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Introduction

Hamilton Grammar School is one of 17 secondary schools throughout South Lanarkshire Council.

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Ruther Glen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council’s Plan Connect sets out the Council’s vision which is, “to improve the quality of life for all within South Lanarkshire”.

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people.

Head Teacher’s Introduction

It is with great pleasure that I offer a warm welcome to you and your child from everyone associated with Hamilton Grammar School. My hope is that parents, carers, pupils, and all staff will, in partnership, work together to create an effective, happy and respected school of which we can all be proud. I hope this Handbook will give you a flavour of what Hamilton Grammar School can offer you as your child makes the transition from Primary to Secondary school or if you have transferred to us from another school.

Our learning community is an inclusive one where we place great emphasis on opportunities for all. We recognise and celebrate the diversity of our young people and set great store on providing the tailored, individual support and challenge that helps them to be all they can be. We work hard to deliver experiences which prepare our young people for learning, life and work by promoting a culture of ambition and by celebrating attainment and achievement in the widest sense. Our students benefit from a comprehensive range of support and enrichment activities as we encourage them to fulfil their potential with us as learners and citizens.

We recognise that parents and carers have a vital role to play in the life of the school and our aim is to involve you as widely as possible in the progress of your child through the school. We actively encourage parents and carers to become involved in the life of the school through membership of the Parent Forum and Parent Council. In addition we offer various opportunities for parents to meet staff throughout the course of the session and to participate in a variety of evening events.

This is your school. I look forward to meeting you during the course of the session. If you have any concerns or queries, please do not hesitate to contact me at the school.

Graeme Sives
Head Teacher
MA(Hons) M.Sc.
About our School

Contact Details & School Information

Hamilton Grammar School
Auchincampbell Road
Hamilton
ML3 6PE

Telephone Number - 01698 285777
Fax Number - 01698 891949
Email - office@hamilton.s-lanark.sch.uk

a) Non-denominational
b) Co-educational
c) Age range: 12-18 (S1 to S6)
d) Agreed capacity of the School: 1251

e) Roll as at 14 December 2016
1st Year 236
2nd " 229
3rd " 234
4th " 212
5th " 197
6th " 143

1,251

f) Hamilton Grammar does not provide teaching by means of the Gaelic language (as spoken in Scotland).

g) Associated Primary Schools:
Beckford Primary Auchinraith Avenue, Hamilton 423200
Chatelherault Primary Silvertonhill Avenue, Hamilton 282929
Quarter Primary Limekilnburn Road, Quarter 423345
St John’s Primary Dixon St, Hamilton 283401
Woodside Primary Johnstone Street, Hamilton 427811
Staff List

HEAD OF EDUCATION (AREA) - Mrs Carole McKenzie
HEAD TEACHER - Mr G Sives

DEPUTE HEAD - Mrs A Goring (Head of S1) Acting
TEACHERS - Miss D Cassidy (Head of S2)
- Mr J MacKay (Head of S3)
- Mrs J Haldane (Mr G Dunsmore Acting, Head of S4)
- Mr B Heeps (Head of S5 and S6)

Languages
Ms M Little Faculty Head (Acting) Ms C Aitken Faculty Head (Acting)
Mr S MacLean Mr S Spence-Harley
Mr C Martin Miss N McAree
Ms J Byrne Mr B Gibson
Ms S Druon Mrs K Hare
Mr J Connolly Mr J Shields
Ms F Sinclair Mrs E Buchanan
Mrs S Kelly Ms G Lucas
Ms A Lynch Mr J Downs
Mr G Dunsmore (Acting DHT) Mrs D Costello PT (PS) Acting
Mr A Adam Ms A Goldie
Ms S Cochrane
Ms J McMillan
Ms J Chen Mr D Monachan Faculty Head
Mrs R Weir Mr A Phee
Mr R Ali PT(PS) Ms R Cartwright
Mathematics
Mrs C Cowie Faculty Head Ms J Kelly
Mrs A Goring DHT (Acting ) Ms L McPhie
Mrs C Brown
Mr D Brown
Miss H Kennedy Mr S Crawford Faculty Head
Mr S Currie Ms S Fulton
Miss L McWhinnie Mrs A Toryusen
Mr A Sinclair Mrs T Arrenberg PT(PS)
Mr M Deacon Mrs A MacLeod
Mr J MacKay DHT Mrs J Anderson
Miss S Burns Mrs G Brown PT (PS)*
Mr J Houston

Performing Arts
Mr A MacKenzie
Music Tutors
Mrs A McKirdy Voice Ms A Scaramuzzi
Mr P Adams Guitar Ms S J Callow PT (PS)
Ms J Sloane
Mr R Chalmers Strings
Mr M Philip Woodwind
Mr G Walker Strings
Mr A MacDonald Percussion
Mr P Michael Brass ICT
Social Subjects
Mrs L Anderson  Faculty Head
Ms K Barton
Ms K Faichney
Ms E Higgins
Ms J Magee
Mrs G Buchanan PT (PS)
Ms K Mavor
Ms D Cassidy DHT
Mr G Leitch
Mr A Greenlay
Mrs S Montgomery
Mr S Daniels
Ms A Doyle
Mr C Winn

Mr C MacLeod Faculty Head
Mr P Casey
Mr H Haggarty
Mrs J Haldane DHT
Ms N Ferguson
Mr M McGowan
Mrs L Dyett
Ms P Brown

Health & Wellbeing
Ms A Brien  Faculty Head
Mrs C Brown
Ms J Anderson
Mrs A Hearton
Ms M Morton PT(PS)
Ms N McQuade
Mr S Brogan
Ms A Brien
Mrs C Brown
Mr S Annetts
Mr F Quinn
Mr R Anderson
Mr I Dyett
Ms M MacFarlane

Learning Support
Mr J Franklin PT (S)
Mrs S Cawley
Mrs C McGinley

Mr A Greenlay
Mrs S Montgomery
Ms A Brien

Communication Support Unit
Mr A Paul PT
Mrs L MacDonald
Mrs E Lyon
Ms K Craig
Mr S Boyd
Mrs S Pratt

ASN Department
Mrs J Graham  PT
Mr D Campbell
Ms N Love
Mr M Campbell
Mrs M Colbourne

Abbreviations:-
DHT - Depute Head Teacher  JS - Job Share
PT(S) - Principal Teacher - Subject  * - Job Share
PT(PS) - Principal Teacher – Pupil Support  Acting Post
ART - Area Resource Teachers
Library Resource Centre

Librarians
- Mrs L Galway

Non-Teaching Staff

South Lanarkshire Council Support Officers
Cluster Team Officer - Miss K Campbell
Support Services Manager -
Senior Manager Pupil Support - Mr S Archibald

Office Staff
Team Leader - Mrs C Calder
Clerical Staff - Mrs A Ramsay
- Mrs J Gibson
- Mrs M Mullen
- Mrs J Bowie
- Mrs J Cuthbert

Technicians
Cluster Technician/ Team Leader
Lab. Technicians - Mrs L Lown
AV Technician - Mr R Kelly

Workshop Technician - Mr M Burns

Janitors
- Mrs A Fisher
- Mr D Hayes (Spie Matthew Hall)
- Mr T Moore (Spie Matthew Hall)

SEN Auxiliaries
Mrs L McMenamin Mrs S Davies
Mrs M Devine Ms A Ross
Mrs T Shanahan Mrs T Graham
Mrs M McCabe Mrs V Walker
Mrs J Darroch Mrs J Moffat
Mrs L Richardson

Careers Advisor attached to the School - Mrs V McKillop
Canteen Supervisor - Mrs S Ralston

ASN Auxiliaries
Mrs M Barclay Ms A Harkins
Mrs J Cooper Mrs E Fleming
Mrs R MacInnes Mrs K Jarvie
Mrs A Smart Ms K Stevenson
Ms K Inglis
What do to if you have a concern about your child
The first point of contact for a parent with a concern about a pupil is through the young persons’ Pupil Support teacher. The next section lays out the aims of Pupil Support and sets out how it is organised at Hamilton Grammar school.

The Aims of Pupil Support in Hamilton Grammar School
Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide. This means all young people are entitled to:

- Review of learning and planning next steps
- Gaining access to learning activities which will meet their needs
- Planning for opportunities for achievement
- Preparing for changes and choices and support through changes and choices

All staff have a responsibility to take a child-centred approach which promotes and supports wellbeing, inclusion, equality and fairness. This entitlement to universal support for all children and young people is rooted in the environment in which they learn – along with its related ethos and relationships.

Some young people will require more targeted support during their time at school and a staged intervention approach to providing this support is taken, in line with the principles of Getting it Right for Every Child (GIRFEC)

The teachers in the Pupil Support Team have responsibility for pastoral care and for co-ordinating support for learners.

How the Pupil Support System is organised
Mrs J Haldane, Depute Head Teacher, has overall responsibility for the Pupil Support system in Hamilton Grammar School.

The system used is a vertical one based on three houses. (Brandon, Clyde and Douglas). Each house will have two Principal Teachers of Pupil Support.

Each house has pastoral responsibility for approximately 400 pupils.

Pupils are placed in a house when they arrive from Primary and they will remain in that house until they leave school. Siblings will generally be kept in the same house.

Brandon House
Principal Teachers Mrs G Buchanan
Ms S J Callow

Clyde House
Principal Teachers Mr I Dyett (Acting)
Mrs G Brown (Acting)

Douglas House
Principal Teachers Mr R Ali
Miss M Morton
Mrs D Costello (Acting)

In addition, pupils in the ASN department have their own Principal Teacher of Pupil Support, Mrs J Graham.
The Remits of Pupil Support:
- To ensure that the school's policy on Pupil Support provision is carried out.
- To have pastoral responsibility for all pupils assigned to their charge.
- To monitor the performance, behaviour and attendance of these pupils, liaising closely with register teachers, class teachers, learning support staff and parents.
- To interview and advise pupils regarding curricular choices.
- To complete reports on pupils as required, including references and reports for external agencies.
- To work closely with external agencies.
- To carry out other duties as assigned by the Head Teacher.

In general terms a Pupil Support Teacher follows the progress of each pupil in his or her charge from First year till the time the pupil leaves school.

Pupil Support teachers are concerned with the pupil's personal, curricular and vocational welfare and we hope that by keeping in close touch with the pupil and his or her parents they will be able to offer support at different stages in the child's school career. We firmly believe that each child is important as an individual.

Pupil Support teachers are able to offer a number of useful services of benefit to pupils

**Individual Pupil Support, support**
One-to-one interviews, counselling, advice, help and counselling with problems of any kind.

**Home school links**
Pupil Support staff are the main link between the school and the home. Parents can contact Pupil Support staff at any time.

**Curricular Pupil Support**
Help with option choices at S2, S4 and S5. Advice on subject choice, workload, study skills.

**Primary Secondary Liaison**
Pupil Support Staff are heavily involved in the school's Primary/Secondary Liaison programme. Staff visit the Primary schools to talk to P7 pupils and their teachers.

**Careers advice and information**
Advice on courses or careers. Close liaison with school careers advisers. Access to careers library, careers database and information on college and university courses. Advice for pupils when they are completing application forms or UCAS forms.

**PSE Courses**
PSE courses are arranged and resourced by the Pupil Support staff. All pupils in S1 - S5 have one period of PSE a week.

**References for employers,**
Pupil Support staff write reports and references for further and higher education on pupils when requested, sometimes this can be a few years after a pupil has left school.
Services available through the Pupil Support system

The Pupil Support staff in Hamilton Grammar School have close links with many support agencies both in school and external, which can be accessed for the benefit of pupils.

Different pupils have different needs etc. and the Pupil Support staff in Hamilton Grammar School will try to help and support pupils in any way they can and, if necessary and appropriate, by using the links with support agencies as appropriate. As well as support agencies there are other services which are available to pupils through the Pupil Support system. Key members of this support network, who work closely with the Pupil Support Team are Colin Ferris (Home School Partnership Worker), Paul Crawford and Alison Thomson (Active Breaks), Jill Lang (Attendance Officer), Lynsey Bryan (Educational Psychologists), Joyce Booth and Dyfed Thomas (CAMHS counsellor) and Vivienne McKillop and Stuart Cook (Skills Development Scotland Careers Advisor).

The following is a list of support agencies which are available to pupils through the Pupil Support system.

**School based**

Support for Learning Department  
Joint Assessment Team  
Behaviour Base Support  
Home School Partnership Worker  
EAL (English as an additional language)  
Active Breaks  
Campus Police Officer

**External**

Educational Psychologist  
Social Work Department  
Community Health Nurse  
CAMHS (Counselling service)  
Skills Development Scotland  
Community Education and Youth Work

Other services available through the Pupil Support system

**School Based**

Work Experience  
Visits to Universities and Colleges  
Careers Conventions and Exhibitions  
Education Industry Partnership (EIP)

**External**

Police Community Involvement  
Reporter to Children’s Panel  
School Attendance Officer
Vision and Values
After a lengthy consultation with pupils, teachers and parents during session 2013/14 we formulated a Vision and Values statement for Hamilton Grammar School. The vision statement encapsulates what we are trying to achieve in partnership with all our stakeholders and our shared values underpin that vision. Our vision and values are reflected in our school charter of expectations and our merit system.
Absence or Sickness Procedure
It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to:

- if you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing.

- notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes.

- inform the school of any change to the following -
  - home telephone number
  - mobile number
  - emergency contact details

- requests for your child to be absent from school to make an extended visit to relatives must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an authorised absentee in the register.

Family Holidays During Term Time:
- every effort should be taken to avoid family holidays during term time as this both disrupts the child’s education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

- If your child is taken on a family holiday during term time then in line with the Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

In our approach to raising achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

Every effort should be made to ensure that your child attends school during term time. Please contact the school should your child be unable to attend school.

In our approach to raising achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents, children and the school all have a part to play in encouraging children to attend school.

How to make a complaint
Schools and establishments should be the first point of contact for parents who wish to discuss issues about their child. Our aim is to resolve issues at a local level.

Education Resources wishes to promote liaison among schools, members of Parent Councils, parents/carers and with other services. We wish to provide advice and support to Parent Councils, parents/carers.
All enquiries and concerns received from parents are taken seriously. In order to ensure that enquiries are dealt with effectively contact should be made in the first instance with the school.

**General** Bullying and related issues, care and welfare issues

parents@southlanarkshire.gov.uk

Classroom organisation and complaints

Des Dickson Parental Involvement, Parent Council: 01698 455620
des.dickson@southlanarkshire.gov.uk

Parental enquiries and concerns relating to parental involvement, class organisation, school transport, placing requests, property, additional support needs and inclusive education, and Early Years can be directed to the appropriate service manager:

David Hinshelwood School transport (mainstream); placing requests and property issues

01698 454408
david.hinshelwood@southlanarkshire.gov.uk

Alex MacLeod Inclusive Education Manager 01698 454666
alex.macleod@southlanarkshire.gov.uk

Morag McDonald Early Years Manager 01698 454474
Morag.mcdonald@southlanarkshire.gov.uk

**Making a Placing Request**

Normally children attend the school in their local catchment area. However, there are times when parents wish their children to go to other schools. If you want your child to go to another school then you may make what is known as a “placing request”. If you live in South Lanarkshire and decide to submit a “placing request”, we are unable to reserve a place in your catchment school until we have made a decision on the “placing request”. Please note if your “placing request” application is unsuccessful and all places at your local school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

If an application for a “placing request” is made then free school transport is not provided.

If you move outwith your catchment primary school this can affect your right to transfer to the associated high school and a “request to remain form” must be completed. If you require further information please contact Education Support Services on 0303 123 1023.

Forms are available from schools, Q & A offices or by contacting Education Support Services on 0303 123 1023. Complete forms should be returned as soon as possible to Education Resources, Support Services, Council Offices, Almada Street, Hamilton ML3 OAE.

If your child has been offered or you are seeking a place in the school please contact the school if you wish to arrange a visit. Contact should be made with the appropriate Head of Year as follows:

- Mrs A Goring (S1)
- Ms D Cassidy (S2)
- Mr J MacKay (S3)
- Mrs J Haldane / Mr G Dunsmore (S4)
- Mr B Heeps (S5 and S6)
Parental Involvement

South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, 'Making a difference – working together to support children’s learning’. This is available from the Council’s website: www.southlanarkshire.gov.uk

Parents, carers and family members are by far the most important influences on children’s lives. Children between the ages of 5 and 16 children spend only 15% of their time in school! Research shows that when parents are involved in their child’s learning, children do better at school and throughout life. Parental involvement can take different forms but we hope you share the same aims and agree that by working together we can be partners in supporting children’s learning.

As parents/carers we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school;
- Fully informed about your child’s learning;
- Encouraged to make an active contribution to your child’s learning;
- Able to support learning at home;
- Encouraged to express your views and involved in forums and discussions on education related issues.

To find out more on how to be a parent helper, or a member of the Parent Council and/or the Parent Teacher Association just contact the school or visit our website.

Some useful information contacts for parents to find out more on education are as follows:-

- Parentzone – www.parentzonescotland.gov.uk
- National Parent Forum for Scotland – www.educationscotland.gov.uk/parentzone
- South Lanarkshire Council – www.southlanarkshire.gov.uk
School Ethos

As our school aims indicate, we strive to provide the best possible education for all our young people and to provide a supportive environment, enhanced by a wide range of support, enrichment activities and events in which they can thrive. In this way we will help our young people develop the four capacities which lie at the heart of Curriculum for Excellence; that is to become successful learners, confident individuals, effective contributors and responsible citizens.

The school provides a wide range of enrichment activities and events, many led or organised by our students, for instance undertaking prefect duties or serving on our citizenship committee. Our programme of inter-house competitions is another good example. There is also an extensive range of lunchtime and after school extra-curricular activities.

Our World View is our term for a range of exciting and innovative activities in enterprise, health, environmental education, citizenship and international education. Some recent highlights have included the S1 Health Day, the S1 John Muir Award, Heartstart Awards for S2, S3 Scottish Week, our Adopt a Station activity which involves the school “greening” Hamilton Central Station, our links with Guide Dogs for the Blind, and our Annual Global Citizenship Day which highlights our ongoing partnership with Donkorkrom Senior Agricultural High School in Ghana. In June 2011 Hamilton Grammar was very proud to have been chosen to host South Lanarkshire Council’s Confucius Hub, an innovative approach to developing an understanding of Chinese language and culture in South Lanarkshire.

Hamilton Grammar School pupils have many opportunities to contribute to our local community, e.g. through our giving to charities. We have, for example, long supported St. Andrew’s Hospice, and have contributed much to local and international charity.

The school organises at least a hundred trips or excursions each year. These range from visits to local colleges, through sporting events like football, to fieldwork in the local area, and to trips abroad. In the past few sessions alone our students have visited France, Spain, the U.S.A. and Ghana. Next year a trip will be heading to China.

Performing is a key element of the ethos of Hamilton Grammar, led by the Performing Arts and Health and Wellbeing Faculties. Our students sing, play and dance on a regular basis and our annual music concerts are a highlight of the school year.

Part of the secret in motivating our young people to do their best at all times is our merit system. Teachers award merits for hard work and outstanding contributions. These are collected and used as the basis of rewarding our students’ success in school. Pupils gain rewards such as trips to the cinema or pantomime, or a place on the annual trip to Alton Towers.

As a school we celebrate the success of our young people at award ceremonies, at our annual Prize Giving and through our regular newsletters.
The Curriculum

Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is a forward looking, coherent, more flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they need if they are to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery and school. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enable Curriculum for Excellence to be fully embedded, ensuring the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. The curriculum areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Science
- Social studies
- Technologies

If you want to know more about Curriculum for Excellence, please visit website www.curriculumforexcellence.gov.uk or www.parentzonescotland.qsi.gov.uk

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>The pre-school years and Primary 1 or later for some.</td>
</tr>
<tr>
<td>First</td>
<td>To the end of Primary 4, but earlier or later for some.</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of Primary 7, but earlier or later for some.</td>
</tr>
<tr>
<td>Third &amp; Fourth</td>
<td>Secondary 1 to Secondary 3, but earlier for some the fourth level broadly equates to SCQF level 4.</td>
</tr>
<tr>
<td>Senior Phase</td>
<td>Secondary 4-6 and college or other means of study.</td>
</tr>
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</table>

Hamilton Grammar School is fully committed to the principles of Curriculum for Excellence and has implemented the broad general education phase, from S1 to S3, and introduced Senior Phase qualifications in August 2013 for S4 to S6.

In S1 – S2 pupils follow a broad curriculum of 16 subjects. In addition, learners have opportunities to engage in interdisciplinary learning opportunities, to gain wider achievements awards, e.g. John Muir, and to gain an ASDAN bronze award. There are stage events such as health and enterprise days. Learners also have a Personal Learning Period which allows time for reflection on learning, ASDAN administration, target setting and recording of personal achievements.
In S3 the focus is on personalisation and choice. Within the majority of the eight curriculum areas of Curriculum for Excellence, learners can make choices, e.g. to study two discrete Sciences or two Social Subjects. The number of subjects studied reduces as a result. Learners and parents are well supported in making choices.

In S4 most learners will study six subjects with English and Maths remaining compulsory to meet the government’s stipulations on learners gaining qualifications in literacy and numeracy. More information on the Senior Phase can be found on the school website.

It is our policy to give all pupils full equality of opportunity in all areas of school life including the curriculum.

**Junior Phase - Curriculum for Excellence (S1 to S3)**

The Curriculum will deliver the seven principles:
- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Personalisation
- Coherence
- Relevance

It will also allow our pupils to develop and progress within the four capacities:
- Confident Individuals
- Successful Learners
- Effective Contributors
- Responsible Citizens

Our main curricular areas are Languages (English, French/Spanish and Mandarin), Maths, Science, Design and Technology, Health and Well Being, ICT and Social Subjects.

A broad general education is provided for pupils in S1 to S3. This covers a wide range of subjects which reflect the relevant experiences and outcomes, and provides for future specialisation. The pupils will have even greater opportunities to experience active and collaborative approaches to learning, as well as experiencing inter-disciplinary learning throughout the school year.

Opportunities are available for all parents to discuss their child’s progress and the work of the school.

**Broad General Education – Third Year Subjects**

Curriculum for Excellence is structured differently to the previous curriculum, in which pupils choose their options for Standard Grade towards the end of S2. Under Curriculum for Excellence S1 – 3 is known as the broad general education phase. The **broad general education phase** does not, however, mean that in S3 pupils will simply continue to study the same subjects as in S1 and S2. In this phase it is important to maintain breadth and not to narrow down the range of Curricular Areas studied too quickly. Specialisation will develop during the senior phase. It is also vital that students are challenged to study in depth to better prepare them for specialisation and Qualifications in S4 – S6. In the language of Curriculum for Excellence this means studying at the highest level possible and for most pupils this involves moving on to study at Level 4.

Curriculum for Excellence is delivered, mainly, but not exclusively so, through eight Curriculum Areas. All pupils will continue to study the following subjects – Mathematics, English, a Modern Foreign Language, RE, PE, PLP and PSE.
To achieve the principles of personalisation and choice the S3 curriculum is structured to allow choice within the Curriculum Areas of Expressive Arts, Modern Languages, Science, Social Studies, and Technologies.

The school also provides one week of Work experience for all pupils, and this normally takes place in third year.

**Senior Phase - Curriculum for Excellence (S4 to S6)**

**Fourth Year Courses**
At the end of second term, S3 year pupils choose the 6 National Qualifications which they will be studying in their fourth year. This choice is made after due consultation with parents, Faculty Heads, Pupil Support Staff and Depute Heads. Should parents wish to consult with the Pupil Support Staff on the choice of subjects for their son/daughter, appropriate arrangements will be made.

It should be noted that, while it is hoped to offer all National Qualification options shown in the course sheets, there may be changes from year to year, depending on the number of pupils in school and numbers opting for specific subjects. Parents are naturally kept informed at all times.

**Fifth and Sixth Years Courses**
At the end of fourth year, pupils will be asked to choose 5 subjects which they will continue into fifth year. The level at which these will be studied will depend on results gained in their previous exams. It is expected that most pupils will also study one wider achievement bundle.

Each Bundle will have a period of either Citizenship (in S5) involving an SQA award for Wellbeing, participation in the Youth and Philanthropy Initiative and preparation for post school, or Leadership (in S6) involving UCAS, college applications and an SQA Leadership Award each week, throughout the whole year. The rest of the bundle will include two topics for two periods per week throughout the year, some of which carry additional awards.

Bundles are orientated towards either a specific trade, profession, vocation or an element of work. It is hoped that by doing this we can help with the development of specific technical or professional skills for certain types of jobs or occupation and training in general skills and aptitudes relating to an industry. Details of all bundles available are listed on the school’s website.

There is a broad range of options allowing progression beyond Fourth Year. These options lead to qualifications known as National Qualifications, which will be available at up to five levels.

The levels are:
- National 3 (for a limited number of pupils)
- National 4 (for those with a National 3 Award)
- National 5 (for those with a National 4 Award)
- Higher (for those with a good National 5 Award)
- Advanced Higher (for those in S6 with a Higher Award)
- Scottish Baccalaureate (For S6 pupils only)

Each level is designed to encourage progress on to the next, helping pupils get the most out of their education and achieve their true potential.

Most National and Higher Courses described above have three units of work, plus an end of course exam. Each of the units counts as a qualification in its own right (they are called National Units), so even if a candidate does not pass the whole course exam, they still have something to show for it if they have passed one or more units.
Candidates still have to sit the course exam in June, assuming they have passed all the unit tests throughout the year, and this final exam will help to decide what grade (A, B, C or D) they get for the course.

The courses actually available each year will depend on the numbers opting for the subject and school staffing levels. The range of courses and levels on offer will be clearly described in the senior option form.

Some pupils will follow a number of courses at Higher level, some at National 4 or National 5 level, and many will study a mixture of Higher and National levels. The advice of Pupil Support Staff and Mr Heeps is important in making sure that each pupil chooses what is most suited to his or her abilities.

**Spiritual, social, moral and cultural values (religious observance)**

**Rights of Parents / Carers**
Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils’ development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents’ wishes will be respected.

Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.

**Equalities**
Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others. South Lanarkshire’s guidance recognises and welcomes diversity and promotes respectful understanding.

Pupils receive one period of Religious Education per week in S1 – S3. Pupils receive Religious Education through an allocation of time in S4 – S6. There are also Junior, Middle and Senior School assemblies at appropriate times. These assemblies are usually led by a member of the school chaplaincy team and allow pupils to engage in a shared activity reflecting and expressing their spiritual needs and aspirations, and for those who wish, to worship.

Assemblies also allow staff and pupils to celebrate important occasions in the life of the school and community.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.
Assessment

Assessment Policy - Curriculum for Excellence
As a school we believe that the most important reason for assessing pupils is to promote pupil learning and this in turn provides meaningful information for pupils, parents and teachers. During the session teachers gather information so they can make professional judgements about pupils’ progress.

Teachers use both summative assessment e.g. end of unit tests, and formative assessment approaches e.g. peer and self-assessment, as part of the learning experience. Ongoing assessment will help pupils develop confidence in their abilities and demonstrate tangible progress, as pupils move onto the next stage of their learning.

Assessment of progress and pupil reports have been reviewed and updated to reflect the introduction of Curriculum for Excellence. Pupils are assessed through a wide range of tasks and activities.

In S1 to S3 they will have a wide range of experiences and outcomes across level 3 and level 4 of Curriculum for Excellence.

In order to show progress through the new levels, pupils will need to show that they have a breadth of learning, that they have participated in challenging tasks and activities to demonstrate a depth of knowledge, understanding and skills, and that they are able to apply their learning in new and unfamiliar situations.

For each experience and outcome that is assessed, the pupil will be set at a sub-level of developing, consolidating or secure. For example:

Developing - Has started to engage in the work of this new level, and is beginning to make progress in an increasing number of experiences and outcomes.

Consolidating – Has achieved a breadth of learning across many of the experiences and outcomes for this level.

Secure – Has achieved a breadth of learning across almost all of the experiences and outcomes for the level and is beginning to take on work at the next level.

Third year pupils are subject to continuous assessment of work carried out in class. Fourth, fifth and sixth year have Senior Phase Assessments in January. Unit assessments are carried out throughout the year. An assessments calendar can be downloaded from the school website at http://www.hamilton.s-lanark.sch.uk/upper-school-information
Reporting

Reporting will be ongoing and comprise of a range of activities which can include children presenting their learning, newsletters, and ongoing oral discussions.

We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents’ meetings which offer you the opportunity to discuss how your child’s progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child’s education.

Our ‘pupil reports’ will help you to get to know more about the curriculum which each child follows and will describe their strengths, achievements and areas for development so you know what encouragement and support you can give.

We welcome any comments or additional information from parents to help us provide the best possible education for your child.

In the full report each subject area will provide a series of qualitative statements making reference to the pupil’s development within a range of experiences and outcomes and recommending next steps.

Parents’ Evenings take place as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Tracking Dates</th>
<th>Full Report Dates</th>
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</thead>
<tbody>
<tr>
<td>S1</td>
<td>November, February</td>
<td>June</td>
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<tr>
<td>S2</td>
<td>November</td>
<td>May</td>
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<tr>
<td>S3</td>
<td>October, May</td>
<td>January</td>
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<tr>
<td>S4</td>
<td>October, February</td>
<td>December</td>
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<tr>
<td>S5/6</td>
<td>October, February</td>
<td>December</td>
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Pupils will receive a full report every year and will also receive two ‘tracking reports’ in S1 & S3 and one in S2 giving details of student performance and progress.

The Scottish Qualifications Authority (SQA) is the national body which is responsible for all academic and vocational qualifications and assessments in Scotland’s schools and colleges. Examinations normally take place in May and June for S4-S6 pupils.

Information about SQA and exams can be found on their website at: -  
www.sqa.org.uk.

Information about how to study for exams is available on request from the school and our Librarian, is happy to help students plan for exams.
A sample report is shown below.

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**Curriculum Area - Mathematics**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Effort</th>
<th>Behaviour</th>
<th>Homework</th>
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</thead>
<tbody>
<tr>
<td>(Mathematics)</td>
<td>Always works conscientiously</td>
<td>Always behaves well</td>
<td>Always makes a good attempt</td>
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<table>
<thead>
<tr>
<th>Organiser</th>
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</thead>
<tbody>
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<td>Secure at third level</td>
</tr>
<tr>
<td>Information handling</td>
<td>Secure at third level</td>
</tr>
<tr>
<td>Number, money and measure</td>
<td>Secure at third level</td>
</tr>
</tbody>
</table>

**Teacher comments**

**Mathematics**

Heather is a very industrious and pleasant young lady, who has made very good progress in this year. The pace of this class is much faster than her S1 class and Heather is now adapting well to the demands of the class. She is secure at CIE Level 3 for the topics on Angles and Shape and consolidating in the topic of Area and Volume in Block 4. However she is secure for all the topics in Block 5; Money, Coordinates, Symmetry and Sequences. This improvement is highlighted by her percentage scores in each section. A good percentage score of 58% for Block 4 was surpassed by a much better score of 76% in Block 5. In class, Heather will always volunteer answers and opinions and she will ask for help or clarification when she is unsure or needing further explanations. Her work is always neat and well presented and her homework is always completed to a high standard. Heather is a very willing participant in group work, where she will consider politely other opinions and views, while having the confidence to put her own views forward.

Heather’s group performed well in the Foreign Exchange project.

To continue to progress Heather should maintain this level of effort and application. She needs to continue to practise the concepts already taught this year, through homework and by reviewing the examples in her jotter on a regular basis. Looking at web sites such as www.mathsrevision.com should help her do this.

Heather is now working on CIE level 4; our current topics are the Theorem of Pythagoras, Algebra and Circles. She will sit an end of year exam which will cover all aspects of Level 3.

Congratulations on your progress Heather; you deserve it for all your hard work. Keep it going, very well done!
Transitions

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

We will also provide you with information at this time and on events designed to let P7 children visit the secondary school, meet up with other P7 children from other schools so that the transition period is as smooth as possible.

The Primary/Secondary Transition programme between Hamilton Grammar School and its five associated primary school is now firmly established. This has been achieved through regular meetings with primary head teachers, primary colleagues and visits to primary 7 classes by Hamilton Grammar Staff and the Depute Head S1. Primary staff and their secondary colleagues also work collaboratively, developing work in a number of curricular areas.

Throughout their P7 year, pupils are involved in a number of transition activities, including an early visit to Hamilton Grammar school in Term 1, a variety of competitions, Living to Learn Event and our Easter School.

A two day visit to Hamilton Grammar is organised in the summer term as the culmination of the programme.

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school then you may make what is known as a ‘placing request’. If you live in South Lanarkshire and decide to submit a ‘placing request’, we are unable to reserve a place in your catchment school until the Council have made a decision on the ‘placing request’. Please note if your ‘placing request’ application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Please note that if an application for a ‘placing request’ is successful then school transport is not provided.

If you move outwith your catchment primary school a ‘request to remain form’ must be completed. If you move outwith your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil’s permanent home address and chosen denomination. If you require further information, please contact Education Support Services on 0303 123 1023.
Support for Pupils (Additional Support Needs)

Getting it right for every child, (GIRFEC)
Getting it Right for Every Child (GIRFEC) was promoted and endorsed by the Scottish Government at the Children’s Summit in 2010. There is a commitment to ensure that your child has the best possible start in life and to improve outcomes for children and families based on a shared understanding of their wellbeing. Most children make their journey from birth to the world of work supported by family and the universal services of Health and Education. The Named Person in education helps to make sure that the child’s wellbeing is developing. The school will let you know the named person for your child. This is likely to be the headteacher in a primary school and the pupil support teacher in a secondary. If you have any concerns you should speak to the Named Person who will work with you to address any issues and to ensure that your child gets any help needed at the right time.

More information can be found on:  
www.girfecinlanarkshire.co.uk  and  
www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)
The key principle in all mainstream education is equal and fair provision for all. Thus it is the school’s aim to make it possible for pupils with additional support needs to take part in all aspects of school life, curricular and extra curricular, as far as it is possible.

Whilst all children and young people require support to help them learn, some require additional support to help them benefit from school education. The definition of additional support provided in the Additional Support for Learning Act 2004 (amended 2009) is a wide one, encompassing teaching approaches, targeted support from additional personnel and/or provision of appropriate resources. It may also include the involvement of agencies outwith education services, such as social work or health services.

There is a wide range of factors which may lead to a young person having a need for additional support. Some require a slower pace of learning and carefully designed programmes in order to achieve potential. Others have specific learning difficulties, e.g. dyslexia, and need special strategies to circumvent difficulties and emphasise strengths. Those with physical difficulties, e.g. hearing loss or visual impairment, benefit from classroom strategies and technological support. Our school building is ideally suited to pupils with mobility problems. There are several pupils who are bilingual, and they are supported by a teacher from Specialist Support Services working within the school. For some pupils social or emotional factors or family circumstances may give rise to a need for additional support – for example a child with behavioural difficulties may receive additional support in classes or input from the Area Support Base.

The expertise of the school psychologist can also be called upon for children and young people with additional support needs. Personal educational planning is undertaken in a variety of forms.

It should also be noted that similar factors may have different impacts on individual learning. For example, one child may require an Additional Support Plan to identify and record the supports they require due to factors which have an adverse impact on their learning, whilst another child, in apparently similar circumstances, may experience a minimal impact on his or her learning, and therefore will not require an ASP.
Pupils with Additional Support
It is the responsibility of class teachers in Hamilton Grammar School to provide appropriate learning experiences for all children in their classes. This means that, in mixed ability classes, teachers are required to provide 'differentiated learning', i.e. use a variety of teaching methods and resources in order to cater for varying needs and capabilities of children (see glossary).

Assistance is provided to teachers and pupils by the Support for Learning Department. This assistance takes many forms: advice and training, consultancy, working within classrooms, small group sessions outwith classrooms, and support in examinations. It is a priority that pupils learn alongside their peers as far as possible and effort is made to minimise withdrawal from class. The Support for Learning Department will conduct assessments of pupils and has access to further expertise from local authority personnel. A particularly close link is kept with parents. These strategies are facets of our Extended Learning Support System designed to assist class teachers and support children. Other features of the system include:

- A Specialist committee called the First Year Review Group to focus the whole schools effort to settle each new intake happily and productively and monitor progress in S1.
- Specialist staff, whose job it is to identify needs and give specific help to children while working as additional teachers in some classrooms; they will also advise teachers about children as well as have influence upon classroom methods and learning materials.
- Homework clubs at lunchtime each Tuesday and Thursday.
- “Step by Step” : a Reading and Writing programme for S1 to S4 who struggle to access the curriculum.
- Special support in the form of special examination arrangements (e.g. scribes or readers) during the S.Q.A. examinations;

In conclusion, should you have any concerns contact either Mr Franklin, Principal Teacher Additional Support Needs, or your son or daughter’s Pupil Support Teacher.

Specialist Provisions
Hamilton Grammar School is host to two specialist provisions – the CDU and the ASN department. Pupils are offered places in these provisions through the ASN forum process, managed by Inclusion Services, which seeks to identify the most appropriate placements for pupils with additional support needs in South Lanarkshire.

Communication Development Unit
Hamilton’s CDU was established in 2002 to help pupils with a diagnosis of Autistic Spectrum Disorder access the academic and social life of a mainstream secondary.

The CDU serves the whole of South Lanarkshire and has the capacity for 18 full time pupils.

Hamilton Grammar unit provides a supportive, structured learning environment giving access to a broad and balanced curriculum, but with emphasis on addressing the particular educational and social implications of each child’s autism.

The staff within the unit are involved in supporting pupils in making academic progress through the school system, as well as promoting the acquisition of social, organisational and independent living skills.
Children who are able to will, with appropriate support, access parts of the mainstream curriculum in Hamilton Grammar, while others may spend more time being taught in the unit. The children benefit from the social integration and inclusion in the community life that the mainstream school offers.

The CDU works closely with other agencies, including Educational Psychologists and Speech and Language Therapists where their involvement improves the young person’s ability to access all opportunities within Hamilton Grammar School.

**ASN Department**
The Additional Support Needs Department at Hamilton Grammar opened in August 2009 and aims to provide an appropriate curriculum for young people who require extra support with their learning and social skills. The curriculum is designed to meet their specific needs and each pupil has an Additional Support Plan. Co-ordinated Support Plans will be written for any pupil where there is an agreed need.

Over time, the department will accommodate up to 50 pupils, who will work in small groups, being taught a full range of subjects within the ASN Department, or in mainstream rooms. The young people also have access to all whole school activities and opportunities where appropriate, including extra-curricular events, the School House System and Merit Award schemes.

Opportunities will be encouraged for any young person to access mainstream classes where this would be beneficial to their learning and social inclusion, and regular review meetings for all pupils will help to identify these opportunities and monitor the young person’s progress.

The Department works closely with other agencies, including Physiotherapists, Educational Psychologists, and Speech and Language Therapists where their involvement improves the young person’s ability to access all opportunities within Hamilton Grammar School.

**Enquire, the Scottish advice service for additional support for learning**
In keeping with duties set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) the guidance states that handbooks should specifically mention Enquire, the Scottish advice service for additional support for learning.

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

Enquire – the Scottish advice service for additional support for learning

Enquire offers independent, confidential advice and information on additional support for learning through:

**Telephone Helpline:** 0845 123 2303

**Address:**
Enquire
Children in Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ

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Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and fact sheets including The parents’ guide to additional support for learning.

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on info@enquire.org.uk

### Additional Support for Learning Acts

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts. These are available through the school or on the South Lanarkshire Council website www.southlanarkshire.gov.uk. The leaflets available are:

<table>
<thead>
<tr>
<th>The Additional Support for Learning Act</th>
<th>Information for Parents and Carers about</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requesting an Assessment</td>
<td>moving on from school.</td>
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<tr>
<td>Planning for Learning – ASP</td>
<td>Inclusive Education</td>
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<tr>
<td>Planning for Learning – CSP</td>
<td>ICT Assessment</td>
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<tr>
<td>Transitions</td>
<td>Visual Impairment Support</td>
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<tr>
<td>Future Planning</td>
<td>Early Years Specialist Support</td>
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<td>Independent Adjudication</td>
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</table>
School Improvement

Hamilton Grammar carries out a programme of self-evaluation activities each session. These include asking parents and pupils for their views on how the school is doing and inviting Parent Council members to work with our School Improvement Planning Group. We use the results of our self-evaluation to draw up our improvement priorities for the coming session and ensure that we also make these consistent with South Lanarkshire and Scottish Government priorities. The school has a good record in overtaking these priorities. Our updated School Improvement Priorities for this session have been placed on the Documents and Policies section of our website. http://www.hamilton.s-lanark.sch.uk/improvement-priorities-0

Recent Examples include:

Raising Achievement and Attainment

The 2016 SQA Results indicated that the overall improvement in attainment for S4-S6 in recent sessions continues. S4 results were very positive with a large increase in the percentage gaining five or more National 5 awards (SCQF level 5). The pupils in our ASN Department and CDU also achieved very well.

Highlights included:

S4 Nationals
- 36% achieved 6/6 National 5 awards.
- 13 students gained 6 A grades.
- 16 students gained 5 A grades.

S5 Highers
- Significant increases at every level
- 14 students gained 5 A grades
- 1+Higher up 4% to 61%
- 2+Higher up 8% to 50%
- 3+Higher up 8% to 41%
- 4+Higher up 9% to 33%
- 5+Higher up 7% to 23%

S6
- 1+Advanced Higher up 6% to 25%

This is testament to the hard work put in by our young people and teachers and to strategies such as tracking and mentoring. In addition, increasing numbers of students are applying to higher education (over 100 in Session 2014-15) and post-school destinations have improved considerably.

1. Celebrating Success

We have also made improvements to celebrating the success of young people by establishing a merit award system across the school. We have developed our S3 Graduation event and S6 Leavers’ event to share these key milestones with families. Pupils who work hard, show best effort and make a positive contribution are rewarded, e.g. by being presented with merit badges at an assembly or by going on one of our reward trips. Increasing numbers of award winners mean that we will shortly need to split our academic and wider achievement to accommodate the range of endeavours.
2. **Support and Enrichment Opportunities**

The school continues to provide a very wide range of support and enrichment opportunities in the areas of citizenship, enterprise, health, environmental and international education. Recent sessions have been very successful for the school. For example:

- working towards gaining a Level 2 award as a **Rights Respecting School**.
- a Modern Studies trip to China.
- had our senior pupils producing collaborative short films in partnership with Film School.
- use of outdoor space to allow pupils to gain a **John Muir Award**.
- awarded our sixth **Green Flag** as an Eco School.
- participated in a range of new **STEM** (Science, Technology, Engineering and Maths) activities.
- continued our links with our partner school in **Ghana** and are building links with Tianjin No. 3 High School, in **China**, who visited us in September 2013.
- participated again in the Youth Philanthropy Initiative run by The Wood Group with S5 Citizenship classes. The winning team won £3000 to support a local charity, Hamilton Sound.
- held our fourth **Global Citizenship Day**.

3. **Curriculum for Excellence**

The school has made good progress in implementing the broad general education phase (S1-3). Our personal learning programme has been successfully delivered to S1 to S4. Details of our senior phase curriculum and options can be found on the school website.

4. **Leadership**

A key feature of the life of the school is commitment to developing the capacity of staff.

Self-evaluation and quality assurance processes take place across the school. This session the school is introducing a new model of self-evaluation. Pupil views have been taken on board more systematically across the school this session.

Staff have extensive opportunities to develop leadership capacity through: membership of committees and working groups (c.80% involved); participation in collegiate working; curriculum development work in faculties; aspiring P.T. programmes; learning rounds; involvement in verification of assessment for the new National exams; and formal professional learning opportunities such as S.Q.H. Over 10% of the staff have gained GTCS Professional Recognition and many make significant contributions to SLC programmes, e.g. Hamilton Area Moderation programme. We are involved in two very exciting new professional learning opportunities, one with the Tapestry Partnership and Education Resources and an innovative project with the University of Edinburgh on practitioner enquiry.

Almost all staff have participated in a Professional Review and Development scheme and, as appropriate in the GTCS Professional Update programme.

Student teachers and N.Q.T.s are very well supported by our mentor.

A school Quality Calendar is in place via the faculty model. The school is up to date with scheduled self-evaluation activity. The faculty leadership team has regular opportunities to meet and take forward school priorities such as interdisciplinary learning. Pupil views have been taken on board more systematically across the school this session.
School Policies and Practical Information

Free School Meals
Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child:

- Income Support, Income-based Job Seeker’s Allowance, Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your income does not exceed £6,420 gross per annum as assessed by the HM Revenues & Customs), Child Tax Credit only (where your income does not exceed £16,105 gross per annum as assessed by the HM Revenues & Customs).

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out and we encourage all children to remain in school at lunch time.

Healthy eating is something that the school supports and a range of meals are available at lunchtimes. The current cost for a school lunch is £1.50.

We would wish to draw to your attention to the fact that milk is available for pupils as part of the meal provision. Children who wish to have milk with their lunch can do so.

Education Maintenance Allowance
Forms are available from the school office and the South Lanarkshire Council website www.southlanarkshire.gov.uk

School uniform
We ask all parents/carers to support the school by encouraging your child(ren) to adhere to the agreed dress code and the wearing of our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff.

There are forms of dress which are unacceptable in all schools such as:
- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so
- footwear that may damage flooring.
Hamilton Grammar School Uniform consists of:

**S1 - S6**
- White shirt/blouse
- School tie
- Black jumper
- Black trousers/skirt
- Tartan skirt
- School Blazer
- Black footwear
- Dark/black outerwear (for winter)

**Support for parent/carers**
Clothing grant
In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Application forms for clothing grant are available from the Council’s website: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or from Q&A Offices, Audit and Development 01698 453504/453505/453213, the school or Education Resources, Almada Street, Hamilton, telephone 0303 123 1023.
## School hours

### The School Day: A warning bell rings at 8.42am. Classes begin at 8.45am.

<table>
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<tr>
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<th>0935</th>
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</tbody>
</table>

Close 15.35

Close 15.35

Close 15.35

Close 15.35

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Close 15.35

Close 13.10
Extra Curricular Activities – A Sample Timetable
<table>
<thead>
<tr>
<th>Dept./Activity</th>
<th>Title</th>
<th>Day(s)</th>
<th>Time</th>
<th>Year Group(s)</th>
<th>Location</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for Learning</td>
<td>Step by Step</td>
<td>Tuesday, Wednesday &amp; Thursday</td>
<td>3.35-4.15</td>
<td>S2-3</td>
<td>Library</td>
<td>Mr Franklin, (S6 Supporting)</td>
</tr>
<tr>
<td></td>
<td>Homework Club</td>
<td>Tuesday &amp; Wednesday</td>
<td>Lunchtime</td>
<td>All</td>
<td>Library</td>
<td>Mr Franklin, Mrs Ball, Mr Reilly</td>
</tr>
<tr>
<td>ASN</td>
<td>Wii Club</td>
<td>Tuesday</td>
<td>Lunchtime</td>
<td>ASN S1-6</td>
<td>Drama studio</td>
<td>Mrs Barclay</td>
</tr>
<tr>
<td>Drama</td>
<td>Transitions Production Group</td>
<td>Thursday (from October)</td>
<td>3.35-5.00</td>
<td>S2</td>
<td>Drama Studio</td>
<td>Mrs Brown</td>
</tr>
<tr>
<td></td>
<td>S1 Drama Club</td>
<td>Wednesday</td>
<td>3.35-4.45</td>
<td>S1</td>
<td>Drama Studio</td>
<td>Mrs Brown</td>
</tr>
<tr>
<td></td>
<td>Shakespeare Schools Festival Rehearsals</td>
<td>Tuesday, May to November</td>
<td>Lunchtime</td>
<td>S3-6</td>
<td>Social Area</td>
<td>Mrs Brown Mrs Houston</td>
</tr>
<tr>
<td>Active Breaks</td>
<td>Youth Achievement Awards</td>
<td>Monday</td>
<td>Lunchtime</td>
<td>S1-6</td>
<td>Active Breaks Office</td>
<td>Active Breaks Staff</td>
</tr>
<tr>
<td></td>
<td>Curiosity Club</td>
<td>Tuesday</td>
<td>Lunchtime</td>
<td>S1-2</td>
<td>Library</td>
<td>Active Breaks Staff</td>
</tr>
<tr>
<td>Football</td>
<td>S1 Football</td>
<td>Various</td>
<td>Various</td>
<td>S1</td>
<td>Bent Pitches</td>
<td>Mr Quinn Mr Strachan</td>
</tr>
<tr>
<td></td>
<td>S2 Football</td>
<td>Various</td>
<td>3.35-5.00</td>
<td>S2</td>
<td>Bent Pitches</td>
<td>Mr Quinn Mr Dyett</td>
</tr>
<tr>
<td></td>
<td>S3 Football</td>
<td>Various</td>
<td>3.35-5.00</td>
<td>S3</td>
<td>Bent Pitches</td>
<td>Mr Quinn Mr Deacon</td>
</tr>
<tr>
<td></td>
<td>S4 Football</td>
<td>Various</td>
<td>3.35-5.00</td>
<td>S4</td>
<td>Bent Pitches</td>
<td>Mr Anderson</td>
</tr>
<tr>
<td>P.E.</td>
<td>Multi Sports</td>
<td>Wednesday</td>
<td>3.35-4.30pm</td>
<td>S1-2</td>
<td>Games Hall</td>
<td>Mrs Murphy (Active Schools)</td>
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<tr>
<td></td>
<td>Dance Club</td>
<td>Monday</td>
<td>Lunchtime</td>
<td>S1-2</td>
<td>Small Gym</td>
<td></td>
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<tr>
<td></td>
<td>Badminton</td>
<td>Wednesday</td>
<td>1.10</td>
<td>S1-6</td>
<td>Games Hall</td>
<td>Mr Brogan</td>
</tr>
<tr>
<td></td>
<td>Netball</td>
<td>Thursday</td>
<td>1.10</td>
<td>S1-6</td>
<td>Games Hall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Table Tennis</td>
<td>Friday</td>
<td>1.10 – 1.55</td>
<td>S1-4</td>
<td>Open Area</td>
<td>Mr Dyett</td>
</tr>
<tr>
<td></td>
<td>Tennis</td>
<td>Various</td>
<td>After School</td>
<td>S4-6</td>
<td>TBC</td>
<td>Mr Anderson</td>
</tr>
<tr>
<td></td>
<td>Fitness/Circuit s</td>
<td>Wednesday</td>
<td>7.15-8.00am</td>
<td>S4-6 &amp; staff</td>
<td>Games Hall</td>
<td>Mr Anderson</td>
</tr>
<tr>
<td></td>
<td>Rugby Club</td>
<td>Tuesday</td>
<td>3.35-4.30</td>
<td>S1-4</td>
<td>Games Hall</td>
<td>Mr Brogan</td>
</tr>
<tr>
<td>Dept./Activity</td>
<td>Title</td>
<td>Day(s)</td>
<td>Time</td>
<td>Year Group(s)</td>
<td>Location</td>
<td>Staff</td>
</tr>
<tr>
<td>---------------</td>
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<td>------------</td>
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<td>---------------</td>
<td>----------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Football</td>
<td>Girls Football</td>
<td>Various</td>
<td>3.35-5.00</td>
<td>S1-4</td>
<td>Bent Pitches</td>
<td>Miss Lynch</td>
</tr>
<tr>
<td>Faith and Film Club</td>
<td>Tuesday</td>
<td>Lunchtime</td>
<td>S1-6</td>
<td>A105</td>
<td>Mrs Weir, Mrs Robertson</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept./Activity</th>
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<th>Day(s)</th>
<th>Time</th>
<th>Year Group(s)</th>
<th>Location</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>Graphics Homework / Revision</td>
<td>Monday-Thursday</td>
<td>1.20-1.50pm</td>
<td>S1-6</td>
<td>Technical Department</td>
<td>Mr Phee</td>
</tr>
<tr>
<td></td>
<td>Film Club</td>
<td>Thursday</td>
<td>1.10 – 1.55pm</td>
<td>S1-6</td>
<td>Art Department</td>
<td>Miss Kelly</td>
</tr>
</tbody>
</table>

| A.S.N.        | Basketball                     | Tuesday    | Lunchtime     | S1-6          | Small Gym   | Mr Campbell                |
|               | Film Club                      | Wednesday  | Lunchtime     | S1-6          | A005        | Mrs Love                    |

| Music         | Prep Band                      | Monday     | 3.45-4.45pm   | S1-2          | Rehearsal Room | Mrs MacLeod, Mr Philip     |
|               | Guitar Ensemble                | Monday     | 3.45-4.30pm   | S2-6          | A001        | Mr Adams                    |
|               | Big Band                       | Tuesday    | After School  | S3-6          | Rehearsal Room | Mr Campbell                |
|               | Junior Choir                   | Tuesday    | 3.45 – 4.30pm | S1-2          | A001        | Mrs Anderson                |
|               | Senior Choir                   | Tuesday    | Lunchtime     | S3-6          | Rehearsal Room | Mr Crawford, Mrs McKirdy   |
|               | Senior Vocal Ensemble          | Tuesday    | After School  | S5-6          | Practice Room | Mrs McKirdy                |
|               | Orchestra                      | Wednesday  | After School  | S3-6          | Rehearsal Room | Mrs Chalmers, Mr Walker    |
|               | Flute Ensemble                 | Monday     | Lunchtime     | S3-6          | A001        | Mr Flynn                    |
|               | Male Vocal Ensemble            | Wednesday  | Lunchtime     | S3-6          | A002        | Mrs Hill                    |
|               | Senior Concert Band            | Thursday   | After School  | S3-6          | Rehearsal Room | Mr Michael, Mr Campbell, Mr Philip |

| Social Subjects | Comic, Anime and Manga Club | Monday    | Lunchtime     | S1-6          | A212        | Mrs Faichney, Miss Higgins |
| Social Subjects | Fairtrade Club                | Wednesday | Lunchtime     | S1-6          | A201        | Miss Barton                 |

<p>| Modern Languages | Spanish N5 Supported Study | Thursday | Lunchtime 1.20 - 1.45 | S4/ 5/6        | A203        | Mrs Sinclair              |</p>
<table>
<thead>
<tr>
<th>Dept./Activity</th>
<th>Title</th>
<th>Day(s)</th>
<th>Time</th>
<th>Year Group(s)</th>
<th>Location</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home School Partnership</td>
<td>Family I.C.T.</td>
<td>Tuesday (January to February)</td>
<td>6pm-7pm</td>
<td>S1(Parent and Child)</td>
<td>ICT Department</td>
<td>Mr Casey, Colin Ferris</td>
</tr>
<tr>
<td></td>
<td>Family Join In With English Session</td>
<td>Wednesday (October)</td>
<td>6pm-7pm</td>
<td>S1(Parent and Child)</td>
<td>Language Faculty</td>
<td>Mr Dunsmore, Colin Ferris</td>
</tr>
<tr>
<td></td>
<td>Family Maths Refresher Programme</td>
<td>Monday (February for 3 weeks)</td>
<td>6:30pm-7:30pm</td>
<td>S1(Parent and Child)</td>
<td>Maths Department</td>
<td>Mr Deacon, Colin Ferris</td>
</tr>
<tr>
<td></td>
<td>Buddy Training</td>
<td>Full Day Training</td>
<td>Full Day</td>
<td>S5/6</td>
<td>Library</td>
<td>Colin Ferris &amp; Leigh Thomson, Home-School Partnership</td>
</tr>
<tr>
<td></td>
<td>Family Art Project</td>
<td>Tuesday (May for 3 Weeks)</td>
<td>3.45-5pm</td>
<td>S1</td>
<td>Art Department</td>
<td>Mr Mackenzie , Art Department</td>
</tr>
<tr>
<td></td>
<td>Handling Teenage Behaviour/ Parenting Programmes</td>
<td>Tuesdays (Ongoing rolling programme)</td>
<td>1-2:30pm</td>
<td>S1-6</td>
<td>TBC</td>
<td>Colin Ferris &amp; Leigh Thomson, Home-School Partnership</td>
</tr>
<tr>
<td></td>
<td>Adult Learning Provision</td>
<td>Various</td>
<td>Various</td>
<td></td>
<td>Various</td>
<td>Colin Ferris call 0779509092 4 for more information</td>
</tr>
</tbody>
</table>
## Holiday Dates

### Education Resources
School holiday Dates Session 2016/2017

<table>
<thead>
<tr>
<th>Break</th>
<th>Holiday dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Term</strong></td>
<td></td>
</tr>
<tr>
<td>Teachers return</td>
<td>Thursday 11 August 2016</td>
</tr>
<tr>
<td>Pupils return</td>
<td>Monday 15 August 2016</td>
</tr>
<tr>
<td><strong>September Weekend</strong></td>
<td></td>
</tr>
<tr>
<td>Close</td>
<td>Thursday 22 September 2016</td>
</tr>
<tr>
<td>Re-open</td>
<td>Tuesday 27 September 2016</td>
</tr>
<tr>
<td><strong>October Break</strong></td>
<td></td>
</tr>
<tr>
<td>Close on</td>
<td>Friday 14 October 2016</td>
</tr>
<tr>
<td>Re-open</td>
<td>Monday 24 October 2016</td>
</tr>
<tr>
<td><strong>Christmas</strong></td>
<td></td>
</tr>
<tr>
<td>Close on</td>
<td>Tuesday 22 December 2016</td>
</tr>
<tr>
<td><strong>Second Term</strong></td>
<td></td>
</tr>
<tr>
<td>Re-open</td>
<td>Tuesday 9 January 2017</td>
</tr>
<tr>
<td><strong>February break</strong></td>
<td></td>
</tr>
<tr>
<td>Close on</td>
<td>Friday 10 February 2017</td>
</tr>
<tr>
<td>Re-open</td>
<td>Wednesday 15 February 2017</td>
</tr>
<tr>
<td><strong>Easter Break /</strong></td>
<td></td>
</tr>
<tr>
<td>Close on</td>
<td>Friday 31 March 2017</td>
</tr>
<tr>
<td><strong>Spring Break</strong></td>
<td>Re-open</td>
</tr>
<tr>
<td></td>
<td>Tuesday 18 April 2017</td>
</tr>
<tr>
<td><strong>Third Term</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Local Holiday</strong></td>
<td>Closed</td>
</tr>
<tr>
<td></td>
<td>Monday 1 May 2017</td>
</tr>
<tr>
<td><strong>Local Holiday</strong></td>
<td>Close on</td>
</tr>
<tr>
<td></td>
<td>Re-open on</td>
</tr>
<tr>
<td></td>
<td>Thursday 25 May 2017</td>
</tr>
<tr>
<td></td>
<td>Tuesday 30 May 2017</td>
</tr>
<tr>
<td><strong>Summer break</strong></td>
<td>Close on</td>
</tr>
<tr>
<td></td>
<td>Tuesday 27 June 2017</td>
</tr>
<tr>
<td><strong>Proposed in-service days</strong></td>
<td>* Proposed date for teachers return (subject to consultation)</td>
</tr>
</tbody>
</table>

### Notes

- Good Friday falls on Friday, 14 April 2017
- Lanark schools will close 8 and 9 June 2017
- Schools will close at 2.30pm on the last day of terms 1 and 2 (Thursday 22 December 2016 and Friday 31 March 2017)
- Schools will close at 1pm on the last day of term 3 (Tuesday 27 June 2017)
  *Two in-service days proposed for August 2017 to be confirmed.*
# School Holiday Dates Session 2017/2018

<table>
<thead>
<tr>
<th>Break</th>
<th>Holiday dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Term</strong></td>
<td></td>
</tr>
<tr>
<td>Teachers return</td>
<td>Tuesday 15 August 2017</td>
</tr>
<tr>
<td>Pupils return</td>
<td>Thursday 17 August 2017</td>
</tr>
<tr>
<td><strong>September Weekend</strong></td>
<td>Close on Thursday 21 September 2017</td>
</tr>
<tr>
<td>Re-open</td>
<td>Tuesday 26 September 2017</td>
</tr>
<tr>
<td><strong>October Break</strong></td>
<td>Close on Friday 13 October 2017</td>
</tr>
<tr>
<td>Re-open</td>
<td>Monday 23 October 2017</td>
</tr>
<tr>
<td><strong>Christmas</strong></td>
<td>Close on Friday 22 December 2017</td>
</tr>
<tr>
<td><strong>Second Term</strong></td>
<td>Re-open Monday 8 January 2018</td>
</tr>
<tr>
<td><strong>February break</strong></td>
<td>Close on Friday 9 February 2018</td>
</tr>
<tr>
<td>Re-open</td>
<td>Wednesday 14 February 2018</td>
</tr>
<tr>
<td><strong>Spring break/Easter</strong></td>
<td>Close on Thursday 29 March 2018</td>
</tr>
<tr>
<td>Re-open</td>
<td>Monday 16 April 2018</td>
</tr>
<tr>
<td><strong>Third Term</strong></td>
<td>Closed Monday 1 May 2018</td>
</tr>
<tr>
<td><strong>Local Holiday</strong></td>
<td>Closed on Thursday 24 May 2018</td>
</tr>
<tr>
<td><strong>Summer break</strong></td>
<td>Close on Thursday 28 June 2018</td>
</tr>
<tr>
<td>Proposed in-service days</td>
<td><em>Proposed date for teachers return (subject to consultation)</em></td>
</tr>
</tbody>
</table>

**Notes**
- Good Friday falls on Friday, 30 March 2018
- *Lanark schools will close 7 and 8 June 2018*
- Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 22 December 2017 and Thursday, 29 March 2018)
- Schools will close at 1pm on the last day of term 3 (Thursday 28 June 2018)

*Two in-service days proposed for August 2017 to be confirmed.*
Enrolment – how to register your child for school

Any parent offered or seeking a place in school for his/her child should arrange to visit the school and make an appointment with the appropriate Senior Member of Staff listed below.

(Appointments may be made by telephone).

- Mrs A Goring (S1)
- Ms D Cassidy (S2)
- Mr J MacKay (S3)
- Mrs J Haldane / Mr G Dunsmore (S4)
- Mr B Heeps (S5 and S6)

Transport

South Lanarkshire Council has a policy of providing school transport to Secondary pupils who reside more than 2 miles from their catchment school by the recognised shortest safest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Resources, Hamilton, telephone 0303 123 1023 or web www.southlanarkshire.gov.uk. These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources. Pupils who have been assigned a place in the CSU or ASN Department and who live outwith the school’s catchment area will have transport arranged by Inclusion Services in the Education Department.

A paid privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. For more information on school transport contact Education Resources: telephone 0303 123 1023.

Pick-up points

Where school transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority’s distance limit for school transport.

It should be noted that it is the parent’s responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request. Where there is a request to place a child under school age in a school within the local catchment area they may receive transport in line with the Council’s transport policy.
Insurance for schools – pupils’ personal effects
South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils’ clothing or personal effects. Parents are asked to note the Council’s position in terms of insurance for pupils’ personal effects:

(i) Theft/loss of personal effects
The Council is not liable for the loss or theft of pupils’ clothing or personal effects and any items are therefore brought into the school at the pupil/parents’ own risk.

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

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents’ own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

(ii) Damage to clothing
The Council is only liable for damage caused to pupils’ clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council’s insurers.

Family holidays during term time
Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school.

Family holidays should be avoided during term time as this both disrupts the child’s education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

In our approach to raising attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school. The school holiday dates and in-service dates are available from the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)
Promoting positive behaviour
It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

In addition, a guideline (Management of Challenging Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

Hamilton Grammar has guidelines on our behaviour policies that are available from the school office on request.

Child Protection
All staff in educational establishments in South Lanarkshire Council are required to attend training annually and follow the advice and guidance contained within the Education Operating Procedures.

The shared vision for Lanarkshire’s children is: “all children and young people in Lanarkshire have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected.” All agencies will work together in a collaborative way to promote the safety and wellbeing of children and young people in Lanarkshire.

The Chief Officers and Child Protection Committees of North and South Lanarkshire Council’s are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

The Council has a duty in law to report suspicions that a child has been abused or is at risk of harm, in terms of the Children (Scotland) Act 1995. Therefore, Council staff have a professional and contractual obligation to report concerns to the head of establishment or the child protection coordinator immediately.

Education Resources staff and visitors from other agencies and services are required to follow these Child Protection Procedures to protect and support children and to fulfil their professional obligations to report all allegations or suspicions of child abuse.

For more information, or if you have a concern of a child protection nature, please contact the head of the educational establishment which your child attends.

Keeping safe on-line
The Council has produced an information leaflet – ‘stay safe’ for parents/carers on how to help ensure their child is safe when using the internet and mobile devices.
Copies are available from the school or the web: www.southlanarkshire.gov.uk
Information on emergencies
We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by telephone, text, where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council’s website www.southlanarkshire.gov.uk will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.

If for any reason, you are unsure if the school is open, please contact the school or Education Resources, Operations Service, Almada Street, Hamilton. (Telephone 0303 123 1023) or email us at: education@southlanarkshire.gov.uk or visit the website www.southlanarkshire.gov.uk

Your commitments
We ask that you:

- support and encourage your child’s learning
- respect and adhere to the schools policies and guidance
- let the school know if you change your mobile/telephone number and/or address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward it’s commitment to care for and educate your child.

Data Protection Act 1998
Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the Data Protection Act 1998 with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its schools. For more information please contact the school.