



James Gillespie's High School

School
Handbook
2021 - 2022



Welcome from the Headteacher

Welcome/Failte

Welcome to the James Gillespie's High School Handbook for session 2021/22 and thank you for visiting our website which tells you about our school and the education your child will enjoy here.



James Gillespie's High School, founded in 1803, sits in the heart of beautiful Edinburgh and our catchment-area includes many of its glories – Edinburgh Castle, the Royal Mile, most of the University, the National Gallery and even the Scottish Parliament. For fifty years we have been a successful, culturally diverse comprehensive, educating children from aged 11 to 18 years of age. Our students describe us a great school, visitors regularly comment on their ease and friendliness and we have very many distinguished former pupils. As well as an outstanding academic record, we are proud of all the extra-curricular programme of activities on offer. Gillespie's has a particularly strong tradition in music and the performing arts and we besides provide Gaelic-Medium Education from First Year onwards. Our aim at Gillespie's is to encourage each student to be self-confident, inquiring, tolerant, positive, well-rounded, independent – young men and women who will understand and cherish a rich and varied world. In an atmosphere of diligence, tolerance, and mutual respect, we aim to send forth secure, confident students – new citizens ready and able to enrich our society. In all this we are supported not just by our dedicated staff – striving every day to help every pupil reach their potential – but in ongoing partnership with our parents, carers, and the local community. This website is central to that relationship and our parents – you – vital to ensuring all our pupils are challenged, successful and happy.

Our vision and values as a school community

The school motto, 'Fidelis et Fortis,' was adopted in 1927 and means 'faithful and brave.'

Through the years, we have lived by an underpinning principle – 'We respect and care for each other and value the diversity which exists among people.'

Our **vision as a school** is to create a nurturing environment in which all feel welcome and part of a larger family. All members of the school community will feel appreciated and enabled to forge friendships based on values they will embrace for life. We seek to ensure that James Gillespie's High School provides a foundation for a lifetime of learning, embracing the diversity within our wider community, so that every individual can excel in their own unique way.'

Our **Values** are what we believe are important in the way we work and interact with each other. They are the principles upon which we seek to operate as a school community and relate to each other to achieve our vision.

1. Respect
2. Kindness
3. Integrity
4. Inclusion
5. High Expectations

Our school is proud of and celebrates the diversity of all our people and their talents.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

To make our handbook easy to use we have divided the information into five different sections: -

- Section One Practical Information about the School
- Section Two Parental Involvement in the School
- Section Three School Curriculum
- Section Four Support for Pupils
- Section Five School Improvement

If you would like to know more about James Gillespie's High School – or arrange a visit – simply contact the school office. And thank you, again, for your interest in Gillespie's.

Donald j Macdonald

Headteacher



In Edinburgh children and young people are at the heart of our vision for the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This is not always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and demanding situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in diverse ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience challenging times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in diverse ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child, or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.

Lorna French

(Acting) Head of Schools and Lifelong Learning and Chief Education Officer



Section One – Practical Information about the School

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

Communicating with the School

This section provides you with some background information on our school. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

<u>Contact Details</u>		
Head Teacher	Donald J Macdonald	
Depute Head Teacher/s	Deidre O'Brien Ian Porter Bob Shankland Laura Stewart (Acting) Jeff Warden	
Curriculum Leaders	Laura Halliday	Contemporary & Moral Studies
	Steve Corson	Design & ICT
	Allan Crosbie	English & Literacy
	Donna MacIver	Gaelic / GME
	Graeme Newall	Health & Wellbeing
	Ashling Dolan	Mathematics & Numeracy (Acting)
	Peter O'Connor (Acting)	Modern Languages
	Ruth Cox	Performing Arts
	Iain Coltart Alan Russell (Acting)	Science
		Nicola Carruthers (Acting)
Business Manager	Laura Black	
Administrators	Sharon Kerr Joanne Sinclair	
Address	James Gillespie's High School 120 Warrender Park Road EDINBURGH EH9 1DD	
Telephone Number	0131 447 1900	
Website	www.jamesgillespies.co.uk	
E-mail Address	admin@jamesgillespies.edin.sch.uk	
<u>About the School</u>		
Stages of Education provided for	Secondary	
Present Roll	1540	
Denominational status of the school	Non-denominational	

Gaelic Medium Education (if relevant)	JGHS provides GME for pupils of secondary school age in Edinburgh and the Lothians		
Organisation of the School Day			
	Monday, Tuesday, Thursday	Wednesday	Friday
Start Time	08:40	08:40	08:40
Morning Break	10:40 to 11:00	10:50 to 11:10	10:40 to 11:00
Lunch Time	12:55 to 13:40	13:00 to 13:50	N/A
Finish Time	15:40	15:40	12:55

Term dates

Term dates for the coming years can be found at:
<https://www.edinburgh.gov.uk/schools/term-dates>

School Session Dates 2021/22

Staff resume		Monday	16 August *	2021
Staff only		Tuesday	17 August *	2021
Pupils resume		Wednesday	18 August	2021
Autumn Holiday	Schools closed	Monday	20 September	2021
All resume		Tuesday	21 September	2021
Mid-term	All break	Friday	15 October	2021
Staff resume		Monday	25 October *	2021
Pupils resume		Tuesday	26 October	2021
Term ends		Friday	17 December	2021

Staff resume		Wednesday	5 January *	2022
Pupils resume		Thursday	6 January	2022
Mid-term	All break	Friday	11 February	2022
All resume		Monday	21 February	2022
Term ends		Friday	8 April	2022

The Easter break incorporates the following two holidays

Good Friday	Schools closed	Friday	15 April	2022
Easter Monday	Schools closed	Monday	18 April	2022

All resume		Monday	25 April	2022
May Day	Schools closed	Monday	2 May	2022
Staff only		Tues	3 May *	2022
Pupils resume		Wednesday	4 May	2022
Platinum Jubilee (changed from 23 May - Victoria Day)	Schools closed	Thursday	2 June	2022
Platinum Jubilee	Schools closed	Friday	3 June	2022
Term ends		Friday	1 July	2022

*Five In-Service days for all schools

Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries, in the local press and on the council's website www.edinburgh.gov.uk.

Registration for Primary One and First-Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated.

Absence from school is recorded as

- authorised, that is approved by the Communities and Families department, or as
- unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter if it is a planned absence (e.g. hospital appointment) or phone by 9.30 a.m. on the day of your child's unplanned absence (e.g. sickness bug).

You should update the school on each day of your child's absence.

Email or phone the school (please speak slowly and clearly if you are leaving a message)

For appointments, students must show their appointment card or a letter from parent/carer at the Welfare Office.

If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Text Message Alert System

Absence calls are sent out to parents/carers at the following times

P1	9.30am S1-6
P3	11.40am and 11.50 (Wed) S1-3 only
P5	14.20am S1-3 only

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time.

Headteachers can approve absences **up to** two school weeks (10 days) from school in certain situations. Any requests for extended absence over two school weeks (10 days) will be referred to the Senior Education Officer, who will decide if it will be recorded as authorised or unauthorised leave.

Please discuss your plans with your child's Headteacher before booking the holiday. If they cannot give permission before the holiday, it will be recorded as unauthorised

absence. They can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Headteacher on this basis is regarded as authorised absence.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved 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. However, the Communities and Families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

School Uniform

The James Gillespie's High School uniform is only worn on formal occasions – such as school concerts or certain excursions - and consists of:

- White collared shirt
- School tie (can be purchased from the Performing Arts Dept.)
- Black trousers or black skirt
- Black shoes

On all other occasions, pupils are expected to dress decently, appropriately, and comfortably. Clothing that is considered inappropriate includes items that may harm an individual, cause offence to others, or risk harassment and teasing. In all such cases the school will discuss the matter with the pupil(s) concerned and will involve parents as appropriate.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are forbidden – they cause obvious tension - and underwear should not be exposed.

In practical areas such as Physical Education, Sciences, Home Economics and Technical subjects, all pupils must adhere to the relevant Health and Safety guidelines. The appropriate clothing and footwear for PE is a T-shirt, shorts, and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment which are often forgotten or misplaced.

Please help us by ensuring that pupils do not bring valuable or expensive belongings or items of clothing to school. **The school does not carry insurance for pupils' personal belongings.**

If you have any queries regarding the school's dress code, please contact the school office.

A protective apron will be provided for Art, Craft & Design, Food & Health Technology and Science.

If you have any queries regarding the school's dress code, please contact the school office.

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches.

Special diets and allergies are accommodated in consultation with parent/guardian and catering services.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Sample Menu

Week 1

Please indicate your choices on the order form and submit to the kitchen, a daily choice of home baking, snacks and drinks will be available to order.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAIN OPTION 1 (V)	MACARONI CHEESE	VEGETABLE CURRY	VEGETABLE LASAGNA	SPICY QUORN WITH NACHOS	
MAIN OPTION 2	HOMEMADE MINCE PIE	CHICKEN CURRY AND RICE POT	SALMON FISH CAKES	CHICKEN FAJITA WRAP	
FAST FOOD	PIZZA/PIZZINI	CHEESE PANINI/ PIZZA	BURGER (CHICKEN, BEEF, VEG)	HOT DOG/ PIZZA/BURGER/ CHEESE PANINI	
SANDWICH/ROLL	TUNA/EGG MAYO	CHEESE/EGG MAYO	CHEESE BAGEL/TUNA CIABATTA	CHEESE/EGG MAYO/TUNA	EGG/TUNA/ CHEESE/CHICKEN
BAGUETTE	CHEESE	TUNA	EGG & TOMATO	BBQ CHICKEN	
HOME BAKING	CHEF'S CHOICE	CHEF'S CHOICE	CHEF'S CHOICE	CHEF'S CHOICE	CHEF'S CHOICE

Free School Meals & Clothing Grants

A parent will qualify for Free School Meals and Clothing Grant if they meet any of the following conditions:

- Universal Credit (where your monthly earned income is not more than £610)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, but not Working Tax Credit, and your income is less than £16,105
- Both Child Tax Credit and Working Tax Credit and an income of up to £6,900

Your child might still get a free school meal if you are experiencing financial hardship. This could be because:

- your immigration status means you cannot get help from the government
- you are still waiting on your first Universal Credit notice

Clothing Grants are paid direct into a nominated bank account. The payment will show in the bank statement as 'CEC-EXPEN1'.

Children in P1-P3 get the universal Free School Meal but an application should be made so they qualify for both free school meal and a clothing grant.

Each award is valid for one school year. The award provides

- each child with one school meal and milk each day they attend school
- a clothing grant payment of £100 for each child.

We pay one clothing grant per year, per child, into your bank account. Most clothing grants are paid throughout July and August before the new school year begins.

Information on free school meals and clothing grants and how to apply is available on the website: <https://www.edinburgh.gov.uk/schoolgrants>

Travel to and from School

We encourage our pupils to walk to school as most of our pupils live in the school catchment. Parents are requested, when dropping off/collecting children from school that they do not park in any location which causes an obstruction, and they take care not to restrict the view of the school crossing patrol.

Please leave Disabled Parking free for our families who have a blue badge who require them to get their child to school on time.

Transport for Primary and Secondary School Children (Excluding Placing Requests)

Local buses operate in the area along Marchmont Road and Morningside Road – bus timetables can be found at <https://www.lothianbuses.com/>

General Supervision

Before school begins supervision is parental responsibility, however many pupils choose to arrive early each morning and find a quiet place to read or meet friends.

The school has a community breakfast cafe which runs on a donation basis for S1 pupils and is supported by S3 pupils. It is open over breaktime and allows a safe place for S1 to meet and socialise whilst ensuring they all get a bit of food to keep them going until lunch. It was started in response to an increasing number of hungry pupils and aims to improve concentration and engagement in classes as this issue is tackled.

The breakfast café is currently closed due to Covid restrictions.

During intervals support staff supervise the children. There is always access to the building and toilets, and the children are made aware of this.

School Security

The safety and security of pupils and staff when attending or working in a school is especially important to us. Schools use several security measures including visitors' books, badges, and escorts, while visitors are within the school building.

Anyone calling at school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit. We would respectfully ask that parents do not attempt to enter schools through another entrance, unless supervised by a member of staff.

If you wish to speak to a member of staff, then please come to the school office where we shall be happy to arrange this for you.

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but again, supervision is limited.

Students are allowed into school during breaks and lunchtime in the following areas:

S1 Spark Building

S2 Top Floor Malala

S3/4 Middle floor Malala and HUB

S5/6 Ground Floor Malala

Unexpected Closures

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know.

Parent/carers will be contacted via the school's text alert systems and the School App.

In addition, announcements will be made on local radio stations and via the Council's corporate Twitter account www.twitter.com/Edinburgh_CC and Facebook page www.facebook.com/edinburghcouncil.

If many schools are affected, or the situation is likely to be prolonged, then the Council's website <https://www.edinburgh.gov.uk/schoolclosures> will also be used.

Mobile phones

The increasing benefits of mobile phones and other digital devices are recognised. Many young people and their parents regard them as an essential means of communication. Pupils are expected to use personal digital devices responsibly and sensibly and to follow the instructions of staff. In some classrooms, pupils, under the direction of the teacher, may be allowed to use his/her device as part of the lesson. It should be noted that 'phones and other digital devices are brought into school at the owner's risk. **The school does not have insurance for such items.**

Complaints, Comments and Suggestions Procedure

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions, or complaints.

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

There are some things which you should take note of in relation to making a complaint:

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex, and we need time to investigate.
- If you are dissatisfied with the service or/and with our response then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: cf.complaints@edinburgh.gov.uk or by telephone: 0131 469 3233.

If you remain dissatisfied after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Communities & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility and accordingly manages health and safety and welfare in a way that complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises.

It is expected that pupils will behave responsibly and comply with all safety requirements.

The support of parents/carers in promoting good practice in health and safety matters is of foremost importance to the school.

Information about how we manage pupil data in schools/ELC settings

James Gillespie's High School has a legal responsibility to deliver an effective educational programme to its pupils. To do this, we need to collect personal data about our pupils/children and their families so that we can help them learn and keep them safe. The type of personal data we will collect include:

Data about our pupils/children and their families

This will include the name, address, and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we can educate them appropriately and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

Data about pupils/children at school/within ELC setting

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

Data about when and where they go after they leave us

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupils' previous school, the previous local authority where that school or ELC setting was based, NHS Lothian, Police Scotland, Social work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins James Gillespie's High School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish

Government and the Council. This data is for statistical purposes and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision. Further information about what the Scottish Government does with statistical data it receives is provided below.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at James Gillespie's High School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives.

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the [City of Edinburgh's Privacy Notice](#).

Sharing personal data to support Wellbeing

In addition to the above, James Gillespie's High School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child. Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

Sharing educational data with the Scottish Government

The following information has been provided by the Scottish Government – Education and Training Division to let you know why they collect statistical information from school and what they do with it:

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus, the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities, and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence, and exclusions from school.

The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

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

Why do we need your data?

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website (www.scotxed.net).

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

consultation with colleagues within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

School Nursing Team

The School Nursing team is made up of the

- **School Nurse** (Specialist Qualified 3rd part Nursing and Midwifery Council (NMC) registrant – now masters level 11 post graduate degree)
- **Community Staff Nurses** (Registered Nurse on Part 1 of NMC – undergraduate degree)
- **Community Health Assistants** (not a nurse, may have SVQ qualifications in care related field)

Services provided:

Universal Services for All School Age Children:

Child Health Surveillance Programme

- P1 eye tests by Health Assistant - (only for those who did not receive this preschool in nursery)
- Growth Measurements by Health Assistant– currently at Primary 1 and Parent health Questionnaire (this may change in the future dependant on Scottish Government obesity strategy and the Health Visitor assessment at 4-5 years preschool)
- Primary 7 health questionnaire - growth measurement may be added in the future linked to Scottish Government obesity prevention work
- We are delighted to welcome our school Counsellor who has joined us in November 2020. This is part of a [Scottish Government initiative](#) to have counsellors available to every school. For the most up to date information on counselling, including how to access, please [visit this link](#) on our school website.

Education of Staff and Pupils

- Staff training – CPD in-service days on health actions plans, anaphylaxis etc – will be usually be delivered by the staff nurse
- Healthcare Plans for pupils - education staff will be supported by staff nurses on the planning and education

Healthcare Needs of Children with Moderate to Complex Physical Nursing Needs:

- For children in Complex Needs Schools, nursing care needs will be delivered by the nursing team who are based in these designated schools

School Nurse Services for Children/Young People with Increased Needs:

10 key areas specialist school nurses will focus on:

- Emotional Health and Wellbeing
- Substance Misuse
- Child Protection
- Domestic Abuse
- Looked After Children
- Homelessness
- Youth Justice
- Young Carers
- Sexual Health
- Transitions

How to Refer

Children can be referred to the School Nurse by their school or their GP or other health care professional. Children and young people can also self-refer. They can do this by discussing this at drop ins or asking their teacher/ guidance teacher to refer them. Parents can refer by discussing with their GP or child's teacher/ guidance teacher.

Further information

Our NHS Lothian School Nursing Service web pages:

<https://services.nhsllothian.scot/SchoolNursing>

Who Does What

- **GP** – all regular family health care
- **CAMHS** – Child and Adolescent Mental Health – Specialist service
- **Hospital Paediatric** – medical/surgical and other specialist services
- **Community Paediatrician** – doctors in community child health
- **CCN Team** – Community Children's Nurses - specialist paediatric trained nurses
- **AHPs** – Allied Health Professionals - speech and language therapy, physiotherapy, occupational therapy, dietetics, orthoptics – referral-based service
- **CVT** – Community Vaccination Team - nurses who deliver vaccination services to all age groups
- **Learning Disability Services** – where there is LD diagnosis
- **Oral Health – Dental** – prevention and treatment service
- **LAC – Looked After Children** - nurses who work only with looked after children. When notified by Social Work that a child has become looked after, the LAC nurses will undertake a health assessment. They may refer to school nursing for ongoing reviews and wider support.

Head Lice

Head lice are spread through head to head contact at home, while playing or in school.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed, then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Do not be shy about advising others of this problem because you would tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

Medicine Administration

A School Health Care Plan (SHCP) is required for all pupils who require emergency medication or who have a complex, chronic condition that requires more in-depth planning and support. Pupils with severe allergies, Epilepsy, Diabetes and Cystic Fibrosis who require a SHCP, will have the completion of their plan facilitated by the appropriate clinic specialist nurse/consultant at the Royal Hospital for Sick Children in Edinburgh or by the school nurse team.

If your child requires regular medication in school, please discuss this further with their Pupil Support Leader via the school office or contact our Welfare Assistant – Pamela McVay.

Welfare Office

This is situated on the ground floor of Bruntsfield House.

Pupils who feel ill can attend for attention here during school hours. Medication can be stored in welfare on request and completion of the appropriate forms, some of which are now available on the website. Health care plans and medication-storage advice, for other conditions such as allergies, asthma, and diabetes, can be obtained by contacting the welfare office directly.

When your child has a medical appointment during school hours, we ask them to bring in the notifying letter and appointment card to show their registration teacher before this brief absence.

The Welfare Office is also in charge of the lockers for your child's effects and issues the keys each term. A form must be filled in and a small deposit paid.

The Welfare Office also take charge of lost property. We hold a monthly reclaim, at the morning interval, on the last Friday of each month.

Gaelic-Medium Education

Gaelic-medium education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups and playgroups across the city. Edinburgh's first dedicated Gaelic nursery and primary school, [Bun-sgoil Taobh na Pairce](#), opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. In addition, parents with no Gaelic themselves are encouraged to engage with learning the language themselves.

Pupils should register for a nursery or school place in the usual way. Taobh na Pàirce runs regular open afternoons for prospective nursery parents, where all families will receive a very warm welcome.

Please contact the school for further information.

Pupils who have studied at [Bun Sgoil Taobh na Pairce](#) transfer to [James Gillespie's High School](#), at the end of P7, to continue with their GME. In response to the increasing demand for GME, the City of Edinburgh plans to further develop it is secondary GME provision by opening a dedicated GME Secondary school from 2025. Details relating to specific location etc. will emerge after further consultation. Additionally, pupils from across the Lothians entering S5 or S6, who wish to study Gaelic at secondary level, can, depending on space and availability of courses, enrol at James Gillespie's High School to study at National 4, National 5, Higher and Advanced Higher courses.

Use of social media

James Gillespie's High School understands the benefits of using social media; however, if misused, our school community can be negatively affected, such as by damaging the school's reputation. We advise parents, and carers to conduct themselves on social media using the following three commons approach to online behaviour:

- Common courtesy
- Common decency
- Common sense

Parental Requests for class lists

Information about your child is held securely and appropriate safeguards are in place. Due to these safeguards, we are unable to provide parents and carers with the list of names your child is classmates with.

Other School Policies

School policies on a range of matters are accessible elsewhere on the school's website: this is the most useful link for parents - http://www.jamesgillespies.co.uk
--

Section Two – Parental Involvement in the School

Parental involvement is particularly important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national, and international community.

Lastly, it includes information on our Parent Teacher Association/Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Equality

City of Edinburgh Council is committed to improving the quality of life for those who face inequality, harassment, discrimination, and prejudice and to harness the talent and celebrate the difference of all who live in the city. This commitment is set out in the Equality, Diversity and Rights Framework which can be viewed on the council's website. As a school, we are committed to fulfilling our obligation of equity and excellence for all learners, with reference to protected characteristics under the Equality Act 2010 (race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status, or pregnancy/maternity) and other factors such as poverty.

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social, and cultural terms.

These key human aspects of learning are supported through the following arrangements by: -

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social, and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.

- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value, and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritages of the pupils and to encourage them to appreciate and value the cultures and heritages of others.

Promoting positive behaviour

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour. We take every opportunity to promote the successes of our pupils both within and outwith the school. Our school community thrives on learning of and celebrating each other's successes.

'If we are together nothing is impossible. If we are divided all will fail.'
(Winston Churchill)

Parental consultation

We offer opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. Please see section two of this handbook for more details on home / school partnership.

The Parent Council

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents are welcomed to be:

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

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents 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 possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or

put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

Contact details for the school Parent Council are shown on the school website.

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 www.parentzonescotland.gov.uk.

The Parent Council is responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the Parent Council if you want to join in.

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

The Pupil Voice and Pupil Council

James Gillespie's High School has an active Pupil Voice, led by 10 Sixth Year students, which meets weekly to discuss issues raised and find solutions as well as initiating fundraising and charity events. They in turn meet with a Deputy Head weekly to progress and communicate ideas and issues. Most recently, discussions have included:

- S6 common room and study areas
- Emotional and wellbeing issues
- Learning surveys
- Fund-raising initiatives
- Consultation about aspects of the new school
- Assembly presentations
- Health and Safety during pandemic

The Pupil Council is made up of representatives from each register class across S1 to S5. These representatives meet regularly with the Pupil Voice to discuss challenges and viable solutions. The Pupil Voice can then relay concerns to the Deputy Head in their meetings.

Ethos

We believe that every pupil at JGHS has unique talents and deserves the opportunity to grow and develop in a nurturing, caring and respectful environment. We aim to ensure that all our young people aim high and realise their ambitions.

Values

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social, and cultural terms.

The school motto, 'Fidelis et Fortis,' was adopted in 1927 and means 'faithful and brave.'

For over twenty years, we have lived by an underpinning principle – 'We respect and care for each other and value the diversity which exists among people.'

Our **vision** is to provide a curriculum which enables all learners at James Gillespie's High School to achieve their potential. We aim for excellence in learning and teaching and expect all learners to be actively engaged in their own learning. We recognise that learning is a lifelong process and is one to which we, as a school community, make a significant and lasting contribution.

Our school **values**, which demonstrate what is important to us as a school, are:

1. Respect
2. Equality
3. Inclusion
4. Honesty
5. High expectations/aspirations

Our school is proud of and celebrates the diversity of all our people and their talents.

Promoting Positive Behaviour

We want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.'

We have a small number of easily remembered rules / values which everyone in our learning community knows. These are summarised in three words / short phrases:

1. Ready
2. Respectful
3. Safe

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules / values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

Preventing and Responding to Bullying and Prejudice Behaviour Among Children and Young People

City of Edinburgh Council have recently updated their anti-bullying guidance.

The guidance for schools supports our commitment to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes. It aims to develop positive relationships with all members of school communities and partnerships as part of our approach to getting it right for every child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, and Included.

To support and further improve the positive relationship within schools, equalities groups, which have a wide representation of all stakeholders and reflect the diversity of the school community, will work to take forward the key messages that are included in the guidelines and to ensure that all children have access to support, have their views listened and responded to and are involved in the decisions that will make continue to make their school a place to feel safe, happy, and nurturing.

We are committed to equalities and the wellbeing and protection children and young people from bullying and prejudice by other children and young people. All schools have a procedure which is informed by the overarching 'Preventing and Responding to Bullying amongst Children and Young People' procedure. We recognise that policy and procedures alone will not address the prevention of bullying; through our core practices (Relationships, Rights Respecting, Resilience, Restorative) we aim to build positive relationships and a culture and ethos which ensure respect, equality, and inclusion. We promote anti-bullying and anti-discriminatory attitudes and behaviours through preventative, pro-active and responsive approaches.

Bullying and discriminatory behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying incident. Children who display bullying behaviour will be supported to identify the feelings and views that have caused them to act in this way and challenged, through education and learning, to develop alternative ways of behaving. Partnership with parents is instrumental to our approach to preventing and responding to bullying and

in cases of bullying it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

Our anti-bullying policy

Whilst many believe that children who exhibit bullying behaviour must be punished for their behaviour, it is widely accepted that this type of response is often ineffective, dangerous, breeds resentment and can make the situation worse.

Punishment can make a person resentful instead of reflective. Children who exhibit bullying behaviour must be given the opportunity to hear about and face up to the pain, hurt, distress, and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

Whilst appropriate action will be taken by the school, it is also important that all parents involved work with the school to resolve the problems in the best interests of their child or young person.

Our school policy is currently being revised and will be available on the school website from January 2021.

Parental Involvement

We welcome parental involvement and engagement, as research has shown that when parents are involved children do better in school.

All parents are welcomed and encouraged to:

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

Children whose parents are actively involved and interested in their child's education invariably do best at school. Parents, therefore, are strongly encouraged to immerse themselves in the life of the school.

Opportunities for parental involvement in school include:

- Parent consultation evenings
- Parents' events group
- Parent Council
- Fundraising groups
- Working Groups
- James Gillespie's HS Trust
- Organising extra-curricular activities and
- Joining us on school excursions

Parental Consultation/Reporting to Parents Throughout the Year

We offer opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. Please see section two of this handbook for more details on home / school partnership.

Parent Forum and Parent Councils

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents 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 possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. It is important to us that our Parent Council represents the rich diversity of our school community. We warmly invite all parents to volunteer or put themselves forward as representatives on the Parent Council.

Parent Councils are the formal representative body for parents/carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents/carers locally.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PSA/PTA/PA fulfils this role).

PTA contact details

Sarah Scott, PTA Chair

jghscouncilcomms@gmail.com

<https://jghscouncil.btck.co.uk/>

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 www.parentzonescotland.gov.uk.

Connect is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Section Three – School Curriculum

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g., relationships, sexual health, parenthood, and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

Curriculum for Excellence: Bringing learning to life and life to learning

Curriculum for Excellence is the curriculum across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards; preparing our children for a future they do not yet know and equip them for jobs of tomorrow in a fast-changing world.

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 each transition is smooth. They will ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that is needed. There is an emphasis by all staff on looking after our children's health and wellbeing using the Wellbeing Indicators.

Ultimately, Curriculum for Excellence aims 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.

Blended Learning

Blended learning relates to the combination of learning in-person and online. Used universally within Higher Education and colleges, blended learning in normal times involves the combination of online learning and classroom-based learning. We are in an unprecedented time of change with our schools planning how their blended

learning model will work. We continue to work hard to provide high quality learning, teaching and assessment for all learners. This is a journey that will take full account of the needs of our communities.

Blended learning is a balance of face-to-face learning in school, outdoor and digital learning, including learning at home. This will involve a mixture of tasks set by the teacher for learners to complete in their own time, and 'live' interactions between teacher and learners in school. These are blended in a way that will ensure progress and enjoyment in learning for your child. This approach may be adopted should we enter another period of local lockdown or there are high number of pupils and/or staff self-isolating.

At James Gillespie's High School, we have developed a contingency plan to include blended learning should we be required to adopt this. Schools are required to do this within their own Working Time Agreements which are reviewed by the relevant Trade Unions.

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents, and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms.

Assessment

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

Pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday teaching and learning. The assessments help to identify children's progress, providing diagnostic information that support teachers' professional judgement. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

The senior phase (S4-S6) builds on the broad general education by continuing to develop learners' knowledge, understanding and skills. National Qualifications are designed to be flexible. Discussions are held with young people and parents on the most appropriate learning pathways.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

Homework

We have a clearly defined policy on homework, a copy of which will be distributed to you on an annual basis.

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it and will be in line with your school's homework strategy.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral, or practical activities. The tasks set will be interesting, worthwhile, and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of schoolwork. Parental interest and co-operation in ensuring homework is undertaken is appreciated.

Religious Instruction and Observance

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child.

A prayer room is available at lunchtime. Any pupil wishing to use this room should let their Pupil Support Leader know.

Extra-Curricular Activities

We offer a wide a range of sporting and cultural activities as possible.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation, and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator on Eliot.Ambrose@ea.edin.sch.uk.

Progression Pathways in the Senior Phase (S4-S6)

We are committed to supporting all children and young people into positive and sustained leaver destinations. By curriculum pathway we mean: "the totality of all that is planned for children and young people throughout their education" (Building the Curriculum 3, 2008) - where all learners are on the right route to the right job, through the right course via the right information.

Career Information, Advice and Personal Support

Through personal support we must build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities.

www.skillsdevelopmentscotland.co.uk is developing as a 'one-stop shop approach' to better signpost all qualifications, pathways, and support for learners in Scotland. Each school has a dedicated *Skills Development Scotland* Careers Adviser who can support young people and parents at times of choice and change.

For information and support with career conversations go to: www.mykidscareer.com *My World of Work* provides an online learner account that enables young people to develop their career management skills and record their attributes, skills, achievements, and successes to help them plan their learner journey into work. <https://www.myworldofwork.co.uk/secondary-school-pupils>

The Scottish Credit & Qualifications Framework (SCQF) helps people of all ages and circumstances to access the education and training that is appropriate to them over their lifetime. It can help you plan your learning and develop progression routes to follow, whatever your situation may be.

The SCQF helps you make sense of qualifications and plan the next stage of your learning journey. You can also compare vocational and more traditional qualifications and see that, although they can be distinct types of learning, in many cases they sit at the same SCQF Level.

Scottish qualifications are delivered at SCQF level 1-12, schools deliver qualifications up to SCQF 7 which is Advanced Higher. Course awards include National Progress Awards (NPA), Skills for Work Awards (SfW) as well as National Certificates (NC) and Higher National Certificates (HNC).

The following is a helpful guide to the SCQF for secondary school pupils: <https://scqf.org.uk/media/1408/connecting-your-learning-journey-final-web-may-2018.pdf>

Parents and Carers can access further support on the SCQF here: <https://scqf.org.uk/support/support-for-learners-parents/support-for-parentscarers/>

Your child may still be at school and about to make a transition to the next stage of their education or may already be at college or university. Wherever they are in their learning journey the SCQF is here to help you make sense of the range of Scottish qualifications, so you can support them to plan their next move.

Sometimes we know where we are going next and what we want to do. For example, your child might study Nationals, then Highers at school and be sure they are going to university next. However, they might prefer to undertake a Foundation Apprenticeship (SCQF Level 6) in S5-6 instead of a Higher or go to college and do some vocational training or learn whilst working through a Modern Apprenticeship (SCQF Levels 5-7). The SCQF can help young people work out their next move and the various pathways to employment.

The **Scottish Qualifications Authority (SQA)** website provides detailed information on all courses from National 3 – Advanced Higher: <https://www.sqa.org.uk/sqa/45625.3728.html>

The **National Parent Forum of Scotland** has produced a range of leaflets providing useful summaries of qualifications and progression in the Senior phase:

<https://www.npfs.org.uk/downloads/senior-phase-in-a-nutshell/>

The Nutshell Series gives the key facts about National Qualifications (National 1-5 and Higher) including details of course assessment:

<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/national-5/>

<https://www.npfs.org.uk/downloads/category/revision-guides/higher/>

Senior Phase School-College Partnership (SCP): The City of Edinburgh Council and Edinburgh College

The Senior Phase SCP can bridge the gap between young people's education and their employment opportunities through improved vocational and technical learning opportunities. Vocational pathways complement academic studies. They are also vital to helping young people develop skills that are crucial to Scotland's economy while exposing them to the more independent and self-reliant environment of college education.

Pooling resources and expertise between schools and colleges maximises what can be offered to young people.

How are the courses delivered?

Most courses run for an academic year, with some Foundation Apprenticeships running for two academic years. Most courses will be delivered over two school afternoons, usually Tuesday and Thursday, however some courses have a different attendance pattern so please check course duration and attendance patterns carefully.

Colleges use the same Scottish Candidate Numbers (SCN) as schools so young people should expect to see their college results alongside other school-based qualifications. Edinburgh College, like school, can provide additional support if required.

<http://www.edinburghcollege.ac.uk/Schools/Are-You-Still-At-School/SCP-Programme>

What is a Foundation Apprenticeship (SCQF Level 6)?

A Foundation Apprenticeship (FA) is a nationally recognised SCQF Level 6 qualification (same level as Higher) offering a combined classroom and work-based learning opportunity for senior phase pupils. It is delivered in partnership with employers, Edinburgh College and specialist learning providers, such as Edinburgh Early Learning Childcare Academy (EELCA).

The FA has been developed with Skills Development Scotland to provide learners with the knowledge, skills, and work-based experience, relevant to occupations in growth industry sectors. The City of Edinburgh Council and Edinburgh College offer Foundation Apprenticeships in the following areas:

- Children and Young People
- Engineering, Civil Engineering
- Social Services and Health care
- Creative Design and Media
- Financial Services, Accountancy and Business Skills

- Scientific Technologies
- ICT Software Development
- Food and Drink technologies

What qualification does the FA provide?

Most FA programmes last two years, with learners beginning their FA in S5. There are some one-year FA programmes available for S6 learners. The FA is offered through the School-College Partnership, so learners will spend part of the school week at Edinburgh College or with a local employer and complete the FA alongside other senior phase courses.

Attainment is measured by ongoing assessment in college and in the workplace – there is no final exam. On successful completion of the course, learners will achieve a Joint Qualification Certificate for the Foundation Apprenticeship comprising a National Progression Award (NPA) and a Scottish Vocational Qualification (SVQ) at Level 6.

Several progression pathways will be open to learners including accelerated entry onto a Modern Apprenticeship or continued study at college or university, dependent on meeting entry requirements. The FA will support entry requirements to courses at University and College, and Modern and Graduate Apprenticeships.

By giving earlier exposure to the world of work and undertaking work-based projects, the Foundation Apprenticeship will help young people develop the necessary skills, experience and knowledge employers seek, all while still at school.

More details can be found at:

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

Section Four – Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed, and the types of specialist services provided within our school.

Getting It Right for Every Child

Taking care of our children's well-being and making sure they are all right - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting it right for every child in Edinburgh approach to give the right help to children, young people, and families, when they need it from a joined up multi agency team.

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems, and practice
- involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those areas to improve outcomes for children.

Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns that a child about the possible abuse of pupils, we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice: <https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/>

It provides the following information:

- a) the authority's policy in relation to provision for additional support needs,
- b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the additional support needs of the children and young persons so identified.
- c) the other opportunities available under this Act for the identification of children and young persons who -
 - a. have additional support needs,
 - b. require, or would require, a co-ordinated support plan,
 - c. the role of parents, children and young persons in the arrangements referred to in paragraph (b),

- d. the mediation services provided
- e. the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

Further details of the policies and procedures can be found on Edinburgh Council website.

The Act requires each Education Authority to publish information about the Act. In on the Act, was produced by the City of Edinburgh Council:

<https://www.edinburgh.gov.uk/downloads/file/22136/in-on-the-act>

Literacy Difficulties/ Dyslexia

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities.

The Authority also recognises that there may be **associated difficulties**

- Reading comprehension
- Phonological awareness
- Processing: auditory and/or visual processing of language-based information
- Short-term and working memory
- Organisational skills and motor skills
- Maths
- Emotional and behavioural difficulties

Support and assessment begin in the classroom. Class teachers and Support for Learning teachers have resources and training to identify this learning difference and to put appropriate support strategies in place.

If you have concerns, please speak to your child's class teacher in the first instance.

English as an Additional Language

The Communities and Families Department provides English as an Additional Language (EAL) support for schools. Specialist EAL Teachers work with schools to support developing bilingual learners' English language skills and access to all areas of the curriculum, to enable them to achieve their potential.

Support for Learning

Support for Learning is the modern and highly skilled system in Scotland for helping school pupils with special needs. It should be stressed that many such students are of high intelligence, but may feel burdened by such conditions as dyslexia, dyspraxia, AD/HAD and Asperger's Syndrome. We besides help children with known learning difficulties or, as necessary, where education has been disrupted by illness or family trauma

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at www.edinburgh.gov.uk/InOnTheAct

Our trained staff

- Rob Cockcroft Support for Learning Leader **(Mon-Thurs)**
- Ann Campbell Support for Learning Leader **(Fri)**
Support for Learning Teacher **(Mon-Thurs)**
- Leesa Fallon Support for Learning Teacher
- Robin Andrews Support for Learning Teacher
- Fiona Oatman Support for Learning Teacher **(Mon, Thur, Fri)**
Pupil Support Assistant **(Tues/Wed)**
- Brandon Canady Pupil Support Officer / Pupil Support Assistant
- Deborah Arnot Pupil Support Assistant
- Lise Cooper Pupil Support Assistant
- Amanda Killen Pupil Support Assistant
- Gillian Lee Pupil Support Assistant
- Karen Moloney Pupil Support Assistant
- Frances Thomas Pupil Support Assistant
- Barbara Val Pupil Support Assistant

We all agree children deserve education of the highest quality and, at James Gillespie's High School, we firmly – and effectively include all pupils in the full life of the school. However, some pupils with Additional Support Needs (ASN) will need extra support to help them with the curriculum and get the most out of their time here. The Support for Learning department helps all such pupils, their teachers, and parents by

- working closely with our associated primary schools to ensure the smooth transition of pupils with ASN to the High School
- gathering up to date information and strategies about pupils with ASN which are shared with all staff through the “rainbow folders”
- running tutorial classes for pupils with more significant needs to support them with their studies
- running catch-up reading classes in S1 and S2 for pupils with weak literacy skills
- organising the Paired Reading programme in S1 to encourage reading for pupils with weaker literacy skills
- co-ordinating the team of Pupil Support Assistants to ensure pupils with ASN are supported effectively in class
- working cooperatively in classes and in consultation with subject teachers to help make the curriculum accessible for all pupils
- running the Break and Lunchtime Club to support vulnerable pupils at these

times

- administering the SQA special exam arrangements for those with specific learning difficulties
- working with parents, pupils, external agencies, and teachers to write and update Additional Support Plans (ASPs) and Individual Educational Plans (IEP)
- running the “Nurture Group” to support vulnerable pupils in S1 and S2
- working with colleges, universities, and employers to support transition from school to further education or employment.

Parents who have any concerns or questions about a vulnerable child’s learning are encouraged to contact Mr Rob Cockcroft, the Support for Learning Leader.

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service, and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers, and children with additional support needs can also find independent advice and support through:

- Enquire: www.enquire.org.uk, 0845 123 2303
- Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380
- Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service, and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers, and children with additional support needs can also seek independent advice and support through:

- Enquire: www.enquire.org.uk Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance, www.siaa.org.uk Telephone 0131 260 5380 Take
- Note: (National Advocacy Service for Additional Support Needs) (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk Telephone 0131 667 6633.

Pastoral Support

This section gives information about how pupils' additional support needs will be identified and addressed, and the types of specialist services provided within our school. We have two dedicated departments: Support for Learning – to help children with educational needs; and Support for Pupils, broadly like the 'Guidance' system of old, but much better.

Protecting children and young people

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. **Where we suspect that a child may have been abused, we must follow Edinburgh and the Lothian's Inter-Agency Child Protection Procedures. These set out the specific duties and responsibilities towards the child and their parents/carers.**

Support for Pupils

Once, patronisingly, called 'Guidance,' and decades ago too often provided by staff without special training, Pupil Support now serves all our students and is there for counsel, encouragement, advice and help in any aspect of their lives.

The Pupil Support structure consists of our three Key Adult Communities – and the Support for Pupils Teacher for your son/daughter can be identified from their Key Adult Community as follows:

Depute Headteacher for Pupil Support Mr Ian Porter ian.porter@jamesgillespies.edin.sch.uk	Support to Learning Leader Mr Rob Cockcroft rob.cockcroft@jamesgillespies.edin.sch.uk
--	---

Lauder	<ul style="list-style-type: none"> • Community Head • PSL - year groups ending in L1/2/3 • PSL - year groups ending in L4/5/6 • SfL Teacher 	Deirdre O'Brien deidre.obrien@jamesgillespies.edin.sch.uk Leanne McQuade leanne.mcquade@jamesgillespie.edin.sch.uk (Mon-Wed) Caitlin Garrett caitlin.garrett@jamesgillespies.edin.sch.uk (Thu-Fri) Nikki Graham nikki.graham@jamesgillespies.edin.sch.uk Leesa Fallon leesa.fallon@jamesgillespies.edin.sch.uk
Roslin	<ul style="list-style-type: none"> • Community Head: • PSL - year groups ending in R1/2/3 • PSL - year groups ending in R4/5/6 • SfL Teacher 	Jeff Warden jeff.warden@jamesgillespiese.din.sch.uk Bryan McPhail bryan.mcphail@jamesgillespies.edin.sch.uk Cait Pearce cait.pearce@jamesgillespies.edin.sch.uk Robin Andrews robin.andrews@jamesgillespies.edin.sch.uk
Spylaw	<ul style="list-style-type: none"> • Community Head • PSL - year groups ending in S1/2/3 • PSL - year groups ending in S4/5/ • SfL Teacher 	Bob Shankland robert.shankland@jamesgillespies.edin.sch.uk Tania Peters tania.peters@jamesgillespies.edin.sch.uk Elisa Kerr elisa.kerr@jamesgillespies.edin.sch.uk Anne Campbell anne.campbell@jamesgillespies.edin.sch.uk

Our Pupil Support Department works hard

- to ensure that each pupil knows and is known personally and in some depth by a least one member of staff.
- to help the pupil be aware of his/her own development and to accept responsibility for it.
- to identify and respond quickly to the specific needs of the individual.
- to foster the development of good relations between teachers and pupils.
- to work well with the home in all aspects of pupil development.
- to liaise with support and welfare services
- to systematise and make effective the recording and communication of information relevant to the welfare of individual pupils.

We have a responsibility to provide each pupil with personal, curricular, and vocational guidance and to look after their progress and welfare. But, as part of a wider school, we believe all teachers at Gillespie's have a key role to play in the support and personal development of pupils.

Pupil Support staff aim to ensure that each pupil is known well by his/her Pupil Support Leader and feels secure and safe in James Gillespie's High School. The relationship starts during the transition from Primary and Secondary school and is fostered by individual interviews, the teaching of Personal and Social Education and regular visits to register classes.

The Pupil Support Leader is someone for whom the pupil can turn when in need of personal, social, or curricular support and is an important link between home and school for parents.

We have two specific-teaching roles: Personal and Social Education (PSE) classes, and careers advice/work experience co-ordination.

Personal and Social Education

Personal and Social Education is a fundamental aspect of the education of the whole child. It is concerned with the development of life skills. All aspects of a child's experience at home in school and out with school contribute to personal and social development. Pupil Support staff are seen as crucial to the delivery of the PSE Programme. They take all their classes for PSE although other specialist teachers are also involved.

Curricular and Vocational Pupil Support

Careers advice and work experience are managed and co-ordinated. The importance of transition points P7-S1, S2-S3, S4-S5 is understood and procedures are clear, processes sensitive. One to one interviews and progress monitoring are essential tools and effective communication with staff is seen as essential.

Pupil Support Leaders work closely with our Careers Advisor from Skills Development Scotland to ensure students receive up to date information and advice. Our service level agreement is regularly revised to be responsive to school and individual needs.

Monitoring progress and attainment

The monitoring of student progress and attainment is a whole-school responsibility. Review and assessment arrangements are used where appropriate within subjects, in mentoring, and in PSE. The Pupil Support Department is responsible for this and we use one-on-one interviews, cause for concern enquiries, daily achievement sheets, target-setting etc.

Where are we?

There are Pupil Support Bases located in Bruntsfield House.

How can you get hold of us?

There are post boxes available for your child to leave a message if staff are teaching or in meetings.

If you have a particular worry about your child, please make an appointment to see his or her Pupil Support Leader. We can be contacted by telephone (0131 447 1900) or through the e-mail links above. You should receive a response within three working days. Some queries will take longer to be investigated/resolved but you will be told quickly if this is the case.

The Pupil Support Department strives for excellence in our work across the school. We would welcome your thoughts and suggestions for improvements on any matter relating to our policies, procedures, and general roles.

Sensitive subjects... and parents' rights in Personal and Social Education

Personal and Social Education will include age-appropriate classes on, for instance, drugs and alcohol awareness, sex education and relationships. Most parents are happy to let their child take part in the school's programmes. However, in some exceptional circumstances a parent may take the view that this is an aspect of their child's education that they prefer to deal with only at home.

Any parent considering withdrawing their child must first contact the school. Both the parent and the school must consider the child's views given the child's statutory right to education. The right to withdraw a child applies only to specific programmes of sex education. It is not possible to withdraw a child from lessons across the curriculum, as this would prevent a child receiving an adequate and efficient education. Discussion with the parent or carer and child or young person should attempt to clarify the purposes of the programme and encourage them to see participation in the programme as a positive and constructive part of the child or young person's education and development. Consideration should also be given to the age and maturity of the child or young person concerned on a case-by-case basis, in line with the UNCRC's key concept of 'evolving capacity,' whereby with increasing age, maturity, understanding and experience, children progressively assume greater autonomy. where a young person does not take part in sexual health education lessons, arrangements should be made by the parents for alternative positive educational provision, which meets the Health and Wellbeing outcomes

Legally, at the age of 16 parents cease to give direction; instead, they offer guidance to their children. This means that the rights and responsibilities transfer to the pupil.

Transitions – Moving to a New School or Leaving School

This section also gives information about transition.

There are also details about making a placing request to another school.

Primary to Secondary Transfer

Visits to JGHS school are organised before the summer holidays and children from other catchment schools who will be attending will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents may have an opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage if the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Placing Requests

As a parent, if you do not want your child(ren) to be educated in your local catchment school, you have the right to make a Placing Request for your child(ren) to attend another school.

If you would like your child to start P1 or S1 at a school outside your catchment area, you must make a Placing Request. You can get a Placing Request application form at any nursery or primary school in Edinburgh from mid-November and must return it by **24 December** to:

e-mail: school.placements@edinburgh.gov.uk

post: School Transactions
P1/S1 Placements,
PO Box 12331,
EDINBURGH
EH7 9DN

If we receive your application form after 24 December, your request will be considered but if we receive your application form after **15 March** places in your chosen school may no longer be available.

The Council must grant Placing Requests where possible. If there are more places available in a school than there are placing requests, all placing requests are usually granted.

If the school you choose has more placing requests than available places, each case is looked at individually. Please include all relevant details on your Placing Request application form so this can be considered.

As school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area. This has resulted in high numbers of placing requests being refused.

If a Placing Request is successful for one child, this does not guarantee a successful Placing Request for another child. This could mean parent(s) / guardian(s) have children attending different schools.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Further information

Further information on school placing requests can be found on our website at:
http://www.edinburgh.gov.uk/info/20256/school_places/1375/school_placing_requests

Section Five – School Improvement

JGHS is a high attaining and high achieving school. We are regularly placed among the top 10 state schools in Scotland.

Our school improvement plan is updated annually and is available on our website.

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children and Families.

Standards and Quality Report

Every year each our school publishes a Standards and Quality report which highlights the school's major achievements. Our report is available on our website.

Websites

You may find the following websites useful.

- www.edinburgh.gov.uk - contains information for parents and information on Edinburgh schools.
- <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/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.ltscotland.org.uk/scottishschoolsonline-index-asp/> - 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.
- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <https://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
- <https://www.equalityhumanrights.com/en> - contains information for everyone on equality laws within the government and local authorities.



Glossary

CFE	Curriculum for Excellence
ASN	Additional Support Needs
EMA	Education Maintenance Allowance
ASL	Additional Support for Learning
SQA	Scottish Qualifications Authority
FOI	Freedom of Information
HT	Head Teacher
DHT	Depute Head Teacher
PT	Principal Teacher
BM	Business Manager
CLD	Community Learning and Development
GIRFEC	Getting it Right for Every Child
CPM	Child Planning Meeting (Early Years and Primary)
YPPM	Young Person's Planning Meeting (Secondary)

The information in this school handbook is correct at the time of publication (October 2021), however, it is possible that there may be some inaccuracy as the school year progresses

Parent Feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Name of school: _____

Did you find	Please tick	
1. the handbook useful?	Yes	No
2. the information you expected?	Yes	No
3. the handbook easy to use?	Yes	No

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

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

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer, or anyone else who has parental responsibility for the child.

I hope you find all the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Donald j. Macdonald
Head Teacher
James Gillespie's High School