<table>
<thead>
<tr>
<th><strong>Handbook Contents</strong></th>
<th><strong>Page</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction by the Head Teacher</td>
<td>2</td>
</tr>
<tr>
<td>2. About Our School</td>
<td>3</td>
</tr>
<tr>
<td>• Calderside Staff</td>
<td>4</td>
</tr>
<tr>
<td>• Calderside Learning Community</td>
<td>7</td>
</tr>
<tr>
<td>• Learning Community Schools</td>
<td>8</td>
</tr>
<tr>
<td>• The school Day</td>
<td>9</td>
</tr>
<tr>
<td>• Information on Emergencies</td>
<td>9</td>
</tr>
<tr>
<td>• The School Year</td>
<td>10</td>
</tr>
<tr>
<td>• Attendance at School</td>
<td>11</td>
</tr>
<tr>
<td>• Our Commitment to Improve</td>
<td>12</td>
</tr>
<tr>
<td>3. Parental Involvement</td>
<td>13</td>
</tr>
<tr>
<td>4. School Ethos</td>
<td>13</td>
</tr>
<tr>
<td>• Promoting Positive Behaviour</td>
<td>15</td>
</tr>
<tr>
<td>5. The Curriculum</td>
<td>15</td>
</tr>
<tr>
<td>• Religious Observance</td>
<td>18</td>
</tr>
<tr>
<td>6. Assessment and Tracking Progress</td>
<td>18</td>
</tr>
<tr>
<td>7. Reporting</td>
<td>19</td>
</tr>
<tr>
<td>8. Transitions</td>
<td>19</td>
</tr>
<tr>
<td>9. Support for Pupils</td>
<td>20</td>
</tr>
<tr>
<td>• Pupils with additional Support Needs</td>
<td>21</td>
</tr>
<tr>
<td>• Deaf Education Department</td>
<td>22</td>
</tr>
<tr>
<td>• Additional Support Needs Department (ASN)</td>
<td>22</td>
</tr>
<tr>
<td>• Support for Learning Department (SfL)</td>
<td>23</td>
</tr>
<tr>
<td>10. School Improvement</td>
<td>24</td>
</tr>
<tr>
<td>• Child Protection</td>
<td>25</td>
</tr>
<tr>
<td>• Information on Change of School</td>
<td>25</td>
</tr>
<tr>
<td>• Mobile Phones</td>
<td>26</td>
</tr>
<tr>
<td>• Computer and Internet Use</td>
<td>27</td>
</tr>
<tr>
<td>• Pupil Illness or Family Emergencies</td>
<td>27</td>
</tr>
<tr>
<td>• Towards a Cleaner/Safer School</td>
<td>28</td>
</tr>
<tr>
<td>• Campus Police Officer</td>
<td>28</td>
</tr>
<tr>
<td>• Dress Code in Calderside Academy</td>
<td>28</td>
</tr>
<tr>
<td>• Physical Education Dress Code</td>
<td>30</td>
</tr>
<tr>
<td>• Insurance</td>
<td>30</td>
</tr>
<tr>
<td>• Homework</td>
<td>31</td>
</tr>
<tr>
<td>• Free School Meals</td>
<td>32</td>
</tr>
<tr>
<td>• Clothing Grant</td>
<td>32</td>
</tr>
<tr>
<td>• Allergies</td>
<td>33</td>
</tr>
<tr>
<td>• Medical, Health Care and General Information</td>
<td>33</td>
</tr>
<tr>
<td>• School Transport</td>
<td>34</td>
</tr>
<tr>
<td>• Education Maintenance Allowance</td>
<td>35</td>
</tr>
<tr>
<td>• Car Parking for Staff and Parents</td>
<td>36</td>
</tr>
<tr>
<td>• Family Holidays in Term Time</td>
<td>36</td>
</tr>
<tr>
<td>• Extra-Curricular Activities</td>
<td>36</td>
</tr>
<tr>
<td>• Parent Commitment</td>
<td>38</td>
</tr>
<tr>
<td>• Important Contact Details</td>
<td>38</td>
</tr>
</tbody>
</table>
Section 1. Introduction by the Head Teacher, Mr S Dodds

Welcome to Calderside Academy!

I am delighted to welcome you and your child to Calderside Academy in this challenging and exciting time for education.

The aspirations and values of our school are:

- To provide an inclusive and enterprising curriculum which gives breadth, balance, depth, personalisation, choice and quality experiences to all of our pupils.

- To maximise the attainment and achievement of all of our pupils in preparation for responsible citizenship in the wider world.

- To provide quality teaching and learning experiences to maximise the learning capacity of all of our pupils through responding to their learning needs, and giving them opportunities to share responsibility for their own learning and thus become skilled and confident learners.

- To promote and maintain a positive school ethos in which all staff, pupils and parents work together to maximise the quality of education for our pupils and the enjoyment they derive from this experience whilst ensuring fairness and mutual respect.

- To provide quality support systems for the care and welfare of all of our pupils and staff through:
  - effective and caring support for all pupils
  - utilisation of our Promoting Positive Behaviour Support strategies
  - focused and sensitive Support for Learning provision within all areas and subjects across the school
  - effective staff welfare and support.

- To make efficient and effective use of all resources available to us to ensure maximum impact on the learning and teaching within the school.

- To work together to manage our school effectively, sensitively, professionally and with insight.

We are looking forward to working with you in partnership to ensure that you and your child’s experience of secondary education is challenging, successful and enjoyable. Our school motto is ‘Take Pride in Calderside’. We hope that you will also be proud to be an integral part of our school community.

Calderside Academy is one of 17 secondary schools throughout South Lanarkshire Council which is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, 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.

It is hoped that with your support and the support of other parents that the school can work together in creating an environment where children can be successful learners, confident individuals, effective contributors and responsible citizens.
Section 2. About Our School

South Lanarkshire Council’s investment in improving school buildings resulted in the opening of our new school, Calderside Academy, in August 2007. Wide ranging consultations and negotiations took place in relation to the planning and development of this new school. Built to accommodate approximately 1400 pupils, the new school has modern facilities to cater for all levels of need. The school was officially opened on 18 November 2009 by Fiona Hyslop, MSP, the former Cabinet Secretary for Education and Life Long Learning.

Calderside Academy caters for pupils aged 11-18 in six yearly stages. The School is non-denominational and co-educational. It includes a Deaf Education Department and an Additional Support Needs Department.

**School Details:**
Calderside Academy  
Calder Street  
Blantyre G72 0AX  
Telephone – 01698 717180  
Fax – 01698 717181  
Website: [www.calderside.s-lanark.sch.uk](http://www.calderside.s-lanark.sch.uk)  
e-mail: office@calderside.s-lanark.sch.uk

**Current School Roll:**
- First Year 248  
- Second Year 211  
- Third Year 222  
- Fourth Year 236  
- Fifth Year 216  
- Sixth Year 124  
- TOTAL 1257 pupils
Senior Management Team

Head Teacher:
John Skayne Dodds

Depute Head Teachers:
Janice McVean (S1)
Pauline Campbell (S2)
Blair Reid (S3)
Scott Gilkison (S4)
Diane Osprey (S5 & S6)
Angela Lockhart (ASN)
Faculties and Departments

Principal Teachers (Pupil Support): Karen Benn, Elspeth Davidson, Scott Gow, Robert Louden, Alasdair Wilson, David Murray, Fiona McTaggart (0.4) and Claire Bisset (0.6)

Principal Teacher Pupil Support - Additional Support Needs: May Smith

Creative & Aesthetic Subjects - Head of Faculty: Mr J Stubbs
Staff: Mr M Coleman, Miss H Budge, Miss M Gerrie, Miss K Manzor, Mrs M McLaughlin, Mr J McCulloch, Mrs H Batchelor, Mr M Jarvis and Mr J Smyth.

Design - Head of Faculty: Mr A Gilmour
Staff: Mrs A Dunsmore (0.6), Ms M Findlay (0.6), Miss F Smith, Mr C Wood (0.4), Mrs F Clarke

English & Communication - Head of Faculty: Mr D Montgomery
Staff: Mrs M McLaren, Mrs S Macintosh (0.8), Miss P Mulgrew, Mrs J Wigfield, Mrs G Reid, Mr C McSwegan and Mrs L Scott.

Humanities - Head of Faculty: Mr R Bell
Staff: Mr J Kennedy, Miss F Stevenson (0.8), Mrs C Chaddock, Mr A Thompson, Mrs L Lindsay, Mrs P Allison, Miss R Gallagher and Miss A Shabir.

Information Technology Subjects – Head of Faculty: Mrs I Mullen
Staff: Mrs B Paterson (0.6), Miss S Kilgariff, Mrs L Morgan, Miss N Morrison, Mrs C Stewart (0.6), Mr L McCaffrey and Mr G Jones.

Languages - Head of Faculty: Mrs A McCue
Staff: Miss A Cunningham, Ms S MacGregor and Mrs A Cunningham.

Mathematics & Numeracy - Head of Faculty: Mrs D Graham
Staff: Mr L Crossan, Miss M Stirling, Miss J Beattie, Mrs L Callan (0.2) and Mr J Bell.

Physical Education & Health - Head of Faculty: Mrs P Gillespie
Staff: Mrs K Erskine, Mrs G Russell, Mr N Richardson and Miss A MacDonald.

Sciences - Head of Faculty: Miss P McCaig
Staff: Mr L Charnley, Mrs K Devenport, Mrs J Dickens, Mrs J Randall, Ms L Painter, Mrs V Pearson, Mrs S Kennedy, Mrs G Staunton (0.6), Miss K Wilson, Mr R Lambert, Miss J Bremner.
**Additional Support Needs**

PT: Mrs M Smith  
Staff: Mrs C McNaughton (0.6), Mr J Mullen (0.6), Mrs W Taylor (0.8), Mrs M Fehilly (0.6), Mrs A Warnock (0.6) and Mrs K Thain (0.4).

ASN Support Staff: Mrs B Creechan, Mrs S Conway, Mrs A Bootland, Mrs S Greenan, Mrs M McCulloch and Mrs A M Tully.

**Deaf Education - Head of Department: Miss S Gordon**

Staff: Mrs E Quinn, Mrs A Ross, Mrs MF Dolan, Mrs L Hay and Mrs E Barlow.

**Support for Learning - Head of Department: Mrs K Steele**

Staff: Mrs A Gallagher and Mrs L Jackson  
Classroom Support: Mr S Fraser and Mrs P Law.

**Librarian** None at present

**Home School Partnership** Mr R Milligan

**Active Breaks** Ms M McInally

**Campus Police Officer** PC Lorna Jack

**Learning Community Staff** Mrs H Tiffney (Co-ordinator) and Mrs C Donnachie (CTO)

**Support Services** Mrs M Brown (0.4), Mrs L Griffiths, Mrs C Inglis, Mrs M Lees (0.8), Mrs C Milligan (0.6), Mrs E Skelton (0.8), Mrs S Bennett, Mrs C Stark

**Technicians** Mr I Liddell (Team Leader), Mr B Beveridge (0.6) Science Technician Mrs C Tennant Science Technician, Mr G Tennant AV Technician

**Kitchen** Mrs M Currie (Cook in Charge)

**Janitors** Mrs B Uzodenma

**Facilities SLC** Mr S McGuiness

**School Psychologist** Mrs D Carrigan

**Cover Staff**  
Mr C Stephenson - Business Education  
Miss L Croan - Languages  
Mrs M Toal - Humanities  
Mrs D Clelland (0.5) - PE

**Parent Council Chair** Mr R MacLean (office@calderside.s-lanark.sch.uk)
Calderside Learning Community

A Learning Community is made up of local education establishments including a secondary school, the associated local primary schools, early years establishments, early years partners and schools and bases which provide specialist additional learning services.

The Learning Community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and are delivered as effectively as possible.

All the establishments and services in a Learning Community share priorities for improvement and are involved in the deployment of additional support to meet the needs of the child and family.

Each Learning Community is managed by a Head of Education. At Calderside Learning Community the Head of Education is Stewart Nicolson. He works closely with all of the Head Teachers from the full range of educational sectors which have associations with the Learning Community. He will oversee the strategic and operational plans for Calderside Academy.

The Learning Community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and are delivered as effectively as possible. All the establishments and services in a Learning Community share priorities for improvement and are involved in the deployment of additional support to meet the needs of the child and family.

In South Lanarkshire, all services to children, including schools, work together. Our aim is to make a positive difference for children by integrating our children’s services. We do this through the Integrated Children’s Services Plan, which can be seen at www.southlanarkshire.gov.uk, in the publications section. Working together also helps us to share resources and develop new initiatives for children and families.

As part of our extended learning team, we will share staff with other schools in the Learning Community, operating under the banner of Integrated Children’s Services. Included in this team are Joanne Faulkner (Senior Manager, Pupil Support), Lorraine Blair (Skills Development Scotland), Rob Milligan (Home-School Partnership Officer) and Active Breaks worker, Maureen McInally.

Home School Partnership
Our Home School Partnership worker is Rob Milligan who can be found in his office on the ground floor in Wing A. Rob continues to be engaged in a number of projects designed to promote effective links with young people, their parents/carers and the school.

Active Breaks
Maureen McInally is our Active Breaks workers and she is in school from 10am until 2pm every day. Maureen provides a valuable means of support to a number of young people within Calderside Academy. Pupils benefit in many ways and an improvement in their self-esteem is supported through participation in the Youth Achievement Programme in particular. Maureen engages with small groups of pupils and works one-to-one where appropriate. She also offers a range of lunchtime activities including board games, music appreciation and craft activities. Maureen is based on the ground floor in Wing A across from the Pupil Support Base.

Parent Council
Calderside Academy has a Parent Council which works in partnership with staff and pupils to achieve the very best standards for our pupils.
## Learning Community Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>Phone Number</th>
<th>Head Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auchinraith Primary</td>
<td>Victoria Street, Blantyre</td>
<td>01698 823286</td>
<td>Mrs J McCulloch</td>
</tr>
<tr>
<td>Calderside Nursery Centre</td>
<td>Boswell Drive, Blantyre</td>
<td>01698 829188</td>
<td>Ms K McMahon</td>
</tr>
<tr>
<td>David Livingstone Memorial PS</td>
<td>Glasgow Road, Blantyre</td>
<td>01698 823680</td>
<td>Mrs L Callender</td>
</tr>
<tr>
<td>Glenlee Primary School</td>
<td>Anderson Street, Burnbank, Hamilton</td>
<td>01698 823343</td>
<td>Mrs A Duff</td>
</tr>
<tr>
<td>Hamilton School for the Deaf</td>
<td>Anderson Street, Burnbank, Hamilton</td>
<td>01698 823377</td>
<td>Eileen Burns</td>
</tr>
<tr>
<td>High Blantyre PS</td>
<td>Broompark Road, High Blantyre</td>
<td>01698 827670</td>
<td>K Helsby</td>
</tr>
<tr>
<td>Neilsland Primary School</td>
<td>Highstonehall Road, Hamilton</td>
<td>01698 286405</td>
<td>Mrs S McLean</td>
</tr>
<tr>
<td>Townhill Primary School</td>
<td>Melfort Road, Hamilton</td>
<td>01698 284776</td>
<td>J McGowan</td>
</tr>
<tr>
<td>Udston Primary School</td>
<td>Thornhill Road, Hillhouse Hamilton</td>
<td>01698 823677</td>
<td>Mrs E Henry</td>
</tr>
<tr>
<td>Woodhead Primary School</td>
<td>Woodhead Crescent, Hamilton</td>
<td>01698 457669</td>
<td>tbc</td>
</tr>
</tbody>
</table>
The School Day

Calderside Academy operates a 33 period week structure as shown below:

<table>
<thead>
<tr>
<th>Period</th>
<th>Monday / Tuesday</th>
<th>Wednesday / Thursday / Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reg</td>
<td>08.50 – 09.00</td>
<td>08.50 – 09.00</td>
</tr>
<tr>
<td>1</td>
<td>09.00 – 09.50</td>
<td>09.00 – 09.50</td>
</tr>
<tr>
<td>2</td>
<td>09.50 – 10.40</td>
<td>09.50 – 10.40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interval</td>
</tr>
<tr>
<td>3</td>
<td>10.55 – 11.45</td>
<td>10.55 – 11.45</td>
</tr>
<tr>
<td>4</td>
<td>11.45 – 12.35</td>
<td>11.45 – 12.35</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td>12.35 – 1.20</td>
</tr>
<tr>
<td>5</td>
<td>1.20 – 2.10</td>
<td>1.20 – 2.10</td>
</tr>
<tr>
<td>6</td>
<td>2.10 – 3.00</td>
<td>2.10 – 3.00</td>
</tr>
<tr>
<td>7</td>
<td>3.00 – 3.50</td>
<td></td>
</tr>
</tbody>
</table>

The school closes at 3.50 pm Monday and Tuesday and 3.00 pm Wednesday, Thursday and Friday, although there may be Study Support and/or extra-curricular activities in operation after hours for participating pupils. Parents will be informed of these, as details become available.

Information on Emergencies

We make every effort to ensure the school is open, but on some occasions circumstances arise which can result in unforeseen closures. Schools may be affected by, for example, severe weather or power failures or through any other circumstances that may impact on the school day. In such cases we will do all we can to let you know if this happens. We will keep in touch by letter, web news, Twitter and announcements on local radio and through the Council’s website (www.southlanarkshire.gov.uk) particularly if there are prolonged periods of severe weather. If we can, we will use text messaging and e-mail when appropriate.

Please ensure that you notify the school of any change to your mobile/home telephone number or address to ensure we can contact you.

If you are unsure for any reason if the school is open, please contact the school or Education Resources, Operations Service (Communications and Information), Almada Street, Hamilton, telephone 01698 454545 or visit the council website www.southlanarkshire.gov.uk or email education@southlanarkshire.gov.uk.
# The School Year and Holiday Dates

A calendar is issued to parents in August and updated throughout the year through Parent Newsletters and the School's App. Below is a list of the School Holiday Arrangements for 2018/2019, including Staff Development Days.

<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 Inset 1</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Teachers Inset 2</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Pupils return</td>
<td>Thursday</td>
</tr>
<tr>
<td>September Weekend</td>
<td>Close</td>
</tr>
<tr>
<td>Re-open</td>
<td>Tuesday</td>
</tr>
<tr>
<td>October Break</td>
<td>Close on</td>
</tr>
<tr>
<td></td>
<td>Re-open</td>
</tr>
<tr>
<td>Teachers Inset 3</td>
<td>Monday</td>
</tr>
<tr>
<td>Christmas</td>
<td>Close on</td>
</tr>
<tr>
<td><strong>Second Term</strong></td>
<td></td>
</tr>
<tr>
<td>Re-open</td>
<td>Monday</td>
</tr>
<tr>
<td>February break</td>
<td>Close on</td>
</tr>
<tr>
<td></td>
<td>Re-open</td>
</tr>
<tr>
<td>Teachers Inset 4</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Spring break/Easter</td>
<td>Close on</td>
</tr>
<tr>
<td></td>
<td>Re-open</td>
</tr>
<tr>
<td></td>
<td>Close on</td>
</tr>
<tr>
<td></td>
<td>Re-open</td>
</tr>
<tr>
<td><strong>Third Term</strong></td>
<td></td>
</tr>
<tr>
<td>Local Holiday</td>
<td>Closed</td>
</tr>
<tr>
<td>Teachers Inset 5</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Local Holiday</td>
<td>Close on</td>
</tr>
<tr>
<td></td>
<td>Re-open on</td>
</tr>
<tr>
<td>Summer break</td>
<td>Close on</td>
</tr>
</tbody>
</table>

**Notes**

- Good Friday falls on Friday, 19 April 2019
- Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 21 December 2018 and Friday, 29 March 2019)
- Schools will close at 1pm on the last day of term 3 (Friday 28 June 2019)
  *Two in-service days proposed for Aug 2019 to be confirmed.*
Attendance at School

It is important for the school to work with parents/carers 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/carers should follow these guidelines:

- 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. Please also give your child a note on his/her return to school, telling of the reason for absence.

- 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 appropriate Depute 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.
Our Commitment to Improvement

Your views matter to us and will help us to ensure that we offer a constantly improving level of service provision for our young people and for our community. We welcome your opinions and would ask you to share them with us regularly. You may receive questionnaires at parents’ evening or be asked to complete an online survey and we endeavour to address any concerns or issues through our improvement plans.

Here are the steps if you wish to make a comment, compliment or complaint:

**STEP 1** - Informally contacting us
- in person through our appointment or drop-in system
- by email
- by telephoning

If you wish to let us know anything but do not initially need to come in to school please use the email or telephone contacts on the school website for the appropriate senior manager or the pupil support tabs for a Pupil Support Manager.
Alternatively, you may contact the school office on 01698717180 and a member of the office staff will be able to put you in touch with the most appropriate person.
You may also contact us in writing.

We are committed to responding to contacts within a 3 day period at the outset. Step 1 would normally be used for the majority of comments, compliments or complaints.

**STEP 2** - Formally contacting the Head Teacher
A formal complaints’ form is available on our website and should be used when you feel that the matter is of a very serious nature or where you feel a matter has not been resolved to your satisfaction.

**STEP 3** - Formal contact to South Lanarkshire Council through the customer services centre by telephone 0303 123 1015 or by emailing customer.services@southlanarkshire.gov.uk
Section 3: Parent 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](http://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 spend only 15% of their time in school! Research shows that when parents are involved in their child’s learning, the child does 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](http://www.parentzonescotland.gov.uk)

Section 4: School Ethos - Rights Respecting School

Calderside Academy is a Level 1 Rights Respecting School (RRS). This is an initiative led by the United Nation Convention for the Rights of the Child.

Our Vision Statement (see below) focuses on the key themes of Respect, Responsibility, Reliability and Resilience, and these are encapsulated in our RRS logo (left). Having achieved our United Nations Rights Respecting School status, we continue to strive to make Calderside Academy a learning environment where tolerance, care, respect and teamwork are at the heart of everything that we do.
Pupils participate in a number of charity days organised by senior pupils as part of their leadership development programme.
Promoting Positive Behaviour

It is the responsibility of senior staff within the school to ensure that staff, Parent Council members, parents/carers 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 happen 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/carers, can work together to create a learning environment, which young people can enjoy and where they feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be investigated fully. Together we can work towards creating a safer school for children and staff. In addition, an authority guideline (Promoting Positive Relationships and Behaviour) has been produced to support all teaching and support staff and to 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 and 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 have been developed for this purpose.

As part of our policy of promoting positive behaviour, all of our Pupil Support staff will work alongside our Senior Management Team to coordinate and develop our extended classroom support.

Departments throughout the school may bid for additional staff to support selected classes, where an improvement in the approach to learning of some pupils is needed for the benefit of all the pupils in the class. This may be done by having a second teacher in the room, working with a small group or with individuals to provide a greater focus on the work being completed. Alternatively, pupils could be extracted on a short-term basis to develop their working skills.

Section 5: The Curriculum

Curriculum for Excellence is the name given to the new 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 will need if they are to flourish in life, learning and work, both 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, whether in the family, community, pre-school centre, nursery or 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.gsi.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 Level</td>
<td>The pre-school years and Primary 1 or later for some.</td>
</tr>
<tr>
<td>First Level</td>
<td>To the end of Primary 4, but earlier or later for some.</td>
</tr>
<tr>
<td>Second Level</td>
<td>To the end of Primary 7, but earlier or later for some.</td>
</tr>
<tr>
<td>Third &amp; Fourth Level</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>
</tbody>
</table>

Ultimately, Curriculum for Excellence aims to improve our children’s life chances and to nurture successful learners, confident individuals, effective contributors and responsible citizens by building on Scotland’s reputation for providing a broad-based education.

At Calderside Academy pupils will experience a broad general education from S1-S3. This broad general education covers the curricular areas shown below in S1/2:

<table>
<thead>
<tr>
<th>Curricular Area</th>
<th>Subject Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>English</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Maths</td>
</tr>
<tr>
<td>Languages</td>
<td>French, German &amp; Spanish</td>
</tr>
<tr>
<td>Social Subjects</td>
<td>History, Geography &amp; Modern Studies</td>
</tr>
<tr>
<td>Technologies</td>
<td>Technical, ICT &amp; HE</td>
</tr>
<tr>
<td>Expressive Arts</td>
<td>Art, Drama &amp; Music</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Religious &amp; Moral Education</td>
<td>RE</td>
</tr>
<tr>
<td>Health &amp; Wellbeing</td>
<td>PE &amp; PSE</td>
</tr>
</tbody>
</table>
**Personalisation and Choice in S3**

In S3 we aim to give our pupils the opportunity to specialise in a number of subjects of their choice. This will provide pupils with the opportunity to study these subjects in greater depth and to a more challenging level, as well as enabling them to develop the skills essential for success in the senior phase in life-long learning.

To do this our pupils will choose at least:
- 1 Language
- 1 Social Subject
- 1 Science
- 1 Subject from Technologies
- 1 Subject from Expressive arts
- 1 Free choice

Everyone will continue with English, Mathematics and PE. Pupils will also have a period of RE and 2 periods of PSE.

The process for completion of the forms will normally take place in February of S2.

**The Senior Phase – S4 and beyond**

At Calderside Academy it is our aim to offer 7 Subjects at National level in Fourth year. There may also be opportunities to engage in some aspects of our flexible curriculum approach. Our aim is to provide a Senior Phase structure that offers a wide range of subjects and levels that will prepare our pupils for their future beyond school.
Spiritual, Social, Moral and Cultural Values (religious observance)

School policy is that for each pupil in years S1, S2, S3 and S4, one period per week is devoted to Religious and Moral Education (this is subject to specialist staffing resources), and in addition, for each year group, there are regular "Time for Reflection" assemblies at which there is an element of Religious, Moral and Social Education.

The School Chaplains conduct services at Christmas and Easter in our “Street” area and take a number of the additional assemblies throughout the year for all year groups.

Parents/carers may request that their child be excused from school in order to celebrate recognised religious events. Advance notice should be provided to the school of periods of absence for such purposes. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

Section 6: Assessment and Tracking Progress

Assessment is a word which is much misunderstood. It is usually associated with ‘examinations’ and ‘marks’. It is much more than that, and there are many types of assessment. In Calderside Academy we use assessment in different ways and for different purposes.

In S1, S2 and S3, we are concerned with finding out what pupils can do and are capable of. Our syllabuses have been structured to that end and continuous assessment is largely built into day-by-day teaching to help the pupils to learn. Thus there is no need to hold regular large examinations. Continuous assessment tells us, and the pupils, much more effectively than formal examinations how well they are developing. Assessments will only be used by teachers as an additional source of evidence to confirm the teacher’s conclusions about a pupil’s progress already drawn from the ongoing assessment carried out in the class. It is also essential to stress that each child will only be tested when, in the professional opinion of the class teacher, that child is ready for the test - that is when the child has in class consistently produced work of the standard required in the test.

Parents whose child has additional support needs will be allowed to decide whether the child should be tested or not. Various forms of support for assessments can also be provided if appropriate e.g. scribe.

In Late S3 pupils will sit Scottish National Standardised Assessments (SNSA) in Literacy and Numeracy. These are 1 hour long online assessments provided by the Scottish Government to allow additional information on the progress of the young person to be assessed. The results data will assist school staff in determining levels of progress for the individuals.

Also in late S3 (Feb/March) and S4, pupils are following SQA courses and are assessed through formal examinations reflecting the actual SQA examination structure. Assessment for pupils in S5/S6 conforms to SQA requirements.

1) Each unit has a formal SQA assessment at the end which must be passed if the course award is to be achieved. This is set internally.

2) For most courses there is an external examination at the end of the course to determine the final grade.

In addition, subjects use assessment throughout the course so that students can develop an understanding of their progress, and take responsibility for making necessary improvements in standard.
We will provide parents with tracking reports at specific times in order that you can see how your child is progressing. In addition, there will be parents’ meetings which offer you the opportunity to discuss your child’s progress.

Schools, in consultation with pupils/parents, normally decide on presentation for examinations. However, in the final analysis, the school will accede to the wishes of the parents. Records of assessments made are kept in some detail within departments. These records also permit teachers to make comments on particular strengths or weaknesses of pupils.

Section 7: Reporting

We will commit to engaging with parents on a regular basis whether through formal reporting procedures, providing updates on school matters in our newsletter, or by taking advantage of many opportunities throughout the school session to discuss your child’s progress with you.

We will provide parents with tracking reports at specific times in order that you can see how your child is progressing. In addition, there will be parents’ meetings which offer you the opportunity to discuss your child’s progress.

Our pupil reports will help you to get to know more about the curriculum which your child follows and will describe your child’s strengths, achievements and areas for development in order that you will be aware of 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.

Section 8: 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 for their child to attend secondary school.

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

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, 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 local school until the Council has 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.

Parents of children who have success in placing their child at the school should contact the relevant depute and arrange a meeting. Please also note that if an application for a placing request is successful, school transport is not provided.

If you move out-with your catchment primary school a ‘request to remain form’ must be completed. If you move out-with 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 03031231023.
Section 9: Support for Pupils

Getting it right for every child (GIRFEC) is a commitment to ensure that your child has the best possible start in life and to improve outcomes 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 who the named person for your child is. In Calderside this will normally be their Principal Teacher of Pupil Support. 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 is available at:

www.girfecinlanarkshire.co.uk and www.scotland.gov.uk/gettingitright

GIRFEC is pivotal to the practice of our Pupil Support team, which has the following aims:

- to help every pupil to gain maximum benefit from the opportunities available in Calderside Academy for her/his educational, personal and social development;
- to provide a caring, supportive and friendly environment in partnership with parents and pupils;
- to ensure that pupils gain an understanding of their responsibilities, as well as rights, and to help them become responsible citizens.

The Pupil Support structure is allied to a House system, with Inter-House competitions and other activities. Wherever possible, all members of a family are in the same House. Houses Lewis, Mull and Skye each contain approximately 340 pupils from 1st year to 6th year, while Arran contains, approximately 170 pupils. House activities give opportunities for pupils to perform and work together in a variety of situations, giving them experiences and opportunities to develop and practise skills that complement their other school experiences.

Register class letters give the initials of the House to which pupils belong, eg. 4M2. Your main link to the Pupil Support system is through your child’s Pupil Support teacher. By August, your child will know who this is but if you are unsure, the School Office will be pleased to help you.

Pupils who attend the Additional Support Needs Department within the school will also be attached to a specific House, but will register within the Department and will have a dedicated Principal Teacher responsible for all their Pupil Support needs.

The over-riding aim of Pupil Support teachers is to get to know the pupils for whom they are responsible. This includes knowing them personally and knowing their progress, interests, achievements, behaviour record, attitudes to school, how they are developing socially, the pressures they are under and their aspirations. The Pupil Support teacher will be a main source of information about a pupil and at times may be an advocate on her/his behalf. She/he will be the main link between home and school and a main influence in guiding a pupil through school and into an appropriate career or continuing education.

Each register group has a register teacher and normally this is the one member of staff whom any individual pupil will meet every day. These teachers, therefore, have an important ‘first-level’ role in pupil support: monitoring attendance, late-coming, health, appearance etc and can often give ‘early warning’ of potential problems to our Pupil Support staff. Register teachers are also responsible for most routine communication with parents - issue of reports, notices, general information, receipt of absence notes, etc.
You are encouraged to contact the school to discuss any aspects of your child's welfare. Our staff will contact parents whenever this is seen to be helpful. You will always be treated with respect and encouraged to work in partnership with the school for the good of your child.

The importance of good communication between home and school cannot be over-emphasised. On their own, parents or teachers very often see only part of the picture – working together, they see the “whole child”.

We place great value on a partnership of pupil, parent/carer and teacher, with all partners sharing responsibility for getting the most out of the pupil's school years. We openly encourage parents to contact the Pupil Support team with any concern they may have regarding their child’s schooling. Pupil Support staff will work with parents in a solution-focused approach.

Pupil Support staff are the main source of liaison with regard to:

<table>
<thead>
<tr>
<th>Areas of Involvement</th>
<th>Links to other Agencies</th>
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<tbody>
<tr>
<td>Links to Parents</td>
<td>Psychological Services</td>
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<tr>
<td>Care and Welfare</td>
<td>Skills Development Scotland</td>
</tr>
<tr>
<td>Course and career choices</td>
<td>Social Services</td>
</tr>
<tr>
<td>Individual academic progress</td>
<td>Reporter to Children’s Panel</td>
</tr>
<tr>
<td>Personal and social development</td>
<td>Community Police</td>
</tr>
<tr>
<td>Target-setting and planning</td>
<td>Social Work Resources</td>
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<tr>
<td>Attendance</td>
<td>UCAS/Universities</td>
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<tr>
<td>Late-coming</td>
<td>Colleges</td>
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<tr>
<td>Promoting positive behaviour</td>
<td>Training Programmes</td>
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<tr>
<td>Attitudes and values</td>
<td>Health Service</td>
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<tr>
<td>Relationships</td>
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<tr>
<td>Partnership with parents and pupils</td>
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<tr>
<td>Health</td>
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<tr>
<td>Appearance</td>
<td></td>
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<tr>
<td>Self-esteem and aspirations</td>
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**Pupil with Additional Support Needs**

As part of the Calderside Learning Community we will work together to raise achievement and promote inclusion and equality. As a school we are committed to developing our pupils’ potential and to enhancing their skills and learning to enable them to participate in society as effective communicators and responsible citizens. This includes those children who may require additional support to overcome barriers to learning. We are committed to helping all of our pupils achieve whatever they are capable of achieving, irrespective of socio-economic background, gender, race or levels of ability and disability. Within Calderside Academy ‘achievement’ encompasses the development and recognition of a broad range of talents and abilities. We will strive to ensure that we have a fully inclusive curriculum which delivers a model of holistic pupil support and meets the needs of our young people.

As stated in The Additional Support Needs (ASN) Act and its code of practice there are four overlapping factors which may lead to some young people having ASN. These are:

- the learning environment
- family circumstances
- disability or health needs
- social and emotional needs.
All departments within the school will be involved in supporting pupils with additional support needs. Three departments within the school have a key role to play:
- Deaf Education Department
- Additional Support Needs Department
- Support for Learning Department.

These departments will work with others to ensure that all staff have a clear understanding of key terminology and the range of additional support needs experienced by the pupils within our school.

**Deaf Education Department**

All of the staff working in the Department of Deaf Education are qualified Teachers of the Deaf and have undertaken courses in British Sign Language.

Our deaf pupils have attended Hamilton School for the Deaf, the local primary school for deaf children, which shares a campus with Glenlee Primary School.

Deaf pupils join mainstream classes with their hearing peers. In S1 and S2 they follow the timetable for their register classes and practical groups with full-time support from a Teacher of the Deaf. In mainstream classes the Teacher of the Deaf facilitates access to the curriculum for the deaf child using British Sign Language or Sign Supported English, depending on the needs of the child. There are identified times when the deaf pupils have tutorial times with a Teacher of the Deaf in the Deaf Education Base: these tutorials are used to consolidate the ideas, concepts and vocabulary introduced in mainstream classes.

Over many years the Department has forged strong links with the parents and carers of our Deaf pupils. Parents and carers are aware that they are able to contact the department by their preferred mode: telephone, fax, textphone or SMS, to discuss any issues or concerns they have regarding their child. They can also make an appointment to come to the school and meet with staff if they wish. In S3/S4 we work closely with Pupil Support and parents/carers to advise regarding the best subject choices for the pupils’ intended career paths. Staff also liaise with representatives of SDS and other agencies to ensure that our pupils receive full information and advice on the options available to them when they are ready to move on from school.

**Additional Support Needs Department**

This department caters for a small group of pupils who have a range of additional support needs including moderate learning difficulties, specific learning difficulties, visual impairment, communication difficulties, social and emotional difficulties, while some also require support for medical conditions. It is felt that these young people would not cope with a mainstream curriculum.

Pupils access a placement in this department via South Lanarkshire’s Inclusion Services Forums. Classes are a maximum size of ten and pupils within the ASN Department follow an appropriate curriculum chosen or developed specifically for them. First, second and third year pupils follow the CfE Broad general Education, S4 pupils onwards follow a pathway of SQA units, clusters and courses. Some pupils who show strengths in a subject may have the opportunity to be included in a mainstream class and therefore may study at National 4 English. Maths and Personal and Social Education (PSE) are taught by ASN Department staff. All other subjects are delivered in mainstream departments. Support staff often provide additional support in classes.

The DHT of the ASN Department manages all support plans (ASPs and CSPs) and annual multi-agency reviews for all ASN pupils. Pupils and parents will be fully involved in these processes. The DHT will also liaise with other departments re ASN pupils, provide Pupil Profiles and arrange Inset on delivery of an appropriate and inclusive curriculum for ASN pupils.
In common with all Calderside Academy pupils, ASN pupils are provided with high quality pupil support. A dedicated Principal Teacher of Pupil Support heads up the team of people providing pupil support: ASN teaching staff, ASN support staff, SMT, other agencies and mainstream teaching staff. The ASN Department tracks and monitors the progress of all ASN pupils. Reports are given regularly to pupils and parents/carers. Pupils are encouraged to be as independent as possible and only receive additional support when and where they require it. Pupils are encouraged to mix with mainstream peers and to be part of whole school activities within Calderside Academy. Like all Calderside pupils our aim for ASN pupils is that they become successful learners, confident individuals, responsible citizens and effective contributors to society.

Support for Learning Department

The Support for Learning team is made up of three teachers, and Classroom Support Assistants. We also have input from Educational Psychological Services when assessing pupils.

To further support our younger pupils we have a group of S6 Senior Learning Buddies, who along with teaching staff have been trained in “Scotland Reads” paired reading strategies. Working closely with our Home/School Partnership officer we have trained parent tutors and now have twenty such tutors working across the school. We work closely with parents/carers to establish the most effective ways of supporting pupils and would encourage them to liaise with us whenever any barriers to learning arise.

The head of the department works closely with our nine associated primary schools to ensure that identified P7 pupils have a learning profile which is shared with school staff. Any pupils who have specific learning needs will have transition reviews where pupils and parents/carers will be made aware of the strategies which will be available to support those needs. Supporting more able pupils is also an important role as such pupils may be looking for challenges out-with the curriculum.

The progress of those pupils who have been identified as having learning needs is closely monitored with any support plans being reviewed on an annual basis. For those pupils who are moving to training or further education, a Future Needs meeting will be arranged with appropriate agencies.

Enquire – the Scottish advice service for additional support for learning, 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 offers independent, confidential advice and information on additional support for learning.

Telephone Helpline: 0845 123 2303.
Address: Enquire
Children in Scotland
Roseberry House
9 Haymarket Terrace
Edinburgh
EH12 5EZ

Email Enquiry service: info@enquire.org.uk.
Advice and information is 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.
Section 10: School Improvement.

At Calderside Academy we continue to move forward and embrace the National priorities for education. To enable this process to be coherent we produce our annual Whole School Improvement Plan which links directly to the South Lanarkshire Plan. We now plan over a 3 year period and our strategic plan targets for the next three sessions are as follows:

- To continue to raise attainment in all areas. (Year 1-3)
- To creating a clearer and more accurate tracking system which closely monitors the performance of young people from S1 to S6 and allows early interventions to support identified young people. (Year 1)
- To continue the development of approaches to learning and teaching to enhance the learning experience of all pupils. (Year 1-3)
- To fully embed all changes to SQA national courses to ensure our curriculum follows national guidelines. (Year 1-3)
- To implement an updated self-evaluation process, using all HGIOS 4 indicators (Year 1-3)
- To continue work to ensure highest possible number of positive destinations for young people who leave school. (Year 1-3)
- To further develop process of Transition within the Learning Community (Year 1)

SQA Exam Results for 2017

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>S4 5 of more at SCQF Level 3</td>
<td>75%</td>
<td>69%</td>
</tr>
<tr>
<td>S4 5 or more at SCQF Level 4</td>
<td>68%</td>
<td>62%</td>
</tr>
<tr>
<td>S4 5 or more at SCQF Level 5</td>
<td>27%</td>
<td>29%</td>
</tr>
<tr>
<td>S5 1 or more at SCQF Level 6</td>
<td>49%</td>
<td>44%</td>
</tr>
<tr>
<td>S5 3 or more at SCQF Level 6</td>
<td>28%</td>
<td>24%</td>
</tr>
<tr>
<td>S5 5 or more at SCQF Level 6</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>By end of S6 1 or more at SCQF Level 6</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>By end of S6 3 or more at SCQF Level 6</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>By end of S6 5 or more at SCQF Level 6</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>By end of S6 1 or more at SCQF Level 7</td>
<td>13%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Third Year Assessment 2017

<table>
<thead>
<tr>
<th>School</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening &amp; Talking</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calderside Academy</td>
<td>86.9</td>
<td>85.3</td>
<td>88.4</td>
<td>70.7</td>
</tr>
<tr>
<td>SLC</td>
<td>89.3</td>
<td>88.5</td>
<td>90.8</td>
<td>86.1</td>
</tr>
<tr>
<td>National</td>
<td>86.0</td>
<td>84.3</td>
<td>86.7</td>
<td>85.8</td>
</tr>
</tbody>
</table>
Section 11: School Policies, Procedures and Practical Information

Child Protection

All staff in educational establishments in South Lanarkshire Council are required to follow the advice and guidance contained in “South Lanarkshire Child Protection Interagency Guidance and Education 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 Councils 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.

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 SLC website: www.southlanarkshire.gov.uk.

Information on Change of School or Transfer to Another School

Children and young people may transfer school for a number of reasons such as families moving house, parental choice, etc.

If you are proposing a change of school for your child, please provide as many contact details as possible in relation to the new school so that we can ensure a smooth transfer of information relating to your child.

This will help us all to ensure the continued wellbeing of your child.
Mobile Phones

A policy which simply prohibits pupils from taking mobile phones to school would be regarded as unreasonable in today’s society. Many parents/carers would be concerned for safety reasons if their child could not carry a phone.

A number of the features of modern mobile phones can be used to support learning and teaching:

- integrated digital cameras
- electronic calendars
- internet access
- pre-programmed Apps

School policy takes account of the benefits to be gained by appropriate use within the classroom.

The carrying and using of mobile phones raise a number of issues including the following:

- They are valuable items that may be stolen.
- Even when in silent mode texts can undermine classroom discipline.
- Mobile phones with integrated cameras could lead to child protection and data protection issues with regard to inappropriate capture, use or distribution of images.
- They can be used in bullying pupils and staff.

While accepting the value of mobile phone technology, it is essential that pupil use of mobile phones does not impede teaching, learning and good order in the school. Therefore phones and their applications should only be used in class when pupils are expressly instructed to do so by the class teacher.

Mobile phones can only be used in the ‘Street’ area and playground at break and lunchtime. Phones must be switched off in all other areas of the building other than at the times and areas designated above. They must not be left on in silent or vibrate mode.

The only exceptions to this would be in an emergency with the approval of a member of school staff.

Under no circumstances should a camera phone be used in the school grounds to take a photograph or video of a fellow pupil or member of staff.

As with all other personal belongings, no liability can be accepted by the school for loss or damage to mobile phones which are brought to school.

If a member of staff is aware that a pupil is using a mobile phone in the school building then the phone will be confiscated until the end of the school day when the pupil may retrieve it from the pupil’s year head. Should that DHT be unavailable at the end of the day, e.g. on bus duty, the phone will be available the following morning.

If another misdemeanour relating to mobile phone usage is committed by the same pupil during the same term then the phone will be confiscated and only returned to that pupil’s parent or carer or to the pupil following contact with the pupil’s parent or carer.

If during the school day a pupil uses a phone to bully another pupil or to send threatening or abusive texts, the phone will be confiscated and the parents/carers informed of the matter. These incidents may also be reported to our campus police officer. The phone will be returned to the parent/carer and the pupil will not be permitted to be in possession of a phone on school premises again. If such threatening or bullying incidents involving school pupils occur out-with school, then the parent/carer of the victim will be advised to contact the police.
Computer and Internet Use

The curriculum requires pupils to learn how to locate, retrieve and exchange information using ICT. In delivering the curriculum, teachers need to plan the integration of communications technology such as web-based resources and email. Computer skills are vital to access lifelong learning and employment, indeed ICT is now seen as an essential life skill.

Most technologies present risks as well as benefits. Internet use for work, home, social and leisure activities is expanding in all sectors of society. This brings young people into contact with a wide variety of influences, some of which – as in life generally – may be unsuitable. It is important that schools and parents/carers adopt strategies for the safe and responsible use of the internet and computers.

Guided educational use – Expectations of staff

Significant educational benefits can result from appropriate computer and Internet usage. These include access to educational material and enhancement of communication skills. Curriculum internet/computer use should be planned, task-orientated and educational within a regulated and managed environment. Directed and successful Internet use will also reduce the opportunities for activities of dubious worth.

Our Computer and Internet Policy has been devised by SLC. This must be signed prior to any pupil or member of staff being allowed access to the RM network in school. By signing this agreement pupils and staff are agreeing to a code of conduct. Each school session, or as appropriate, pupils/staff will be issued with, and must sign and return, their copy of the user agreement. This process will be administered by the school’s ICT Coordinator.

Pupil Illness or Emergency Situation

Emergency contact to and from parents/carers must always be made through the school office.

Pupils who feel unwell must always contact home via the school office not their mobile phone. This allows the office staff to monitor the pupil while they wait to be collected. It also avoids pupils leaving the school without a record being made.

It is important for parents/carers to let the school know of any change to your mobile/home telephone number or address.
Towards a Cleaner/Safer School

Calderside Academy places a strong emphasis on pupil safety and parents/carers may wish to know that we try to ensure an adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

Members of the senior staff, teaching staff and support staff are all present in the Street area at interval and lunchtimes each day.

At the end of the day, senior staff monitor the bus bays and Street area to ensure pupils leave the school in an orderly and timeous manner.

All school outings and events are attended by school staff and support staff. They are always available to assist. Never be afraid to ask them a question. They will be happy to help.

Chewing gum is not allowed on school premises. A large number of bins have been provided both outside and inside the school building for the disposal of gum and other rubbish. We continue to raise this issue with pupils at assemblies so that everyone is clear of the reasons for this school rule.

Campus Police Officer

Constable Lorna Jack is based in Calderside Academy and works closely with staff and pupils to promote good citizenship and community involvement. She is one of three Campus Police Officers working in schools in South Lanarkshire. Constable Jack also assists senior staff if there are any serious breaches of discipline or safety matters relating to Calderside Academy pupils. Parents can contact her via the school office.

Dress Code in Calderside Academy

Here in Calderside Academy we support the wishes of many parents/carers by encouraging all pupils to wear a 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 our school.

In addition, it helps towards increasing the protection of all pupils in light of the need to be more security-conscious. It also helps staff and the pupils to distinguish between those who belong to the school and those who are visitors thus creating a safer environment for pupils and teachers alike.
Equality of opportunity is an important aspect of the life of a school and any proposals on the wearing of a uniform remain the subject of consultation with parents, pupils and staff. We are very proud in Calderside that our own pupils chose the design and colours of our uniform.

There are forms of dress which are **unacceptable** in all of South Lanarkshire schools such as:

- The wearing of football colours.
- Clothing with slogans that may cause offence.
- Clothing which advertises or promotes alcohol, tobacco, drugs or pornography.
- Clothing which can be deemed unsuitable, in terms of Health and Safety grounds, such as clothes made from highly inflammable material, combat-style clothing, dangling earrings or loose fitting clothes particularly in practical classes.
- Clothing which could inflict damage on other pupils or be used by others to do so.
- Footwear that may damage flooring.

We promote the wearing of a school blazer or plain black jacket as part of the school uniform. In addition pupils should dress according to the following requirements:

- White shirt or blouse (not a polo shirt).
- School tie (junior S1-S4 or senior S5-S6).
- Optional - black school sweatshirt with badge, plain black v-neck jumper or plain black v-neck cardigan, tank top or plain black hooded cardigan.
- Plain black full length trousers (not combats or jeans) or a black skirt (of appropriate length). No shorts or leggings.
- Suitable plain black footwear.
- School blazer.

The following items of clothing are not part of our agreed school dress code and therefore should **NOT** be worn in school:

- Jeans (of any colour).
- Tracksuit trousers.
- Tracksuit jackets.
- Any tops that are not PLAIN black.
- Hooded tops that do not allow a shirt and tie to be seen clearly.
- White trainers or other non-black footwear.
- 2 (or more) fingered rings, large hooped earrings, large jewellery.
- All outdoor jackets should be removed in class.
- All hats, scarves and gloves should be removed when entering the school building.
Physical Education Dress Code

For PE classes, pupils should bring:-

- A suitable top/t-shirt, preferably white.
- Dark shorts or tracksuit trousers.
- Training shoes.
- A towel if they wish to shower.

Please note:

- Football club names, badges or logos should not be on display during PE activities.
- The flooring of the games hall is easily damaged by grit and dirt. PE kit must therefore include a change of footwear.
- For outdoor lessons pupils should come prepared with suitable PE kit for all weather conditions.

Insurance – 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/carers 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 for example mobile phones. Tablets etc and any items are therefore brought into the school at the pupils'/parents' own risk.

Parents/carers 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/carers should be aware that if such equipment is left in school, it is done at the pupils'/parents’ own risk. In the case of valuable items such as musical instruments, parents/carers 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.
Homework

Homework is an integral part of the learning process and makes a contribution to the education of all pupils. Each pupil will receive homework on a regular basis. The amount of homework that each pupil will be expected to undertake will vary from subject to subject and year to year, but will, in general, increase as the pupil progresses through the school. Pupils are also expected to take greater personal responsibility for their own homework and study as they get older.

We have successfully developed the use of School Planners over many previous sessions. This organisational aid is not simply a diary, but includes a wealth of information about the school. Advice and assistance in the use of the planner will be supplied at registration time and in PSE classes.

When possible, Calderside Academy will offer Supported Study to its students, particularly at the stage when they are approaching important national examinations. Normally, Supported Study will take place for one hour on selected days in the period February to April. A timetable of Supported Study, showing the subjects being studied and their levels, will be provided to all eligible pupils and their parents. We believe that this is an important way to encourage pupils to focus on their studies in a school setting and we would trust that all pupils will make every effort to participate in this facility when it is on offer.

Homework is a worthwhile and rewarding experience for pupils. It can serve the following purposes:

- to follow up work done in school by, for example: doing further reading, learning what has been taught in school or reinforcing what has already been learnt by giving further practice.
- to extend achievers.
- to enable pupils who are showing some learning difficulty to master what is being taught, or to catch up.
- to give pupils the experience of working on their own, in order to learn, to develop, to manage their time and to meet deadlines. All of this will promote good work habits.
- to develop in pupils a sense of responsibility for their own learning, so that, as appropriate, the transition from school pupil to student can be made successfully.
- to follow up and develop pupils' special interests through their own initiative.
- to provide an avenue for parental involvement in the learning process.

As our CfE courses develop so will our approach to homework. Pupils will find a broad variety and range of homework tasks as they progress through the school. Tasks will vary and may not involve writing answers down on paper.
Free School Meals

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

- Income Support,
- Universal Credit (where your take home pay is less than £610 per month),
- Job Seeker’s Allowance (income based),
- Employment and Support Allowance (income related),
- Working Tax Credit and Child Tax Credit (where your gross annual 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),
- or receive support under Part VI of the immigration and Asylum Act 1999.

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 lunchtime.

Healthy eating is something that the school supports and a range of meals are available at lunchtimes. We would encourage your child to remain on the school premises at lunchtime.

Parents/carers of children on special diets should notify the school of their requirements. Packed lunches may also be eaten in the dining area.

Calderside Academy operates a cafeteria system with a wide range of attractive meals and snacks available. The system is called “Web-bite”. Under Web-bite the system uses “swipe cards”. The swipe card (Young Scot Card) contains a photograph of the pupil who owns the card. Pupils are discouraged from using cash as this can slow down the service.

At interval or lunchtime the card is handed over at the counter. The assistant will check the photograph and then swipe the card through the machine to deduct the value of the meal being issued. The card is exactly the same for young people who qualify for free meals. Every day, our computer system will automatically credit £1.60, the current free meal rate, on the card. Pupils entitled to free meals can deposit extra money on the card by cheque or through the Rev Machine.

There are two ways to deposit money on the swipe card, which is then used to pay for school meals. Coins (£1, 50p, 20p or 10p coins) can be paid into a Rev Machine (Revaluation Unit) at any appropriate time and the amount is recorded onto the card. Alternatively, a cheque, payable to ‘South Lanarkshire Council’, can be handed over to the school catering manager during the morning interval. The value of the cheque will then be added to the card.

Clothing Grants

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Applications can be made online at www.southlanarkshire.gov.uk. If you are required to submit evidence of your Tax Credit income it is important that a copy of this evidence is attached to your online application. Should you require further information or you are unable to submit an application online then please contact the helpline number 03031231011 (option 5).
Allergies

A significant number of children and young people in our schools will have allergies and it is important that parents keep the school fully informed on these matters.

Allergies can present in a variety of ways and can occur at any point in a person’s life. Symptoms range from mild to severe. Children and young people known to have an allergy with moderate to severe symptoms will likely have a Health Care Plan drawn up by the NHS. This will detail symptoms and appropriate interventions.

It is vital that parents share this information with the school and continue to provide any updated information.

Where symptoms are mild and a Health Care Plan is not in place, parents should still continue to liaise regularly with the school on any new triggers, medications and actions required.

In all cases, school staff need to know your child’s symptoms, treatment and any actions required to help prevent exposure to the allergen and minimise the risk of an allergic reaction.

Staff in school will receive training on allergies and will liaise with parents and the NHS on any additional specialist training required.

In supporting children and young people with allergies, school staff will operate in accordance with South Lanarkshire Council’s Safe Systems of Work / risk assessment and national guidance on the administration of medicines.

Medical, Health Care and General Welfare

Administration of Medicines

Any pupil who has a serious medical condition is requested to complete a health care plan form giving their details. Those pupils who require an emergency medical protocol will have an emergency medical plan provided as soon as information is received from parents/carers.

Packs of emergency medical plans are in every Faculty Base throughout the school and in a variety of other useful places such as the School Office, First Aid Room, Deputes’ offices and Pupil Support Base. The packs are easily identifiable; the front cover has a traditional First Aid red cross sign on it. Staff know where to locate this information in case an emergency arises and they familiarise themselves with pupils who have an emergency medical plan.

Staff contact the school office immediately if a pupil becomes seriously unwell. The office will contact the appropriate DHT to assist, phone parents, administer medicine if appropriate (i.e if this strategy is set out in the emergency medical plan).

Any pupil who stores or carries medicine in school such as an inhaler, epipen or regular medicine, should have completed a ‘Medicines in School’ form.

Pupils can access their medication via the school office. A log of medicines administered is kept in the room where medicines are stored.

Medicines cannot be administered in school until the correct paperwork has been completed.

Regular epipen training is provided for staff. If you have any health queries regarding your child please contact the Depute responsible for Health Care Plans (Mrs Lockhart) via the school office.
School Transport

South Lanarkshire Council has a policy of providing school transport to Secondary pupils who reside more than two 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 03031231023 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.

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 03031231023

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.

Approximately 520 Calderside Academy pupils live beyond the 2-mile radius and are eligible for free transport to school. Dedicated buses run for these pupils from designated areas in Hamilton to facilitate access to school. These are as follows:

<table>
<thead>
<tr>
<th>Contract No</th>
<th>2017/2018 Routes</th>
<th>Operator</th>
<th>Pupil Nos</th>
</tr>
</thead>
<tbody>
<tr>
<td>4361F</td>
<td>Torhead Farm/Meikle Earnock</td>
<td>Photoflash</td>
<td>85</td>
</tr>
<tr>
<td>4362E</td>
<td>Little Earnock</td>
<td>Hobson Travel</td>
<td>36</td>
</tr>
<tr>
<td>4363E</td>
<td>Earnock</td>
<td>Golden Eagle</td>
<td>41</td>
</tr>
<tr>
<td>4364F</td>
<td>Westpark Avenue</td>
<td>Golden Eagle</td>
<td>82</td>
</tr>
<tr>
<td>4365E</td>
<td>Hillhouse</td>
<td>Golden Eagle</td>
<td>154</td>
</tr>
<tr>
<td>CO17B</td>
<td>High Earnock</td>
<td>Stuarts Coaches</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TOTAL 408</td>
</tr>
</tbody>
</table>

Those pupils who live in the area beyond the East Kilbride Expressway but are within 2 miles walking distance are encouraged to walk to school using the route designated by South Lanarkshire Council. These pupils are also encouraged to develop safe travelling practices, including:

- Walking in groups – using the ‘walking bus’ notion – for added safety.
• Wearing luminescent or brightly coloured clothing for better visibility.
• Sticking to the recognised approved safe routes and using road safety facilities such as puffin crossings and school crossing patrols.
• Cycling to school by a designated route.
• At the start (8.50 am) and end of the school day (3.50 pm and 3.00 pm) there will be added pressure on the road infrastructure in the surrounding area. As a result, it is hoped that parents actively encourage and promote methods of sustainable transport to school. In PSE classes, pupils are reminded of the ecological damage caused by unnecessary car journeys and are encouraged to consider more sustainable forms of transport.
• The options of ‘Park & Stride’, where parents drop their children off and collect them in a safe area, perhaps around 500 metres from the school, should be considered.
• All pupils who are eligible for free bus travel are encouraged to take up the option.
• Staff are actively encouraged to use alternative methods of travel rather than come by car. The school is well served by bus and train. In addition, staff are encouraged to car-share.
• Pupils who live on the north side of Glasgow Road must continue to be encouraged to use the school crossing patrols and traffic light crossings on Glasgow Road. The increased traffic flow, due to school buses coming from the South Hamilton area further advocates the use of traffic light crossings/school crossing patrols in the area east of the school. Traffic lights are provided for the safe crossing of the pupils. This service should be used by pupils at all times. Pupils should not attempt to cross the road themselves.
• The use of cars by S6 pupils is discouraged due to limited parking. The staff and Nursery Car Parks should not be used for pupil parking.
• Pupils will have to carry school bags with books and jotters to and from home each day. This might prove to be problematic for those who are walking or cycling.
• The police and road safety team have highlighted the vital importance of Road Safety in Primary school and the good habits should continue into Secondary.
• Pupils are not permitted to leave the school campus at morning interval. The school canteen and vending machines in the “Street” area are provided for pupils.
• The road outside the school is busy and great care requires to be taken when crossing.
• It should also be remembered that staff and visitor cars are arriving and leaving the school at all times. Pupils should take particular care in watching for this traffic.
• Pupils should not be seen anywhere near staff/visitor cars.
• Pupils should always behave in a responsible manner and also protect the positive reputation of the school in the local community.

**Education Maintenance Allowance**

Forms are available from South Lanarkshire Council website:

www.southlanarkshire.gov.uk
Car Parking for Staff and Parents

The school has parking for up to 80 cars and bays for 8 buses in its main car park in Boswell Drive. It has separate limited parking at the front of the school in Calder Street: 20 spaces are reserved for school staff, 4 for visitors and 6 are designated disabled spaces. The small car park is also used for taxis and for School Transport Service mini-buses to drop-off and collect pupils from the Additional Support Needs (ASN) Department and the Deaf Education Department. **Parents should not pick up or set down pupils in this area.**

There is provision for the storage of cycles during the school day, however the Council is not liable for damage or theft of these items, therefore parents/carers should ensure these items are covered by their own household insurance.

Calderside Academy has established itself as a health-promoting school. We have achieved our Gold Award. We are also the proud recipients of 2 Green Flag Awards (Eco School). We have a commitment to encouraging healthy and ecologically sound options for travelling to school.

Family Holidays During Term Time

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 term 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 Education Department 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 term time.

Clearly, absence with no explanation from parents/carers 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.**

The school holiday dates and in-service dates are available from the website: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk).

Extra Curricular Activities

An excellent range of extra-curricular activities are normally available. The range varies to some extent from year to year according to the interests of staff and pupils. The staff are to be congratulated for their dedication and enthusiasm in making such a generous contribution of their own time, as are the pupils for their commitment to the various clubs.

Because of the distance that many young people will have to travel to Calderside Academy, it is appreciated that a large number of them will be unable to go home for lunch. It is therefore envisaged that many of the activities offered within the school will take place over the lunchtime period. A typical programme of such activities might include:
• Art Club
• Assorted Music Groups
• Badminton
• Basketball
• Board Games
• British Sign Language
• Choir
• Cosy Café
• Dance
• Debating Club
• Desktop Publishing
• Classics Club
• Eco-group
• Enterprise Initiative
• Football (Boys’ and Girls’ Teams)
• Gymnastics
• History Club
• Homework clubs
• S1 Language Club
• Maths club
• Netball
• Young Engineer
• Poster Club
• Volleyball
• Reader Club
• Rugby
• Movie Club
• Science Club
• Scripture Union
• Speechmaking & Debating
• Theatre Goers
• Zumba Class

There are opportunities for tuition in various musical instruments and some staff provide extra tutorial classes for pupils who are near their final examinations. A number of events are organised throughout the year such as theatre visits, concerts, discos, fund-raising events, talent shows, speechmaking and debating, swimming and athletics and pupils are encouraged to participate.
Parent Commitment

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
- accept that the school will be proactive in taking forward its 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.

Disclaimer

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document before the commencement or during the course of the school year in question. We will do all we can to let parents know about what is going on in our school.

Important Contact Details

Important addresses are as follows:

(i) Tony McDaid, Executive Director (Education Resources), Council Offices, Almada Street, Hamilton, ML3 0AA

(ii) Education Resources Helpline Telephone 01698 454545.

(iii) Head of Education Calderside Learning Community is Mr Stewart Nicolson He can be contacted at: Education@southlanarkshire.gov.uk.