

## SECTION 1: THE SCHOOL

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### Letter to Parents from HT

Dear Parents and Carers

I have the pleasure of introducing the Hollybrook Academy handbook for session 2017-2018. The purpose of the handbook is to provide you with information about our school, assist you making choices about secondary education and give you an insight into the ethos and practical aspects of Hollybrook Academy.

In Hollybrook we support pupils with Additional Learning Needs to get the most out of school in a supportive, nurturing and ambitious setting. Our staff and pupils are committed to making learning enjoyable, meaningful and useful.

The handbook will give you a lot of information about our school and should be of use to you throughout the year. A handbook cannot provide you with a full picture of a school as it is only a small part of the transition process to secondary. Please feel free to contact the school and we can arrange to meet and discuss any other questions you may have about Hollybrook Academy.

I look forward to meeting you and your child at some point in the future.

Yours faithfully

Jackie Newell  
Headteacher



**WORK HARD**  **BE CONFIDENT**

# **STRONG!**

**ACHIEVE**

**S** IS FOR DEVELOPING **SELF-CONFIDENCE**

**T** IS FOR **TEAMWORK**

**R** IS FOR BEING **RESPONSIBLE**

**O** IS FOR **OTHERS, SHOWING THEM RESPECT AND TOLERANCE**

**N** IS FOR **NURTURING OUR TALENTS**

**G** IS FOR **GAINING SKILLS FOR LEARNING, LIFE AND WORK**

**HOLLYBROOK ACADEMY**

## Glasgow City Council Policy

Glasgow City Council has a duty, as outlined in the Standards in Scotland 2000 Act, to ensure that your child achieves their potential. Glasgow Education Services is committed to the inclusion of all children and young people with additional support needs, where possible, within mainstream schools. This is in accordance with the statutory requirement in the 200 Act. It is also part of Glasgow's policy to maintain a range of special educational establishments. This recognises the key role to be played by specialist provisions in addressing severe low incident.

## General Information

Hollybrook Academy was built in 1971 and is a non-denominational school for boys and girls with additional support for learning needs aged 12 – 18 years. It is a two story building consisting of 9 classrooms, 1 Business Education Room, 1 Computing Room, a Science Lab, an Art Room , Home Economics Department, Enterprise and Employability Department , Fitness Suite, ICT suite and PSE Room. A meeting room is available for meetings and pupil support groups. Pupils who require support out of class have access to the school's Health & Wellbeing Room. The school has a large surfaced playground, surrounded by a grassy area. We have a large dining room and a gym.

Our address is:

135 Hollybrook Street,  
Govanhill,  
Glasgow  
G42 7HU.

The school phone number is: 0141 423 5937.

The Head Teacher's email address is [headteacher@hollybrook-sec.glasgow.sch.uk](mailto:headteacher@hollybrook-sec.glasgow.sch.uk).  
The school roll is currently 108 pupils.

The current roll for each of our year groups is:

**S1** 15    **S2** 15    **S3** 19    **S4** 13    **S5** 22    **S6** 17

It is difficult to estimate the exact intake over the next three years as referrals from mainstream schools are made both on an annual basis and indeed throughout the school year. Our estimated intake from our primary schools over the next three years suggests that there will not be a significant change in the roll as it stands.

## The School Year

<b>Return date for pupils</b>	Tuesday 15 August 2017
<b>September weekend</b>	Friday 22 September 2017 Monday 25 September 2017
<b>First mid-term</b>	Monday 16 to Friday 20 October 2017 (inclusive)
<b>Christmas/New Year</b>	Thursday 21 December 2017 to Wednesday 3 January 2018 (inclusive)
<b>Return to school</b>	Thursday 4 January 2018
<b>Second mid-term</b>	Friday 9, Monday 12 and Tuesday 13 February 2018
<b>Spring Holiday (Easter)</b>	Good Friday 30 March 2018 Easter Monday 2 to Friday 13 April 2018 (inclusive)

\* Please note that schools will close at 2.30pm on the last school day before the holiday

<b>May Day</b>	Monday 7 May 2018
<b>May Weekend</b>	Friday 25 and Monday 28 May 2018
<b>School close</b>	Tuesday 26 June 2018

### **In-service days - all schools**

Friday 11 August 2017  
Monday 14 August 2017  
Friday 13 October 2017  
Wednesday 14 February 2018  
Tuesday 8 May 2018

## The School Day

	Tutor Time	Period 1	Period 2	Morning Interval	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7	Home Time
Mon	8.45	9am	9.50	10.40	10.55	11.45	12.35	1.20	2.05	2.50	3.35
Tue	8.45	9am	9.50	10.45	11.00	11.45	12.30	1.15	2.00		2.45
Wed	8.45	9am	9.50	10.40	10.55	11.45	12.35	1.20	2.05	2.50	3.35
Thu	8.45	9am	9.50	10.40	10.55	11.45	12.35	1.20	2.05	2.50	3.35
Fri	8.45	9.15am	10am	10.45	11am	11.45	12.30	1.15	2.00		2.45

## School Staff

Below is a staff list of teachers under their main subject area. Some staff have involvement in another subject such as R.E., PSE, SVS and Modern Languages.

Head Teacher:



Ms Jackie Newell

Remit:

Overall responsibility for curriculum, staff and resources. Faculty Head, English, Drama.

Depute Head Teacher:



Miss E Roberts

Remit:

To assist the Head Teacher in the overall management of the school.

CPD co-ordinator

Primary/Secondary Liaison

Responsibility S1 – S3 Discipline

ASP Co-ordinator S1/2/3

S1 – S3 Curriculum

Residential Stays S1 – S3

School Timetable

Pupils Support Assistants EAL

Faculty Head of Maths

PT Transitions:



Mrs Alison MacLeod

Remit:

To assist the Head Teacher in the overall management of the school.

Faculty Head of PE and Business Education

Better Behaviour/ Better Learning. Racial Equality

Health & Safety. Responsibility S4 – S6 Discipline

Residential Stays S4 – S6

School Timetable

College Links

ASP Co-ordinator S4-S6

S4-S6 Curriculum

Principal Teacher of Pastoral Care S1-S3:



Mr Matthew Cavanagh

Remit:

Faculty Head of RME and Science

Responsibility for S1 – S3 Pastoral Care

Child Protection Co-ordinator

Health Promotion Co-ordinator

Attendance and timekeeping monitoring

Principal Teacher of Pastoral Care S4-S6:



Mr Craig Milne

Remit:

Faculty Head of PSE

Responsibility for S4 – S6 Pastoral Care

Child Protection Co-ordinator

Health Promotion Co-ordinator

Attendance and timekeeping monitoring

Principal Teacher of Learning and Teaching: Raising Attainment

Mrs Mairi Barrett



Remit:

Faculty Head of Social Subjects and

Home Economics

SQA Coordinator

S3 Curriculum

Pupil tracking

Curriculum for Excellence Coordinator

Principal Teacher of Citizenship, Enterprise and Employability

Ms Irene McNally



Remit:

Faculty Head of Home Economics and Social and Vocational Studies

Enterprise

Careers Education

S4 Curriculum

Global Citizenship





## **Staff**

### **Art**

Ms Anne Giles

### **Business Education/Computing**

Mrs Moira Heffernan

### **Physical Education**

Ms Angela Melvin

Mr Craig Milne

Mrs Nicole Fotheringham

### **Social Subjects**

Mr John Sharkey

Mr Matthew Cavanagh

### **English**

Mrs Marie Bonner

Mr Noel Wray

Ms Kirsten Jackson

Mrs Louise Harley

### **Clerical Support Assistant**

Mrs Laura Thomson

### **Clerical/Pupils Support Assistant Catering**

Mrs Margaret Milligan

Mrs Dorothy Doyle

### **Support for Learning Assistants**

Mrs Yvonne Buchanan

Mrs Anne Hayden

Mrs Tracy Keenan

Mrs Lorraine McGarry

Mrs Donna Miller

Mrs Margaret Reid

Mrs Catherine Rogan

Ms Angela Drennan

Jessica Hazlewood

### **Mathematics**

Mr Raymond McDevitt

Mr Kenneth Falconer

Ms Karen Forrester

Mrs Jill Skelton

### **Modern Languages**

Mrs Silke Bryce/German

### **Music**

Mrs Karen Sharkey

### **Religious Education**

Mr Matthew Cavanagh

### **Science**

Mr Graham Munro

### **Home Economics**

Mrs Lesley Bryce

### **Janitor**

Mr Gary McMillan

Mrs Alma Devlin

Ms Margaret Hill

### **Cleaning Staff**

Mrs Violet Rogers

Mrs Michelle McQueen

Ms Rosanne Harkins

## **Moving from Primary to Glasgow Secondary**

Children and young people normally transfer between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary education. A Transition Planning Review takes place during the last year of primary education to allow parents/carers and professionals the opportunity to discuss the most suitable placement for their child.

Links will be established with the appropriate secondary provision to ensure a smooth transition for all young people.

### **Transition Procedures**

Early in the session, primary parents are given the opportunity to visit Hollybrook Academy, meet our head teacher and depute head teacher, have a tour of the school, meet pupils and staff and ask any questions that they have. This establishes strong parent partnerships for the school and allows the parents/carers to make informed decisions about their child's move to secondary school.

An extensive induction programme allows all P7 pupils a variety of opportunities to become increasingly familiar with the secondary school staff, experience many new subjects, appreciate how a secondary school day differs to a day in primary school and develop a real sense of belonging to the secondary school environment.

We are jointly delivering an ICT filming project based on interviewing and filming key school personnel. Initially this takes place in the primary school and then we arrange for the pupils to use their newly acquired skills in the secondary school environment.

Transition activities culminate in an extended block of morning and full day visits to Hollybrook Academy during the summer term . Pupils will follow a secondary school time table and mix with other primary schools and Hollybrook pupils.



Each new pupil receives a Welcome Pack prepared by current S1 pupils and is presented with a certificate for taking part in the transition activities.

At this time, parents and carers are invited for a second visit to Hollybrook Academy and have the opportunity to observe their child learning in the secondary school environment, meet with other parents, purchase our school uniform and ask any further questions that they may have. This process has proved extremely effective in allaying any concerns or fears that new pupils and their parents may have about the transition from primary to secondary school.

## **School Curriculum**

### **Curriculum for Excellence 3-18**

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world.

As part of Curriculum for Excellence, all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education (BGE). Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

In line with their Curriculum for Excellence entitlement, pupils learn in all 8 curricular areas until the end of S3.

Expressive Arts including Art and Design, Music and Drama

Health and Wellbeing including Physical Education and Home Economics

Languages including English, German and Spanish

Mathematics

Religious and Moral Education

Sciences

Social Studies including Geography, History and Modern Studies

Technologies including ICT and Business

The curriculum includes the totality of all planned learning within the subject areas, interdisciplinary projects, the ethos of the school and all opportunities for achievement.

## The Senior Phase S4-S6

The Senior Phase offers opportunity for specialisation leading to qualifications. Young people aged 15 plus will have a wide range of opportunities to experience learning and achieve qualifications to the highest possible level during their senior phase.

Throughout S3, there is a programme of pupil support to assist pupils and their parents and carers with course choices for National 1, National 2, National 3, National 4 and National 5 awards. The pupil support programme seeks to advise pupils about:

- The range of courses available
- The pupil's own aptitudes, interests, strengths and weaknesses
- The importance of individual subjects
- Entrance qualifications & career opportunities

In advising pupils about course choices, we adhere to national guidelines and ensure that pupil choices result in their best chance of success.

In collaboration with the Scottish Qualifications Agency (SQA), we will assess National 1-4 qualifications. Individual courses at National 1-4 levels will not be graded but marked overall as pass or fail.

Courses at the new National 5, Higher and Advanced Higher levels will continue to include work assessed by the school, but for these qualifications, students will also have to pass an additional assessment (usually a question paper or assignment) which will be marked externally by SQA.

The SQA website [www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents) contains useful information to help you understand national qualifications.

## Courses available in S5 & S6

As an (inclusive) school, we aim to meet the needs of all pupils in S5 and S6. We have strong partnerships with local colleges and employers. It is extremely important that senior students set challenging and realistic targets. To that end, we offer a rigorous options programme to support and inform student choice. Opportunities for personal development continue within and beyond the taught curriculum. S6 in particular offers senior pupils a range of opportunities to build leadership, communication and team working skills through involvement in a wide range of school and community events.

Encouraging excellence is central to our aspirations and expectations for all young people.

## Useful websites

[www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)

[www.educationscotland.gov.uk/parentzone/index.asp](http://www.educationscotland.gov.uk/parentzone/index.asp)

To provide challenge, breadth and depth of learning in the Senior Phase a variety of awarding bodies, as well as SQA, are used to recognise learning and achievement. Awarding bodies such as ASDAN (Award Scheme Development Accreditation Network), Duke of Edinburgh and John Muir Award provide learners with a wide range of knowledge, skills and exciting experiences that they can draw on as their lives continue to change.

National 2, 3 and 4 are available in the following subject areas:

Art  
 Business Studies  
 Careers  
 Citizenship  
 Music  
 English  
 Enterprise  
 Media  
 Home Economics  
 Information and Communication  
 Technology  
 Mathematics  
 German  
 Personal and Social Education  
 Physical Education  
 Religious and Moral Education  
 Science  
 Social Subjects  
 Spanish  
 Work Experience



### Awards available

Duke of Edinburgh, Sports Leaders, Cycling, Personal Development, Scottish Studies, Volunteering and Personal Achievement.

## **Assessment & Reporting**

All young people are assessed both formally and informally throughout the school year. This allows young people and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents and carers about the progress of their child. Assessment records are kept by teachers and form the basis of discussion at parents' meetings throughout the year.

Dates of all parents' meetings and the schedule for issuing written reports is included in the school calendar which is issued at the start of term and is available on the website.

If you have any concerns about your child's progress do not hesitate to contact their pastoral care teacher at any time.

## **Reporting**

Parents are welcome to contact the school at any time in order to receive a report on their child's progress. The cycle of reporting as outlined below may be subject to slight change.

Month	Year Group	Reporting Activity
September	S1	Post Placement Reports
October	S1 - S6	Meeting the teacher
October	S2	Learning Log
November	S3 - S4	Interim Report
November	S5 & S6	Full Report
December	S5 & S6	Parents Night
February	S3	Full Report
February	S4	Full Report
February	S3 & S4	Parents Night
April	S1 & S2	Full Report
March	S5 & S6	Interim Reports
May	S1 & S2	Parents Night

Full reports give details about the content of courses, progress of learning including: particular strengths, areas for development and next steps in learning. The interim report is a snap shot of information to indicate how well young people are progressing towards their learning goals.

## **Pupil Profiles**

All S3 learners have a profile which reflects their progress in learning and achievement and emphasises their strengths. The profile documents their key achievements in school, at home and in the community and the content is decided by the young person. The profile provides a valuable way for learners to share information about their achievements with their parents, teachers and in the future, staff in colleges, universities and employers. The profile also supports the move from S3 into the senior phase of secondary school.



## SECTION 2: WORKING WITH THE PUPILS AND THEIR FAMILIES AND CARERS

Experiences of former pupils...

*"Hollybrook was like a second home to me. All the teachers are very caring. When you need an ear to listen to the teachers are always there".*

Christine, aged 18. Christine is now at college studying Transitions to Trade and works part time in bike repair shop.

*"Hollybrook helped to turn me into a confident person. I always enjoyed it and learnt so much. I have just recently passed my bronze Duke of Edinburgh Award."*

Ian, aged 19. Ian is now studying Creative Skills and Enterprise and works part time in the City Chambers.

*"I was at Hollybrook for six years, and left in summer 2013. I always enjoyed my lessons with the teachers, they really understood any problems I had and they made learning fun. As well as the lessons I enjoys all the different activities we did., like trips to York, Skellmorly and Germany. I think Hollybrook taught me about responsibility, timekeeping, friendships, skills for independence and helped me move on to college."*

Zohaib, aged 19. Zohaib is now doing Creative Skills and Enterprise and has a part time job in a warehouse.

### **Communication**

On-going communication between the school and parents and carers is a vital part of Hollybrook Academy's success. This is achieved in a number of ways:

#### **Newsletters**

The Hollybrook Newsletter goes out throughout the year and gives up to date information about events in the school, important dates and the achievements of our pupils.

#### **Text Messaging**

We often use texts as a means of communicating short pieces of information or to remind families about upcoming events.

#### **Phone calls**

We sometimes need to contact parents quickly to discuss progress or concerns, to pass on information, if your child is ill or to simply to share good news. Please ensure we always have an up to date contact for you.

#### **Letters**

We regularly send home letters to share information. This can be about arrangements for parents evening, trips, end of term arrangements or special events. Letters are given to pupils to pass on at home.

#### **Social Media**

We have both a Facebook page (Hollybrook Academy Glasgow) and Twitter account (@HB Academy Glasgow). Both are used to post up to date information and photos and things that are happening in school. Feel free to like and follow to make sure you stay informed.



## **Meetings**

Parents and carers are welcome in the school to discuss any aspect of their child's development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child's progress with school staff

Parents and carers are welcome at other events throughout the school year e.g. workshops, information evenings, class performances, award ceremonies, religious and other assemblies. The school newsletter and website will keep you informed.

Strong communication links between home and school ensure parents and carers are confident to address any concerns they may have about their child's education with pastoral care staff and the senior leadership team.

## **Parents Meetings**

Hollybrook has regular Parents Evenings, where parents and carers get the opportunity to meet class teachers and discuss their child's progress. As well as this, if parents have something they wish to discuss they can call the office and make an appointment to meet with the head teacher at a mutually convenient time. We welcome parental interest and genuinely want to see and hear from you.

## **The School Website**

The school website has information about subjects and classes and is regularly updated by staff and pupils.

[www.hollybrookacademy.glasgow.sch.uk](http://www.hollybrookacademy.glasgow.sch.uk)

## **Supporting Learning in School and Beyond**

### **Pupil council**

Hollybrook Academy has had a Pupil Council for many years which meets twice every month to discuss a range of issues. The whole school are involved in an election in September which is run by the English and Social Subject departments. 2 representatives are elected for each year group S1-S4. S5/6 is represented on the Pupil Council by the School Captains and Vice Captains.

Increasingly we ask our pupils for their opinions and ideas affecting the school. Previously this has included running a competition to design the new school badge, running a survey on playground activities, selecting what to buy with our budget to improve teaching and learning throughout the decisions affecting their future.

### **World of work**

Hollybrook Academy has a Principal Teacher who has responsibility in the preparation of pupils for the world of work. A major part of this remit is the organisation of work placements for pupils in S4, S5 & S6. The allocation of placements is given to each pupil through their own skills, qualities and interests. However, the purpose of work experience is to give pupils a sense of what it is like to go into a situation where they meet new people, have to cope with a range of tasks and, importantly, organise themselves so that they get where they should be in good time.

Pupils in S4 go on placements in November. Pupils in S5/6 have additional opportunities to go on placements to both work places and colleges. An area in the development planning of the school is the preparation of pupils for their working lives through offering them appropriate experiences. Emphasis is also given to raising the awareness of issues relating to world of work and the opportunities and rewards which are open to them.

## **Promoting wider Achievement**

At Hollybrook, we encourage all our pupils to get involved in many different activities to build their confidence. Presently, we have a large number of activities taking place over the year.

We have:

### *Sports and Games*

The PE department, assisted by other staff across the school, offer a large range of sporting activities. We have a running club, triathlon club, dance group, Special Olympic training programme.

In addition, the PE department gives some young people the opportunity to get involved in the Sports Leadership Programme and the Dance Leadership Programme.

### *Music*

We have a popular choir who performs at school and community events.

### *Other Clubs*

We have a large variety of clubs catering for different tastes and these include; Gaming, running, football, choir, paired reading, girls, lunch, internet cafe, homework club and comic book club.

### *Trips and Excursions*

These are a wide range of trips taking place. Some of these are daily and some are organised to enhance the curriculum e.g. trips to the cinema, ice skating, theatre productions and GFT visits, team building events, M & Ds and Alton Towers.

Other trips are of a longer duration and are curricular or extra-curricular related. These include trips to Blairvadoch Outdoor Resource Centre, Aviemore Lodge, York, Manchester/ Alton Towers, France/ Spain. Where possible, the school will try to ensure that as many young people as possible access these trips.

### *Charities*

Across the year Hollybrook does a tremendous amount of work for a variety of charity organisations. Most of these are organised by our pupils themselves and recent activities include MacMillan nurses – “The Biggest Coffee Morning” raised £400, Yorkhill Hospital £1000 and Red Nose Day raised £104.



We try to support as many local and national charities as we can through lots of different activities such as talent shows, choir singing, fun days, craft fairs/ Christmas shop.

## **Support for Pupils**

The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

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

Further information relating to additional support needs is available on the Glasgow City Council website –  
<https://www.glasgow.gov.uk/index.aspx?articleid=18941>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

## **Pupil Support Staff**

All staff in Glasgow secondary School have a clear responsibility for the welfare of young people. In addition, all young people are given a Pastoral Care teacher on entering the school. This provides a vital link between home and school as the pastoral care teacher has an 'all-round' picture of a pupil's progress and general health and well-being. In most cases, a parent's first point of contact with the school will be the pastoral care teacher.

Other support for pupils is provided by class tutors in the first 10 minutes of each day and by the Support for Learning Team if required.

We are fully committed to meeting the needs of all pupils and hold regular meetings at which we plan for those who require additional support. Full discussion is held with parents and carers and outcomes are planned and agreed in partnership.

## **The Named Person**

GIRFEC stands for 'Getting It Right For Every Child'. This is the Scottish Government-led approach to making sure that all our children and young people – and their parents or carers – can get help and support when needed from birth through to age 18 (or beyond if still in school).

The vast majority of Scotland's children and young people get the love and support they need from within their families and their wider, local communities. But even the most loving and caring families can sometimes need extra support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get that help or support when they need it.

To access support when needed, part 4 of the Children and Young People Act (Scotland) 2014, states that every child in Scotland has a Named Person, as a single point of contact. This Named Person has a responsibility to provide help and support when asked and can draw together other services if needed, co-ordinating help for the child or parents.

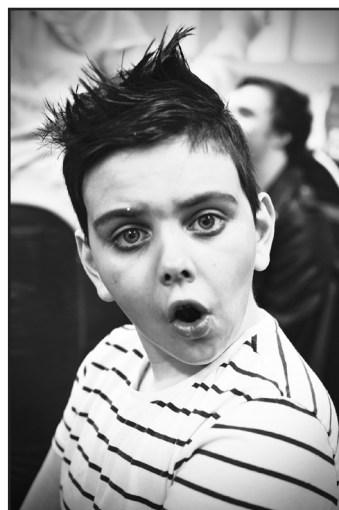
The Named Person will be a promoted teacher within the school your child attends. The name of the individual Named Person for your child(ren) will be provided.

Please do not hesitate to contact the school if you want to speak with your child's Named Person.

## **Pastoral Care**

Scotland's vision for all children is that our children and young people should be:

- Safe
- Achieving
- Included
- Nurtured
- Active
- Healthy
- Respected
- Responsible



## **Getting it Right for Every Child (GIRFEC)**

The GIRFEC approach is about how staff in all children's services meet their needs by working together where necessary to ensure that children reach their full potential.

[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

Pastoral Care is at the core of ensuring that these values are adhered to for our young people at Hollybrook Academy.

Pastoral Care is a holistic approach by which the school aims to meet the Personal, Social, Emotional and Intellectual needs of our young people to allow them to gain maximum benefit from their time at school.

Every teacher in Hollybrook academy has a Pastoral Responsibility for each and every pupil. This will include:

- Promoting and safeguarding the health, welfare and safety of pupils.
- Working in partnership with parents, support staff and other professionals as appropriate.
- Providing guidance and advice to pupils on issues related to their education.
- Contributing towards good order and the wider needs of the school.

Pastoral Care is also delivered in a structured and timetabled manner through Student tutor time. This is from 8.45-9am each morning. Every pupil is assigned a student tutor and will be part of a student tutor group who meet every morning.

The student tutor has a pastoral responsibility for their group of pupils and will provide support in the following key areas:

- Personal Guidance
- Curricular Guidance
- Vocational Guidance
- Personal and Social Education
- Development of a Positive School Ethos

The aim for the student tutor is to ensure that every pupil knows and is known personally and well by at least one member of staff. The student tutor will also monitor timekeeping an attendance and will alert the Principal Teacher Pastoral Care if they feel support is required in these areas.

The principal teacher of Pastoral Care will provide support and leadership for all student tutors and be the first point of contact with parents if they wish to discuss any concerns about their child. Every student tutor will also alert the Principal Teacher of pastoral care to pupils who may require additional support as required.

## **Child Protection**

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

The health and personal safety programme for Hollybrook Academy will be fully discussed with you on a regular basis.

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

- Ensuring that children are respected and listened to.
- Ensuring that programmes of health and personal safety are central to the curriculum.
- Ensuring that staff are aware of child protection issues and procedures.
- Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.
- Should any member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the head of establishment. The Headteacher, or the person deputising for the Headteacher, after judging that there may be grounds for concern regarding the welfare or safety of any pupil, must then immediately advise the duty social worker at the local social work services area office of the circumstances.

Copies of the departmental guidelines (Management Circular 57) are available from the Headteacher on request.



## **Data Protection – Use of Information About Children and Parents/Carers**

We collect information about children attending school (and also about parents/carers, emergency contacts etc. provided in the annual data check) to allow us to carry out the Council's functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 1998 (number Z4871657) and all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see [www.glasgow.gov.uk/privacy](http://www.glasgow.gov.uk/privacy).

### **Nurture**

Hollybrook is a nurturing school. By this it means we embrace Glasgow City Council's Nurturing Principles.

Nurturing schools understand where children are developmentally, and offer differentiated opportunities to for social and emotional learning of specific skills. There is a welcoming and safe environment for all, that is parents/carers, pupils and staff which encompasses all areas of the school inside and out.

The school is sensitive in maintaining and promoting key nurturing relationships for the most vulnerable pupils across the school, for example by giving time with a specific member of staff.

We work hard to identify and share personal achievements of pupils, including celebrating social and emotional competences and progress.

We also have a nurture base.

#### **What is the aim of a Nurture Base?**

The aim of the Nurture Base is to help pupils to develop their social skills; language skills and emotional resilience. In doing so it is hoped that this will have a positive impact on the pupils' attainment and achievement. The Nurture Base serves as a link between home and school.

#### **What will pupils do in the Nurture Base?**

Pupils will have breakfast and will take part in a range of activities aimed at developing their listening and talking skills, their social skills and their ability to deal with difficult situations and emotions.

## **Attendance**

Nothing is more important to a child's success than regular and punctual attendance. We monitor attendance daily and we pursue all unexplained absences.

## **Pupil Absence**

Within Glasgow Secondary School good attendance is encouraged at all times to ensure pupil success. Parents are asked to advise if their son or daughter is going to be absent. This should be done as early as possible on the first day of absence. If the young person is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school uses daily text messaging to inform parents and carers of a young person's absence if no contact is made. All unexplained absence is investigated by the school and appropriate action taken.

## **Parental Involvement**

Our aim in Hollybrook Academy is that all our pupils' parents and carers feel included, engaged and confident that their child will succeed in school. We strive to help them to support their child's learning through shared high expectations and motivation to achieve.

We are always open to the involvement of parents in their child's learning and try to consider different ways of providing information that helps them engage fully with the school. To ensure links between home and school are as effective as possible, we use a variety of different means of communication, maximising current developments in technology.

These include:

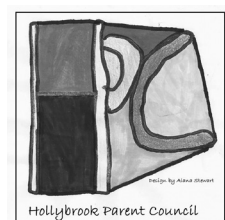
- Our school website
- Our Head Teacher's 'Parents' Newsletter' which is issued each term and highlights the variety of activities and achievements of the school
- Specific parent leaflets which focus on key areas and themes
- Letters if we want to make you aware of a specific event
- Increasingly we text and email parents key information
- Home/School diaries
- Information and advice sessions including meetings which support key transition stages such as primary to secondary and S3 to S4

We will also ask for your views on matters related to your child's education. We do this through newsletter, questionnaires, specific letters and evaluations at events.

## **Parent Council**

One of the main ways in which Hollybrook Academy encourages parents to get involved in supporting their children's learning is parental representation on our Parent Council. The Parent Council is a group of parents/carers representing all the parents/carers of young people at Hollybrook Academy.

The chair of the Parent Council is Rosalyn Gillooly.





The type of things a Parent Council could get involved in include:

- Supporting the work of the school
- Gathering and representing parents'/carers' views
- Promoting contact between the school, parents/carers, young people and local community
- Fundraising
- Involvement in the appointment of senior school staff

The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning by modernising and strengthening the framework for supporting parental involvement in school education. Thereby, Hollybrook Academy has a number of strategies to help parents be:

- Fully involved with their child's education and learning.
- Welcomed as an active participant in the life of the school.
- Encouraged to express their views generally on school education.

Through our Parent Council, parents and carers of Hollybrook Academy pupils have the opportunity to express their views and have these taken into account on policy matters affecting the education of their children. We encourage and welcome parents to be members of the school's Parent Council and include families as participants in school decisions, developing parent leaders and representatives.

***"Hollybrook Academy Parent Council actively supports the staff and pupils. We work closely to help arrange different events and this year have raised almost £1,000."***

Mr Carson, parent of S3 pupil and member of our Parent Council

***"In Hollybrook Academy, there are no barriers, only ways of getting things done!"***

Mrs Alexander, parent of S3 pupil and member of our Parent Council

Help and advice on Parental Involvement can be found at:

- Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education for education authorities, Parent Councils and others – <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>
- Parentzone provide information and resource for parents and Parent Councils – <http://www.educationscotland.gov.uk/parentzone/index.asp>



## **Homework**

Our aim is that Homework:

- Encourages independent learning
- Optimises teaching and learning throughout the school
- Improves pupil performance

Homework is an essential complement to classroom teaching as learning which takes place in school has to be consolidated and internalised. In Hollybrook Academy, we feel that this allows parents/carers to play an active and supporting role in their child's education.

We encourage parents /carers to take an active interest in their child's learning by signing written work, listening to learned work and providing time and quiet accommodation that allows their child to concentrate. Homework clubs are available to support our young people in their out of classroom learning.

Homework is a regular activity and is seen as an integral component of the teaching programme. The amount of homework may vary according to the needs of the individual child. An active homework policy has been developed. Full consultation with parents and pupils has been undertaken in devising this policy.

## **Dress Code**

In Hollybrook Academy we believe in the importance of a school 'Dress Code' for a number of key reasons:

- It promotes a positive school ethos in school and in the wider community.
- It prevents the impact of the fashion/designer label culture in school.

All pupils are expected to wear uniform. We ask that pupils wear a white shirt with the school tie, black trousers or skirt and black jumper or cardigan.

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

- may encourage or identify factions (football colours)
- could cause offence (political or other slogans)
- could cause health and safety problems ( loose fitting or flammable clothing in practical classes)
- could cause damage to flooring, or be used to inflict damage on others

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

Parents/carers of children receiving income support, family credit and housing benefit or council tax rebate will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and from education offices.

The council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents/ carers are asked to ensure that valuable items are not brought to school and should note that the authority does not carry insurance to cover the loss of such items.

## **PE Kit**

It is important that pupils come prepared to learn and for PE this requires appropriate clothing. All jewellery should be removed. Pupils who are not participating in PE must have a note or a medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the course.

There are forms of dress that 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, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils

## **Medical & Healthcare**

The school nurse visits at various times during the year for routine health checks, vaccinations and medical examinations. Parents and carers are kept informed by letter.

If a young person becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep the school informed of all contact details.

Parents and carers should inform the school of any medical requirements relating to their child. If a young person requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

## **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 our closure or re-opening by using letters, texts and the local media etc.

## **Promoting Positive Behaviour**

The aim of the school is to provide an atmosphere of mutual respect and responsibility. We achieve this through the strategies in our Promoting Positive Behaviour Policy. This policy has been developed with the support of everybody involved in the school - pupils, parents, members of staff and outside agencies. Restorative Justice is our main approach to behaviour and relationship management in Hollybrook. This approach is a form of resolving issues caused by inappropriate behaviour, bringing together those involved by discussing and talking things through.

Staff and pupils have agreed strategies to use within the school which ensures a consistent approach when dealing with misbehaviour. Should the inappropriate behaviour continue to disrupt learning and teaching, a referral form is sent to the office detailing the strategies used and outlining a description of the incident.

Minor incidents are dealt with immediately by the member of management on duty that period. Where the incident is deemed as more serious, detention at lunchtime is the sanction used. Any pupil given detention has a letter sent home keeping parents/ carers informed immediately.

Our expectations are clearly communicated to young people and breaches of discipline are dealt with in line with school policy. In most cases, a quiet reprimand is sufficient but in more serious or persistent cases parents will be invited to school to discuss the issue and agree a course of action.

## **Anti-Bullying Policy and Procedures**

Each year we conduct a survey of the pupils to get an understanding of how they feel as a Hollybrook pupil. The responses from students show they feel valued, secure and happy.

However, we are aware that bullying can happen anywhere, but we strongly believe that wherever students are they have the right to be safe. Nobody has the right to make anyone unhappy.

We actively raise awareness about issues surrounding bullying by working with the pupils and families. Some of the methods we use are:

- Awareness-raising poster campaigns
- Using drama, role-play, novels etc. within the formal curriculum to help pupils understand the feelings of bullied children and to practise the skills they need to avoid bullying
- Using the playground as a learning environment
- Supporting development of friendships groups
- Improving links with parents and the community through meetings and other activities
- Peer Support and buddy schemes
- Assertiveness training
- Featuring bullying at school assemblies
- Asking the student council to agree on an anti-bullying code

In Hollybrook we promote a climate where students who are being bullied, or think another student is being bullied, can speak to an appropriately trained person in the full knowledge that they will be listened to and receive a prompt, appropriate and sensitive response.

## **School Improvement**

On an annual basis, a copy of our Standards and Qualities will be available online. Copies from previous years are available on the school website. The Standards and Quality report will be used to share the overall exam performance of the school and highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing. Our priorities for improvement are detailed in our School Improvement Plan, which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office or check out our website.

## **Religious Observance**

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

In addition, parents and carers from religions other than Christianity may request that their children may 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 up to 3 occasions in any 1 school session.

## SECTION 3: GENERAL INFORMATION

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### **Transport**

The education authority will normally provide free transport to all pupils who attend an Additional Support for Learning (ASL) school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time.

Where free transport is provided, it may be necessary for children to walk to the vehicle pick-up point. It is the parent/carer's responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent /carer's responsibility to ensure that the child behaves in a safe and acceptable manner whilst using school transport. It is expected that no child/young person with additional support needs will be on transport for more than one hour.

### **School Meals**

Our school provides a lunch service which offers a variety of meals and snacks within The Fuel Zone. A breakfast and mid-morning service is also available within The Fuel Zone. Special diets for children with medical requirements can be provided. Please inform the school office.

Young people who prefer to bring packed lunches are accommodated in the dining hall.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,420), Child Tax Credit only (where income is less than £15,910\*) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at [www.glasgow.gov.uk/index.aspx?articleid=8629](http://www.glasgow.gov.uk/index.aspx?articleid=8629).

### **Clothing and Footwear Grants**

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,050\*), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at [www.glasgow.gov.uk/index.aspx?articleid=17885](http://www.glasgow.gov.uk/index.aspx?articleid=17885).

## **Equal Opportunities**

Hollybrook Academy has made considerable efforts to ensure that it offers, as far as possible, equality of opportunity to all pupils and staff. Discrimination in any form, be it action or inaction, will not be tolerated.

At Hollybrook Academy we view equality of opportunity in its widest form encompassing equal rights for all pupils, parents and staff irrespective of race, religion, culture, gender or disability.

In Hollybrook Academy we work with people - not groupings or numbers.

## **Appointments During School Hours**

If your child has an unavoidable appointment, please give them a letter for their registration teacher / pastoral care teacher to ensure that they have permission be absent from class.

## **Emergency Contact Information**

At the start of each school session, parents and carers will be issued with the annual data check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.

## **Comments and Complaints**

In Hollybrook Academy we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures are available:  
[www.glasgow.gov.uk/educationcomplaints](http://www.glasgow.gov.uk/educationcomplaints)

Customer Liaison Unit  
Education Services  
Glasgow City Council  
City Chambers East  
40 John Street  
Glasgow G1 1JL

Tel: 0141 287 0900  
e-mail: [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)

The above website also includes information on data protection and freedom of information.



## Useful Addresses

Director of Education Services

Ms Maureen McKenna  
Glasgow City Council  
City Chambers  
George Square  
Glasgow G1

MSP

Ms Nicola Sturgeon  
Constituency Office  
627 Pollokshaws Road  
Glasgow G41 2QG

Councillor

Ms Soryia Siddique  
Glasgow City Chambers  
George Square  
Glasgow G1











