



Govan High School



Handbook

2022-23

Last updated 25th November 2022

Achieving Our Full Potential

Responsibility

Integrity

Perseverance

Excellence

Respect

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Section 1

The School



Introduction by the Head Teacher

It gives me great pleasure to present to you the Govan High School Handbook. I hope that you will find this handbook useful and informative and that it gives you a flavour of what the school is about.

In Govan High School we strive to create a caring, inclusive and happy learning environment where every young person is inspired to *achieve their full potential*. Our school motto '*Nihil Sine Labore*', translated as '*nothing without work*', is the essence of what Govan High School is all about – working hard to achieve the best that you can. There is a dedicated team of staff and partner agencies working within the school to ensure that each young person has the opportunity to do just that.

Through our delivery of Curriculum for Excellence we ensure that pupils experience a broad general education which delivers breadth, depth and challenge in learning until the end of their third year. Pupils are then able to build on this as they move into the senior phase with a curriculum that offers progression, the opportunity for academic attainment to the highest level possible as well as opportunities for pupils to follow vocational programmes. No matter the pathway a young person

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opts for, we are able to support each of our learners on their journey towards a positive and sustained destination.

We aim to develop in all young people the skills and values needed to go on to be successful in life. Through a wealth of activities all young people are given the opportunity to build a portfolio of wider achievements, often gaining awards and accreditation for these. Our focus on skills across the curriculum also ensures that all young people gain the skills needed for learning, life and work.

Govan High School is a caring and inclusive community and we work hard to ensure that all pupils are safe, healthy and achieving. Through practising our values of respect, responsibility, integrity, perseverance and excellence we hope that every young person will leave school well prepared to go on and lead fulfilling and meaningful lives.

I hope that this handbook gives you a glimpse of life at Govan High School. We look forward to having you and your young person with us and hope that this will be the start of a strong partnership. Please do not hesitate to contact the school or check the school website if you need more information.

Nancy Belford



Head Teacher

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Our Vision, Values and Aims

Vision

To create a caring, inclusive and happy learning community where all of our young people are inspired to achieve their full potential.

Values

Integrity

Respect

Responsibility

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Aims

To develop responsible citizens by creating a positive & welcoming ethos in the school

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To develop effective contributors by promoting partnerships between staff, pupils, parents and the wider school community

To develop successful learners by delivering a curriculum that is relevant, challenging and meets the needs of all pupils

To create confident individuals with the qualifications and skills needed to achieve a positive destination beyond school

Motto

'Nihil Sine Labore' translated as *'nothing without work'*

General Information

Govan High School

12 Ardnish Street

Govan

G51 4NB

Telephone Number: 0141 582 0090

Email: Headteacher@govanhigh.glasgow.sch.uk

Website: www.govanhigh.glasgow.sch.uk

History

Govan High School is a non-denominational, co-educational, comprehensive school that caters for pupils aged 12-18. The school can trace its history back to 1874, although the name Govan High dates from 1 February 1910. Govan High moved to its present site in 1969 when the present building was opened by Mr Anthony Hepper who was Chairman of Upper Clyde Shipbuilders at that time. The refurbished building was re-opened by Sir Alex Ferguson CBE on 12 September 2002. Sir Alex is a former pupil. The school celebrated its centenary year in 2010.

Roll

The roll for 2022 - 2023 is 616 at the time of writing. The roll is made up of:-

S1 - 112

S2 - 128

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S3 - 115

S4 - 104

S5/S6 - 157

The school has a co-located Language and Communication Resource (LCR) for children on the autistic spectrum, located on the top floor. It has capacity for 40 pupils. The Inclusion Base is a new unit based within the school which opened in August 2018. This unit accommodates up to 12 young people from across the city with social, emotional needs. This unit is staffed with 2 FTE and 3 Sfl Assistants.

Accommodation

Most teachers presently have a room for their own exclusive use and almost all teaching areas have an interactive whiteboard and a projector. There are 5 computer suites; Art & Design, Home Economics, the Sciences and Technical Education all have special practical areas; Physical Education has 3 gymnasias and a swimming pool; the Pirie Park, adjacent to the school campus has areas for football, hockey and athletics. The school library also contains an ICT suite

Associated Primary Schools

Govan High School has 2 associated primaries, Pirie Park and Riverside.

Pirie Park Primary School

HT: Lesley Gillies

337 Langlands Road

Glasgow City Council

G51 4AW

0141 445 5884

Riverside Primary School

HT: Karen Campbell

635 Govan Road

Glasgow City Council

G51 2AQ

0141 445 2901

The School Day (Post-Covid)

Seniors

S1 - S3

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Period 1	8.50 – 9.40	Period 1	9.00 – 9.40
Period 2	9.40 – 10.30	Period 2	9.40 – 10.30
Interval	10.30 – 10.45	Period 3	10.30 - 11.20
Period 3	10.45 – 11.35	Interval	11.20 - 11.35
Period 4	11.35 – 12.25	Period 4	11.35 - 12.40
Lunch	12.25 – 1.10	Lunch	12.40 - 1.15
Period 5	1.10 – 2.00	Period 5	1.15 - 2.00
Period 6	2.00 – 2.50	Period 6	2.00 – 2.30
Period 7	2.50 – 3.40*	Period 7	2.50 – 3.20*

* (Tuesday, Wednesday and Thursday only)

Senior Management Team

Nancy Belford (Head Teacher)

James Beattie, DHT Senior Phase & Head of Ferguson House
 Paula Wlosinski, DHT S1, Pupil Support & Head of Ogilvy House
 Michael McCarron, DHT S3 & S4 (Pastoral Only) & Head of Bruce House
 Vince McMahon, DHT, LCR & Inclusion Base

Principal Teachers

Mark Bowen, Faculty Head, Citizenship
 A Holtham – Acting Faculty Head Home Ec, Art and Technologies
 Gordon Fisher – Principal Teacher of English
 Gillian Molloy – Principal Teacher of Mathematics
 Stephen McHendry – Principal Teacher of Developing Govan's Young Workforce
 Stephen Ogston – Principal Teacher of the Inclusion Unit (Acting)
 Julie Ainslie - Principal Teacher of Pupil Support
 Simone Doherty – Principal Teacher Wider Achievement
 Heather Oswald - Principal Teacher LCR
 Jennifer Andrews - Principal Teacher of Music
 G Reid - Principal Teacher Physical Education
 C O'Connor - Principal Teacher Science

Principal Teachers of Pastoral Care

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J McMillan – Ferguson House

Lucy McNaught – Bruce House

Lorna McNab (Acting) – Ogilvie

Education Liaison Officer - Elaine Lennox

Enrolment

The majority of pupils enrolling in Govan High School do so from our associated primary schools. Our associated Primary Schools are Pirie Park Primary and Riverside Primary School.

Primary/Secondary Transfer Arrangements

Steps are taken to try and ensure the transition from Primary to Secondary is as smooth and trouble free as possible:

1. Regular meetings are held between the head teachers and deposes of both Govan High School and our associated primaries which allows us to discuss and plan our transition programme, the curriculum and share important information
2. There is a transition programme for all pupils in Primary 7 in October/November where pupils attend one afternoon a week for 6 weeks in various subject areas. A parent information evening is held in the school at the end of this programme.
3. A Deputy Head Teacher, members of the Pastoral Care team and members of the Pupil Support Department visit the associated primaries in April and May of each session to identify the particular needs of the new intake and to discuss with primary colleagues the progress of all pupils coming to Govan High.
4. During June all primary 7 pupils intending to come to Govan are invited to attend the High School for a 3 day period. This gives them an opportunity to meet their new teachers and to familiarise themselves with their new surroundings.

We also welcome families from out with our area. Families living out with the school catchment area are welcome to make a placing request to attend Govan High School. Prospective parents are welcome to visit the school and should contact the school office to arrange an appointment. Further information on how to make a placing request is available at: www.glasgow.gov.uk/index.aspx

SCHOOL CURRICULUM

A Curriculum for Excellence

Curriculum for Excellence is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The 3-18 curriculum aims

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to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence states that every young person should:

- experience a traditionally broad Scottish curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy, that encourages an active, healthy and environmentally sustainable lifestyle and that builds an appreciation of Scotland and its place in the world
- benefit from learning and teaching that strikes a balance between equipping them with the skills for passing exams and skills for learning, skills for life and skills for work
- have their learning and achievements recognised by an assessment system that supports the curriculum rather than leads it and ensures that their transition into qualifications is smooth
- produce a Learner Profile, supported by a member of staff who knows them well, which allows them to reflect upon their learning and give a reliable account of their progress and achievements

Stages of Learning within a Curriculum for Excellence

Level	Stage
Early	The pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4 The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes
Senior Phase	S4 to S6, and college or other means of study



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With this in mind, in Govan High School we aim to:

- Develop the curricular structure in place to meet the demands of Curriculum for Excellence
- Offer pupils in S1 to S3 a true Broad General Education across the curricular modes
- Offer pupils as they move into the senior phase personalisation and choice to meet a wide range of needs
- Maintain the focus on attainment in academic subjects
- Continue to meet the needs of those who leave school and go on into apprenticeships and the world of work
- Retain pupil ability to achieve across a number of subject areas
- Create a parity of esteem between vocational and academic
- Put in place a curriculum that meets the needs of all learners
- Ensure that there remains a key adult who knows each pupil well and can have conversations with the young person to support their progress
- Build time into the curriculum for wider achievement
- Ensure that young people develop skills for learning, skills for life and skills for work

Broad General Education S1 to S3

Breadth within S1-S3 (third and fourth curriculum level) is achieved through learning across all the experiences and outcomes in the eight curriculum areas (Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Sciences and Technologies) so far as this is consistent with young people's needs and prior achievements.

Personalisation and an element of choice will be provided in S3, whilst continuing to meet the requirement of curricular breadth and depth within the broad general education. In S3 young people will continue to study within the eight curricular areas but there is a degree of

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personalisation and choice. Subjects studied include: English, Mathematics, Health & Well-being, Modern Languages (French & Spanish), Geography, History, Modern Studies, ICT, Physical Education, Home Economics, RE, Technical Education, Science (including Biology, Chemistry and Physics), Art and Music.

At Govan High School our pupils have a **Wider Achievement** programme timetabled on Friday afternoons. Taking part in Wider Achievement activities offers our young people the opportunity to work on team building, communication as well as preparing them with skills for learning, life and work. This time offers personalisation and choice through the large variety of elective clubs on offer which cater for our young people's individual interests and skills. Pupils will also have opportunities for outdoor learning through the John Muir award and develop as individuals within programmes such as the Youth Philanthropy Initiative. Pupils are offered many opportunities to achieve and as a school we enjoy celebrating their success, building their self-esteem, confidence and resilience.



Senior pupils achieving their Hi5 Award



BGE Pupils winning the YPI and receiving £3000 for their chosen charity

Our Wider Achievement also runs within the Senior phase where pupils focus on opportunities relevant to their chosen future paths or skills they wish to develop. Senior pupils work hard throughout the year to achieve SQA accreditation or a recognised award to support their personal statement.

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Learner Profile

All young people will also compile a Learner Profile as they complete their Broad General Education. The profile is completed during Raising Attainment classes, immediately after the young people receive the feedback from their most recent round of tracking and monitoring. This will allow pupils to reflect upon their achievements across all curriculum areas, including literacy, numeracy and health and well-being. The profile also details learning experiences out with the classroom in extra-curricular activities, as well as wider achievements outside of school. This will help develop in learners' personal ownership of their own learning and achievements and promote their understanding of their own skill development.

The SFA programme is offered to pupils S1-S3 within the BGE. The programme is designed to mould better citizens and develop social and academic abilities through the vehicle of football.

- Football is used as a tool to motivate pupils to enhance social skills, communication and behaviour.
- The programme is funded by the Scottish Government, cash back for the community's fund.
- The school works in partnership with the Scottish Football Association and Rangers Football Club.
- It is a two year programme
- Pupils get accreditation and work through dynamic youth awards.
- Pupils work through a classroom programme which has many IDL links

The Senior Phase

Every young person is entitled to experience a Senior Phase which:

- Provides specialisation, depth and rigour
- Prepares them well for achieving qualifications to the highest level of which they are capable
- Continues to develop skills for learning, skills for life and skills for work
- Continues to provide a range of activities which develop the four capacities
- Supports them to achieve a positive and sustained destination

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In Govan High School as pupils' progress into the senior phase they will carry out further personalisation and choice. In S4 pupils will opt to study 7 subjects (including English and Maths). Subjects in S4 will be delivered at National 4 and National 5 level for the majority.

In S5 pupils will carry out further personalisation and choice, selecting 5 subject areas which will be studied over 6 periods per week. Vocational and wider achievement opportunities have also been written into the option structure to give pupils increased flexibility, specialisation and choice.

In addition pupils in senior phase will experience a weekly double period of Wider Achievement where they can choose from a menu of sports activities, outdoor learning, Cadets, Duke of Edinburgh Award and others. PSE and RE are addressed through a bespoke programme of workshops and assemblies with much of the content being delivered by visiting speakers and specialists.

Developing Scotland's Young Workforce

In Govan High School a considerable amount of time and resources has been devoted to meeting the demands laid out by the Sir Ian Wood Report and the Scottish Government's response – Developing Scotland's Young Workforce. In Govan High we have been extremely creative in our response, to ensure that pupils develop the skills for learning, life and work and that our young people have the opportunity to follow flexible pathways in the senior phase which will lead to positive destinations.

Govan High School has spent a considerable amount of time revising the Future Skills programme which was previously in place. Six skills sets have been identified and pupils are exposed to these skills from S1 onwards. Skills and skills development are highlighted each period across curricular areas and young people quickly become aware of what skills they are using and developing. As part of our Raising Attainment (BGE only) and Pathways (Senior phase) classes we ensure that young people are self-evaluating their skills development in addition to the formal assessment of skills that takes place within curricular assessments. This ensures that pupils are able to reflect on their skills set, identifying their strengths and areas for improvement which they can talk about in CVs and application forms or attend interviews.

Employability Programme

There is a focus on employment and careers from S1 onwards. Starting in S1, pupils are engaged in a programme that focuses on the world of work, enterprise and career education and this is built upon as they progress through the stages of their school career. This involves looking at different careers and workplaces, with input from different employers at different stages. Pupils take part in different enterprising activities as they progress through their school career, many of which are delivered by

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our partner employers and industries. In the senior phase one of the options open to pupils is the National Progression Award: Enterprise and Employability.

Work Experience

Almost all pupils will undertake at least one week of work experience at some point during their senior phase. The purpose of this is to allow young people the opportunity to experience the world of work and to perhaps try working in the field they see as their future career. For some young people they may opt to carry out work experience on a weekly basis as part of their timetable.

Career Education

Again, this starts in S1 and is built upon as pupils' progress through school. Careers information is delivered to pupils by our partners Skills Development Scotland and as pupil progress into their final year in school they can seek one to one support to help them progress into the right career for them. In addition to this pupils complete CVs, personal statements and are supported through applying for jobs and apprenticeships. They also receive interview advice and mock interviews as required. We also host careers information events at our senior parents' nights where numerous colleges, universities and employers attend to speak to pupils and their parents about future careers.

Pathways Partnerships

Govan High School has a wealth of partnerships which we use to support our pathways for young people in the senior phase. These include:

- Clyde College where pupils can opt to follow vocational subjects
- Foundation Apprenticeships
- Morris and Spottiswood and Luddon Construction who help finance and support our pre-apprenticeship programme
- Associated primaries and nurseries where work experience can also be arranged
- DYF, a tax law firm that offers a 6 week employability programme and work experience for young people in S4
- The Marriot Hotel offer a wealth of work experience opportunities and taster sessions in the hospitality industry

In addition to this, our successful partnerships have led to a number of our pupils securing positive destinations via apprenticeship programmes as a result of school links.

Assessment



Assessment is an extremely important part of the learning and teaching process. The purposes and methods of assessment have changed considerably and the one off examination is no longer the

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only means of assessment. Continuous assessment is more accurate, helpful to pupils and fairer. Formative assessment is also used to encourage pupils to think about what they have learned and how to get better at learning. As a result, pupils will be assessed using a variety of techniques throughout the course of the session.

External Examinations & Presentation Policy

Pupils will be presented for National Qualifications normally from the end of their fourth year. Study for these national qualifications will generally begin in S4, building on prior learning as appropriate. Pupils can gain qualifications from the Scottish Qualification Authority (SQA) at the following level:

National 2 to 4 – consists entirely of internal assessment of unit-based coursework. The qualifications are ungraded and if successful pupils receive a pass in this qualification

National 5 – consists of a final external exam. These qualifications are graded A to D

Higher - consists of a final external exam. These qualifications are graded A to D

Advanced Higher - consists of both regular internal coursework assessment and a final external exam. These qualifications are graded A to C

The level of presentation at National 2 to Higher across S4 to S6 is decided in partnership with the pupil, parent and school, having given due consideration to a pupil's previous performance within that subject area.



Our 2023 Dux – Zander Young (A – Maths, PE, & Graphics; B – Physics; C – English)

Tracking & Reporting

Pupil progress is rigorously tracked throughout the course of the session and interventions put in place as and when required. Parents will receive three tracking reports each session which give a quick and easy to read overview of the working level and progress of their young person in each curricular area. In addition to this they will also receive a full written report once per session which will outline the progress and next steps for improvement.

Parents' Evenings (risk assessment allowing)

Parents' Evenings are held annually for all year groups. All parents/carers are encouraged to come along to the parents' evening and subject staff and Pastoral Care staff are on hand to advise parents on their child's progress and behaviour. If however a pupil has a particular difficulty, the school will contact parents as soon as possible to discuss the problem.

Any parent wishing a more detailed discussion about their child's academic progress or behaviour in school is free at any time to contact either the relevant member of the pastoral care staff of the appropriate deputy head teacher to arrange a meeting.

Homework

Homework is one of the main ways in which pupil achievement can be raised. Within this context, our aim is to create an environment in which learning is valued to such an extent that consolidation of class work is seen as a natural and important part of the learning process. In providing homework, teachers support pupils' learning beyond the classroom – as opposed to imposing upon their leisure time - and, hopefully, parents would be encouraged to become active partners in this process.

Our aim is to instil the benefits of doing homework at an early age in all pupils, ensuring that independent home study becomes routine. The aim of our homework policy is to:

- * enable pupils to understand that independent learning is vital to achieving success
- * give every pupil the opportunity to fulfil their potential

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- * instil in all pupils the importance of life-long learning
- * provide training for students in planning and organising time
- * promote a responsibility for learning within each pupil

Our current homework policy is being reviewed and will appear here once it has been agreed and can be viewed by clicking on the hyperlink. The policy will also be available through our school website.

Extra- Curricular Activities: There is a wide range of opportunities for all young people to become involved in activities which widen achievement: during and after the school day pupils can participate in Drama and Dance classes; sports teams and outdoor activities; various musical activities and clubs; and the school offers the Earl of Wessex and Duke of Edinburgh Award Schemes as a course which spans both the curriculum and extra-curricular activities.

Charity Events – The school and the young people within give generously to local and national charities through a number of events held throughout the course of the session. Non-uniform days are held to raise funds for charities such as Children in Need, Yorkhill Sick Kids, MacMillan Cancer Support and Breast Cancer Awareness. Young people also collect items to make up Christmas hampers for the local women’s shelter.

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Section 2

General Information

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Pupil Support

In Govan High School we strive to ensure that each of our young people achieves their full potential. Our Pupil Support Team plays a major role in ensuring that this aim is fulfilled. Our Pupil Support Team consists of Pastoral Care and Learning Support and is overseen by Depute Head Teacher P Wlosinski.

Pastoral Care

The learning needs of pupils are more often met when pupils, teachers and parents work together. It is important that the school is made aware of any issues in a young person's life that could impact on their progress, behaviour or even attendance in school. Likewise, the school will contact parents to make them aware of any concerns that may arise. Often parents will be invited into the school to discuss issues arising with their young person's Pastoral Care Teacher

The Pastoral Care teachers within Govan High School have a responsibility to help and support all pupils in their journey through school. In Govan High we operate a house system. There are three Pastoral Care teachers who oversee pupils from S1 to S6 in each of the houses; Ogilvy, Bruce and Ferguson. This allows them to use their expertise to help guide pupils throughout their Govan High journey and to best support them at times of transition.

It is important that parents feel free to contact the Pastoral Care teacher regarding their young person. This can be done by contacting the school office. Parents should see the Pastoral Care staff as a source of support and information.

Govan High Pastoral care staff also work with a number of outside agencies to ensure all pupils achieve their full potential. These include the Social Work Department, Psychological Services, Youth Services, CAMHS and the NHS.

Depute Heads in Charge of Year Groups for Session 2020/21

Depute Head Teachers

S1 & S2	Paula Wlosinski
S3 & S4 (Pastoral only)	Michael McCarron
S4 (Attainment only), S5 and S6	James Beattie

GIRFEC and the Named Person

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GIRFEC isn't an extra thing people have to do. It's a way for those who support children to work differently, making sure that they are all on the same page. Where needed, GIRFEC links day-to-day work in education, health, policing, social work and the voluntary sector – in fact any organisation whose staff come into direct contact with children. It makes it easier for those different organisations to communicate consistently with each other, and with parents, carers, children and young people.

GIRFEC provides a structure that helps people to work in the same way and use the same language. This allows discussions with the child and their family to focus on what is good in a child's life, and what might need attention or support.

It's the bedrock for all children's services and can also be used by practitioners in adult services who work with parents or carers.

The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

What Getting it Right for Every Child means:

For children, young people and their families:

- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They will feel confident about the help they are getting
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

For practitioners:

- Putting the child or young person at the centre and developing a shared understanding within and across agencies
- Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners

If you would like to access support from the Named Person Service, please contact the school.

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How will my Child's Learning be Supported?

Julie Ainslie is Principal Teacher of Learning Support. Almost all young people will experience difficulty with some aspect of the learning at some time or another. In certain instances, the difficulty may be short term, e.g. caused by absence through illness. In other cases, the difficulty may be more severe and support may need to be provided over a longer period of time. The school has a duty to ensure that all pupils have access to the curriculum, supported as appropriate to their individual needs.

Govan High School seeks to meet the individual learning needs of all our pupils and students. We recognise that young people bring a wide range of experience, skills and knowledge to secondary school. We hope to build on these strengths as the young person progresses through their school career. Govan High School has close working links with our associated primary schools so that we can ensure continuity and progression for all pupils, including those with additional support requirements.

Subject areas ensure that all pupils are provided with work which is appropriate to their stage of development and subject staff are responsible for teaching all pupils in their classes. The subject teacher will use a variety of approaches to support learning and help pupils progress, e.g. direct tuition within the classroom setting, grouping particular students together to facilitate learning and teaching etc.

The Support for Learning/Pupil Support Team are also available to help support pupils' learning and behaviour. They may work alongside subject staff as co-operative teachers, or they may provide direct tuition for pupils and this may take place within the subject classroom or within the Pupil Support Base.

Where pupils have Additional Support Needs the support department will use a variety of strategies and approaches to meet these needs. Advice may be offered to subject teachers regarding how to best meet the specific needs of a young person. Support staff will also work with staff from psychological services, or any other external agencies which are involved with the young person. The school benefits from the input from many specialist external agencies to support pupils with additional needs.

Govan High School Inclusion Base

The Inclusion base is based on the top floor of the building. It caters for a small number of pupils with social, emotional and behavioural barriers to accessing the curriculum. It is led by a Acting Principal Teacher, Stephen Ogston, with SMT oversight by Vince McMahon (DHT). There are 2 specialist teachers and 4 pupil support assistants.

Child Protection

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

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 young people 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 welfare or safety of any child they must report these concerns to the head of the establishment. The head, or person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior worker at the local social work services area office of the circumstances. The school's Child Protection Officer is Paula Wlosinski, DHT.

Equal Opportunities

Govan High School has made considerable efforts to ensure that it offers, as far as possible, equal opportunity to all staff and pupils. Discrimination in any form will not be tolerated. The school's Equal Opportunity Policy encourages all staff and pupils to work together to create an atmosphere of tolerance and respect for one another. At Govan we view equality of opportunity in its widest form encompassing equal rights for all pupils, parents and staff irrespective of race, gender, religion, culture or disability.

Paula Wlosinski, Depute Head Teacher, has overall responsibility for the promotion of equal opportunities in Govan High.

Values

The Spiritual, Social, Moral and Cultural needs of pupils in Govan High are attended to formally through the Health and Wellbeing Programme, religious education courses and acts of religious observance. All pupils S1 to S6 attend classes and information sessions relating to Health and Wellbeing and Religious Education.



Health and Safety

Health and Safety is a very important in Govan High School. The Education Department of Glasgow City Council is responsible for the health and safety of all who work in the school and all pupils who come to the school.

Paula Wlosinski DHT is responsible for making sure that the various regulations and rules for Health and Safety are observed in the day to day running of the school.

Emergency regulations in the case of fire, rules for movement in the school, in the corridors and on the stairs have all been drawn up to ensure pupil safety.

For some subjects there are codes of practice, e.g. Art, Science, Technical, Home Economics and Physical Education. These codes provide safety rules which must be observed by pupils when attending these subject areas, e.g. wearing of safety glasses in Science, not wearing jewellery in Technical and having proper kit for PE activities.

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 or power failures. In such cases we will do what we can to keep you informed and to make you aware of any closure or reopening. We shall do this mainly through use of the school website, twitter and by use of text message and letter.

Attendance

Section 30 of the 1980 Education Act lays a duty on every parent of children of 'school age' to ensure that their children attend school regularly. Attendance must be recorded twice per day, morning and afternoon. Regulation 7 of the Education Regulations (Scotland) 1993 requires each child's absence from school to be recorded in the school as authorised, that is approved by the authority, or unauthorised that is unexplained by the parent (truancy) or temporarily excluded from school. Good attendance leads to higher pupil attainment. One week's absence means 3% of learning lost. Parents, pupils and teachers should all work together to achieve better attendance and higher achievement.

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Attendance is recorded every period during the school day. If your young person is late then this will also be recorded. This allows us to monitor pupils' attendance and timekeeping throughout the day. Pupils who are taking part in school activities will be marked accordingly. Authorised absences include illness, medical or dental treatments and extenuating circumstances. Unauthorised absences are unexplained absences and cover truancy or if a parent provides no explanation for the absence.

Every effort should be made to avoid family holidays during term time as it both disrupts the young person's education and reduces learning time. Parents should inform the school by letter if they are going on holiday outlining the dates and this will then be recorded as parental holiday.

If your child is absent from school you should:

- Call the Glasgow City Council absence reporting line on 01412870039 to make them aware of the absence, reason and duration if known.
- Give your young person a note on their return to school confirming the reason for the absence and the duration

If we are not notified of an absence from school then you will receive a text from the school to make you aware of this. You will also receive a text to make you aware if your child is late for school. If no communication is provided then a telephone call or a letter will be sent to you asking for an explanation. If there is no response then this will be passed to our Education Liaison Officer. A pupil with a pattern of absence may be referred by the authority either to the Attendance Council or to the Children's Panel.

Medical Information

Should a young person become ill during the day, a parent or designated person will be contacted and asked to take them home. **It is therefore essential that the school has up to date contact numbers for parents/guardians and an emergency contact.** If a pupil requires treatment at hospital and a parent/designated person cannot be contacted, the pupil will be taken there in the care of a member of staff. Where a pupil has a medical condition which might affect their progress or which requires regular medication, the school should be informed in order to make suitable arrangements. The school does have a member of staff trained in first aid who will advise should a young person be injured or become ill.

Promoting Positive Behaviour

Promoting Positive Behaviour is a whole school policy which aims to promote positive behaviour in all pupils in Govan High School. The policy provides guidelines for staff to create an environment where everyone displays appropriate behaviour. All members of the school community are encouraged to act positively and show respect to one another. Pupils who display such positive behaviour will be recognised by members of staff in a variety of ways irrespective of academic ability and progress.

School Expectations (We no longer refer to this as *rules*)

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All staff strive to promote a positive learning environment, encourage responsible citizenship and help to create an environment conducive to learning. Our young people are reminded on a daily about the importance of:

- 1. Being Safe**
- 2. Being Responsible**
- 3. Being Ready to Learn**

The school has been engaging with *Pivotal Education* in order to train staff in dealing with challenging behaviour issues. There are 4 staff members who are now trainers and they cascade information and training to the whole staff. The focus is on building positive relationships with pupils, fresh starts and supporting each other to help each young person fulfil their potential. This training will help build mutual understanding, respect and responsibility within Govan High.

iRESPECT Merit System

The merit system is used as a form of positive recognition, where staff will acknowledge positive behaviour shown by pupils. All staff and pupils are familiar with the 'iRESPECT' merits as they are in line with the values of the School:

i	Integrity
R	Responsibility
E	Equipped
S	Success
P	Perseverance
E	Excellence
C	Caring
T	Time keeping

Teachers identify where pupils display these values and reward them using the SEEMIS merit system. Pupils can then achieve Bronze, Silver and Gold certificates and badges dependent upon the number of Merits that they have received and these are awarded at our termly Achievements Assemblies.

Managing Behaviour

Occasionally, some pupils do behave in an unacceptable way and this is dealt with in the most appropriate way using a variety of approaches.

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Minor difficulties are overcome by counselling which may be done by the class teacher or Pastoral Care staff. Most incidents of indiscipline are recorded by teaching staff and these records are frequently appraised by Pastoral Care and senior staff. When behavioural problems become protracted, parents are informed and discussion takes place to find ways of resolving the difficulties. Where necessary additional support can be offered e.g. learning support where behavioural problems arise through difficulties with learning or psychological support where other problems are causing difficulties. Every effort is made, in partnership with parents or guardians, to resolve behavioural problems.

However where a pupil's behaviour is such that the work of others is continually being disrupted, or their wellbeing is being threatened and measures noted above are not proving to be successful, more serious action is taken. Ultimately, a pupil can be excluded from Govan High and this of course, is the final sanction available to the school.

Anti - Bullying

Bullying behaviour in any form is never accepted and will not be tolerated at Govan High School. Our Anti-Bullying policy is specific to Govan High school and is in Glasgow City Council's documentation; 'Anti-bullying policy of Education services' and 'Getting it right in Glasgow, the nurturing city.'

Govan High School upholds strong values of: Integrity, Responsibility, Perseverance, Excellence, Caring and Respect. It is these values and our school's positive and nurturing ethos that underpins everything we do as a school, including our commitment in reducing incidents of bullying behaviour.

Govan High School Commits to:

- Respect all members of our school community
- Address all incidents of bullying with a robust, systematic and timely approach.
- Educate staff and pupils on the impact of bullying
- Work collaboratively with staff, pupils and parents to eliminate bullying through proactive approaches and early interventions
- Investigate any report or allegation of bullying behaviour and take appropriate action
- Provide support to any young person experiencing bullying behaviour
- Provide support to the young person displaying bullying behaviour to understand the impact and help them to change this behaviour
- Record and monitor bullying incidents
- Provide our young people with safe spaces in the school
- Promote inclusion and celebrate diversity

School Uniform

Following extensive consultation, the wearing of school uniform has now been firmly re-established.

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It is the expectation that each young person will wear the full school uniform each day that they attend school. This sets the tone for the day and we encourage each young person to dress for success. The school uniform is as follows:

- Black trousers or skirt
- White shirt
- School tie
- Black footwear
- Black cardigan or jumper
- School blazer
- Black outer jacket when required

Through our school uniform we endeavour to encourage appropriate and positive attitudes to school as a place of work; create a sense of pride and identity with the school; and increase security within the school building. If uniform is clearly marked with pupil's name, lost property can be more easily tracked down.

Details of purchasing the school tie and blazer as well as the optional school jumper and cardigan can be sought from the school office.

PE Kit

It is essential from both the hygiene and safety viewpoint for PE kit to be worn whilst taking part in physical activities. The following items are suitable:

- Gym shoes/trainers
- Shorts/gym trousers
- T-shirt/polo shirt (non-football)
- Tracksuit for colder weather

Please note all young people must also come equipped for school and carry a school bag. This includes a pen/pencil, materials needed for their subject areas and PE kit on the days required.

Grants and Claims

Parents receiving income support, job seekers allowance (income based), working tax credit (with NHS exemption), housing benefit, or council tax rebates will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the director of education. Information and application forms may be obtained from schools and from Education Services.

The council 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 into school. Parents should

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note that the Authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

School Meals

Our school provides a 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.

Information and application forms for free school meals may be obtained from schools and at:

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>

Education Maintenance Allowances (EMA)

An EMA is a weekly payment worth up to £30 for students who are planning to stay on at school in post-compulsory education and who are willing to participate in an approved learning agreement at school for a minimum of 21 guided learning hours per week. Further information on full eligibility criteria and application forms can be obtained from the school.

Transport

The Education Authority has a policy of providing free transport to secondary pupils who live more than two miles from their local school by the shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be revised at any time. Parents who consider that they are eligible should obtain an application form from the school or education office. These forms should be completed and returned by the end of February for those pupils beginning school in August to enable appropriate arrangements to be made. Applications can be submitted at any point in the session but may be subject to delay whilst arrangements are made. Where transport is provided it may be necessary for pupils to walk a certain distance to the pickup point. It is the parent's responsibility to ensure that the young person arrives at the pickup point on time. It is also the parent's responsibility to ensure that the young person behaves in a safe and acceptable manner. Misbehaviour could result in your child losing the right to free transport. The education authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances and where appropriate legislation applies.

Parent Council

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

The Parent Council is a group of parents selected to represent all the parents of children at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of

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group it wants to represent their views. The type of things a Parent Council could get involved in include:

- Supporting the work of the school
- Gathering and representing parents' views to the Head Teacher, education authority and Education Scotland
- Promoting contact between the school, parents, pupils and the local community
- Fundraising
- Involvement in the appointment of senior school staff

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

Membership of the Parent Council

Generally, members of the Parent Council must be parents of children who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them. The Headteacher (or representative) has a right and duty to attend all meetings of the Council, but does not have a right to vote. The chairperson of the Govan High School Parent Council may be contacted via the school.

Communication

We aim to assist each young person in achieving their full potential. This can only be achieved when we work in full partnership with parents. This school handbook is one form of contact between the school and parents. There are other forms of contact which are also very important:

A first point of contact for most parents will be the Pastoral Care teacher responsible for the young person. Please make contact with Pastoral Care staff regarding any concerns that you have.

Letters – Letters on different topics are sent home throughout the course of each session. These may be standard letters about parents' evenings or personalised letters relating to an individual pupil. Parents will be kept up to date about pupil progress through the tracking reports issued three times each session in addition to the full written report issued.

Formal Parents' Nights – parents are invited into school to discuss the progress of their young person at formal parents nights which are scheduled one per year group throughout the course of the session.

Meetings – if issues or concerns arise then parents may be invited into school to discuss this with either the Principal Teacher of Pastoral Care or the DHT in charge of the young person's house.

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Likewise, if as a parent there is a problem or an issue that you would like to discuss then please do not hesitate to contact the school to arrange a meeting at a time of our mutual convenience.

Telephone and Texting – On occasion we have to contact parents quickly – perhaps because of illness or an accident. We may also use the school’s text messaging service to get a message out to all parents quickly and effectively. **Please ensure that your contact details are up to date with our office staff so that you do not miss important communications.**

Achievements Newsletter – Our newsletter is produced three times each session and celebrates the achievements of our young people and staff. It also gives important updates to parents on activities taking place. A copy of the newsletter can be viewed or downloaded from the school website.

Ian is also keen to connect with former pupils and collect their memories and any photos or other information they wish to share. Information is also available on the school website and Twitter.

Govan High Language & Communication Resource (LCR)

Govan High Language & Communication Resource (LCR) is co-located within Govan High. The LCR was formerly known as Govan High Autism Unit. The unit was opened in 2003. It caters for pupils who have an Autistic Spectrum Disorder diagnosis and are able to access the Broad General Education and Senior Phase secondary curriculum, with support, but who are unable to cope with this in a mainstream setting. The LCR occupies half of the top floor of Govan High and comprises a suite of 14 rooms, including specialist ICT and Home Economic rooms. The catchment area is the whole of the city of Glasgow. Most students have transport provided. The roll is capped at 40.

The teaching staff allocation for 2019 - 20 is 14 FTE. The LCR leadership team consists of the DHT and the PT. The majority of teaching staff have undergone postgraduate qualifications in Support for Learning and/or Autism. Two of the teachers have full Chartered Teacher status.

The work of the teaching staff is ably complemented by a number of support staff. All support staff undertake regular autism awareness training. The LCR has a part-time Clerical Assistant and 12 FTE Support for Learning Workers. A number of staff have been trained in, and deliver, additional services, such as Sleep Counselling and Bereavement Counselling for pupils and their families.

Nurture

The LCR is a very nurturing environment, and, while the emphasis is on Learning & Teaching, the additional support needs for our pupils will be a priority – the pupils will experience more successful learning if they feel comfortable, cared for and secure in their classrooms.

The LCR follow Glasgow’s ‘Towards a Nurturing City’ guidelines and we incorporate the 6 Nurturing Principles in our ethos:

1. Children and young people’s learning is understood developmentally
2. The classroom / school offers a safe base

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3. The importance of nurture for the development of self esteem
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in young people's lives

Partnerships

The partnership between home and school is regarded as an essential part of the education of our young people, with family learning being a key priority for our school. Staff work closely with Psychological Services and allied health professionals to meet the needs of our young people.

Despite the obstacles presented by COVID over the last two years, Govan High continues to make and sustain high quality partnerships. There are close links with Govan High to facilitate inclusion as well as to promote collaborative working between staff. There are also strong links with FE colleges in the city. Our young people make good use of our local community links such as the Glasgow Club gym at Pirie Park Primary, Bellahouston Allotments, Pollok Park and WorkingRite via Elderspark Housing Association. We strive to enrich our young people's learning experiences by making the most of environments beyond the classroom and work closely with established partners to provide enriching learning experiences for our young people and support them into sustained positive destinations. This includes FARE (who support inclusion via the Govan High Hub), Rangers Charity Foundation, Skills Development Scotland, MCR Pathways, Action for Children and IntoUniversity Govan to name a few.

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The School Year

GOVAN HIGH SCHOOL – HOLIDAYS AUGUST 2022 – JUNE 2023	
Return from Summer Break Inset days 1 & 2	Monday 15 th August and Tuesday 16 th August
September Weekend	Friday 23 rd September to Monday 26 th September (Inclusive)
Inset day 3	Friday 14 th October 2023
First Mid Term	Monday 17 th October to Friday 21 st October (Inclusive)
Christmas/New Year	Thursday 24 th December 2022 to Tuesday 3 rd January 2023 (inclusive)
Mid Term	Monday 13 th February & Tuesday 14 th February 2023
Inset day 4	Wednesday 15 th February 2022
Spring Holiday	Monday 3 rd April to Friday 14 th April 2023
May Day	Monday 1 st May 2023
Coronation Public Holiday	Monday 8 th May 2023
Inset day 5	Wednesday 25 th May 2023
May Weekend	Friday 26 th May and Monday 29 th May 2023
Summer	School closes Friday 23 rd June 2023
Session 2023-24	
Return from Summer Break – Inset Days 1 & 2	Monday 14 th August and Tuesday 15 th August 2023

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THE FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

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

Public authorities have to allow access to the following information:

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

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

Further information is provided on the Glasgow City Council web-site:

www.glasgow.gov.uk

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

COMMENTS AND COMPLAINTS

Glasgow City Council complaints procedures are available: <https://www.glasgow.gov.uk/complaints>

*Customer Care Team
Customer & Business Services
Glasgow City Council
City Chambers
Glasgow G2 1DU*

Tel: 0141 287 0900

e-mail: customercare@glasgow.gov.uk or education.customerservices@glasgow.gov.uk

If we are asked to provide our information to the SPSO when they are looking into a case, it is better if we have a consistent process. For information, we should respond to a frontline response within 5 working days and 20 days if it is an investigation – this information is contained within the link.

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Data Protection – use of information about children and young people and parents/carers

We collect information about children and young people 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.

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.

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Useful Contacts

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Useful websites and contacts

Education Scotland www.education.gov.scot
National Parent Forum of Scotland www.npfs.org.uk

Connect

Connect is a national organisation that provides advice and resources for parents and carers.
www.connect.scot

Enquire Scotland

Enquire is a national advice service for families with additional support needs. www.enquire.org.uk

Education Services

City Chambers East
40 John Street
Glasgow G1 1JL

Tel: 0141 287 2000

www.glasgow.gov.uk

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Respect

Responsibility

Achieving Our Full Potential

Integrity

Perseverance

Excellence

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