



Eco Schools
Award 2004



Turnbull High School
St Mary's Road, Bishopbriggs
Glasgow G64 2EF

Tel: 0141 955 2393

Fax: 0141 772 8016

www.turnbull.e-dunbarton.sch.uk

Email: office@turnbull.e-dunbarton.sch.uk

Twitter: @Turnbullhs

SCHOOL HANDBOOK 2024-2025

CONTENTS

Letter from Head Teacher	2/3
Mission Statements	4
Overview of Whole School/Establishment Priorities and Targets	5
Glossary	6
School Information	7/8
Transfer/Enrolment	8/9
Staffing	10/12
School Hours/School Year	13
Pastoral Care	14
GIRFEC	15/28
Support for Learning	29/30
Psychological Service	30
Equal Opportunities and Social Inclusion	31/35
P7 – S1 Transition/Courses Currently Available in the School	36
Curriculum	37
Broad General Education	38
• S1 and S2	38
• S3	39
• S4 - S6	39/40
Skills Development Scotland in Turnbull High School	41
Assessment	42
Homework	43
Religious Education and Observance	43/45
Extra Curricular Activities	46
Liaising with and involving Parents in their Child's Education	47
Summary of Contact with Parents	48
Reports to Parents/Parents' Meetings	49
School Attendance	50/53
Parent/Teacher Association	53
Parent Council	54/56
Pupil Voice	57
Accessing your Child's Pupil Records/Freedom of Information Act 2002	58
Promoting Positive Behaviour Policy	59/62
Comments, Compliments and Complaints Procedure	60
Anti Bullying/Anti Racist Policy	62/63
School Community Links	64/65
Clothing and School Dress	66
Education Maintenance Allowance (EMA)	67
School Meals	68
Transport	69/70
Information in Emergencies	71/73
Childcare Information Service	74
Child Protection Information	74/75
Appointment of Adults to Voluntary Childcare Positions	75
Transferring Educational Data about Pupils	76/77
Data Protection Act	77
Use of Photographs and Video Film involving Pupils	78
School Campus No Smoking Policy	78
Pupil Use of Mobile Phones in School	78
Achievement in SQA Examinations	79
Addresses	80
Appendices	81/86
Respect	87



LETTER FROM HEAD TEACHER



Dear Parent / Carer

As Head Teacher of Turnbull High School, it is my pleasure to provide this introduction to our school handbook. I hope that this handbook provides you with an insight into our school community and that you find it interesting and informative.

Turnbull High School is a community of faith engaged in learning. In our school we promote Gospel values and seek to build a community where all members are held in high regard and their dignity, worth and individuality respected. We have high expectations of all individuals and provide conditions and experiences which promote the spiritual, moral, physical, social, emotional and intellectual development of the students as they prepare for adult life. Through regular prayer and worship, we foster the distinctive Catholic ethos of the school. Our pupils are encouraged to live out Christian values in the way they treat others. They are also encouraged to set high standards, develop positive work habits and make a habit of excellence in everything they do.

We offer a high standard of pastoral care for our young people and provide an extensive range of extra-curricular activities and wider opportunities to pupils. We place the highest importance on the partnership we enjoy with our parents and carers, the first educators of our pupils. Families across the school community participate in the life of the school and are well represented by our active Parent Council and PTA.

In October 2023 a team of inspectors from Education Scotland visited Turnbull High School and gathered evidence to evaluate the school's work. The inspection evaluated the school as follows:

Quality Indicator	Evaluation
1.3 Leadership of Change	Very Good
2.3 Learning, Teaching & Assessment	Very Good
3.1 Ensuring Wellbeing, Equality & Inclusion	Very Good
3.2 Raising Attainment & Achievement	Very Good



The inspection team found the following strengths in the school's work:

- The school's strong, faith-based ethos and Catholic identity ensure young people feel valued and included across the school community.
- Supported by the senior management team, the headteacher's strong and caring leadership is highly valued across the school community. Together they ensure a well-established culture of all staff monitoring and evaluating their work.
- Teachers have very strong approaches to checking how well learners are progressing and attaining. As a result, young people can confidently discuss their strengths and next steps in learning.
- Young people's attainment and achievements are very strong across the school.
- Staff use targeted approaches to supporting specific young people who require additional support. Care experienced young people are very well supported to achieve and attain.

I encourage and value your partnership in the education of your child, and look forward to working with you to achieve the highest standards of attainment and achievement for all our young people.

Please contact me if you have any questions regarding our school. I am always delighted to hear from you and welcome feedback on any issue you may have.

A handwritten signature in cursive script that reads "Eileen Kennedy". The signature is written in black ink and has a fluid, connected style.

Eileen Kennedy



VISION STATEMENT

As a community of faith and learning, centred on Christ, we will value each person as an individual, enabling our students to fulfil their potential as young men and women, prepared to meet the challenges of life and committed to serving Christ in others.

OUR VALUES

The values of the Gospel will direct the work of the school. Our community will aspire to:

- grow in faithfulness to God
- encourage hope in each person
- reach out in compassion to others
- respect the dignity of all
- treat others fairly
- act with honesty.

AIMS

We will strive to achieve our vision by:

- providing high quality Catholic education based upon Gospel values
 - providing experiences which meet the individual needs of our young people and enable them to achieve their full potential
 - fostering a strong sense of community within the school and developing productive links with the wider community
 - valuing and developing all members of the school community
 - We will be undertaking a full stakeholder review of our Vision Values and Aims in Session 2024-25
-

EAST DUNBARTONSHIRE COUNCIL'S VISION

East Dunbartonshire's vision is:

'Working together to achieve the best with the people of East Dunbartonshire'

This vision is underpinned by a core set of values, which are our commitment to:

- Our Customers
- Pursuit of Excellence
- Innovation
- Partnership
- Our Employees

SUMMARY OF SCHOOL IMPROVEMENT PLAN 2023-2024

	IMPROVEMENT PRIORITY	TASKS
1	Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Continue to assess and address learning loss* • Continue to develop digital learning across the curriculum • Promote effective strategies to support dyslexic pupils across the curriculum • Continue to review and develop assessment and reporting procedures • Develop independent learning through BLP implementation
2	Closing the attainment gap between the most and least disadvantaged children and young people	<ul style="list-style-type: none"> • Literacy Intervention Programmes • Numeracy Intervention Programmes • Equity Reading Programme & targeted opportunities
3	Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • Review of Mental Health Curriculum • Develop a whole school approach to restorative thinking • Programme of preparation to review school vision, values and aims • Programme to support the spiritual development of staff • Review of Developing in Faith (Theme 5)
4	Improvement in employability skills and sustained, positive school leaver destinations for all young people	<ul style="list-style-type: none"> • Establish mentor group for targeted leavers • Introduce BGE DYW programme into S1 curriculum • Review of curriculum rational and structure
5	Further develop collegiate working across our school community.	<ul style="list-style-type: none"> • Provision of in-house leadership and/or training opportunities • Whole school review of QI 1.3 • Review ES Parent Toolkit (sections 3&5)

At the time of printing this is the current SIP





GLOSSARY

Certificate Course	A course which could lead to a Scottish Qualification Certificate (National Courses at National 3/4/5, Higher and Advanced Higher levels)
Co-educational	Caters for both sexes on the basis of equal opportunities.
Comprehensive school	Takes all pupils from an area without any selection according to ability.
Consortium	A group of schools and colleges with linked timetables.
Continuous assessment	Testing of performance in a subject by a variety of means at short intervals, rather than one or two big examinations in the year.
Curriculum	The curriculum is the totality of experiences which are planned for young people through their education. It includes the ethos and life of the school, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement.
Extra-curricular activities	Activities which take place outwith the timetabled programme.
Mixed ability	Pupils of a wide range of ability taught together as a class.
SQC	The Scottish Qualifications Certificate is awarded by SQA for National Courses at National 3/ 4/5, Higher and Advanced Higher.
SQA	Scottish Qualifications Authority who award SQC certificates and administer National Qualifications



SCHOOL INFORMATION

TURNBULL HIGH SCHOOL, named after William Turnbull, Bishop of Glasgow and founder of the University of Glasgow in 1451, was opened in August 1976 to serve the needs of the Catholic community of Bishopbriggs. In 1978 it achieved full six year status and in the same year the catchment area was extended to include Catholic children residing in Torrance. Since 2002, pupils from Bearsden and Milngavie are entitled to a place in Turnbull High School.

In November 2017 Turnbull High School was consecrated to the Immaculate Heart of Mary as we took Our Lady, to be our patron.

Turnbull High School is a co-educational comprehensive school with classes from first year to sixth year. The school admits 120 pupils (4 First Year Classes) each year where possible and the current roll is S1 – 118, S2 – 120, S3 – 120, S4 – 108, S5 – 106 and S6 – 89.

In the summer of 2009 we took possession of our new state of the art school building. Each classroom has a Teaching Wall which contains all the storage space teachers need for resources, as well as housing an interactive white board which allows teachers and pupils to make ICT an integral part of effective learning and teaching. A feature of the school is the 'break out' areas. These areas provide opportunity for smaller groups of pupils enhance their learning experience and more effectively meet their needs. Three of these areas have now been resourced to create a wellbeing resource, a student leadership meeting area and St Columba base.

At the centre of the school is our dining/social area with our canteen, snack bar, lockers areas and toilets. Adjacent to this is the enclosed Assembly space and Performance area which provides an excellent space to gather pupils together in year groups and for holding whole school events.

At the centre of the management suite is our Oratory. The outstanding feature of our Oratory is a stained glass window which the school has commissioned. This encompasses the whole of the side of the Oratory facing the front of the school and makes a significant contribution to ensuring our Oratory is a place worthy of our prayer and liturgy.

We took possession of our PE facilities in October 2008. These include a fantastic gym, with excellent changing areas and a seminar room for the delivery of PE theory. We also have a synthetic football pitch and a grass pitch that is used for football, rugby and athletics.

For commercial lets, application must be made to the Area Office, and for community lets application must be made to the School Letting Section:

Community Learning & Development (School Letting Office)

The Hub, Drymen Road, Bearsden
G61 3QT Tel 0300 1234510 email: letting@eastdunbarton.gov.uk

How to contact us:

Turnbull High School

St Mary's Road
Bishopbriggs
Glasgow G64 2EF

Tel: 0141 955 2393
Fax: 0141 772 8016

Email: office@turnbull.e-dunbarton.sch.uk
Website: turnbull.e-dunbarton.sch.uk



The school's associated Primary schools are:

St Matthew's Primary School

Park Road
Bishopbriggs
Tel: 0141-955-2282

St Nicholas' Primary School

Duntocher Road
Bearsden
Tel: 0141-955-2222

St Helen's Primary School

Wester Cleddens Road
Bishopbriggs
Tel: 0141-955-2286

St Machan's Primary School

St Machan's Way
Lennoxton
Tel: 01360-311586

Children from Torrance, who attend St Machan's PS, may transfer to Turnbull High School.
Pupils from St Nicholas' may transfer to Turnbull High, St Ninian's High or John Paul Academy.

TRANSFER/ENROLMENT

Parents offered or seeking a place in the school may visit the school by appointment, arrange by telephone or letter with the School Office. For parents of pupils of Primary 7 in the associated primary schools, an evening meeting is held in September and in June in Turnbull High School to support the transition programme.

Primary to Secondary Transfer

Pupil visits to Turnbull High School are organised before the summer holidays. Children from associated primaries and non-catchment schools who will be attending Turnbull High School will have the opportunity to meet and get to know each other. The children will participate in classroom activities and meet their class teacher. Parents will have an opportunity to view the school and are given a brief explanation of school life at the parent Information evening in June.

Arrangements for enhanced transitions are agreed in partnership with the young person, parents/carers and both the primary and secondary school. Copies of the Turnbull Cluster Transition Programme are available on request.

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware that there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

School Admissions

The Admissions Policy for primary and secondary schools is on the EDC Website. The result and any changes will be published on the EDC website.

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. 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.

Transport for Placing Requests

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

Secondary School Admissions

Transfer Information will be issued to primary 7 parents in November each year. The registration application must be completed for all P7 catchment children in order for them to be included in the secondary school numbers for August. The registration form can be found on the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.



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, as long as the intended secondary school is still the catchment school for your home address. Parent 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, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary and Secondary Placing Requests to commence school in August will be considered following the application process detailed on the Placing Request section of the East Dunbartonshire Council website.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

Primary 1 children must also be enrolled at their catchment school using the registration process detailed on the East Dunbartonshire Council website whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Service.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the number of Placing Requests at that school. The Education Service can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and request will be accepted and refused accordingly.

Your placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Further information is available on the East Dunbartonshire Council website.

Any Placing Requests received after the 15th March for Primary and Secondary will not be considered in the first round of Placing Requests. Parents/Carers will be notified of the outcome of their request within 2 months of receipt of your Placing Request.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful Placing Request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice.

Parent are requested to contact the education office to clarify this position if they are unsure.

Mid-Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the head Teacher prior to making a Placing Request. Completing the application form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.



STAFFING 2024 - 2025

SMT

Head Teacher	Eileen Kennedy
Deputy Head Teacher	Colette Bray P7/S1
Deputy Head Teacher	Clare McLaughlin S2
Deputy Head Teacher	Lorraine Thomson S3/4
Deputy Head Teacher	Duncan Mitchell S5/6

Art

Veronica Connochie	Principal Teacher
Laura Christy	Teacher
Gerry Rafferty	Teacher

Biology

Steven Broadley	Principal Teacher
Nicole McDaid	Teacher
Holly Hart	Teacher

Business Information Studies

Ross Mackenzie	Acting Principal Teacher
Sharon Brown	Teacher 0.6 FTE
Chris Jordan	Teacher
Claire Ruddy	Teacher 0.6 FTE
Laura Hogg	Teacher

Chemistry

Helen Scally	Principal Teacher
Therese Kielty	Teacher
Matthew Shaw	Teacher

English

Ashleigh Keggans	Principal Teacher
Mark Hendrie	Principal Teacher of Pastoral Care
Kim Jack	Teacher
Aine McBride	Principal Teacher of Pastoral Care
Andrew Thomson	Teacher
April Young	Teacher

Humanities

Patrick Walker	Principal Teacher
Clare Britton	Principal Teacher of Pastoral Care 0.5
Mark Hansen	Teacher
Johanna Kox	Probationer Teacher
Sean MacAulay	Probationer Teacher
Lee Thompson	Teacher
Monica Walker	Principal Teacher of Pastoral Care 0.5

Home Economics

Lorraine Scott	Principal Teacher
Claire Watt	Teacher 0.5 FTE

Mathematics

Lindsay McDonald	Principal Teacher
Jacqui O'Kane	Principal Teacher of Enterprise
Michelle Cowie	Teacher
Nicola McBrearty	Teacher
Claire Nolan	Teacher
Sharon Young	Teacher

Modern Languages

Clare Grehan	Principal Teacher
Jennifer Carr	Teacher
Lorraine Glen	Teacher
Kirsty McGinty	Teacher

Music

Nathan Hoyle	Principal Teacher
Caroline Bradley	Teacher 0.6 FTE
Emily Collins	Teacher 0.6 FTE

Physical Education

David McArthur	Principal Teacher
Lindsey Kerr	Teacher
Robbie McLaren	Teacher
Aiden O'Halloran	Teacher

Physics

Neil Hannah	Acting Principal Teacher
Calum de Saint Croix	Teacher 0.4 FTE
Rebecca Fleming	Teacher 0.6 FTE

Religious Education

Fraser Pearce	Principal Teacher
Micaela Morrison	Teacher

STEM

Calum de Saint Croix	Teacher 0.5 FTE
----------------------	-----------------

Support for Learning

Eileen Martin	Principal Teacher
---------------	-------------------

Technical

Stefanie Murray	Principal Teacher 0.6
Ian Simson	Principal Teacher 0.4
Rachael Miller	Teacher



Wellbeing Teacher

Gillian Wallace

School Chaplains

Fr Chido

Fr Alex

Support Staff

School Support Manager

Eileen McGhee

Admin. Assistant

Helen MacKay

Ruth O'Donnell

Clerical Assistants

Amanda Fairley

Kathleen MacNiven

Elisa McNamara

Angela Swann

Jean Thomas

Librarian

Sandra Wright

School Assistant

Angela Swann

Mary Anne Stevenson

Attendance Officer

Carol Wilkie

Support for Learning Assistant

Laura Carberry

Emma McDonnell

Angela McGinnis

Ruane Maulenova

Pamela Musleh

Danielle O'Riordan

Chris Wain

Senior Technician

Tom Maguire

Technicians

Lynn Hand (Science)

Stuart Love (Technical)

Steven Cornfield (ICT)

Building Manager

Kate Dow

Paul Grethe

Team Leader

Heather Samson (Snr)

Andy Morrice

Facilities Assistants

Chris Bird

Anju Chand

Janice Christie-Buddo

Patricia Culley

Sharon Donnelly

Elaine Drummond

Pauline Freer

Dionne Hardie

Amanda McAra

Fraser McDonald

Yvonne McMullen

Nora Miller

Steve Ngoy

Stephen Rice

Megan Ritchie

Heather Samson Jnr

Sandy Sengdenane

Margaret Waddell

Catering Manager

Chris Bird

Catering Assistants

Anju Chand

Cheryl Lamond

Christina Lennon

Nikki MacGregor

Yvonne McMullin

Nora Miller

Sharon Smith

Alison Simpson

Dalkia

Joe Brown

Alan Daly



SENIOR MANAGEMENT TEAM

Each member of the senior staff has a direct responsibility for liaison with particular subject areas within the school. In addition, responsibilities are:

Head Teacher (Mrs Kennedy)

S1-S6 curriculum overview and mentoring. Her department links are Home Economics, Technical and Geography

- Strategic Planning
 - Promoting Catholic Ethos
 - School Finance
 - School Calendar
 - Collegiate Calendar
 - Raising Attainment
 - Wider achievement
 - Tracking & Monitoring (including whole school data analysis)
 - Staffing
 - Induction of New Staff
 - Absence Management
 - Local Authority Liaison
 - Parent Council/Parent Teacher Association (PTA)
- Whole School Quality Assurance
 - School Improvement Plan
 - School Policies/ Staff Handbook
 - Standards & Quality Report
 - Inset
 - School Handbook
 - Health and Safety
 - Trips & Excursions
 - Care and Welfare of Pupils
 - Child Protection Co-ordinator
 - Pupil Voice/Learners Participation
 - Cluster Management Team
 - Pupil Equity

Depute Head Teacher (Mrs Bray) – Year Head (P7/S1)

Mrs Bray is responsible for P7/S1 curriculum overview and mentoring. Her link departments are Modern Languages, Pupil Support Team, Maths and History/Modern Studies.

- P7/S1
 - Promoting Positive Behaviour
 - Primary Liaison
 - Cluster Management Team
 - Care and Welfare of Pupils in S1
 - Tracking & Monitoring (including PLP/Profiling) of S1 pupils
 - Child Protection Co-ordinator
- ASL Co-ordinator (including GIRFEC and STINT)
 - Induction of New Staff
 - Probationers/Students
 - Health & Wellbeing Across Learning
 - Uniform
 - PSE Programme

Depute Head Teacher (Mrs McLaughlin) – Year Head (S2)

Mrs McLaughlin is responsible for S2 curriculum overview and mentoring. Her departmental links are Business Education and Computing Science, Music and Religious Education

- S2 Curriculum
 - Care and Welfare of Pupils in S2
 - Tracking & Monitoring (including PLP/Profiling) of S2 pupils
 - Promoting Positive Behaviour
 - S2 Options
 - SQA Co-ordinator/Prelims Co-ordinator
- Chaplaincy
 - Equality & Fairness
 - Wider Achievement/ Citizenship
 - Inter Disciplinary Learning
 - Family Learning/Parental Engagement

Depute Head Teacher (Mrs Thomson) – Year Head (S3/S4)

Mrs Thomson is responsible for S3/S4 curriculum overview and mentoring. Her departmental links are English, Physical Education and Chemistry.

- S3/S4 Curriculum
 - Care and Welfare of Pupils in S3 & S4
 - Tracking & Monitoring (including PLP/Profiling) of S3/4 pupils
 - S3/S4 Options
 - Learner Participation
- Learning and Teaching
 - SNSA/S3 Exam Schedule
 - Literacy Across Learning
 - Pupil Voice Rights Respecting School

Depute Head Teacher (Mr Mitchell) – Year Head (S5/S6)

Mr Mitchell is responsible for S5/S6 curriculum overview and mentoring. His departmental links are Art, Biology and Physics

- S5/S6 Curriculum
 - Promoting Positive Behaviour in S5 & S6
 - Care and Welfare of Pupils
 - Tracking & Monitoring (including PLP/Profiling) of S5/6 pupils
 - Raising Attainment (Supported Study/SEEMIS Tracking/Data Analysis)
 - S5 Options
 - Vocational Programme
 - Finance – School Fund
- ICT Co-ordinator (including media, twitter and website)
 - CPD/PRD
 - PA Liaison
 - Timetable/Staff Cover/Accommodation
 - Developing Young Workforce
 - Numeracy Across Learning
 - EMA



SCHOOL DAY

Long Day	BGE		Short Day	BGE	
09:00	Period 1	09:50	09:00	Period 1	09:50
09:50	Period 2	10:40	09:50	Period 2	10:40
10:40	Interval	10:55	10:40	Interval	10:55
10:55	Period 3	11:45	10:55	Period 3	11:45
11:45	Period 4	12:35	11:45	Period 4	12:35
12:35	Period 5	13:15	12:35	Lunch	13:15
13:15	Lunch	14:05	13:15	Period 5	14:05
14:05	Period 6	14:55	14:05	Period 6	14:55
14:55	Period 7	15:45			
Long Day	Senior Phase		Short Day	BGE	
09:00	Period 1	09:50	09:00	Period 1	09:50
09:50	Interval	10:05	09:50	Interval	10:05
10:05	Period 2	10:55	10:05	Period 2	10:55
10:55	Period 3	11:45	10:55	Period 3	11:45
11:45	Period 4	12:35	11:45	Lunch	12:35
12:35	Lunch	13:25	12:35	Period 4	13:25
13:25	Period 5	14:05	13:25	Period 5	14:05
14:05	Period 6	14:55	14:05	Period 6	14:55
14:55	Period 7	15:45			

THE SCHOOL YEAR 2024-2025

First Term	Teachers Return (In-Service Day)	Monday 12 August 2024
	Inservice Day	Tuesday 13 August 2024
	Pupils Return	Wednesday 14 August 2024
	September Weekend	
	Closed	Friday 27 September 2024
	Closed	Monday 30 September 2024
	Pupils and Teachers Return	Tuesday 01 October 2024
	October Week	
	Closed Inservice Day	Friday 11 October 2024
	Closed	Monday 14 – Friday 18 October 2024
Second Term	Pupils and Teachers Return	Monday 21 October 2024
	February Mid Term Break	Friday 20 December 2024
	Closed	Monday 23 December 2024 – Friday 3 January 2025
	Closed	Monday 6 January 2025
	Closed Inservice Day	Monday 17 February 2025
	Pupils and Teachers Return	Tuesday 18 February 2025
	Last Day of Term	Wednesday 19 February 2025
	Closed	Thursday 20 February 2025
	Closed	Friday 04 April 2025
	Closed	Monday 07 April – Monday 21 April 2025
Third Term	Pupils and Teachers Return	Tuesday 22 April 2025
	May Day	Monday 05 May 2025
	Inservice Day	Tuesday 06 May 2025
	Pupils and Teachers Return	Wednesday 07 May 2025
	May Weekend	
	Closed	Friday 23 May 2025
	Closed	Monday 26 May 2025
	Pupils and Teachers Return	Tuesday 27 May 2025
	Last Day of Term	Wednesday 25 June 2025
	Closed	Friday 27 June – Sunday 10 August 2025



PASTORAL CARE

In Turnbull High School we aim to foster an ethos of inclusion in which all pupils have the opportunity to develop and to participate to their fullest potential. We have an extensive Pupil Support Team who work with our pupils in many different ways. Our Pupil Support Team is made up of Pastoral Care Staff, Wellbeing Teacher and Support for Learning Staff.

To facilitate the organisation of Pastoral Care, where possible, siblings have the same Principal Teacher Pastoral Care to ensure strong links between home and school. The members of the Pastoral Care Staff work as a team and take responsibility for the personal, curricular and vocational guidance of the pupils in their House Group. Every pupil in the school is free to seek help and advice from any member of the Pastoral Care Team. If a parent/carer wishes to discuss any aspect of their child's progress and development with a member of the Pastoral Care Team an appointment can be arranged by telephoning the school.

Pastoral Care Staff

Arranged by House Group		
St Andrew's House	Ms M Henry	Principal Teacher Pastoral Care
St Kentigern's House	Mr M Hendrie	Principal Teacher Pastoral Care
Marian House	Mrs C Britton	Principal Teacher Pastoral Care
St Teresa House	Mrs A McBride	Principal Teacher Pastoral Care
	Mrs E Martin	Principal Teacher Support for Learning
	Mrs G Wallace	Wellbeing Teacher



Getting It Right for Every Child, Young Person and Family (GIRFEC)

“Supporting parents, and providing services which increase stability in their lives, means children are more likely to perform better at school, become more resilient in their response to challenge, and develop into healthy adults”.

Sir Harry Burns, Scotland's Chief Medical Officer

The Scottish Government introduced Getting it Right for Every Child (GIRFEC) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

- Safe :** Children and young people are protected from abuse, neglect or harm at home, school and in the community
- Healthy :** Children and young people have the highest attainable standards of physical and mental health, as well as access to suitable health care and support that can assist healthy and safe choices being made.
- Achieving :** Children and young people are supported and guided in their learning and in the development of their skills, confidence and self esteem at home, at school and community
- Nurtured :** Children and young people have a nurturing place to live, in a family setting with additional help if required or where this is not possible are placed in a suitable caring environment
- Active :** Children and young people have opportunities to take part in activities such as play, recreation and sport – all contributing to healthy growth and development at home and in the community
- Respected & Responsible:** Children and young people are encouraged to have an active and responsible role within their family, school and community
- Included:** Children and young people receive assistance to overcome social, educational, physical and economic inequalities and are accepted as part of the community where they live and learn.

GIRFEC foundations are in universal health and education services and drive the developments that will improve outcomes for all children and young people. By changing the way we think and act, we can help all children and young people grow, develop and achieve their full potential.

GIRFEC promotes an integrated, common approach to understanding and developing children's well-being across Council Services, Health and other partners. It supports practice to ensure action can be taken as early as possible to improve outcomes for the child or young person. It also supports the recording of information in a consistent way, allowing it to be collated to provide a shared understanding of the needs of a child or young person.

As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues. No matter where they live or whatever their needs, children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them.



The Getting It Right approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential.

This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child focussed, ensuring that the child and family are at the heart of decisions and support:
- Based on a holistic understanding of wellbeing:
- Early interventionist to tackle needs as soon as they appear: and
- Joined up, to ensure services work together.

It is the entitlement of every child to be supported throughout their education. The *Wellbeing Pathway* provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person.

Teachers plan experiences and assess progress in learning, and for most children is sufficient. From time to time however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teacher will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

Within East Dunbartonshire schools, teachers employ the following model to provide a clear, structured pathway for learners.

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning styles.
- Modifying Learning Environment – giving children areas to work which suit their learning style

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.

When a wellbeing concern has been brought to their attention, the pupil support coordinator will consider the following questions in relation to the eight wellbeing indicators.

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be need from others?

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in CYP Act 2014 and ASL Act 2004, 2009.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents.



CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 and the Education (Additional Support for Learning) (Scotland) Act 2009 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs. Authority policy in relation to provision for Additional Support Needs can be found on the website www.eastdunbarton.gov.uk

All children require support to help them learn. However there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from school education. That support may come from education services but can also be provided by a NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations. Children and young people in school who need extra support or a different sort of support from what is generally available have additional support needs.

These additional support needs can arise for lots of different reasons. The reasons why a child or young person may have additional support needs are too many to list here, however the following are examples:

That the child or young person:

- finds it difficult to behave in school;
- is hearing or visually impaired;
- has a particular health need;
- is living with parents who have a drug or alcohol dependency;
- has English as an additional language.

Some additional support needs may only last for a short period of time other additional support needs will be life long.

If you think your child may have additional support needs you should talk to your child's school or pre school provision about this.

All children and young people have their needs continuously assessed and reviewed. Your child's school will be able to show you their assessment of your child's needs and will send you copies of reports on how your child is progressing in school.

All schools and early years establishments in East Dunbartonshire look at children's needs through a process of staged intervention. This process allows teachers and others to

- identify those children who may need additional support;
- make plans to support those children identified;
- deliver the support the child requires; and
- regularly review the support provided.

In addition to the additional support which schools themselves can provide through individual planning or making specific resources available, schools can also request support from East Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with special equipment and resources if necessary. Some children may also benefit from attending the special schools and specialist resources which East Dunbartonshire manages.



Parents have a very important role to play in their child's education and the views of parents and young people will always be taken account of in making decisions which affect the child or the young person. If your child requires additional support at school you can provide the school with important information about your child which will be helpful in making plans to support your child. Parents and young people will always be invited to participate in reviews of progress.

A small number of children and young people with additional support needs require a co-ordinated support plan (CSP). All of these children and young people will already have a staged intervention plan provided for them in school which set out targets for their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be involved in regularly reviewing the plans. The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person ie. where the support required must be co-ordinated.

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact the school to arrange a time to discuss that concern. Every effort will be made by the school and the education authority to resolve your concern at that point.

The contact details for Turnbull High School's Additional Support Needs Co-ordinator is cbray@turnbull.e-dunbarton.sch.uk.

East Dunbartonshire Council's Inclusion Officer is julie.murray@eastdunbarton.gov.uk
Jackie.swann@eastdunbarton.gov.uk.

If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

- mediation
 - independent adjudication
 - the Additional Support Needs Tribunals for Scotland
- To assist in reaching a satisfactory conclusion.

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support need when or if they arise. East Dunbartonshire council uses Resolve Scotland. For further information contact: 0131 313 8844 or go to www.resolve.org.uk

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 the East Dunbartonshire Council website, and the school's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school.

Working with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and parents – decisions are made with regards to the best possible education to meet the needs of the 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, 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.scl.org.uk, 0131 667 6633.



Autism Adviser

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team – lead by an educational psychologist and a quality improvement officer. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism adviser will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism Adviser differently, the role of the Autism Adviser may include facilitating staff training within their school, supporting communication to parent/carers; planning for establishments' Autism Awareness Week; running a parent/carers' support group and supporting individual staff member using existing school structures (e.g. Pupil Support Group)

Supporting Families Services

The core purpose of this service is provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include parenting workshops, individual support following the Triple P programme. Services also include a holiday play scheme, provision for children and young people with additional support needs. If you wish to access any of the services please contact the team on 0300 1234510.

Specialist Support Service – teachers teaching in more than one school

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school.
- children who have language and communication difficulties
- children who have social, emotional or behaviour needs
- children at early stages of primary school who have developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs.

What are Additional Support Needs?

The 2004 Act and 2009 Act state that:

“a child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person”.

Additional support needs can occur either where there is a short-term set of circumstances which has a significant impact on the young person's ability to benefit from school education (and which are longer than six months in duration), or, where a young person has one or more significant or complex needs which impinge on the ability to benefit from school education. These are likely to be of long-term duration, and will require support from the education authority beyond that normally available in the classroom. Under these circumstances, the young person may have a co-ordinated support plan (CSP).



Guiding Principles

- Presumption of mainstream includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision
- Local, integrated and streamlined processes of assessment and decision making in full collaboration with learners and their families
- Increasing the capacity of staff to meet the needs of a broad range of learners at all levels of the continuum of support through Career Long Professional Learning (CLPL)
- Equity of access to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all

Universal and Targeted Levels of Support

Universal and targeted planning for children and young people should be proactive and solution focussed. A whole school and classroom ethos and culture should include strategies and support all children.

Provision across all establishments focuses on developing and supporting the whole child and this includes have: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience and partnership working.

The curriculum within all early year's centres, primary and secondary schools is focused on providing a meaningful, engaging and challenging experience for all learners. The curriculum in all sectors is based on the underlying principles of Curriculum for Excellence, which sets out an entitlement to access:

- A coherent curriculum from 3 – 18;
- A broad general education to the end of S3;
- A senior phase including qualifications;
- Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
- Personal support to enable learners to gain as much as possible from the opportunities of Curriculum for Excellence; and
- Support in moving to a positive and sustained destination beyond school.

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for excellence and linked to the agenda for Developing the Young Workforce. Education for learners can be provided as a blend of activity through access to mainstream class or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element of this provision focuses on literacy, numeracy and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

The majority of learners with additional support needs are educated within one of the mainstream early year's centres, primary or secondary schools. If a learner is identified as having additional support needs then a rigorous process of assessment, planning and support is put into place.



There are a number of resources which mainstream schools and early years centres can draw on to meet learners' needs. For example, every establishment has an Autism Adviser who is an established member of the teaching staff who is provided with training and ongoing support from a multi-agency team – led by educational psychology and a member of the ASN team. While every establishment will use their Autism Adviser differently, it is expected that they will provide support for learner with additional support needs in the areas of language and social communication including those diagnosed with autism. The role of the Autism Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers; planning for establishment's Autism Acceptance Week; and supporting individual staff members using existing school/early years centres structures (e.g. Pupil Support Group/Support for All Group). The Council aim is for all school staff to be nurture informed, for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture. Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs.

Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active Respected, Responsible and Included). This level is termed targeted support – in this case, staff develop an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other supports from professionals with the education department, such as educational psychologist or outreach teacher. Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

Targeted Intervention Tier 2 provision:

Education staff have an excellent understanding of their learners, any barriers to learning and how to support them. They provide individual educational programmes designed to meet their specific needs and are continually looking at ways to develop practice to improve outcomes. This cycle of planning, review and evaluation is likely to include strong partnership working with a range of more specialised services which can provide advice and targeted support as necessary.

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs

East Dunbartonshire Council has a continuum of support for learners requiring targeted support, these are reviewed and planned for each individual alongside professionals, parents/carers and the child/young person themselves – TAC (Team Around the Child).



Learners who may require to additional resources could be experiencing:

- Specific language difficulties (expressive or receptive)
- Difficulties in the area of social communication
- Significant difficulties with focus and attention
- Significant learning needs
- Self-regulation and self-care needs

For some learners, additional support is required from other specialist resources which offer outreach support. Requests for outreach to support the child within their mainstream school are made to the Locality Liaison Groups (LLGs). There are two LLGs – one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch. The purpose of the LLG is to allocate outreach services to support current placements in mainstream.

Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parent/carers and professionals involved. Outcomes of this process include the identification of changes to the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision.

Targeted Intervention Tier 3 provision

Learners who have support needs that require a higher level of support in provision that offers a much higher ratio of staff to learners and highly specialised teaching approaches. This is termed targeted intervention and is offered in Tier 3 establishments. Learners who attend primary and secondary schools (Tier 2 or 3) placement are referred to the GIRFEC Liaison Group (GLG)

The GLG is the decision-making forum for all specialist placements.

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 which place duties on education authorities and provide rights for parents of children with additional support needs and you people with additional support needs.

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information go to www.resolvemediation.org.uk

Advocacy

Parents/carers and eligible children/young persons also have the right to have a supporter or an advocate to present their case at any meeting with the school or Education Authority, in relation to the exercise of the Education Authority's functions under the Education (Additional Support for Learning) (Scotland) Act 2004.



My Rights My Say

Enquire: www.enquire.org.uk 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk 0131 510 9410

Take Note: National Advocacy Service for Additional Support Need (Bernardo's in association with the Scottish Child Law Centre) www.sclc.org.uk 0131 667 6633

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skill and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include group parenting workshops, bespoke 1 to 1 support and advice. Services also include holiday a play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services please contact the team by emailing: parenting@eastdunbarton.gov.uk A member of the team will be in touch.

Protecting Children and Young People

In 2021, the National Child Protection Guidance was updated to adopt a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

The guidance embeds the UNCRC the Promise and principles of GIRFEC as part of the continuum of preventative and protective support.

"Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community setting; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in position of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use".

(National Child Protection Guidance, 2021, p.12)

Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment. The Child Protection Officer in school will be either the Head Teacher or Depute Head Teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views and concerns
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers



Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on to protect the child or young person. Staff will always treat the matter sensitively, and with dignity and information will only be passed to those who need to know to protect and support the child or young person.

If parents or others have concerns for any child, they can speak to the Head Teacher/Child Protection Officer about this. They can also contact social work service and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm. The Head Teacher is required to immediately contact social work service to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.

Specialist Support Service

The Additional Support for Learning Team makes provision for children and young who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of

- Children with significant hearing and or visual impairment;
- Bilingual learners who are at early stages of learning spoken English;
- Looked after and accommodated children and young people who experiencing difficulties in school;
- Children who have language and communication difficulties;
- Children who have social, emotional or behaviour needs;
- Children at early stages of primary school who have developmental coordination disorder along attention difficulties;
- Young people who attend special provision units: and
- Pre-5 children who been identified as having significant support needs.



Making Provision for Additional Support Needs

Staged intervention is a process which is used to identify, assess and support the needs of children and young people. It provides:

- a record of intervention and achievement for individual children;
- an inclusive approach which involves parents, pupils, relevant staff and support services including other agencies;
- support plans which identify the strengths and development needs of individual children and young people;
- a solution focused approach to resolving issues early and at the least intrusive level of intervention; and
- a structured cycle of monitoring and review.

The education authority has put in 3 stages of support: in summary, these are:

Universal Support - class/group based strategies

Parent(s), staff or another agency identify a child/young person needing support or planning which can be met by the introduction of appropriate strategies by staff.

Targeted Support – whole establishment strategies

At Pupil Support Group Meetings or collaborative meetings, parent(s), staff or another agency identifies a child/young person needing support or planning which can be met by the introduction of appropriate strategies and the impact of these monitored. These strategies should take account of prior learning and may be developed in some instances with advice from and consultation with appropriate education support services.

At this stage a wellbeing assessment must be undertaken and the child/young person's views sought.

Targeted Intervention – whole establishment and other agencies

At Pupil Support Group Meetings or collaborative meetings, parent(s), staff or another agency identifies a child/young person needing further support or planning from outwith the existing pre-school or school setting and may involve other agencies in addition to appropriate education support services.

East Dunbartonshire Council's policy on Staged Intervention states that children, young persons and their parents should be fully involved in the staged intervention process. In addition, the 2004 Act places the education authority under a duty to ensure that parents and pupils are involved fully in discussions and decisions about their child's learning.

The 2004 Act gives parents the right to ask the education authority to find out if their child has additional support needs. Before making such a request however, it is expected that the parent will have explored the appropriateness of this with their child's school as all educational establishments are responsible for implementing the Education Service's staged approach to identifying learning and support needs.

All schools within East Dunbartonshire Council follow a standardised framework for planning, recording and reviewing the additional support needs of individual pupils and schools (supported by parents and other agencies) are responsible for identifying, addressing and monitoring/reviewing the additional support needs of pupils.



Team around the Child Meetings

Review meetings provide the opportunity to:

- discuss the progress made by a child/young person;
- review the effectiveness of an education programme/provision;
- set new aims and targets; and
- up-date information and advice.

During a review meeting parent(s) are given time to share their views about their child's progress and learning and support needs. They are actively encouraged to ask questions at the review meeting. Staff will take time to explain decisions and the reasons for them.

RESOLVING DISAGREEMENTS

While good practice can greatly assist in avoiding or preventing disagreements from escalating into more serious disputes, the 2004 Act makes provision for resolving disputes where they do escalate.

Mediation

Mediation is a voluntary process which can be used at any stage of the dispute resolution process where both parties involved believe that such intervention could be beneficial. The agreement of both parties to mediation is essential. Under no circumstance are parties involved in a dispute coerced into using mediation services.

The education authority delivers its mediation service through a contract with an external independent provider. The current provider is:

Resolve ASL
Children in Scotland
Princes House
5 Shandwick Place
Edinburgh
EH2 4RG Tel: 0131 313 8844 www.resolve.org.uk



The Education Service will send details of the above service to any individuals (e.g. parents, carers or young people) who wish to explore the use of mediation as a method for resolving any concern or dispute.

All requests for mediation services are managed in the first instance by the Education Officer (Support for Learning).

Other Useful contacts for Parents and Carers

Resolve Mediation
Resolve ASL
Children In Scotland
Level 1
Rosebery House
9 Haymarket Terrace
Edinburgh EH12 5EL Tel: 0131 313 2322

Govan Law Centre
18-20 Orkney Street
Glasgow
G51 2BZ
Tel: 0141 445 1955 www.edlaw.org.uk edquality@edlaw.org.uk

Scottish Independent Advocacy Alliance
Mansfield Traquair Centre
15 Mansfield Place
EH3 6BB Tel: 0131 524 1995

Enquire, Children In Scotland
Rosebery House
9 Haymarket terrace
EH12 5EZ Tel: 0345 123 2303

Ask *Enquire* for a copy of the ***Parents Guide to Additional Support for Learning*** (*Enquire 2005*).

Greater Glasgow and Clyde National Health Service Board
NHS Greater Glasgow and Clyde Corporate HQ
J B Russell House
Gartnavel Royal Hospital Campus
1055 Great Western Road
GLASGOW
G12 0XH
Telephone: 0141 201 4444 www.nhsggc.org.uk



Enable Glasgow
195d Drumry Road East
Glasgow
G15 8NS Tel: 0141 332 7420

Scottish Child Law Centre
54 East Crosscauseway,
Edinburgh,
EH8 9HD
Registered Charity No. SCO:1274

Advice Line Mon-Fri 9.30am-4.00pm T. 0131 667 6333
Freecall Under 21s (landlines) 0800 328 8970 (mobiles) 0300 3301421
Tel. Admin Line 0131 668 4400
General enquiries: enquiries@slc.org.uk
Legal advice: advice@slc.org.uk

Education Scotland
Denholm House
Almondvale Business Park
Almondvale Way
Livingston
EH 54 6GA Tel: 0131 244 4330
enquiries@educationscotland.gsi.gov.uk

You can also get information and advice on all of the issues by contacting the Education Officer (Support for Learning) or representative at:

East Dunbartonshire Council, Education Department
Southbank House
Strathkelvin Place
Kirkintilloch
G66 1XQ
Tel: 0141 578-8723

Or by contacting any of the following officers:
Mr Jackie Swan
Additional Support Needs Service Manager
Tel: 0141 578-8681
Jackie.swan@eastdunbarton.gov.uk



SUPPORT FOR LEARNING - SCHOOL PROVISION

Support for Learning offers whole school support to foster our ethos of inclusion. The Support for Learning teacher works in partnership with senior management, teachers, parents, pupils and other support services to support pupils' learning. This teacher assists subject teachers to support pupils' learning by co-operative teaching, staff development, providing a consultancy service, providing specialist services for individual pupils and giving individual and group support to pupils.

The purpose of Support for Learning is to enable pupils to access the curriculum and be able to demonstrate their level of attainment. Pupils who have been identified in terms of The Education (Additional Support for Learning) (Scotland) Act 2004 as having additional support needs, gifted or talented young people are assisted in a variety of ways. Some pupils with additional support needs may require a Coordinated Support Plan. We implement a staged intervention approach to support all learners.

Classroom teachers provide individual support for pupils, when necessary, and use a variety of resources and teaching strategies to provide access to the curriculum.

A second cooperative teacher may work in some classes to support pupils and to support departmental development work.

Some pupils may require further additional support to access the curriculum. Pupils requiring additional support are usually identified during the primary/secondary liaison process through our internal monitoring systems or through Staged Intervention processes. However, pupils can refer themselves or be referred by parents, teachers, support staff or personnel from external agencies. Additional support may be given in class or in small group or individual tutorials. Some pupils benefit from having access to ICT to support them in their learning.

Children requiring Targeted Intervention will have a plan which sets targets for progression. These can relate to learning or wellbeing or both.

The Education (Additional Support for Learning) (Scotland) Act 2004 has introduced provisions for the assessment of children or young people with additional support needs. No further Records of Needs will be opened by East Dunbartonshire Council.

Parents' meetings, school reports and individual appointments with Pupil Support Staff are means by which parents are kept aware of any additional support needs of pupils. The support of parents is welcomed in developing ways in which a pupil may be encouraged to progress.

East Dunbartonshire Council in supporting inclusion in Turnbull has also established and developed a number of support for learning services:

These are -

- English as an Additional language Service
- Language and Communications Service
- Sensory Service (Visual and hearing impairment)
- Secondary Wellbeing Service



These are a team of specially trained teachers who undertake different roles to the school. These services support pupils through -

- Consultancy
- Continuing Professional Development
- Co-operative Teaching
- Curriculum Development
- Partnership Working

Further information is available from the senior managers who can be contacted via the school.

PSYCHOLOGICAL SERVICE

In some cases, the expertise of the Psychological Services may be requested to help analyse the cause of particular support needs and to offer advice to the pupil, parent/carer and the school on how to cater for any additional support needs.

We have a link Educational Psychologist from the Council's Psychological Service who supports us in delivering East Dunbartonshire's policy for identifying, assessing and supporting all pupils, particularly those with additional support needs.

The Psychological Service operates at three levels within the Council, namely that of the individual young person/family, the level of the whole school and that of the Authority.

Our link Educational Psychologist works collaboratively with school staff at all stages of intervention with regard to individual pupils, groups of pupils or relevant topics related to the school improvement plan.



EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

In East Dunbartonshire, all children and young persons are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.

The Equality Act (2010)

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender, gender reassignment, pregnancy and maternity, race religion or belief and sexual orientation.

The school is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between children and young people who share a characteristic and those who do not;
- Foster good relations between different groups.

The school will take cognisance of the Equality and Human Rights Commission's Technical guidance for schools in Scotland' in the development of its policy and practice.

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, GLASGOW G66 1TJ. Tel: 0300 1234510

The school's Anti Bullying Policy is available on the school website and a paper copy can be provided on request. This policy was last updated in August 2018 and reflects the school values.



Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes 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 heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

The school has a policy for Sexual Health and Relationships which is aligned to the faith values and beliefs of our school. This policy is currently under review and is being updated. Should any parent/carer wish to access the policy, please make this request via the school office who will pass this request on to the relevant members of staff.

Pupil Conduct

A partnership between the school and parents is required in order to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules have been devised to encourage the maximum amount of self-discipline. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

School Discipline

The relationship between pupils and teacher is similar to that between the child and his/her own parents requiring mutual consideration on both sides.

Turnbull High School operates a Promoting Positive Relationships Policy which is based on mutual respect, restorative practices and nurturing principles.



Child Poverty

The impact of poverty can have a significant effect on children's achievement and attainment.

The Cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing.

In school supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background.

If you have specific concerns, please contact the school to discuss as there are ways in which support can be provided.

For Example:

School uniform recycle
Assistance with trips/outings
Festivals and fundraising events

Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1 and individual service briefings, have helped to inform the plan and can be viewed here <https://thepromise.scot>. It is crucial that, in order for The Promise to be kept, the calls to action as outlined within the Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC

East Dunbartonshire Council is committed to developing rights-based approaches in all education establishments. A rights-based approach ensures articles of the convention underpin the ethos of the organisation and all policy and practice is developed under consideration of the United Nations Convention on the Rights of the Child (UNCRC)

Incorporation of the UNCRC Bill 2021 ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 – S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

- Ensure all school and early years centres have clear guidance on children's rights; what they are and how they will be embedded in the life of the school/centre
- Support establishments working with children and young people to develop a positive and inclusive ethos and culture
- Ensure provision of information, training, advice and support to those working with children and young people as well as their parents or carers
- Provide leadership and ensure accountability through systematic monitoring and review of data
- Support effective partnership working across agencies to further the rights and wellbeing of children and young people



Knife Crime and Weapons Guidance for Pupils, Staff and Parents/Carers of Turnbull High School

East Dunbartonshire schools are required to share knife crime and anti-weapons guidance with pupils, parent and carers as a result of the murder of Baillie Gwynne, an Aberdeenshire schoolboy who was stabbed on school premises in 2015 and who, very sadly, later died of his injuries. The Inquiry into his murder (October 2016) made 21 recommendations for local authorities. This has had implications for all schools across Scotland.

As a result, an explicit statement is included in our handbook regarding knife crime and weapons. All S1 and new pupils, their parents/carers are informed of expectations. Parents/carers are expected to read and discuss the statement of understanding; signing and returning this to the school.

Legislation

Criminal Law (Consolidation) (Scotland) Act 1995.

Any person who, without lawful authority or reasonable excuse, has with him/her in a public place, any offensive weapon, commits an offence.

Children's Rights

Our responsibilities are set out in the United Nations Convention on the Rights of the Child.

Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. (Article 19)

Expectations for Turnbull High School

Parents and carers of S1 and of new pupils will be issued with information and a statement setting out the school's expectations with regard to knives.

As part of our health and wellbeing curriculum, young people will be supported to develop safe and responsible attitudes, including understanding the risks and dangers that can arise from carrying a weapon.

All young people will be encouraged to speak with an adult if they suspect that someone has a weapon.

Expectations for Young People

No young person should bring a knife or any item which could be deemed a weapon into school. Definition of a weapon is found in Section 49A of the Criminal Law Consolidation (Scotland) Act 1995 which states that it is an offence for any person to **have an article with a blade or point (or offensive weapon)** on school premises.

Any young person holding information or knowledge about the above should share this immediately with parent, carer or school staff.



Expectations for Parents/Carers

Parents and carers have a responsibility for ensuring that their child receives appropriate guidance, which should include educating them about the dangers of weapons as well as stressing to young people that they should never carry a weapon.

It is the parent/carer's responsibility to read the letter, sign it and return it to school.

Statement of Understanding

It is important to emphasise that the success of the anti-weapon/knife guidance relies heavily on all adults modelling and presenting the appropriate messages and behaviours. The safety and wellbeing of all our young people and school community is paramount.

- I have read and understood the information given on knife and weapons.
- I will encourage my child to share information when the safety and wellbeing of others may be at risk.
- I will encourage my child to report concerns immediately.
- I support the school's actions to keep all young people safe from harm. This includes sharing information and concerns immediately with the Head Teacher or a member of the Senior Management Team.

Signed:

Name:

Parent/Carer of:



P7 – S1 TRANSITION

Early in P7 pupil and parents are invited to attend an Information Evening in Turnbull High School. This is the first opportunity to meet staff, view the building and be given a small insight into what secondary school has to offer.

From then on staff from Turnbull High School and primary colleagues work closely to ensure that there is continuity and progression in terms of content and methodology through a shared understanding of standards as well as an agreed Learning and Teaching policy.

From January onwards pupils in P7 and their parents are provided with a newsletter which takes a theme each month until the end of June examining aspects of Turnbull High School policy and practice. Learning Support staff and Pastoral Care staff visit the associated primary schools to familiarise themselves with the strengths and development need of pupils due to transfer to secondary stage and also to meet with the pupils themselves. During May, all pupils transferring to Turnbull High School spend two days in the school. Pupils are allocated to class groups and follow their class timetable for two days. Parents are invited to an information evening following this two day induction visit.

Parents/carers of children with additional support needs should contact the DHT Pupil Support regarding enhanced transition planning.

The Admissions Policy for primary and secondary schools is on the EDC Website.

COURSES CURRENTLY AVAILABLE IN THE SCHOOL

The school seeks to involve parent in curricular choices in S2, S3, S4 and S5 by

- Holding an information evening for parents before the choice process begins in S2, S3, S4 and S5
- Issuing Personalisation & Choice Brochure (S2) and Options Brochures (S3, S4 and S5)

CONSULTATION WITH PARENT ON CURRICULAR CHOICES

- Encouraging parents to contact the Pupil Support Team/relevant Depute Head Teacher where further information is required or parents want to attend an interview with pupil and Principal Teacher of Pastoral Care.



CURRICULUM

The values, purposes and principles of the 3-18 curriculum in Scotland are set out in A Curriculum for Excellence. The curriculum aims to support children and young people maximise their potential across four capacities to become successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence 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 children to make connections in their learning. It develops skills which can enable children to think for themselves, makes sound judgements, challenge, enquire and find solutions.

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. All teachers are responsible for the development of literacy, numeracy and health and wellbeing.

Curriculum Areas

Expressive Arts – Art & Design, Drama, Dance and Music

Health and Wellbeing

Literacy and English

Numeracy and Mathematics

Religious and Moral Education (RME)

Sciences

Social Subjects

Technologies



Broad General Education (S1 – S3)

S1 and S2

The S1/S2 curriculum includes the study of ART AND DESIGN, ENGLISH, FRENCH, HISTORY, GEOGRAPHY, HEALTH, FOOD AND TEXTILES, BUSINESS EDUCATION AND COMPUTING SCIENCE, MATHEMATICS, MODERN STUDIES, MUSIC, PERSONAL AND SOCIAL EDUCATION, PHYSICAL EDUCATION, RELIGIOUS EDUCATION, SCIENCE AND TECHNICAL EDUCATION.

In First and Second Year, classes in almost all subjects are organised in mixed ability groups based on information received from the primary school the pupil attended. Our close working partnership with St Helen's, St Matthew's and St Nicholas' has resulted in all three schools using the same Mathematics programme of work. Accordingly, S1 pupils are allocated to Mathematics classes of broadly the same level of achievement in Mathematics.

All S1 and S2 courses are based on Experiences and Outcomes as defined by Curriculum for Excellence at levels 3/4. However, it is important that pupils recognise the wider life of the school as an opportunity for learning and we would encourage all youngsters to take full consideration of the wide range of extra curricular activities open to them. As well as this, all pupils in S1 and S2 will engage in a number of Inter Disciplinary Learning opportunities – where areas of the curriculum are connected and learners can see that there are links between areas of study.

A programme of continuous assessment, both formative and summative, as well as regular monitoring by Pupil Support ensures that the progress of each child is tracked. If difficulties are experienced, support can be given either through the assistance of the class teacher or through the intervention of Support for Learning. Parents will be kept fully informed in the event of any concerns.

Reports on the progress of each child are issued in May for First Year and February for Second Year. A meeting with parents of pupils in First Year is held in December to discuss their child's progress in their first months in the school. Parents of Second Year pupils meet with staff in February. In addition, parents are encouraged to contact the school at any time if they have cause for concern regarding their child's progress.

Homework Policy

Turnbull High School, after a full stakeholder discussion in 2018, now uses Satchel One and feedback on homework tasks for pupils and parent/carers. Parent are encouraged to access Satchel One to monitor their child's homework.



S3

In S3 pupils are offered a degree of personalisation and choice to allow them to study selected subjects in greater depth whilst maintaining a breadth of learning across all eight curricular areas. In addition to core RE and PE, all pupils will study English, Mathematics and French. PSE will be delivered across the curriculum. Pupils can then select further choices from the Personalisation and Choice Form (Example in the appendices)

SENIOR PHASE (S4 – S6)

S4

Pupils in S4 will follow courses that will lead to certification through National Qualifications at National 3, 4 and 5. The exceptions to this are Religious Education, core Physical Education and core Personal and Social Education. In addition to English and Mathematics all pupils will select up to a further 5 National Qualification subjects to study in S4 from the Option Form for that session (example available in appendices).

The curriculum structure in the Option Forms has been influenced by the Scottish Government, Education Scotland, East Dunbartonshire Council Secondary Curriculum Framework and Pupil choice. This will continue to develop and evolve in line with Scottish Government Policy.

Physical Education

All pupils will participate in core periods of Physical Education which is not linked to any award bearing courses. The main purpose of this element in Turnbull High School is to encourage positive appreciation of personal health and well being together with developing an interest in leisure activities.

Religious Education

One of the fundamental purposes of Catholic Schools is to sustain and encourage belief in the Catholic faith. In addition to the ethos of Catholicism which permeates all activities within the school, two periods per week are specifically devoted to developing a deeper understanding of the Catholic Faith and its place within modern society.

Personal and Social Education

Personal and Social Education courses in S4 prepare pupils for the time when they leave school. These courses are aimed at improving personal effectiveness and awareness of the world of work.



S5 and S6

All pupils in S5 and S6 will continue to follow courses which lead to certification through National Qualifications. This system of courses and qualifications is offered in all Scottish schools for everyone studying beyond S4. Pupils can choose courses in S5/S6 based on what they have achieved in the previous years of study. A sample Option Choice for S5 and S6 can be found in the Appendix.

The National Qualifications are available at up to 5 levels - National 3, 4, 5, Higher and Advanced Higher. The different levels of courses are designed to allow progression. Pupils who gain a course pass in a subject at one level in S5 can progress by taking it at a higher level in S6.

These courses not only introduce new knowledge but also develop skills for learning, skills for life and skills for work.

The majority of subjects studied by senior pupils are offered within Turnbull High School but some pupil's needs may be met by working in partnership with other secondary schools in East Dunbartonshire through consortium arrangements. There is also the opportunity to study college courses through the Vocational Programme.

All S5 pupils are encouraged to study the maximum of 5 subjects. The majority of S6 pupils are expected to study a minimum of 4 subjects. All S5/S6 student will have a period of Health and Wellbeing to continue to promote personal health and assist pupils to plan their future beyond school.



SKILLS DEVELOPMENT SCOTLAND IN TURNBULL HIGH SCHOOL

Skills Development Scotland works closely with the school as part of our transition to a Curriculum for Excellence and the focus on developing Skill for Learning, Skills for Life and Skills for Work. Pupils in school have access to the Careers Service through the regular visits of the school Careers Adviser. The Careers Adviser works closely with the school Pupil Support Team to ensure that pupils have access to all the help and support they need to make well informed career decisions.

The Careers Adviser for Turnbull High School is Karen Clark who works for Skills Development Scotland and is based in school four days a week. Her role is to offer one to one career coaching to those pupils who need it most: but also to offer careers advice, guidance and information to any pupil who requests it. Mrs Stewart also delivers various workshops to pupils from S2 – S6 on a variety of topics from Information about the labour market to developing pupils' career management skills.

Mrs Stewart attend parents' meetings and parents can arrange to see Karen on request. SDS has a comprehensive web service which pupils are encouraged to access. There is also a specific section to help parent support their child's career planning - www.myworldofwork.co.uk/parents. Once a parent has browsed My World of Work and would still like to speak to SDS, Karen, can be contacted on karen.stewart@sds.co.uk

Pupils can access careers information via on-line resources at My World of Work, www.myworldofwork.co.uk and www.planitplus.net

It is important to realise that pupils have open access to the Careers Adviser when they decide they need advice. This means that they are free to request an initial interview, via the Pastoral Care Teacher at any time, or by completing an Interview Request Form.

The Careers Adviser focus is on building more independent careers research with young people.

The Skills Development Scotland Co. Ltd, a company limited by guarantee registered in Scotland. Registered Number SC202659.

Registered office:

Floor 1, Monteith House, 11 George Street, GLASGOW G2 1DY Tele: 0141 285 6000

Skills Development Scotland, Kirkintilloch Learning Centre, 50 Southbank Road, Kirkintilloch G66 1NH.

Tel: 0141 777 5860, Fax: 0141 777 6908, Hours 09:00 – 17:00.



ASSESSMENT

Most pupils will experience a range of different assessment arrangements across the curriculum. However, most types of assessment will fall into two categories:

- a) Summative Assessment
- b) Formative Assessment

Both have an important role to play in terms of supporting pupils to achieve their potential and are integral to the learning and teaching process.

SUMMATIVE ASSESSMENT

Summative is used at the end of a piece of work, a unit or a particular area of study. This helps to identify a pupil's progress in terms of achievement against school and national parameters. In this case it could mean the overall total assessment of an individual through a formal examination or alternatively it could mean the sum of many cumulative assessments. It is more often than not that summative assessments are recorded by departments and frequently form the basis of reporting to parents as well as identifying performance potential in national examinations.

FORMATIVE ASSESSMENT

Through Assessment is for Learning, a nationally developed programme and one which your child has experience of in primary, a variety of different strategies and techniques are regularly employed to ensure that each child is reaching their potential. The premise that links the strategies together is that teachers use evidence of learning to adapt the teaching and learning that happens in the classroom to meet student needs. The 5 key strategies are:-

- a) Sharing learning outcomes and success criteria with learners
- b) Ensuring effective classroom discussion is taking place and that questions and tasks are open ended enough to elicit evidence of learning
- c) Providing feedback that moves learners forward
- d) Peer assessment – activating learners as instructional resources for each other
- e) Self assessment – activating students as owner of their own learning
- f) Pupils will have the opportunity to reflect on their learning through learner conversations with staff to review their progress.



HOMEWORK

Homework is an important part of the learning process and should enable pupils to work towards maximising their learning potential. All pupils will have access to Satchel One to help them develop a positive approach to organising homework. The class teacher will ensure that homework set is noted down clearly in Satchel One. The use of Satchel One will enable pupils, teachers and parent to monitor the amount and type of homework given.

Parents should make a point of regularly checking Satchel One. Positive re-enforcement from both home and school should help to encourage positive attitude towards homework by pupils.

It should be stressed that homework does NOT always mean written work. It can and should contain practical activities, investigations and surveys, oral work, interviewing and collecting other people's ideas, listening to news reports, watching informative TV programmes, learning various facts, vocabulary, preparing a plan or a drawing, revision etc.

Time Spent on Homework - Suggested Guidelines

- S1-S2 - 1 hour per night
- S3-S4 – 2 - 3 hours per night
- S5-S6 – 3 - 4 hours per night

RELIGIOUS EDUCATION AND OBSERVANCE

Essential features of the Catholic school are the prominence of Religious Education within the curriculum and the role of the liturgy in creating a Christian ethos within the school community. Parents who elect to send their children to this school, therefore, are expected to accept these traditions.

Religious Education

Religious Education in Catholic Schools follows 'This Is Our Faith' (TIOF) a national curriculum developed under the auspices of the Catholic Hierarchy of Scotland. In Turnbull High School, our unique courses enable pupils of all stages to access varied and engaging lessons, which have academic and spiritual formation as their goal.

Rooted in philosophy, theology and with an emphasis on Higher Order Thinking Skills, young people across the BGE and Senior Phase engage with a range of sources and learning contexts to deepen their understanding of the Catholic faith. Courses offer young people a firm grounding in the nature of the Blessed Trinity, the unique place of Our Lord Jesus Christ as the saviour of the world, salvation history, the role of the Blessed Virgin Mary, the Holy Sacrifice of the Mass and the Sacraments, the Sacred Scriptures, Sacred Tradition, the nature of the Church, Catholic Social Teaching and the Kingdom of God, apologetics and ethics and morality (in particular the protection of human life from conception to natural death and human relationships) in an atmosphere of respect and openness. Young people undertake studies on Judaism, Islam and Sikhism in order to understand other worldviews in comparison to our Catholic faith and have opportunities to formalise their achievement through presentation for the SQA Religion, Belief and Values units at levels 4 and 6.



Academic formation is accompanied by continuous spiritual development as pupils apply their learning to their own relationship with Our Lord and the discernment of their vocation in life. Pupils consider the ways in which they are called to serve God and neighbour and learn to pray through participating in the Sacred Liturgy (Holy Mass and parts of the Divine Office), programmes on Vocal and Mental Prayer (Lectio Divina) and seasonal devotions such as prayers for the Holy Souls, litanies, novenas and a consistent focus on the Holy Rosary.

Both academic and spiritual formation are greatly supported and enhanced by our collaboration with many partners who deliver talks and retreats as well as our school chaplains who offer the sacraments for us. At a whole school level, the formation of our young people is enhanced by an extensive programme of retreats. These range from our school prayer that starts each school day, a weekly timetable of devotions and services, 'in-house' retreat experiences and pilgrimages, to large-scale missions with visiting leaders.



A Catholic education is not limited to the Religious Education classroom but consists of a coherent presentation of, and search for, beauty, truth and goodness in all subject areas. In order to strengthen this within the school, Interdisciplinary Learning (IDL) initiatives, such as our Star of Bethlehem project with the Physics department, are being developed.

Full details of the RE curriculum and chaplaincy provision can be found on our RE and Chaplaincy Blog (<https://blogs.glowscotland.org.uk/ed/turnbullre/>)

Religious Observance

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in the national R. O. Review Group report published in 2004 as comprising: "community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community".

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help your people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.



This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions – e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent and Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

There is a developing programme of Retreats for pupils in S1 – S6.

Prayer is an important feature of school life. The school day begins and ends with prayer. Advent and Lenten services are held for each class in our oratory. A Mass for each Guidance House takes place each session. Year Group Masses are celebrated on Holidays of Obligation. Whole-School Community Masses are held at Christmas and Summer.

While religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

- *Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.*

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

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

For further information refer to Additional Guidance on Religious Observance in East Dunbartonshire schools, October 2006.



EXTRA CURRICULAR ACTIVITIES

1. Most pupils participate in our extensive range of extra-curricular activities. These play an important part in the education of the whole pupil, providing the opportunity to develop individual skills and discover new talents.
2. Our Active school programme is lead by our 'Active Schools' link teacher. We have two captains and an Active Schools Council who assist with the running of the programme. Our area 'Active Schools' Co-ordinator also contributes to extending the range of activities on offer to our pupils.
3. Some of the duties involved in running the programme include marketing and advertising clubs through speaking at assemblies or putting information on notice boards throughout the school. We enter pupil for various sporting events which occur throughout the school year. Their sporting achievements are then publicised in a variety of ways through means such as the 'Turnbull Times', the local community newspaper 'The Bishopbriggs Herald' as well as the school website. We buy in equipment for the different active schools clubs, as well as offering staff training opportunities for them to lead various clubs.
4. We have a large number of staff – teaching and non teaching, who lead various activities within the Active Schools programme. We would also welcome parents/carers volunteers who want to help out at any of the active schools clubs on offer or start up any new clubs.
5. All S1 pupils take part in a Freshers' Fayre in August which allows them to find out about the range of clubs and activities on offer. Each pupil has the target to participate in at least 3 activities whether these are before the school day, at lunchtime or after school. The clubs currently on offer include football (boys and girls) rugby, table tennis, badminton, netball, fitness, basketball, cycling, dance, gymnastics, tennis and athletics (summer term only). Pupils who take part in these clubs can be entered for competitions as and when they happen during the course of the school year.
6. The most popular clubs are football where we have several teams, netball where we have several teams who compete in East Dunbartonshire league, and dance club where up to 80 pupils take part every Tuesday after school. At the end of the school year, there is a dance show where the pupils can showcase their routines. Again there are opportunities throughout the year to compete in various dance shows.
The Music Department provides opportunities for pupils to join the choir, big band and jazz band. It also organises a band trip each year, alternating between a UK and European venue.
7. Other opportunities for pupils to develop their creativity are provided by Art Clubs, the Chess Club, the Debating Society, The Drama Club, the Creative Writing Club and the Reading Club. In addition, staff offer the following clubs and activities: Digital Smart Club before school day begins and lunchtime clubs for Homework, Film and Sewing. The school Breakfast Club is well attended and runs every morning from 8.25am. A copy of the full range of activities is available on request and on the school website.
8. Pupils are encouraged to develop as responsible citizens through their membership of Pro-Life Group, Eco/Fair Trade Group, SSVP Youth Conference or the Aid to the Church in Need Group. Pupils are encouraged to attend Mass once a week in our school Oratory.
9. Parents are encouraged to contact the school with any queries well before any excursion occurs and to attend any parent's meetings regarding the trips.
10. For all out of school activities parental permission is required. Further details of programmes are available on the school website.



LIAISING WITH AND INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- Carers who can be parents;
- Foster carers, relatives and friends who are caring for children under supervision arrangements;
- Close relatives, such as siblings or grandparents caring for children who are not "looked after and accommodated" by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents is available in the publication *Schools, "Parents" and "Parental Responsibility": A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007)*.

This publication is available from schools or the Chief Education Officer who can be contacted at:

East Dunbartonshire Council
Southbank House
Strathkelvin Place
Kirkintilloch
G66 1XQ

Tel: 0300 1234510

Email: greg.bremner@eastdunbarton.gov.uk



SUMMARY OF CONTACT WITH PARENTS

We wish to engage parents as partners in their children’s learning. We recognise the need to provide a regular flow of information about their children’s learning and about the general school events and activities.

- **Information about pupils’ progress**

Profile of Achievement	By hand via your child/Groupcall text
Achievement in Award Schemes	By hand via your child/Groupcall text
Non-completion of homework	Via Satchel One App
Information from departments about progress	By hand via your child/Groupcall text
Letter from Pastoral Care	Groupcall text
Invitation to parent meetings	Groupcall text
Tracking Report	By hand via your child/Groupcall text
Written report	By hand via your child/Groupcall text

- **Information about school policies and events**

Newsletter	By Groupcall e:mail (printed copies available on request)
Notices	Groupcall text
Advice on how to support pupils (BGE/Senior Phase)	Via website/information evenings
Leaflets on various policies	Via website/information evenings/Groupcall text to invite contribution to policy review
Information on events, policies curriculum and class work	Groupcall text/ Website/ SHRE information Aug/Sept

Phone messages

You may receive from office staff or Pastoral Care staff, phone calls in the event of illness or accidents involving your child. You may also receive phone calls from our teaching staff if your child’s progress is causing concern.

If you have any matter which is causing you concern, please contact your child’s Pastoral Care teacher. Do not let a small concern become a major issue because you hesitated to contact us.



REPORTS TO PARENTS

Each subject area completes a report on each pupil following courses in that area. One copy of each report is sent to parents and one is retained in the school as part of the pupil's progress record. The report form is an attempt to provide parents and pupils with as much information as possible about the pupil's performance. Please note that reporting dates are subject to annual review.

Reports are issued as follows:

S1	Interim Report October, Full Report May
S2	Full Report December, Interim Report April
S3	Interim Report September, Full Report April
S4	Interim Report September, Full Report October and Interim Report January
S5/6	Interim Report September, Full Report November and Interim Report January

If parents wish to discuss any matters arising from reports, an appointment should be made by telephone to meet with the appropriate Pastoral Care Teacher.

PARENTS' MEETINGS

Meetings of parents with the staff who teach their children are scheduled as follows:

S1		December	4 – 6 pm
S2		February	4 – 6 pm
S3		November	4 – 6 pm
S4		January	4 – 6 pm
S5/6		January	4 – 6 pm

Other meetings are also scheduled during this year. In late January, parents of pupils in S2 are invited to the school so that the procedures surrounding S2 Personalisation and Choice can be discussed. Parents of pupils in S3 S5 also have a meeting around this time to discuss similar matters with regard to Option Choices. In the autumn, parents of pupils about to enter S1 also have the opportunity to visit the school and find out a bit more about Turnbull and the way it is organised. In June, there is a formal Induction Meeting for parents of P7 pupils, giving information about the transition programme and providing an opportunity to meet senior staff and the Pupil Support Team.

Please note that Covid restrictions are currently resulting in the cancellation of parents' meetings. Where possible, these meetings have moved 'on time' on a temporary basis.



SCHOOL ATTENDANCE

Scottish local authorities have the responsibility to review and revise their procedures for managing situations where children fail to attend their school/early years centre and no explanation for absence is received from their parent/carers. East Dunbartonshire Council recognises that under such circumstances, children may be vulnerable to harm and that timely steps must be taken to ensure that an absent child is safe and well.

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time. Attendance must be recorded twice a day morning and afternoon. Each child's absence from school to be recorded in the school register as authorised by the authority, or unauthorised i.e. explained by the parent (truancy) or temporarily excluded from school.

The Scottish Government emphasises the need for schools to support attendance for all and create appropriate support for those who find attending school a challenge. Attendance is defined as the "participation in a programme of educational activities arranged and agreed by the school" (Included, Engaged and Involved: Part 1). Engaging in school and in learning is crucial to ensure that children and young people meet their full potential.

Attendance Percentage	Number of Days Missed Over an Academic Year	Further Information
95%	9 Days	Attendance at or above this level give the learner the best chance of success
90%	19 Days	Attendance at this level leads to less chance of success. Data shows that learners missing this much school could drop a whole grade in secondary.
80-85%	27 - 36 Days	Attendance at this level has serious implications for learning and progress

There are a key rights, duties and legal obligations in relation to attendance as outlined in Included, Engaged and Involved (Part 1). These are set out below:

- All children and young people have a right to education; and education authorities have a duty to provide education.
- All children and young people have a right to get the support they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school.
- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.



All children and young people have a right to education: and education authorities have a duty to provide education. All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential. All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school in order to encourage good attendance. Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed. Schools and partners should work collaboratively to promote and support good attendance. The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation. Included, Engaged and Involved (Part 1).

Un-notified Absence

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.

In order to respond appropriately to un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child's school/centre of all absences.



SCHOOL ATTENDANCE

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of the Education (School and Placing Information) (Scotland) Amendments, Etc, Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised that is approved by the authority, or unauthorised that is unexplained by the parent (truancy) or temporarily excluded from school.

Un-notified Absence Policy

It is East Dunbartonshire Council's policy that parents should notify their child's school if their child is going to be absent. In some instances it might not be possible for parents to pre-notify the school of an absence because their child may have become unwell during the night. In these circumstances, parents should notify the school before 9 am or as soon as possible.

If parents do not inform the school of their child's absence, the school will take action to find your child. This will involve contacting you and, where necessary, your emergency contact person(s). If these actions are not successful, the school will ask the school's Attendance Officer to visit your home. In some exceptional circumstances, where the school believes your child could be at risk of harm, contact will be made with the Police and/or Social Work. Parents should also give their child a note on his/her return to school confirming the reason for absence.

Family Holidays

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

Clearly with no explanation from the parents, the absence is unauthorised.

The school Attendance Officer investigates unexplained absences. Where a number of absences is high and explanations are considered unsatisfactory, the Authority has the power to write to, interview, or prosecute parents, or to refer pupils to the Reporter of the Children's Panel if necessary.



Attendance/Absence Data

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4 no information is given and *** is inserted in place of the figures.

Adults attending day school classes are excluded.

The authority's and Scotland's figures include all education authority and grant-aided secondary schools, but exclude all special schools.

TURNBULL HIGH SCHOOL PARENT/TEACHER ASSOCIATION

The Association was formed in June 1988. The objectives of the Association are:

1. a) To promote the close association of home, school and church for a wholesome, positive Christian education for the pupils.
1. b) The Association shall pursue these objectives through educative, religious, social and caring activities.
2. Membership of the Association shall consist of parents and guardians of pupils attending Turnbull High School and teachers of Turnbull High School.

Meetings of the parent/Teacher Association are normally on the second Tuesday of each month and are held in Turnbull high School. Details are posted on the school website and published in the Turnbull Times.

PTA Members:

Chairperson: Michelle Cowie (mcowie@turnbull.e-dunbarton.sch.uk)

Treasurer: Trish Ward

Minute Secretary: Christine McInnes

Members: Angela Murray, Anna Regagliolo, Denise Bruce, Joanne Levy, Kate Dow, Kate Spalding, Katrina O'Donnell, Laura McManus, Mary Vallely, Michaela Morrison (Teacher), Michelle Russell.

PTA 300 Club

Please consider joining our 300 Club. Membership costs £12 per year, with monthly prize draws. The PTA uses the money raised from this lottery and its other activities to subsidise activities which benefit every pupils. Forms are available from the school office.



PARENT COUNCIL

PARENTAL INVOLVEMENT ACT

The Scottish Schools (Parental Involvement Act) 2006 aims to improve the quality and extent of parents' involvement in their own child's learning and in the education the school provides. It modernises and strengthens the framework for supporting parental involvement. It also establishes a structure and process to replace School Boards with Parent Councils.

The Act outlines three areas where parents should be supported and encouraged to be more involved in their child's learning:

- At home - providing parents with information on what their children are learning at school and how this can be supported at home
- Through school – providing parents with opportunities to contribute to the life of the school e.g. by helping out in the classroom at school events
- In a more formal way – deciding what kind of parent representation the schools should have

Parents Welcome

All East Dunbartonshire Council schools welcome parental involvement as research has shown that when parents are involved children do better in school.

Parent Councils

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 (*if applicable*) 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 fulfils this role).



Position	Full Name	E:mail Address
Chairperson	Stewart Collins	stewartcollins@gmail.com
Vice Chairperson	Laura McManus	Gordon.laura@ntl.world.com
Secretary	Angela Murray	angmurr3@yahoo.co.uk
Parent Members	Rhonka Ayodele	mercyayo100@gmail.com
	Sharon Hill	jamesjhill@sky.com
	Mohammed Karim	
	Roseann Kiehlmann	roseannkiehlmann@gmail.com
	Ebenezer Kissi	puzu123@gmail.com
	Katrina Parkes	katrinaflynn82@hotmail.com
	Paul Watson	pmwatson123@yahoo.com
Councillor	Gordan Low	gordan.low@eastdunbarton.gov.uk
Councillor	Lynda Williamson	lynda.williamson@eastdunbarton.gov.uk
Head Teacher	Eileen Kennedy	ekennedy@turnbull.e-dunbarton.sch.uk
Church Representative	Angela Swann	aswann@turnbull.e-dunbarton.sch.uk
Teacher Representative	Lee Thompson	lthompson@turnbull.e-dunbarton.sch.uk

The objectives of the Parent Council are:

- To work in partnership with the school to create a welcoming community which is inclusive for all parents and encourages parental involvement in their children's education and the life of the school
- To promote partnership between the school, its pupils, all its parents, the Church and the local community
- To develop and engage in activities which support the education and welfare of the pupils, promoting their moral, spiritual, personal, social, physical and intellectual development within a Christian ethos based upon Gospel values
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

The membership will be a minimum of five parents of children attending the school. The maximum size is 12 parents.

The Parent Council will invite the Church in whose interest the school is conducted to nominate a representative to serve on the Council. The Parent Council may decide to co-opt a second community or Church representative.



The Parent Council will also have 1-3 teachers or support staff as members.

The School Student Council will be invited to send two representatives on a rota basis to each meeting of the Parent Council, with each Year Group having the opportunity to be represented once each year. The Head Teacher has a duty and a right to attend all meetings.

All members will be subject to East Dunbartonshire Council's Disclosure procedures.

The Parent Council will be selected for a period of 3 years, after which they may put themselves forward for re-selection if they wish.

Any parent of a child at the school can volunteer to be a member of the Parent Council and the school will invite nominations in advance of the AGM. They should intimate their interest in writing to the Head Teacher in advance of the AGM. Where possible, 2 representatives for each year group will be elected. If each year group allocation is not filled, the places could be given to the parents of another year group.

In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by names being drawn by lot.

Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub-groups set up by the Council.

Co-opted members will be invited to serve for a period of 3 years, after which time the Parent Council will review and consider requirements for co-opted membership.

Parent Councils will play an active role in supporting parental involvement in the work and life of the school, while also providing opportunities for parents to express their views on their children's education and learning. The Parent Council, as a statutory body, will have the right to information and advice on matters which affect children's education. The school and the education authority will consult with the Parent Council and take their views into account wherever decisions are being taken on the education provided by the school.

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

The Scottish Parent Teacher Council is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on sptc@sptc.info or write to: SPTC, Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB



PUPIL VOICE

Pupil Voice describes ways in which the pupils of Turnbull High School can give opinions, take action and influence decisions that affect our School Community. Pupil Voice is very important in helping the School develop in ways which help it best serve our young people.

Examples of how Turnbull High School develops Pupil Voice can be seen below.

1 PUPIL COUNCIL

Each year has 2 representatives who collect information about pupil issues and then meet to discuss them with SMT (and when require the Parent Council). The Pupil council have affected several changes in the running of the School such as the one way system, work of the canteen etc.

Each year also has a learner participation group who act as a focus group and lead on consultations on Whole School Issues such as:

- *SCHOOL IMPROVEMENT PLAN/SELF EVALUATION*
- *PROMOTING POSITIVE BEHAVIOUR POLICY*
- *SCHOOL UNIFORM*
- *RECOGNISING ACHIEVEMENT*

2 RIGHTS RESPECTING SCHOOLS COMMITTEE

The Rights Respecting Schools Committee (RRSC) is the steering group for the School's work on the Rights Respecting School's Award from UNICEF. To date, they have achieved the Bronze Award and are working with all members of the School Community to further embed knowledge of the UN Convention of the Rights of the Child (UNCRC) and so progress to Silver Award status.

3 BUILDING LEARNING POWER AMBASSADORS

Responsible for working with staff to help pupils develop strategies for improving their learning. They also conduct feedback activities with the student body about ways in which learning and teaching can be developed.

4 WIDER STUDENT BODY VOICE

In addition to this targeted work the wider student body is also provided with opportunities to have their voice heard in the following ways.

- *PARTICIPATION IN STAFF RECRUITMENT PROCESS*
- *WHOLE SCHOOL SURVEY ON CURRENT PRACTICE*
- *DEPARTMENTAL SURVEYS*
- *FOCUS GROUPS*



ACCESSING YOUR CHILD’S PUPIL RECORDS

Parents have a legal right of access to their child’s core education records, regardless of the age of their child. These are the records held within your child’s Personal Pupil Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child’s file, please apply in writing to the Head Teacher.

A child has a legal right of access to all records held about them. This includes records that may be held outwith of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child’s behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

Age of Child	Child’s Legal Rights	Parent’s Legal Rights
Under 12	A child’s parent or guardian may apply on the child’s behalf for access to all records.	Right of access to core education record (PPR)
12 and older	If able to show suitable maturity and understanding, the child may apply for access of all records.	Right of access to core education record (PPR) No legal right to all records unless acting as child’s representative because child is unable to show suitable maturity and understanding.

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished “internal” information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the section above on Accessing Your Child’s Pupil Records.



PROMOTING POSITIVE BEHAVIOUR POLICY

Our Promoting Positive Behaviour Policy reflects the GIRFEC principles as outlined in East Dunbartonshire Council 'Including Every Learner' documentation. It explains how we will deliver on our mission as a Catholic school to promote an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God. This policy reflects our school vision, values and aims and is based on the core principle that all learners should be included and engaged in their learning community. All staff, teaching staff and support staff, are responsible for its implementation in ways that maintain a school ethos that encourages positive behaviour.

All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the school, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour expected from students.

Students have a responsibility to support the school in creating a culture and ethos which is based on positive relationships, respect for all and inclusion. Students have a key role in shaping and promoting the school's behaviour policy, working collaboratively to identify areas of concern and devise solutions. They contribute to the detail of the policy through their involvement in defining expectations and developing rewards, motivational / support strategies and sanctions. Students have a responsibility to report incidents of bullying or intimidation, and have a role in offering support to their peers through student leadership activities (e.g. peer mentoring, anti-bullying ambassadors, prefects).

Parents and carers have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage students' progress at home. They also have a role to play in advising on the continuing development and improvement of the policy. Where required, parents should work collaboratively with school staff to establish individual strategies and approaches to support their child.

Turnbull High School Standards & Expectations

A successful, happy school community is based on RESPECT. Our standards and expectations are set out within the context of our core value – respect the dignity of all

RESPECT:

for EVERYONE

- be well-mannered
- accept and respect differences
- speak appropriately to everyone
- be thoughtful
- be helpful

for STAFF

- follow instructions
- co-operate with requests
- complete tasks/homework as requested
- be attentive in class

for FELLOW PUPILS

- allow others to learn: do not be disruptive
- do not bully others: consider other people's feelings
- make new pupils feel welcome



for our COMMUNITY

- no litter in streets or gardens
- walk to and from school in an orderly manner
- show consideration for people
- behave safely and responsibly

for our SCHOOL ENVIRONMENT & PROPERTY

- no litter or graffiti
- take care of books and materials
- leave classrooms, the canteen and all areas of the school clean and tidy

for YOURSELF

- be the best person you can be
- fulfil your potential

TO EARN RESPECT:

- wear full and appropriate school uniform
- take responsibility for your behaviour and your belongings
- be organised, plan your homework and bring everything you need for class
- be on time for all classes
- always give your best effort and focus on tasks

PRACTICAL RULES:

- remove outdoor jackets in the building
- mobile phones should be switched off and in schoolbags
- keep bags with you at all times
- follow the one-way system and behave in corridors
- wait outside classrooms for permission to enter
- no eating or drinking in class or corridors (except water)
- no chewing gum

COMMENTS, COMPLIMENTS AND COMPLAINTS PROCEDURE

We are keen that you should 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 comments, compliments, or complaints.

If you want to register a comment of any type about the 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. If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.



- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy 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.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP. Secondary School Admissions

There is currently a consultation on the Admissions Policy for primary and secondary schools. The result and any changes will be published on the EDC website.

Transfer Information will be issued to parents at the end of term one, in Primary seven.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school(s) 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, as long as 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

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. 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.

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. The Education Office can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and requests accepted and refused accordingly.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission.

Any Placing Requests received after the 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 8 weeks of receipt.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.



Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

Mid Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

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.

ANTI BULLYING/ANTI RACIST POLICY

Turnbull High School is a Christian community which encourages all its members to live out the values of the Gospel in their daily lives. We are committed to ensuring that all pupils are happy and safe within the school. We also aim to create a climate where pupils and staff feel valued and respected.

Bullying can take the form of:

- Name calling (including homophobic and racist remarks)
- Spreading lies and rumours
- Sending nasty text messages, making hurtful comments and posting inappropriate images online
- Stealing and hiding things
- Physically hurting someone
- Isolating someone
- Photographing, filming and posting such images/footage on line without person's knowledge or consent

Staff and parents should be watchful of the indicators of bullying which include;

- Patterns of illness
- Truancy
- Emotional upset
- Withdrawn or aggressive behaviour

The school has clear, written anti bullying and anti racist policies. It has a range of strategies which promote positive behaviour and create a climate where pupils acknowledge that bullying and racism are unacceptable. These include:

- Encouraging all pupils to be actively involved in reporting bullying to staff
- To listen and investigate each case of bullying which is reported



- To take positive steps to ensure that pupils are supported and protected
- To talk through the problem with the pupil being bullied
- To deal with the bullying pupil, reasoning with them, and using appropriate sanctions and support mechanisms to support them in changing their behaviour.
- To involve the parents of both the victim and the bully and keep them informed
- To monitor the situation As partners in education, parents have a crucial role to play in our anti-bullying strategy by:
 - Making Pupil Support staff aware of any incidents from Primary School
 - Reporting any unusual behaviour to their child's Pastoral Care Teacher or any member of staff
 - Encouraging their child to report incidents of bullying
 - Reassuring their child that it is not their fault if they are a victim of bullying behaviour
 - Helping to build their child's self-esteem
 - Helping the school to monitor the situation

An information sheet, 'Working to Stop Bullying' is available in the school.

In S1, our anti-bullying programme is delivered as part of our Personal and Social Education course (PSE). Issues raised are addressed during Year Group Assemblies.

S1 pupils also have the opportunity to raise issues with senior pupils who are given responsibility for small groups of pupils as part of the S1-S6 partnership.

A group of Senior Students have been trained as Anti-Bullying ambassadors. This group will promote the anti-bullying message through a range of activities and events. They will provide practical support through playground supervision and the provision of a meeting point for young people to speak with them.

The S1-S6 Religious Education syllabus places a great importance on relationships and on valuing fellow human beings, thus enabling the anti-bullying message to permeate the school.



SCHOOL/COMMUNITY LINKS

Turnbull High School aims to be a school at the heart of the community. We believe that the local and wider community can enrich the experience of our pupils and that, in turn, they can make a positive contribution to society. We hope that they will become young adults who are prepared to make a difference to the lives of others.

The school enjoys many productive links with the Church. Parish representatives contribute to our Chaplaincy Group. Canon Hill and Father Monaghan, our school chaplains, make a very active contribution to the school, enhancing the spiritual development of our pupils. Local parish priests participate in our S1 Welcome Mass and our Exam/Leavers' Mass and generously provide access to parish facilities for liturgies, retreats and social functions. The school encourages pupils to be active members of their parishes by taking on roles such as readers, pass keepers and members of music groups. Our various charity groups – St Vincent de Paul, Aid to the Church in Need and Mary's Meals regularly organise coffee mornings and stalls in local parishes. Within the Archdiocese, our pupils' curriculum is enhanced by our liaison with The Archdiocesan Arts Project and the Youth Office. The Church's Parliamentary officer also contributes to our Religious Education curriculum, which is also enriched through inputs from the Society for the Protection of Unborn Children, and the Cardinal Winning Pro-Life Initiative. Pupils also develop as responsible citizens through links with Justice and Peace and St Vincent de Paul groups. Internationally, we have long established links through the Modern Foreign Languages and RE Departments with Let the Children Live Organisation which supports street children in Columba and Aid to the Church in Need which helps those abroad who are persecuted for their faith. Pupils in our History/Modern Studies departments actively support Scottish International Relief's Mary's Meals and Backpack Campaigns

The school has a long standing partnership with East Dumbarton Voluntary Action which organises events to bring together our young people and our more senior citizens. Turnbull also makes a positive contribution to the local community. The school supports a number of local events:

- History pupils participate in the Remembrance Day service at the War Memorial
- The Senior School Captains support the Christmas Lights ceremony
- Our Eco Club conducts paper recycling and carries out litter audits and litter pick in the neighbouring area.
- The St Vincent de Paul Society organises selection boxes to be given to those children in St Aloysius Parish in Springburn and Easter Eggs to Chesters' Nursery (Drumchapel).
- Our young people have prepared food parcel for local organisation that include Chesters' Nursery (Drumchapel), Alive and Kicking and East Dunbartonshire Foodbank (Springburn)
- The Senior Student Leadership Team have developed a partnership with Auchinairn Foodbank where the school collects food contributions to help those in particular need of food.

Community Police Officer and Fire Service Officers each year address on personal and fire safety issues.

Our Music Department, through its bands and choirs, support the work of various charities such as Marie Curie and Quarriers by performing a local supermarket and in country parks. They also perform for the PTAs of local schools. They also perform in Mavis Bank Nursing home to entertain the residents.



Our Physical Education department extends the range of activities on offer to pupils through increasing links with local clubs such as Bishopbriggs Tennis Club.

Modern Studies courses are enhanced through inputs from local and national elected representatives. The English Department, through our debating society, participates in events organised by the Kirkintilloch Speakers' Association.

The Modern Languages Department has established an exchange programme for senior pupils with schools in Pistoia in Tuscany.

The school has a number of business links which provide work placements for S4 pupils, while local primary schools provide job shadowing placements for senior pupils. As part of our Improvement Plan we are working to increase the number of partnerships with business.

Volunteering and leadership are developed in partnership with Volunteer Centre East Dunbartonshire which aims to do the following:

- Develop leadership opportunities for young people
- Increase the opportunities for volunteering within school and the local community
- Provide an opportunity for Saltire awards as recognition for the young people's achievement
- Develop the values, skills and attributes of our young people
- Our Senior Phase students have been very active in delivering Intergenerational events for local residents
- Our S6 Caritas students provide various services to the communities of the school and their parish throughout the year

The Youth Philanthropy Initiative requires all S2 pupils to engage with local charities. The chosen charity of the winning group will receive a cheque for £3000 to support their work.

Our St Vincent De Paul Society work to help those in need in the local community.

The RE Department works with St Joseph's Home, Robroyston and Aid to the Church in Need.



CLOTHING AND SCHOOL DRESS

It is the policy of the Education and Cultural Services Committee to encourage pupils to wear and acceptable form of school dress as determined by head teachers, parent councils and parents. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents and pupils.

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform. The uniform was agreed in consultation with parents, pupils, staff and parent Council. It incorporates a range of popular items of dress, sweatshirts and T-shirts.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

A school's reputation can also be enhanced in the local community by wearing of school uniform and school security will be improved as it will be easier to identify intruders.

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 note there is a requirement that all jewellery is removed prior to undertaking physical education activities.**

Please ensure that all items of clothing are clearly labelled, particularly ties, sweatshirts and PE kit which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

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

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

- potentially, encourage factions (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings
- please note there is a requirement that all jewellery is removed prior to undertaking physical education activities;
- are made from flammable material for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress.

Parent/carers receiving income support or income based job seeker allowance or housing benefit or council tax rebate (not discount) or employment and support allowance (income related) will normally be entitled to monetary grants for footwear and clothing for their children. Parents who are in receipt of working tax credit and/or child tax credit may also be eligible, the Community Hubs and education office can provide more details. Approval of any request for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer. Information and application forms may be obtained from schools, the Community Hubs and the education office.



The authority is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents should note that the authority does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

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

The agreed Dress Code is:

For All	For Girls	For Boys
Light blue shirt	Plain black formal skirt (knee length minimum length)	Plain black tailored trousers
School tie	or	
Plain black V-neck pullover or cardigan	Plain black formal trousers	
Plain black blazer with school badge		
Plain black outdoor jacket		
Smart black shoes		

- items of clothing with brand names are **not** part of the uniform
- fashion/casual styles of trousers, skirts and shorts are **not** part of the dress code.

The Pupil Council also chose the uniform supplier for the school: Baru, Cowgate, Kirkintilloch

Parents are asked for their active co-operation in maintaining a good standard of neatness in clothing and appearance in their children. Extremes of fashion should be avoided.

EDUCATION MAINTENANCE ALLOWANCE (EMA)

The Scottish Government has introduced the Education Maintenance Allowance (EMA) Scheme to encourage access to, and participation in further and higher education. If you are 16 years of age or over before 30 September 2024, you may be eligible for an EMA from the beginning of the school Term. If you are 16 years of age between 1 October 2024 and February 2025, you may be eligible for an EMA from January 2025. This weekly allowance will be payable by East Dunbartonshire Council to students who attend a school managed by the Council, regardless of where they live. Application forms and information can be obtained from Mr D Mitchell (DHT) or telephone 03001234510 or www.eastdunbarton.gov.uk



SCHOOL MEALS

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day.

The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations.

Any Special diets or allergies should be discussed with the school.

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

FREE SCHOOL MEALS

Some families may be eligible for free school meals. Children of parents/carers receiving income support or income based job seekers allowance are entitled to a free midday meal. Children of parents who are in receipt of child tax credit or working tax credit and child tax credit or employment and support allowance (income related) or support under part IV of the immigration and asylum act 1999, may also be eligible. Information and application forms for free school meals may be obtained from schools, the Community Hubs and the education office or www.eastdunbarton.gov.uk.

Pupils entitled to free meals will have the value of the meal automatically added to their account each day. This will allow pupils to choose items from the menu to this value.

Facilities are available within the main building for pupils who bring packed lunches.

Only those children whose parents receive income support or income based job seekers allowance (and child tax credit where qualifying income criteria has been met) will be entitled to free milk. Milk may however, be available for purchase in the school during the lunch period.

From January 2015 all pupils in P1, P2 and P3 will be entitled to free school meals.

Please do not apply for free school meals if your child(ren) is/are in P1, P2 or P3 as a meal will automatically be given.

SCHOOLS CATERING SERVICE – SECONDARY SCHOOLS 2024-2025

Soup	£0.98	Flavoured Milk	£0.54
Main Meal	£1.80	Carton of Milk	£0.53
Filled Baguette	£1.80	Carton of Water	£0.45
Hot Pannini	£1.80	Can of Diet Coke	£0.80
Baked Potato	£1.47	Yoghurt	£0.60
Sandwich/Filled Roll	£1.67	Home Baking	£0.60
Carton of Juice	£0.54	Piece of Fruit	£0.45
Tradition Meal (Soup/pudding plus main meal and water)	£2.54	Crisps/Popcorn	£0.70
		Tea/Coffee	£0.90



TRANSPORT

General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to secondary pupils who live more than three miles from their local secondary school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

In the case of early entry request, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with the council policy stated above.

The Chief Education Officer has discretion in special circumstance to grant permission for pupil's to travel in transport provided by the authority where spare place are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August. Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk. *Transport to School: An Information Leaflet for Parents and Carers* is available on request. This gives information in relation to transport to school for young people with additional support needs.

PICK-UP POINTS

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up points. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parents' responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

TRANSPORT FOR PLACING REQUEST

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

TRANSPORT OF PUPILS WITHIN THE CONSORTIUM

Although the number of pupils involved in travelling between schools within the Bishopbriggs consortium is small, arrangements can be made to transport them by taxi to and from classes outwith their base school. The arrangements do not apply at the start of each teaching day since for the pupils involved it is more convenient for them to make their way direct to the receiving school. Decision on consortium transport are made case by case basis and are not guaranteed.

ADVERSE WEATHER CONDITIONS

DRIVER'S RESPONSIBILITIES

- In adverse weather conditions drivers MUST liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.



- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.*
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).
- *In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address
- At the beginning of every session, the school should update the contact details for all parents/guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather
- If the inclement weather is continuous, the school will update their website on a daily basis

PARENTAL RESPONSIBILITIES

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).
- If concerns regarding bus arrival, contact bus operator and/or school.
- Parent should ensure that they notify the school of any changes to their contact details
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be take or directed to the closest accessible pick up point within a reasonable distance.



INFORMATION IN EMERGENCIES

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

Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name and year group is given.

Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.

HEALTH

In the course of the school year, statutory medical and dental inspections are made. Parents are notified by the Greater Glasgow Health Board of the times of inspections. It is essential that parents inform the school of any particular medical requirements of the children or of any medical condition which may affect their daily lives in the school e.g. diabetes. If a child takes ill at school every effort is made to contact parents and therefore it is important that emergency telephone numbers be available to staff. Where a child has to be taken home, contact is necessary either with the parent or with a responsible adult named by the parent.

MEDICATION

If your child uses medication or uses an inhaler and requires to do so during school hours, a signed note should be sent to the office detailing doses, etc. All medicines should be retained by the pupil or where appropriate in the school office labelled with the pupil's name.

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Head of Education.



Promoting Wellbeing, Protecting and Safeguarding

The Scottish Government introduced Getting it Right for Every Child (GIRFEC) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

The Getting it Right approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child focussed, ensuring that the child and family are at the heart of decisions and supports;
- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear; and
- Joined up, to ensure services work together.

It is the entitlement of every child to be supported throughout their education. The Wellbeing Pathway provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child /young person.

Teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

Within East Dunbartonshire schools, teachers employ the following model to provide a clear, structured pathway for learners.

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning
- Modifying Learning Environment – giving children areas to work which suit their learning styles

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.



When a wellbeing concern has been brought to their attention, the pupil support coordinator will consider the following questions in relation to the eight wellbeing indicators:

- What is getting in the way of the child or young person's learning?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be need from others?

All pupil who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in CYP Act 2014 and ASL Act 2004, 2009.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents.

Child Protection and Safeguarding

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely by a stranger. Child protection means protecting a child from child abuse or neglect. If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141 777 3000, or the Police. Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Coordinator should be displayed prominently within the school.



CHILDCARE INFORMATION SERVICE

The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings e.g. out-of-school care groups, childminders, nurseries, playgroups, holiday playschemes and parent & toddler groups.

It also offers other advice including: choosing quality childcare, accessing help to pay for childcare and contact details regarding childcare organisations.

The Childcare Information Service, launched in May 2000, is a key element of East Dunbartonshire Council's Childcare Strategy which aims to develop, quality, accessible, affordable and flexible childcare across the East Dunbartonshire area.

To use this service please call the helpline number on 0141 578 8060, e-mail chis@eastdunbarton.gov.uk or log onto the service's website at www.scottishchildcare.gov.uk.

CHILD PROTECTION INFORMATION

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm.

All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.



Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult requests this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively, and information will only be passed to those who need to know in order to protect and support the child.

If parents or others have concerns for any child, they can speak to the Head Teacher about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.

APPOINTMENT OF ADULTS TO VOLUNTARY CHILD CARE POSITIONS

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

- parent volunteer helpers in schools who are considered to have **regular** contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

The policy builds on East Dunbartonshire Council's *Child Protection Interagency Guidance (2002)* which underpins all child protection work undertaken by local authority services. It also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.



TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

The SCOTXED Programme

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA 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.
- enhance the quality of research to improve the lives of young people in Scotland.

Data Policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

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

The individual data collected by Scottish Government is used for statistical and research purposes only.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.



Scottish Government works with a range of partners including HM Inspectorate of Education, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving our education system, we may make individual data available to partners and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result 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 relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collection you can e:mail the head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to the ScotXed Support Office, Area 2D, 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.

DATA PROTECTION ACT 1998

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 1998 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit www.eastdunbarton.gov.uk/council/privacynotices



USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

On occasion, the school may seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access world wide. Pupil photographs will be held with the school's Management Information System (SEEMIS), parents will be asked for consent.

SCHOOL CAMPUS NO SMOKING POLICY

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

PUPIL USE OF MOBILE PHONES IN SCHOOL

There have been many concerns raised by headteachers, staff and parents about the extensive use of mobile phones by pupils and the associated risks of such use while in school.

The Education and Cultural Services Committee of East Dunbartonshire Council as a result of these concerns, agreed that each school should have the power to set its own policy in relation to pupil use of mobile phones in school.

All establishments will incorporate the following points into their policy:

1. Schools will discourage, and will also advise parents to discourage, pupils from bringing mobile phones to schools.
2. Parents will be advised that East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones which are brought into the school or school grounds by pupils.
3. If pupils bring mobile phones to school, the phones must remain switched off while the pupil are in class. Within Turnbull High school this condition extend to the switching off of mobile phone to the whole school building and grounds, including break and lunch in the supervised social area of the school.
4. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Headteacher, depending on the circumstances, will decide on an appropriate action. In certain circumstances, the pupil may be referred to the Chief Education Officer. If images of other pupils or staff have been taken, the phone will be confiscated and will not be returned to the pupil until the images have been removed.



ACHIEVEMENT IN SQA EXAMINATIONS

POLICY STATEMENT WITH REGARD TO ENTERING PUPILS OR PUBLIC EXAMINATIONS

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

RESULTS: SCOTTISH QUALIFICATION CERTIFICATE (SQC) AWARDS

The Scottish Qualifications Authority has provided the following information the SQA Awards system which it now operates:

National 3 and National 4 award are awarded on a PASS or FAIL basis

National 5, Higher and Advanced Higher awards are made on a 4 point scale:

Grade - A

Grade - B

Grade - C

Grade - D

ANALYSIS OF EXAMINATION RESULTS

The results achieved by Turnbull High School in the three most recent years are given in the appendices.

The authority's and Scotland's figures include all education authority and grant aided secondary schools.

Where a pupil is presented for an examination at National Qualifications in the same subject at more than one level, only account is taken of the highest grade attained.

Where figures or percentages based on a number of pupils attaining certificates under any particular heading is between 1 and 4 no information is given and *** is inserted in place of figures.

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 Education Services.

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. A copy of this report is available on request from the school office or can be view via the school website.



ADDRESSES

Chief Education Officer

Mr Greg Bremner
East Dunbartonshire Council
12 Southkelvin Place
Kirkintilloch
G66 1TJ
0141 578 8000

Area Registration Office

East Dunbartonshire Council
Area Registration Office
Bishopbriggs Library
Kirkintilloch Road
Bishopbriggs
G64 2LX
0141 578 8557

Area Careers Office

Skills Development Scotland
Kirkintilloch Learning Centre
50 Southbank Road
Kirkintilloch
G66 1NH
0141

Councillor

Councillor Low
Councillor Hendry
Councillor McNair
Councillor Moir
Councillor Walker
Councillor O'Donnell

12 Strathkelvin Place
Kirkintilloch
G66 1TJ

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

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



APPENDICES

- Curricular Map 2024-2025
- S2 into S3 Personalisation
- S3 into S4 Option Choices
- S3 into S4/5/6 Option Form Personalisation
- S4 into S5 Option Choices
- S5 into S6 Option Choices

CURRICULUM MAP



CURRICULUM MAP											
BROAD GENERAL PHASE (S1-3)	RE	HWB	Languages	Mathematics	Soc Subjects	Technologies	Sciences	Exp Arts	IDL	Enrichment	Enrichment
	RE RC	Home Ec PE PSE	English French	Maths	Business Man History Geography Mod Studies	Computing Design Tech Graphic Com ICT	Science	Art Music	Holocaust Slavery Environment	STEM Challenge	S1 Enrichment S2 Enrichment YPI
PHASE (S4-6)	Compulsory	Compulsory	Compulsory	Compulsory	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Choice 6	Enrichment
	RE RC	PE PSE	English <i>French</i>	Maths	Business Man Geography History Mod Studies	Admin & IT Computing Fashion/Tex Graphic Com Woodworking	Biology Chemistry Physics Lab Science	Art & Design Cookery <i>Graphic Com</i> Music PE	Admin & IT Art & Design Biology Chemistry Computing	<i>Geography</i> <i>History</i> <i>Mod Studies</i> <i>Music</i> <i>PE</i> <i>Spanish</i>	Health Day Duke of Edin
S4	Compulsory	Compulsory	Compulsory	Compulsory	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5		Achievement
	RE RC	PE PSE	<i>English</i>	<i>Maths</i>	Bus Man Geography History Mod Studies	Admin & IT Computing Fashion/Tex French Graphic Com Music <i>Woodworking</i>	Biology Chemistry Physics Lab Science	Art & Design <i>Cookery</i> <i>French</i> Geography History Mod Studies <i>Music</i> <i>PE</i> Spanish	<i>Admin & IT</i> <i>Art & Design</i> <i>Biology</i> <i>Chemistry</i> <i>Computing</i> <i>PE</i>		Duke of Edin Work Placements
S5/6	5 Qualification option choices at the end of S5 and S6										
	Compulsory	Compulsory	Choice 1		Choice 2	Choice 3	Choice 4	Choice 5			Achievement
RE RC	PE PSE	Art & Design Bus Man English Metal Work Music Music Tech <i>Photography*</i> <i>Biology (AH)*</i> <i>PE (AH)*</i>		Bus Man Cakecraft Geography History Maths Mod Studies	Admin & IT Computing Fashion/Tex French Graphic Com Italian Maths Music PE	Admin & IT Biology Chemistry English Environ Sci Lab Science Physics PE <i>Politics*</i> <i>Sociology*</i> <i>Refereeing*</i>	Art & Design Biology Chemistry Geography History Mod Studies Physics Spanish Travel&Tourism VOCATIONAL FOUND APP			Duke of Edin Enterprise Leadership CARITAS YASS	
										* S6 ONLY	<small>February 20</small>

Turnbull High School	S2 into S3 Personalisation	2024/25
-----------------------------	-----------------------------------	----------------

Name:

Class:

Career Interests

- All Pupils will study **English, French, Mathematics, RE PE and PSE.**
- Please indicate your 6 other choices from the following list on the grid below.

Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Choice 6
Bus Management	Admin & /d	Biology	Admin & /d	Art & Design	Bus Management
Geography	Computing	Chemistry	Art & Design	Biology	Geography
History	&ashiońdedž	Physics	Computing	Chemistry	Graphic Com
Modern Studies	Graphic Com	Laboratory Science	Cookery	History	History
Scottish Studies	Woodworking		Music	Music	Modern Studies
			PE Studies		Music
			Sports Leadership		PE Studies
					Spanish
					Sports Leadership

Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Choice 6

Parental Signature:



Name:

Class:

Career Interests

- All Pupils will study **RE PE** and **PSE**.
- Please indicate your National Qualification choices for S4 from the following list on the grid below.

Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Compulsory 1	Compulsory 2
Bus Management	Admin & IT	Biology	Art & Design	<i>Admin & IT</i>	English	Mathematics
Geography	Computing	Chemistry	<i>Cookery</i>	<i>Art & Design</i>		
History	Fashion/Tex	Physics	<i>French</i>	<i>Biology</i>		
Modern Studies	French		Geography	<i>Chemistry</i>		
	Graphic Com		History	<i>Computing</i>		
	Music		Modern Studies	<i>PE Studies</i>		
	<i>Woodworking</i>		<i>Music</i>			
			<i>PE Studies</i>			
			Spanish			

	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Compulsory 1	Compulsory 2
S4						English	Mathematics

Parental Signature:

Future Plans (please refer to curriculum map)

	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5
S5					

	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5
S6					



Turnbull High School	S4 into S5 – Senior Phase Planning	2024/25
-----------------------------	---	----------------

Name:	Class:	<i>Career Interests</i>
--------------	---------------	-------------------------

- All Pupils will study **RE** and **Health and Wellbeing**.
- Please indicate your **5** other choices (and chosen level) for S5 from the following list on the grid below.
- Please choose your courses carefully – they should be in the subjects most likely to maximise your attainment and you will be committed to completing them in S5.

Choice 1	Choice 2	Choice 3	Choice 4	Choice 5
Higher/SCQF c Awards	Higher/SCQF c Awards	Higher/SCQF c Awards	Higher/SCQF c Awards	Higher/SCQF c Awards
Art & Design	Business Management	Admin & IT	Admin & IT	Art & Design
Business Management	Geography	Computing	Biology	Biology
English	History	&ashion and Textiles	Chemistry	Chemistry
Music	Modern Studies	&rench	English	Geography
Music Technology	Mathematics	Graphic Communication	Environmental Science	History
		Italian	Laboratory Science	Modern Studies
		Mathematics	PE Studies	Physics
		Music	Physics	Spanish
		PE Studies		EDC VOCATIONAL PROGRAMME
				FOUNDATION APPRENTICESHIP
Nat 5/SCQF 5 Awards	Nat 5/SCQF 5 Awards	Nat 5/SCQF 5 Awards	Nat 5/SCQF 5 Awards	Nat 5/SCQF 5 Awards
Metalwork	Cakecraft	Mathematics	Travel & Tourism	
	Mathematics			

Choice 1	<i>Level?</i>	Choice 2	<i>Level?</i>	Choice 3	<i>Level?</i>	Choice 4	<i>Level?</i>	Choice 5	<i>Level?</i>

Parental Signature:



Name:

Class:

Career Interests

- All Pupils will study **RE** and **Health and Wellbeing** - please indicate your **5** other choices (and chosen level) below.
- Pupils should choose **5** courses for S6 (with a maximum of **ONE** Wider Achievement Award)
- Please choose your courses carefully – they should be in the subjects most likely to maximise your attainment and you will be committed to completing them in S6.

Choice 1	Choice 2	Choice 3	Choice 4	Choice 5
Advanced Higher^Y	Advanced Higher^Y	Advanced Higher^Y	Advanced Higher^Y	Advanced Higher^Y
Art and Design	History	Mathematics	Chemistry	Art and Design
Biology	Modern Studies	French		Physics
English	Geography	Music		Spanish
Music				
PE Studies				
Higher/SCY& 6 Awards	Higher/SCY& 6 Awards	Higher/SCY& 6 Awards	Higher/SCY& 6 Awards	Higher/SCY& 6 Awards
Art Design	Business Management	Admin /d	Admin /d	Art Design
Business Management	Geography	Computing	Biology	Biology
English	History	Fashion and Textiles	Chemistry	Chemistry
Music	Modern Studies	French	English	Geography
Music Technology	Mathematics	Graphic Communication	Environmental Science	History
Photography		Italian	PE Studies	Modern Studies
		Mathematics	Physics	Physics
		Music	Sociology	Spanish
		PE Studies		EDC VOCATIONAL PROGRAMME
				FOUNDATION APPRENTICESHIP
Nat 5/SCY& 5 Awards	Nat 5/SCY& 5 Awards	Nat 5/SCY& 5 Awards	Nat 5/SCY& 5 Awards	Nat 5/SCY& 5 Awards
Metalwork	Aircraft	Mathematics	Travel Tourism	
	Mathematics			
Wider Achievement Awards	Wider Achievement Awards	Wider Achievement Awards	Wider Achievement Awards	Wider Achievement Awards
Wider Achievement Award**	Wider Achievement Award**	Wider Achievement Award**	Sports Award**	Wider Achievement Award**
VASS	VASS	VASS	Wider Achievement Award**	VASS
			VASS	

*Students studying 3 Advanced Highers will be provided with time for additional personal study and so only have to make 4 choices in total

**Choice will be finalised based on uptake from a range of available level 6 courses

Choice 1	Level?	Choice 2	Level?	Choice 3	Level?	Choice 4	Level?	Choice 5	Level?

Parental Signature





A SUCCESSFUL, HAPPY SCHOOL COMMUNITY IS BASED ON RESPECT



FOR EVERYONE

- Be well-mannered
- Accept and respect differences
- Speak appropriately to everyone
- Be thoughtful
- Be helpful

FOR STAFF

- Follow instructions
- Co-operate with requests
- Complete tasks/homework as requested
- Be attentive in class

FOR FELLOW PUPILS

- Allow others to learn: do not be disruptive
- Do not bully others: consider other people's feelings
- Make new pupils feel welcome

FOR OUR COMMUNITY

- No litter in streets or gardens
- Walk to and from school quietly
- Show consideration for people
- Behave safely and responsibly

FOR OUR SCHOOL ENVIRONMENT + PROPERTY

- No litter or graffiti
- Take care of books and materials
- Leave all areas of the school clean and tidy.

FOR YOURSELF

- Be the best person you can be
- Fulfil your potential



TO EARN RESPECT:

- Be on time for all classes
- Be organised, use your planner and bring everything you need for class
- Always give your best effort and focus on tasks
- Wear full and appropriate school uniform
- Take responsibility for your behaviour and your belongings



