDAY	LUNCHTIME	TABLE TENNIS	MR MCLEAN	TT AREA
	LUNCHTIME	LEGO CLUB	MS HEMSWORTH	LIBRARY
	LUNCHTIME	KNIT AND KNATTER	DR STEWART	ROOM 114
	LUNCHTIME	GAMES CLUB	MRS ADAM	ROOM 107
	LUNCHTIME	MOVIES MONDAYS	MISS O'SULLIVAN	ROOM 117
	AFTERSCHOOL	NETBALL	MRS STEEDMAN MRS STEWART	GAMES HALL
	AFTERSCHOOL	GIRLS FOOTBALL	MR JOHNSTON	ASTRO
TUESDAY	AFTERSCHOOL	S3 GYM FITNESS	MR MCGEOCH	FITNESS SUITE
	LUNCHTIME	BOARD GAMES	MS HEMSWORTH	LIBRARY
	LUNCHTIME	ART CLUB	MR QUINN	ROOM 310
	LUNCHTIME	ICT	MR MUIR	ROOM 208
	LUNCHTIME	SENIORS FITNESS	MR JOHNSTON	FITNESS SUITE
	LUNCHTIME	MENTAL HEALTH DROP IN	MISS DALGLEISH / MISS HERON MRS FULTON	ROOM 206
	AFTERSCHOOL	RUGBY	PAISLEY RUGBY	ASTRO
	AFTERSCHOOL	BASKETBALL	MISS BUTLER	GAMES HALL
	AFTERSCHOOL	S2 GYM FITNESS	MR MCL / MR J	FITNESS SUITE
	AFTERSCHOOL	HOMEWORK CLUB	VARIOUS TEACHERS	LIBRARY

Castlehead High School

Work Hard Be Kind



DAY	TIME	ACTIVITY	STAFF	AREA
WEDNESDAY	LUNCHTIME	PAIRED READING	MISS ANDERSON	ROOM 115
	LUNCHTIME	WEAVING CLUB	MRS FRASER	ROOM 320
	LUNCHTIME	MENTAL HEALTH DROP IN	MR JOHNSTON MISS NIBLOCK MR BOAK	ROOM 206
	LUNCHTIME	BADMINTON	MISS BUTLER	GAMES HALL
	AFTERSCHOOL	VOLLEYBALL	MR MCGEOCH	GAMES HALL
	AFTERSCHOOL	RUNNING CLUB	SENIOR LEADERS / MR MCLEAN	VARIOUS LOCATIONS
THURSDAY	AFTERSCHOOL	S1 GYM FITNESS	MISS BUTLER	FITNESS SUITE
	LUNCHTIME	DANCE	MRS TOOLE / SL	BACK GYM
	LUNCHTIME	ICT	MRS MCCABE	ROOM 214
	LUNCHTIME	IMPACT CLUB	MRS AITKEN	ROOM 225
	LUNCHTIME	DISNEY CLUB	MISS COSTELLO	ROOM 213
	LUNCHTIME	MENTAL HEALTH DROP IN	MR QUINN MISS TAYLOR MR BOAK	ROOM 206
FRIDAY	AFTERSCHOOL	BADMINTON	SENIOR LEADERS	GAMES HALL
	LUNCHTIME	ALPHABETIC SPAGHETTI	MISS PEAT	131

Castlehead High School

Work Hard Be Kind

CHS Lunchtime Clubs 2022/23

MONDAY

LEGO CLUB
Lego Club is back by popular demand. Come along to the library and begin your week building. Different challenges set weekly with exciting prizes up for grabs! All year groups welcome. See Ms Hemsworth in the library for more info.

KNIT AND KNATTER
A quiet space to have lunch and learn a new skill! Bring along your own knitting/ crochet project or contribute to our whole group project. Beginners welcome in Dr Stewart's (114)!

GAMES CLUB
Games Club will be running in Mrs Adam's Maths classroom, 107. S1 to S3 pupils are all welcome to play Dominoes, Cards, Monopoly etc. Bring your lunch and join the fun! See Mrs Adam in room 107 for more info.

MOVIE MONDAYS!
Are you a film fanatic? Join us in 117 to watch and discuss the movies of your choice, from the classics to the latest blockbusters! All S1-S3 pupils welcome! See Miss O'Sullivan in 117 for more info.

TUESDAY

BOARD GAMES
Lunchtime boredom? Come play board games! Board game Tuesday will take place in the library with Ms Hemsworth. During Tuesday lunchtimes. All pupils are welcome to join us!

ART CLUB
A club (in 310) focused on doing creative projects which are outside the scope of regular classroom teaching. Pupils have previously expressed an interest in topics such as animation and clay work. All S1 and S2 pupils are welcome. Speak to Mr Quinn for more info.

ICT TUESDAYS
Need computer access? Look no further... We've got you covered! This can be to access school work or for personal use. Tuesday lunchtimes in Mr Muir's room. All year groups welcome!

WEDNESDAY

PAIRED READING
Paired Reading is an opportunity to celebrate reading! Every Wednesday you can come along to spend some time reading with your S6 Paired Reading Buddy in a welcoming, inclusive and fun environment. All S1 and S2 pupils are invited to join- find us in the English corridor, room 115. See Ms Anderson in 115 for more info.

WEAVING CLUB
On Wednesdays We Weave! Lunch time weaving with Mrs Fraser will continue this session in 320. Everyone is welcome! See Mrs Fraser for more information!

THURSDAY

ICT THURSDAYS
Need computer access? Look no further... We've got you covered! This can be to access school work or for personal use. Thursday lunchtimes in Mrs McCabe's room, 214. All year groups welcome!

IMPACT CLUB
Bring your lunch to IMPACT CLUB and eat while making new friends (room 225). We listen to music, play a game or have a quiz with prizes, then have a short discussion about a Bible passage. All pupils are welcome. See Mrs Aitken for more info.

DISNEY CLUB
Bring your lunch and bring your friends and be our guest at Miss Costello's brand new Disney Club (Room 213). We will chat about all things Disney, play themed games and take a look at the magic that inspires the wonderful world of Disney! All S1s are welcome along.

FRIDAY

ALPHABETTI SPAGHETTI!
Our LGBTQ+ pupil group is a safe space for any pupil who identifies within LGBTQ+. Fierce allies are also welcome along! Join us in Miss Peat's Room (Room 131 in Modern Languages). You may bring your lunch. See Ms Peat in room 131 for more info.

IMPORTANT!
Get active at lunch time in the PE department! From volleyball to table tennis, the PE department are always offering lots of opportunities for pupils from all year groups to get involved in a variety of activities. Ask your PE teacher for more info!

Castlehead has in place an active school sports co-ordinator whose aim is to broaden the opportunities for pupils to participate in physical activity at their chosen level. This is done by helping pupils to access activities from international competition to those who wish to pursue an activity on a recreational basis.

Insurance: parents should note that the authority (Renfrewshire Council) does not provide insurance cover for pupils for extra-curricular games/activities.

Home School Community Links

Parental involvement

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

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

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

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

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

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

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

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

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

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

Parent Council

The Parent Council in Castlehead contributes much to the life of the school. Every parent and carer is a member of the parent council and by coming along to the meetings you can have a real influence on the school. The Parent Council meets throughout the school session

The parent council has many roles ranging from representing the views of parents, determining school policies, discussing changes to the curriculum and determining changes that will allow the school to keep building on success. Input from parents is vital if we are to continue to improve and serve our community.

Home school links

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

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

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

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

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

Pupil council

There is a pupil parliament with pupils in each year group represented and also a school senate made up of senior students and the Depute Head Teacher for senior school. Pupil views are regularly sought in class and as part of our review system.



Working together for a better future



Community links

As a school we have very strong links with the following:

Chaplaincy team
Local businesses

Red Cross
CLAD

Health Partnerships
Tannahill Library

School lets

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

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

Other Useful Information

Keeping informed

For regular updates and information on what is happening in education, you can subscribe to the Scottish Government Schools e-bulletin by visiting the website below <http://register.scotland.gov.uk/>

Listening to learn - Complaints, Comments and suggestions

Renfrewshire Council encourages feedback on its services from parents and pupils as part of our overall commitment to giving the best possible service and to working in partnership.

We are interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

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

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

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

- Complaints about the school should be made first to the head teacher.

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

Data protection

Information on pupils, parents and guardians is stored on a secure computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by data protection laws, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, and can only be shared or disclosed in accordance with those laws. To find out more about how your personal information is used, please consult the Council's general Privacy Policy, here: <https://www.renfrewshire.gov.uk/article/2201/Privacy-policy>

Pupils attending any type of school have a right of access to their own information by virtue of the Data Protection Act 2018. This is known as the right of subject access. When a child cannot act for themselves or the child gives permission, parents will be able to access this information on their behalf. The Pupils' Educational Records (Scotland) Regulations 2003 give parents and carers a specific right of access to their child's educational records. You can find out how to make a Subject Access Request or a request for Educational Records, by visiting the Council's Data Protection page, here: <https://www.renfrewshire.gov.uk/article/2059/Data-protection>

For specific data protection queries, please contact the school directly.

Information in emergencies

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

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

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

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

Examinations

In Castlehead we offer a wide range of qualifications and awards at all levels. We also offer alternative awards like Duke of Edinburgh, The Saltire Award, The John Muir Award and Dynamic Youth Awards.

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

How to understand exam results

The Scottish Qualification Authority (SQA) is the national body which make awards. National 5, Higher and Advanced Higher courses are formally assessed through a question paper (exam) and a range of coursework, depending on the subject (assignments, portfolios, practical activities etc).

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

Important Contacts

Director of Children's Services

Steven Quinn	Renfrewshire House Cotton Street Paisley PA1 1LE	Email csdirector@renfrewshire.gov.uk Phone: 0141 618 6839
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Homelink Service

c/o West Primary
Newton Street
Paisley
PA1 2RL

Senior Home Link Workers

Email
morag.mcguire@renfrewshire.gov.uk
pamela.mckechan@renfrewshire.gov.uk
Phone: 0300 300 1415

Community Learning & Development

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

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email customerservices.contact@renfrewshire.gov.uk Phone: 0300 300 0300
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Websites

You may find the following websites useful.

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

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

EMA – Education Maintenance Allowance

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

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

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

SQA – Scottish Qualifications Authority

S1 – 1st year of secondary school

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

Parent feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

- | | |
|----------------------------------|--|
| 1. the handbook useful? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2. the information you expected? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 3. the handbook easy to use? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

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

Name of school: _____

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

Policy & Commissioning Team
Children's Services, Renfrewshire Council
Renfrewshire House
Cotton Street
Paisley
PA1 1LE

Email address: cshdatapolicy@renfrewshire.gov.uk