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Uddingston 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, Rutherglen, Blantyre and Uddingston to the north, as well as the towns of East Kilbride and Hamilton.

South Lanarkshire Council is committed to the provision of education of the highest quality. The Core Values of South Lanarkshire Council are to:

- Improve the quality of life for all its citizens.
- Work in a way that is responsive to the needs of its citizens.

National and Council values and priorities of education are taken forward through improvement objectives. 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 that of other parents the school can work together in creating an environment where children are encouraged to learn and to achieve their full potential.

Virtute Crescam
Message for parents and carers

Dear parents / carers

It is a pleasure for me to introduce parents and carers to our new handbook. I hope you will find it helpful as an introduction to Uddingston Grammar School, particularly if this is your first involvement with the school. I feel sure it will give you an insight into what we are striving to achieve and also into the day-to-day operation of the school.

We believe that school, parents, pupils and community should be seen as working together in a partnership to assist our young people to achieve their fullest potential in all areas of achievement and development. We work as partners to ensure that our young people have access to the best quality experiences designed to enrich their lives, ensuring they fulfil their academic and vocational capabilities.

We are fortunate in The Grammar to have a wide and varied range of extra-curricular activities and we hope you will encourage your children to take full advantage of these and to develop new interests in their lives.

I hope that as parents and carers you will find the school to be open and welcoming, with the senior staff always ready to discuss any problem that might arise. Naturally, it helps if appointments are made to discuss matters of concern relating to your son or daughter but, if there is a burning issue, please come along and talk with us about it at an early stage.

For all of us, parents, teachers and young people, the move to secondary School is a very exciting time. This is an opportunity to take the school forward, and so we have the highest expectations of our young people, and with a fully committed staff, together we are about to embark on a new challenge.

I look forward to meeting you all at our open evenings in January and June.

Yours sincerely

[Signature]

Head Teacher
Message for pupils

Dear Young People

Coming to The Grammar is another exciting time in your life and I hope it will be happy too. You will find many things are different from primary school, particularly having to work with many more teachers!

Most of you will have met many of our staff before you arrive in August and this will help you to settle in more quickly. Those of you with older brothers and sisters at The Grammar will already know a lot about the school.

In June, you will have the opportunity of coming to us on a two-day visit when you will meet your year head, your registration teacher, your guidance teacher and many of your subject teachers.

The Grammar has been in Uddingston for well over 100 years now. We are a school steeped in tradition, but with a very modern outlook. There will be challenges ahead for all of us, but the staff of The Grammar are committed to ensuring that your time with us is both meaningful and enjoyable. I expect you to take much more responsibility for your own learning from now on. I expect many things of the staff and the parents, and I expect much from you. By working together, we can all ensure that your time with us really is the time of your life.

I take this opportunity of welcoming you to Uddingston Grammar School and may I say how much I look forward to seeing you all soon.

Yours sincerely

Head Teacher
Aims of Uddingston Grammar

Uddingston Grammar School has a long and distinguished history. The village of Uddingston has had a school since 1844 and it is a six-year non-denominational, co-educational comprehensive secondary school drawing its pupils from a wide area that includes the communities of Bothwell, Cambuslang, Tannochside, Uddingston and Viewpark.

The aim of the school is to support, in every way possible, the ‘Purpose Statement’ of South Lanarkshire Education Resources that was the subject of wide consultation and sets out the aims of the council in seeking to ensure that it provides education of the highest quality. The aims are shown in the back page of this booklet. As we endeavour to achieve these goals, in addition we shall strive to...

- Provide an environment within which each pupil may develop physically, mentally and spiritually through the years of adolescence towards adulthood
- Provide a curriculum which will suit the abilities, aptitudes and aspirations of all pupils and which is in tune with the needs of contemporary society
- Offer learning experiences that will enable each pupil to develop his/her particular talents and interests through the study of appropriate subjects and through involvement in extra-curricular activity
- Help pupils to cultivate those skills that will enable them to participate in and contribute to the adult community when they leave school

In years S1 and S2 and up to February of S3, we aim to....

- Assist pupils to settle into the new environment of secondary education where familiar subjects may be studied to higher levels and where new subjects will be encountered
- Assess the pupils in such a way as to help them to recognise their own strengths and weaknesses and to equip them to choose courses appropriate to their talents, abilities and interests

In the later years, i.e. in March of S3 to S6, we aim to offer a wide range of courses that will provide all pupils with a sound and Broad General Education which will stand them in good stead in the contemporary world and which will furnish them with the appropriate qualifications for their future career.
General school information

Address: Uddingston Grammar School, Old Glasgow Road, Uddingston, Glasgow, G71 7BT

Telephone: 01698 805050   FAX: 01698 805051

Email: gw18uddgoffice@glow.sch.uk
Website: http://www.uddingston.s-lanark.sch.uk

School Roll as at February 2020

<table>
<thead>
<tr>
<th></th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
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The Grammar: Our School Day 32 period week & Registration

Our school day

The school is divided into 6 and 7 periods with a short registration or assembly, taking place each morning from 8:45 to 8:55 am. Interval is at the SAME time every day: 10.35-10.50 am.

There are 2 lunchtimes, a LATE lunch on a Monday and Tuesday and an EARLY lunch on a Wednesday, Thursday and Friday.

We have 2 closing times: 3.45 pm on a Monday and Tuesday and 3 pm the rest of the week.

Registration is very important. Pupils MUST attend school on time. Pupils MUST return notes for absence to their registration teachers on the day they return.

Pupils who are late will be monitored. If they continue to be late, they will be issued home exercises, detentions and will have privileges withdrawn. There is a legal requirement on ALL parents and carers to ensure their son or daughter attends school daily and on time.
The Grammar – The layout of our school building

The school is contained within a single campus area, with 5 wings joined by an open area.

It boasts a wide range of purpose-built teaching areas that include traditional classrooms, science laboratories, a computing suite, a games hall, gymnasiums, dance studio and a fitness suite. In addition, there is a large assembly area – Grand Central, with a drama stage, dining facilities, and a state of the art library/resource centre, the Greenshields Reading Room as well as a recording studio, the Harkness Studio.

The main office accommodation is situated at the front of the school, opposite the main entrance.

The offices of both the senior staff and the guidance staff are also located at the in this wing.

The school is fully DDA compliant, with lifts and Braille user points throughout.

There is extensive parking to the front of the school, with disabled bays and lowered pavements.

The sporting facilities are excellent, with all-weather pitches, and some 2 grass football pitches and 1 grass rugby pitch at Porterswell also available for Community use after school hours.

A map of the School Building is on the next page:
# STAFF (Session 2019-20)

**Head of the Learning Community:** Mr Stewart Nicolson

## Senior Leadership Team (SLT)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>John McKay</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>Gary Anderson</td>
<td>Depute Head Teacher Support for Pupils</td>
</tr>
<tr>
<td>Liz McTiernan</td>
<td>Depute Head Teacher S1 / S2</td>
</tr>
<tr>
<td>Grant MacGregor</td>
<td>Depute Head Teacher S3(Acting)</td>
</tr>
<tr>
<td>Alison McGuigan</td>
<td>Depute Head Teacher S4</td>
</tr>
<tr>
<td>David Wilson</td>
<td>Depute Head Teacher S5 / S6</td>
</tr>
<tr>
<td>Louise Murray</td>
<td>Depute Head Teacher (Inclusion) and Head of the SLC Visual Impairment Service (Acting)</td>
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## Support for pupils

## Principal Teachers of Pupil Support (PTPS)

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Pamela Pryce</td>
<td>Principal Teacher ARRAN House</td>
</tr>
<tr>
<td>Sarah Kelly</td>
<td>Principal Teacher BUTE House</td>
</tr>
<tr>
<td>Claire Murphy</td>
<td>Principal Teacher(Acting) LEWIS House</td>
</tr>
<tr>
<td>Charles O’Donnell</td>
<td>Principal Teacher MULL House</td>
</tr>
<tr>
<td>Brenda Macaloney</td>
<td>Principal Teacher ORKNEY House</td>
</tr>
<tr>
<td>Susan Webster</td>
<td>Principal Teacher(Acting) SKYE House</td>
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## Support for Learning

<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Audrey McDermott</td>
<td>Principal Teacher</td>
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<tr>
<td>Patricia Connolly</td>
<td>Teacher</td>
</tr>
<tr>
<td>Peter Knudsen</td>
<td>Teacher</td>
</tr>
<tr>
<td>Jennifer Condie</td>
<td>Network Support Teacher</td>
</tr>
<tr>
<td>Angela Hughes</td>
<td>School Support Assistant</td>
</tr>
<tr>
<td>Louise Walsh</td>
<td>School Support Assistant</td>
</tr>
<tr>
<td>Karen Marshall</td>
<td>School Support Assistant</td>
</tr>
<tr>
<td>Janine Lawlor</td>
<td>School Support Assistant</td>
</tr>
<tr>
<td>Irena Sutyagina</td>
<td>School Support Assistant</td>
</tr>
<tr>
<td>Suzanne Cook</td>
<td>School Support Assistant</td>
</tr>
<tr>
<td>Jack Morton</td>
<td>School Support Assistant</td>
</tr>
<tr>
<td>Sheryl Hunter</td>
<td>School Support Assistant</td>
</tr>
<tr>
<td>Lesley Burns</td>
<td>School Support Assistant</td>
</tr>
<tr>
<td>Christine Simmons</td>
<td>School Support Assistant</td>
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## Visual Impairment Team & Service

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Louise Murray</td>
<td>Head of the SLC Visual Impairment Service</td>
</tr>
<tr>
<td>Pamela Docherty</td>
<td>Principal Teacher of the VIT (Acting)</td>
</tr>
<tr>
<td>Liz Brown</td>
<td>School Support Assistant</td>
</tr>
<tr>
<td>Shirley Bayley</td>
<td>Teacher of the Visually Impaired</td>
</tr>
<tr>
<td>Jordan Black</td>
<td>Early Years’ Service (TVI)</td>
</tr>
<tr>
<td>Michelle Gracie</td>
<td>Teacher of Visually Impaired</td>
</tr>
<tr>
<td>Emma Hall</td>
<td>Teacher of Visually Impaired</td>
</tr>
<tr>
<td>Liz Howson</td>
<td>School Support Assistant/Braille Transcription Officer</td>
</tr>
<tr>
<td>Donna O’Hagan</td>
<td>School Support Assistant</td>
</tr>
<tr>
<td>Lesley Kirby</td>
<td>Braille Transcription Officer</td>
</tr>
<tr>
<td>Geraldine Maguire</td>
<td>Secondary Service (TVI)</td>
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<tr>
<td>Mark McHugh</td>
<td>Teacher of the Visually Impaired</td>
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<tr>
<td>Gail Mitchell</td>
<td>Teacher of the Visually Impaired</td>
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<tr>
<td>Marzena Ostalowska</td>
<td>School Support Assistant</td>
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<tr>
<td>Alison Morris</td>
<td>Teacher of the Visually Impaired</td>
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<tr>
<td>June Reilly</td>
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<tr>
<td>Natalie Wylie</td>
<td>Teacher of the Visually Impaired</td>
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<tr>
<td>Donna Anderson</td>
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### Curricular Areas

#### Art and Design

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Christine McNeill</td>
<td>Principal Teacher</td>
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<tr>
<td>Caitlin Brown</td>
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<tr>
<td>Colette Stangoe</td>
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#### Computing

<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Tracey Keenan</td>
<td>Faculty Head</td>
</tr>
<tr>
<td>Grant MacGregor</td>
<td>Depute Head Teacher S3 (Acting)</td>
</tr>
<tr>
<td>Charles O'Donnell</td>
<td>Teacher (PTPS)</td>
</tr>
<tr>
<td>Sharon Ezziane</td>
<td>Teacher</td>
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<tr>
<td>Sinead Flannigan</td>
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#### English & Drama

<table>
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<tr>
<td>Andrew Harvey</td>
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<tr>
<td>Brenda Macaloney</td>
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<tr>
<td>Lauren Watt</td>
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<tr>
<td>John Murphy</td>
<td>Teacher</td>
</tr>
<tr>
<td>Sarah Kelly</td>
<td>Teacher (PTPS)</td>
</tr>
<tr>
<td>Lauren Drummond</td>
<td>Teacher</td>
</tr>
<tr>
<td>Jamie Campbell</td>
<td>Faculty Head Humanities (0.4)</td>
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<tr>
<td>Gillian Burke</td>
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#### Health & Wellbeing

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<tr>
<td>Gary Anderson</td>
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<tr>
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<td>Lee Thompson</td>
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<tr>
<td>Rachael Stirling</td>
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<tr>
<td>Hannah Neil</td>
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<tr>
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<tr>
<td>Kate McDougall</td>
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<tr>
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<tr>
<td>Laura Jones</td>
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<tr>
<td>Vicki Adams</td>
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### Mathematics

<table>
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<tr>
<td>Tracey Keenan</td>
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<td>Susan Webster</td>
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</tr>
<tr>
<td>Euan Denholm</td>
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<tr>
<td>Jennifer Wilkinson</td>
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<tr>
<td>Sheila Barnett</td>
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<tr>
<td>Connor Kelly</td>
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</tr>
<tr>
<td>Pamela McTaggart</td>
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<tr>
<td>Ewa Bajorek</td>
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### Modern Languages

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<td>Stuart McMenemy</td>
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<tr>
<td>Jennifer Russell</td>
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<tr>
<td>Ros McAllister</td>
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### Music

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<tr>
<td>Helena Anderson</td>
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<td>Sally McLellan</td>
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### Humanities

**Geography, History, Modern Studies and Religious & Philosophical Studies**

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<td>Alex Paterson</td>
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<td>Jamie Campbell</td>
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<td>Scott McDonald</td>
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<td>Corinne Kerr</td>
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<tr>
<td>Name</td>
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<tr>
<td>Lindsay MacIntyre</td>
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<tr>
<td>Danielle Young</td>
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<tr>
<td>Sarah Jenkins</td>
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<tr>
<td>Paul Cannon</td>
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<tr>
<td>Daniel Burns</td>
<td>Teacher</td>
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<tr>
<td>Ashely Hanney</td>
<td>Teacher</td>
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<tr>
<td>Alison McGuigan</td>
<td>Depute Head Teacher</td>
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<tr>
<td>Paul Telfer</td>
<td>Depute Head Teacher</td>
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<tr>
<td>Liz McTiernan</td>
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### Science Faculty

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<tbody>
<tr>
<td>Claire Harker</td>
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<tr>
<td>Vicki Connell</td>
<td>Teacher</td>
</tr>
<tr>
<td>Pamela Pryce</td>
<td>Teacher</td>
</tr>
<tr>
<td>Claire Murphy</td>
<td>Teacher (PTPS)</td>
</tr>
<tr>
<td>Noushin Mosayebi</td>
<td>Teacher</td>
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<tr>
<td>Jenni Campbell</td>
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<td>Louise McParland</td>
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<tr>
<td>Nisar Jafry</td>
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</tr>
<tr>
<td>Jerzy Bienkowski</td>
<td>Teacher</td>
</tr>
<tr>
<td>Ross Thompson</td>
<td>Teacher</td>
</tr>
<tr>
<td>Emma Marshall</td>
<td>Teacher</td>
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### Technologies

<table>
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<tbody>
<tr>
<td>Gavin Paton</td>
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<tr>
<td>Sinead Miles</td>
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<tr>
<td>Stephanie Lowe</td>
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<tr>
<td>David Wilson</td>
<td>Depute Head Teacher</td>
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</table>
## Support, Administration and Technical Support Staff

### Cluster Office

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs P Doyle</td>
<td>Support Services Co-ordinator</td>
</tr>
<tr>
<td>Mrs Linda Leggate</td>
<td>Cluster Office</td>
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### School Office

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Alison Smith</td>
<td>Team Leader</td>
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<tr>
<td>Heather Clark</td>
<td>Support Assistant</td>
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<tr>
<td>Jennifer Walker</td>
<td>Support Assistant</td>
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<td>Angela Patrick</td>
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<td>Isobel Smith</td>
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<td>Elizabeth Bannister</td>
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<td>Hilary Innes</td>
<td>Support Assistant</td>
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<td>Ruth Edward</td>
<td>Support Assistant</td>
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### School Librarian

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<tr>
<th>Name</th>
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<tr>
<td>Lesley Galway</td>
<td>School Librarian</td>
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### School Janitor

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<tr>
<th>Name</th>
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<tr>
<td>Andrew Angel</td>
<td>Janitor</td>
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### Technicians

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<th>Name</th>
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<tr>
<td>Robert Hay</td>
<td>Technician</td>
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<tr>
<td>Alex McNeil</td>
<td>Science Technician</td>
</tr>
<tr>
<td>Sarah McNamee</td>
<td>Science Technician</td>
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<tr>
<td>Justin Corbett</td>
<td>Technical Technician</td>
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YOUR PARENT COUNCIL / PARENT TEACHER ASSOCIATION TEAM

The joint PC / PTA of Uddingston Grammar School represents and services the needs of 1030 young people, their guardians and the local community. This body is key to the strategic direction of the school and in recent years have taken the leading role in the move from the old building at Station Road to our current home on Old Glasgow Road; the appointment in 2008 of the existing Headteacher as well as members of the Senior Leadership Team; the redevelopment of Porterswell; the transition to a 33 period week model; the re-zoning of the catchment area and is currently involved in the Curriculum for Excellence process.

The PC/PTA voice is a hugely important one – we meet on the last Tuesday of each month when we discuss issues surrounding our young people, their school and its place within our community. We have community and church representatives as well as representation from our elected members on the group, as well as a number of staff, guardians and parents – all of whom have an input into the decisions made which affect all of our young people.

The PC/PTA year begins in August with an open and transparent review of examination results, and as the year goes on, we focus on curriculum development, staffing, pupil personalisation and choice culminating in the PC School Awards Ceremony in Uddingston Old Parish Church. Our meetings are always lively, with honest and challenging debate being the format – come along and join us – together we can make our school the best we can for our young people, their families and their communities.

The role of the PC/PTA is to ensure that we all, young people, parents and staff, experience and contribute to our shared vision for the school.

Contact us at parentcouncil@uddingston.s-lanark.sch.uk

Our Elected Officials

<table>
<thead>
<tr>
<th>Cllr Maureen Devlin</th>
<th>Cllr Kenny McCreary</th>
<th>Cllr Jim McGuigan</th>
</tr>
</thead>
</table>
| **Ward:** Bothwell and Uddingston  
**Party:** Scottish Labour Party | **Ward:** Bothwell and Uddingston  
**Party:** Scottish Conservative and Unionist | **Ward:** Bothwell and Uddingston  
**Party:** SNP |
| maureen.devlin@southlanarkshire.gsx.gov.uk | anne.kegg@southlanarkshire.gsx.gov.uk | jim.mcguigan@southlanarkshire.gsx.gov.uk |
Transfer, enrolment and placing requests

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.

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.

Our Partner Primary Schools

- **Aitkenhead Primary School**, Lincoln Avenue, Uddingston, G71 5DZ 01698 818123
- **Bothwell Primary School**, Blantyre Road, Bothwell, G71 8PJ 01698 852919
- **Muiredge Primary School**, Watson Street, Uddingston, G71 7JL 01698 813852
- **Tannochside Primary School**, Douglas Street, Tannochside, G71 5RH 01698 813252
- **Newton Farm Primary School**, Harvester Avenue, Cambuslang, G72 6PZ 0141 642 0333
Prospective pupils’ parents are warmly invited to visit Uddingston Grammar School to see the school and to discuss any matters that may arise with the Head Teacher or a member of the senior staff. Parents should telephone to make an appointment with the appropriate Depute Head Teacher or with the Head Teacher.

Pupils in primary schools about to enter Uddingston Grammar School spend two days in June being introduced to the school and its departments and teachers, particularly the guidance staff. In addition, meetings are held in Uddingston Grammar at which our senior staff address parents on matters concerning the general life of the school.

Placing Requests and Transport

Parents are asked to note that the Education Authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstance.

Letting procedures

It is Council policy that school accommodation is made available, as far as possible, outside school hours, for use by the community, for example, groups, clubs, etc. This will be in accordance with approved letting procedures. The address of the Community Education Office is:

Halls Section
116 Cadzow Street
Hamilton
ML3 6HP

All lets have to be agreed by the Parent Council.
Catering arrangements – Uddingston Grammar School

The School Dining Hall – La Grand Cuisine

- The school is fortunate in having an excellent dining hall – Grand Central. Pupils are able to have breakfast before school, and both hot and cold snacks are available at morning interval and a full range of food at lunchtime, all at reasonable prices. Pupils also taking packed lunch are also made welcome in Grand Central.

- The dining hall is supervised by senior staff and prefects and as a result is a particularly safe place for pupils to gather during the lunch break, parents are strongly urged to encourage pupils to make full use of this facility.

- In addition, a range of vending machines are available in the school, these offer a range of snacks and cold drinks.

School Meals
Healthy eating is something that the school supports and a range of meals are available at lunchtime that meet the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutrient Requirements for Food and Drink in Schools (Scotland) Regulations 2008.

The secondary school menu includes a range of options available from breakfast, mid-morning and lunchtime.

- A range of meal deals for only £1.70 consisting of a selection of hot meals served with selection of soup or fruit pot or yoghurt or 500ml water
- A selection of snacks that are individually priced including panini, pizzini and freshly prepared baguettes and sandwiches with selection of fillings
- “Beat the Queue” pre-order service where children can choose their meal and pay for it in the morning for convenience and pick it up during lunch break avoiding queuing

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 £6,900 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £16,105 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999. (Please check current criteria with SLC website – there is auto enrolment)

If you are in receipt of Housing Benefit and/or Council Tax Reduction from us there is no need for you to apply online, we will use the information we hold to automatically award free school meals (P4 to S6) and/or school clothing grants (P1 to S6) to eligible families.
We would encourage parents of pupils who are in receipt of any of the above benefits to take up the opportunity of having a meal provided for their child when they are at school. All secondary schools operate a cashless school meals system which protects the anonymity of pupils entitled to a free school meal.

We also encourage all pupils to remain in school at lunch times.

Information and application forms for free school meals may be obtained from the school, Q&A Offices, Benefit and Revenue or by contacting Education Resources, Council Offices, Almada Street, Hamilton, Tel 0303 123 1023
Support for Pupils

Getting it right for every child.

Getting it right for every child is a partnership commitment to ensure that your child has the best possible start in life, based on a shared understanding of their wellbeing. Most of the time, most children get all of the support they need from their families, with help from universal education and health services. When needed, the named person in education can offer help and support to children and families to make sure that the child’s wellbeing is developing and that any issues are being addressed.

If you have any concerns about your child’s wellbeing, you can speak to the named person who will work with you to ensure that your child gets the right help from the right person at the right time. Your school will let you know who this is. It is likely to be the Head Teacher in a primary school and a principal teacher (pupil support) in Secondary.

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

Support for All (Additional Support Needs)

Uddingston Grammar takes into account the needs of learners with Additional Support Needs. Learners with additional support needs are identified during the primary secondary transition process. Teachers are made aware of specific support needs and suitable strategies are applied. The Support for Learning Department offers targeted support for identified pupils including in class support, extraction for additional support, accelerated Literacy programmes and paired reading.

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.
Enquire

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

Phone Helpline: 0845 123 2303
Address: Enquire
Children in Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ
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
The Pupil Support System

In a community as large and complex as a modern comprehensive school, it is important not to overlook the personal needs of the pupil. Pupils must feel supported when in need of help or advice or in time of crisis. To provide this support, there currently exists a specially appointed team of Pupil Support teachers whose job it is to care for the pupils in their charge in a variety of ways. Their guidance work is undertaken in addition to their subject teaching duties. At present there are 6 Pupil Support teachers.

For Pupil Support purposes the school is organised into 6 Houses, Arran, Bute, Lewis, Mull, Orkney and Skye each of which is under the care of a promoted Pupil Support teacher. In S1 and S2, the teaching group and the house group are the same. Children are allocated to those groups on a basis that will result in as nearly identical as possible mixed-ability classes. This is in accordance with local education authority policy.

The registration classes in Uddingston Grammar School are named after the houses. For example, 3B2 should be read as Three Bute Two. The 3 before the B is for the year of the class and the 2 is for the section.

The Pupil Support team of Uddingston Grammar School consists of 6 Principal teachers who oversee 1051 young people organised in a vertical House Group structure. There are currently 6 House Groups; each named after Scottish Islands and each one with its own Principal Teacher as well as Senior House Captains and Prefects.

The Pupil Support team is line managed by Mr Stuart Archibald DHT and they are responsible for the pastoral, social and emotional care of the young people in Uddingston Grammar School. As well as delivering Curriculum for Excellence experiences and outcomes in Health and Wellbeing through an extensive PSE course, they also take young people and their carers on the curricular journey through school, ensuring that they move into appropriate leaver destinations.

The success of all young people either within the curriculum or out with can be determined by the support we offer through Pupil Support – it is our role to ensure that we do our best at all times to meet the needs and challenges young people face to ensure that when they leave school they are:

- successful learners
- responsible citizens
- confident individuals
- effective contributors
The Pupil Support Team of the school meets weekly to discuss young peoples’ progress throughout the school. If you wish to contact a member of the Pupil Support directly, please do so either by the email links above, or at the school on 01698 805050.

The role of the Pupil Support team is to ensure that we all, young people, parents and staff, experience and contribute to our shared vision for the school, namely:

*Virtute Crescam – to grow in moral excellence*

Uddingston Grammar School will work with our stakeholders, local community and wider partners to ensure that the young people who leave us are; HONEST; have INTEGRITY; show UNITY; express DIGNITY and show RESPECT.

We will value the voice of our young people, their guardians, our staff and the community as we recognise that The Grammar is integral to the life of Uddingston and its surrounding areas.

Our aims in Pupil Support correspond with those of the school, as listed in the introduction to this booklet, and might be summarised as helping the individual pupil to get the most from his or her time at school. We offer personal guidance, curricular guidance, and careers guidance.

More information about the Pupil Support Team and the School Houses can be found on the School Website here:

- [http://www.uddingston.s-lanark.sch.uk/](http://www.uddingston.s-lanark.sch.uk/)

**Personal guidance**

Our objectives are...

- to help new pupils settle in happily to the school and get to know them and to take an interest in their personal development, being ready to offer help, advice or comfort when needed;

- to be approachable and ready to give fully of our time and attention to all pupils when they require it;

- to encourage pupils to become involved in extra-curricular activities so that pupils can form friendships with one another and with staff, away from the classroom situation; and

- to try to ensure that all pupils are punctual and regular in their attendance at school as a training for future life.
Child Protection Procedures

All staff in educational establishments in South Lanarkshire are required to receive an annual update and follow the advice and guidance contained within Education Operating Procedures. All staff must also complete a Learn on Line Course “Child Protection in Education”.

The vision for children and their families in South Lanarkshire is to ensure that they live in a community where they are safe, healthy, active, achieving, respected, responsible and included. They should be part of a society where they have the opportunity to maximise their full potential and have access to good health care, education and leisure services. In order to achieve, South Lanarkshire’s children’s services and its partners will work jointly to support children, young people and their families and are committed to continuously improve our services to ensure children, young people and their families get the support that is appropriate for them.

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.

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
Curricular guidance

The Pupil Support Teacher works closely with the appropriate Depute Head Teacher in attempting:

- to guide pupils on matters related to their courses of study, especially in the important area of subject choice at the end of S2 and S3 and again at S4 and S5 when vital decisions have to be taken about which subjects to study further; and
- to monitor the progress of pupils and to identify at an early stage difficulties which any pupil might be experiencing.

Course choice guidance

Counselling for pupils and consultation for parents are available at every stage. Formal Parents' Consultation evenings are arranged at least once per session for each year group. In addition, parents are encouraged to seek a private consultation concerning their children's courses and progress and this can be done by making an appointment with the appropriate Depute Head teacher or Pupil Support teacher.

At the especially important transition stages at the end of S2 and at the end of S3, an intensive period of counselling for pupils is conducted by the Depute Head teacher and Pupil Support staff in close co-operation. However, parents are also invited to participate in this decision on course choice so that pupils can feel supported in the decisions which they make. When course choices are being made in S2, S3 & S4 a special Options Fair is arranged in mid-March. This enables parents and pupils to meet with pupil support staff, senior staff and a wide range of potential employers and representatives from Higher Education and Further Education.

It should be noted that the school will offer guidance based on information derived from the various assessments made of the pupil's ability and aptitude, as appropriate courses will enable the pupil to achieve the best possible grades.

Care is taken in Uddingston Grammar School to observe both the spirit and the letter of the Equal Opportunities Act (1975). All courses of study at all levels are open equally to both sexes. Pupil Support Staff, in particular, are mindful of the need to give advice on course choice and careers opportunities based on an individual pupil's aptitude and interests, and not on whether the pupil happens to be a boy or girl.
The Pupil Support staff liaise with the local Skills Development Scotland Officers Frank Devine / Donna Benedetti and with the Depute Head Teacher.

- in making pupils aware of how to access careers information
- in stressing the importance of decision making skills
- in preparing pupils for finding a job
- by giving them practice in answering an advertisement
- in assisting pupils on how to conduct themselves in an interview
- in offering advice and information about careers and about courses of further study at colleges and universities
- in writing references for employers.

We have access to a computerised careers information bank that is updated annually by Skills Development Scotland and pupils are able to conduct their own research, using My World of Work into a wide range of careers on one of our computers. Our Skills Development Scotland Officers also targets specific identified young people for additional careers intervention, coaching and mentoring whilst maintaining her link with the rest of the young people as the main point of contact with the world of work, further and higher education.

Much of the pupil guidance at Uddingston Grammar School is conducted on a one-to-one basis, with each individual pupil being interviewed by his or her Pupil Support teacher about once a year, or more often if necessary. Pupils from S1 to S5 follow a programme of Personal and Social Education where topics such as health, personal safety, careers, sexual health and relationships, social and personal development and a variety of other issues are discussed.

The Pupil Support system gives parents and guardians the opportunity to establish and maintain links with the school and to be involved when important decisions have to be made about their children's education. The Pupil Support staff is available, by appointment, for consultation about any aspect of a child's schooling which gives cause for concern. When a parent telephones the school (01698 805050), every effort will be made to arrange an interview at a suitable time.

This close interest which Pupil Support staff take in pupils may of course mean that they will gain access to information of a private and personal nature. Parents are assured that Pupil Support staff will respect confidentiality at all times and that such information will be used only in the best interests of the child.
Each local authority is working with Skills Development Scotland to support the introduction of Foundation Apprenticeships for senior phase pupils. A Foundation Apprenticeship is a new nationally recognised qualification, which has been designed to provide learners with knowledge and skills, relevant to occupations in thriving industry sectors, such as engineering/civil engineering, social & health care, creative design & media, finance/accountancy/business, scientific technologies, ICT hardware/software and food & drink technologies. The SCQF Level 6 courses combine classroom and work-based learning delivered in partnership with employers and specialist learning providers or colleges. Foundation Apprenticeships are the same level as Higher qualifications and can be used as entry requirements for Modern and Graduate Apprenticeships, college and university courses. Pupils gain a valuable insight into the workplace by attending work placements during the Foundation Apprenticeship.

Senior phase pupils can participate in Foundation Apprenticeships as part of their S4-S6 curriculum over one or two years. Available options have been agreed on a local basis.

More details can be found at https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/
Support for Learning

The Support for Learning Department is a whole school resource staffed by specialist teachers who have Additional Support Needs qualifications in addition to their teaching specialisation. The department is based in the Support for Pupils floor of the Administration wing. We have Mrs Audrey McDermott and Patricia Connelly SFL Teacher. Jenny Condie, (Area Network Specialist Support Teacher) is based at Uddingston Grammar for 1.5 days per week.

The Department have Additional Support Needs Assistants (ASNA) who work in class supporting pupils’ learning.

Mission Statement

The Support for Learning Department are committed to ensuring that appropriate and effective provision is made for young people who have additional support needs leading to barriers to learning.

The Department is fully committed to raising the standard of attainment of all pupils and to enabling every pupil to achieve his or her full potential. The Department is a whole school resource to staff, pupils and parents, offering assistance where a barrier to learning occurs.

We strive to develop self-confidence along with the basic skills for life and work. We work with our partners to ensure that young people with additional support needs are:

- Successful learners
- Effective Contributors
- Confident Individuals
- Responsible Citizens

Role of the Support for Learning Teacher

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for the provision of additional support for learning. The legislation was amended by the Education (Additional Support for Learning) (Scotland) Act 2009. The Act is structured around the concept of support being needed for any reason, and for short or long term periods determined by the individual learning needs of the child or young person. The key duties on education authorities are to identify, make provision for, and review provision for the additional support needs of children and young people for whose education they are responsible.

Within these parameters, the Support for Learning Department has five specific roles:

1. Consultancy

Consultancy can take place in many forms: from simply giving advice to working collaboratively with individuals or departments. Effective learning and teaching strategies may be discussed and developed and suitable resources identified and made available.

2. Cooperative teaching
The Department offers cooperative teaching to work alongside teaching staff to support pupils in subjects across the school. Direct support can be offered to pupils in class and learning and progress can be monitored.

3. Staff development

The Department contributes to staff development in a variety of ways: through the sharing of insight, experience and resources; the presentation of in-service sessions; offering guidance on materials, equipment and approaches; commenting on guidelines and briefing documents and by disseminating information from courses attended.

4. Individual/Group tuition

The Department offers tuition for pupils who require extra support to supplement their learning experience. Literacy Acceleration groups operate in S1 and S2. In S3 and S4 pupils may to be invited to choose the Skills for Learning option. Pupils will have 2 periods of literacy and numeracy support and take part in the ASDAN Award Scheme. In some cases, individual tuition is offered to support a young person’s learning.

5. Liaison with other agencies

The Department work closely with agencies involved in working towards better outcome for our young people. These include; Psychological Services, Social Work Services, Child and Mental Health Services, Speech and Language Services, Skills Development Scotland and New College Lanarkshire.

(more information is available on the school website)

Nurture

At Uddingston Grammar we have an established Nurture programme that runs in conjunction with our Primary/Secondary transition programme. This is in full partnership with feeder primaries, parents and identified young people.

Nurture allows identified young people to make secure attachments with staff and, therefore, have an overall smoother transition to life at Uddingston Grammar.

Nurture provision continues for some pupils throughout their time at Uddingston Grammar. It is a flexible provision and nurture support can be offered throughout a session through a clear referral system.

To find out more about Secondary Nurture you can click on the link below
http://www.nurturegroups.org/

To find out more about Nurture at Uddingston Grammar then please take a look at our policy document on the school website.
**Attachment – what we do to support children and young people**

South Lanarkshire Council Education Resources is committed to improving outcomes for children and young people by creating emotionally supportive learning experiences in our nurseries and schools.

The Education Resources Attachment Strategy was launched in March 2019 and supports the action in the Getting It Right for Every Child in South Lanarkshire’s Children Services Plan 2017-20 – ‘Develop an attachment strategy and to inform training for staff working with early years to secondary aged children and young people on attachment-informed practice’.

*What does it set out to do?*

The aim of the strategy is to promote better experiences of attachment for South Lanarkshire’s children and young people and to ensure that all education practitioners understand the importance of attachment and how positive relationships can make a difference to outcomes.

*How can I find out more?*

South Lanarkshire Council Education Resources have published a series of leaflets and posters for parents/carers which aim to share information on attachment theory and on how this can inform the ways in which we support children and young people.

These are available from schools and we have plans to make them available on-line.
Primary Secondary Liaison

Over a number of years, a close working relationship has been established and developed between Uddingston Grammar and our five partner primaries.

This partnership is reflected in regular meetings involving the head teachers of all the schools and with Mrs McTiernan (DHT - Lower School) and Support for Learning staff. Other staff are also involved, depending on the aspect of school life being considered.

This has been of tremendous benefit to all staff involved with the transfer of pupils from P7 to S1 and of course to the pupils themselves.

From August through to June, a large number of contacts with our partner primaries are established involving subject departments such as Maths, English, Geography, Modern Languages and Science. Support for Learning staff visit the primary schools and an introduction to Information Skills is delivered by the Librarian, Mrs L Galway.

Primary 7 pupils enjoy their first transition activity in January when they attend the Super Heroes day in the Science department. This is followed by an initial parent’s evening with presentations from Mrs McTiernan, followed by a number of subject specific workshops. In May/June, the P7 pupils enjoy a two-day visit to the Grammar, where they are introduced to the timetable they will follow in August.

On the evening of one of the two days, we have a further meeting for parents where there is an opportunity both to see around the school and to meet the appropriate senior staff. These arrangements do take time, but it is time well spent if it eases the transfer of the children coming into the Grammar.
Our policy on equal opportunities

The school subscribes to the policy of South Lanarkshire Council on Equal Opportunities and, in both curricular planning and its approach to pupils, endeavours to treat people equally on the grounds of gender, race and ability in accordance with accepted standards of social justice.

The school's equal opportunities policy is kept under review and at present we are continuing to look carefully at the gender issue of underachieving boys.

Religious Observance

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.

Reporting of Racist Incidents

Schools take seriously any reported racist incidents. As part of the school’s approach to promoting positive discipline a record of all racist incidents is maintained and each incident fully investigated.

Schools are required to notify the local authority of any racist incident.
South Lanarkshire Council’s Visual Impairment Service (Education)

The Visual Impairment Team (VIT) at Uddingston Grammar School supports pupils who are on a specialist placement to the school because they have a severe visual impairment. For the session 2018-19 there will be 20 pupils, from S1-S6, who will be supported in their wider school classes, along with their peers, by VIT staff. In recent years the pupils the team has supported have come from South Lanarkshire, North Lanarkshire, Glasgow and Renfrew. Our aim is:

“to provide the right support, at the right time, every time”

Our approach is to provide the kind of support to pupils which is:

“the most inclusive and least intrusive”

This SLC Education Resource was established in 1983 and it has grown to support over 200 pupils each year who have a visual impairment across North and South Lanarkshire. We refer to this whole service, which includes the VIT, as the Resource Centre for Visually Impaired Pupils. Through this service we support:

- Children and their families in South Lanarkshire as part of our Early Years’ Service.
- Primary School pupils who attend ASN Schools in South Lanarkshire
- Secondary School pupils who attend schools in North and South Lanarkshire
- Secondary School pupils who attend ASN Schools in South Lanarkshire

The staff of the VIT comprises of:

- Qualified Teachers of the Visually Impaired
- Teachers of the Visually Impaired
- School Support Assistants
- A Braille Transcription Officer
- A Team Leader of the Support Staff

The team have a great deal of experience in supporting pupils who have a visual impairment as well as considerable knowledge about:

- Vision & mobility
- Assisting pupils to access the curriculum
- Adaptations to lesson, course and subject materials
- Creating large print materials and Braille Transcribed resources
- Inclusive approaches
- Assistive Technology, ICT and Low Vision Aids

The team also provide advice to staff and parents in matters relating to education and wellbeing from a visual impairment perspective. If you require more information about the work of the VIT or the Visual Impairment Service (Education) then please contact Miss Murray (DHT Inclusion and Head of the SLC Visual Impairment Service).
Our stance on bullying

Like all schools, Uddingston Grammar School is fully committed to addressing the problem of bullying. We have adopted a whole school approach to the issue and, as part of this approach, we have now completed our third major pupil survey to ascertain the scale of any bullying in the school; these surveys are undertaken every three years.

In recent years, a new whole school policy has been formulated to ensure the strategies we adopt are effective and, as part of this policy, senior staff, led by the Head teacher, play a major role in promoting a school that is ‘bully proof’.

The topic of bullying is highlighted at morning assembly, in Personal and Social Development classes and in other areas of the curriculum. We aim to develop a caring culture within school where pupils are encouraged to report all instances of bullying, regardless of the form it may take.

A ‘bully box’, located outside the assembly hall, is available for pupils to report concerns anonymously. All reported incidents are taken seriously. We deal sensitively with these and offer maximum support to any victims. While it may be necessary to punish the bully, we recognise these young people also require support, often in the form of counselling. We endeavour to work in close partnership with parents on all occasions in order to create an environment where young people can feel safe within the school.

We also endeavour to highlight the issue of potential ‘cyber-bullying’ and speak regularly to pupils about issues that can cause all of us real concerns.

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

Parents who have any concerns regarding their son or daughter should not hesitate to contact either the guidance staff, a member of the senior management team.
School courses – A Curriculum for Excellence

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 will need 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 enrich the curriculum, to provide 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 these websites: http://www.educationscotland.gov.uk/thecurriculum/ or www.parentzonescotland.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>
</tbody>
</table>
Third and Fourth Level

S1 to S3, but earlier or later for some. The Fourth Level broadly equates to Scottish Credit and Qualifications Framework level 4. The Fourth Level experiences and outcomes are intended to provide possibilities for choice and young people’s programmes will not include all of the Fourth Level outcomes.

Senior Phase

Secondary 4-6 and college or other means of study.

Organisation and Curriculum: courses in first year

By the end of Primary 7, your child will already have met several teachers from Uddingston Grammar School. These established links help to ensure a smooth transfer from Primary to Secondary.

Once at Secondary School, all classes are arranged on a mixed-ability basis, grouped in houses and named accordingly:

**Arran Bute Lewis Mull Orkney Skye**

Classes contain no more than 33 pupils but for practical subjects numbers are no more than 20, so pupils have to be grouped in a slightly different way for those subjects. All pupils follow the same course of study comprising...

In S1 pupils will experience a very broad ranging education, with input from all the subjects listed above – however, as this is a Curriculum for Excellence, subjects will be grouped together in 8 different categories; LANGUAGES; MATHEMATICS; SOCIAL SUBJECTS; RMPS; TECHNOLOGY; EXPRESSIVE ARTS; HEALTH AND WELL BEING and SCIENCE.

Care is taken to ensure that all pupils are given an equal opportunity to participate in classes which were formerly, by tradition, associated with a single sex group, e.g. Food technology and technical subjects.
Subject syllabuses have been structured so that the work undertaken by S1 pupils builds upon and articulates smoothly with the P7 curriculum. This ensures that all pupils can be helped to learn at their own pace and to work to their full capacity. Children with specific difficulties can also receive additional support from our specialist staff. Such support is arranged as needs are identified, e.g. visiting service by a teacher of the deaf or a language support service for bilingual pupils. In March, S2 pupils will choose from a wide range of courses that are pursued in S3 and S4.

**Organisation and Curriculum: Courses in S2 and S3**

All pupils in the new S1 will undertake a Curriculum for Excellence programme when entering The Grammar. At the end of S2, pupils will pick a set of deep learning choices as well as maintaining their other courses for S3. In S4 they will study up to 7 National courses from Level 2 to Level 6 as well as participating in core subjects.

These pupils will sit the NATIONALS - the replacement for Standard Grade and will move on to the Highers.

These courses have all been designed and developed by Education Scotland and by the SQA. The overall aim in the 3rd and 4th years is to provide pupils with well-rounded education, with a variety of types of courses at appropriate levels of study and awards related to their achievements.

Successful certification will be entered in the pupil's individual Progress File.

In the light of Scottish Government's proposals to encourage curricular flexibility, the school annually reviews the range of courses in S3 and S4. In order to ensure our S3/S4 follow through to S5 and S6, it may not be possible in future sessions to offer the full range of S3/S4 subject choices currently on offer; falling rolls could also affect the range of courses offered.

Any changes will only be carried out subsequent to full consultation with all relevant pupils, parents and teachers.

Pupils will have the opportunity to change their deep learning course up to the September weekend of S3 but this will only be in exceptional circumstances. Any changes will be made only after full consultation with teachers, pupil and parent/carer.

The ‘Skills for Work’ courses (which are run within the school) are facilitated by the Technical department and the Salon and allow pupils to opt into a placement one half-day each week. These courses are designed to provide pathways to a more vocationally based education. Pupils can elect for this at S2 choice time by process of selection through a formal interview.

A small number of pupils who may find the demands of a full curriculum too demanding and may be in need of specialist support can opt into a ‘Pupil Support’ option where regular structured support will be provided to allow them to meet the demands placed on them in the subjects they do choose to follow.
Organisation and Curriculum: Courses in fifth and sixth years

At the end of fourth year, pupils will be offered the widest possible range of courses, allowing them to carry on studying the subjects which will benefit them most, as they proceed towards their planned future. However, the narrowing down of subject choice that began in second year will continue. Pupils will opt for a maximum of five full academic or practical courses.

These choices will relate to their future plans depending on whether they aspire to take up employment or vocational training, or to continue their education at college or university. It should be noted that not every subject available at National 5 can also be offered at Higher. The 5th/6th year course should be considered as a two-year course and we hope in that way to be able to satisfy most course combinations.

All pupils who choose a course and enrol for the senior school (post-16) must complete and sign a Senior School Matriculation form setting out the conditions which apply to pupils in post-compulsory education.

A report indicating the progress and expectations of your child is made available in the spring. An ‘early warning system’ is in place to alert parents to problems or concerns, should they arise.

By the time your child reaches S5 he/she will follow the National Qualifications courses, as administered by the Scottish Qualifications Authority - the examination authority in Scotland. This system allows pupils to continue their chosen subjects at an appropriate level and thus enables the pupils to begin the process of lifelong learning. Students must achieve appropriate qualifications to gain entry to the various course levels.

These will be set out in more detail in the S5/S6 options booklet.

<table>
<thead>
<tr>
<th>S5 Levels</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) National 4</td>
<td>National 3</td>
</tr>
<tr>
<td>2) National 5</td>
<td>National 4</td>
</tr>
<tr>
<td>3) Higher</td>
<td>National 5 (A-C)</td>
</tr>
<tr>
<td>4) Advanced Higher</td>
<td>Higher</td>
</tr>
</tbody>
</table>

The National Qualifications programme recognises the achievements of pupils, encourages them to make progress at a suitable rate and also allows them to plan for study beyond school. Thus, the programme caters for pupils who may take two or more years before they sit their higher.

Further information on the National Qualifications programme is available from Mr Wilson (DHT).

By the time your child reaches S5, he/she will be a young adult and with this comes the need to recognise that he/she will be required to take on adult responsibilities.

The first of these is the need to take responsibility for one’s own learning. At the same time, we recognise that pupils are developing into students and that they require a greater degree of autonomy.
This is provided in many ways, including offering them additional time within the week where they are responsible for managing their own study, hence preparing them for life in higher education.

To assist in the development of appropriate study skills, the Personal and Social Education programme covers study skills, job seeking skills and interview skills, time management and stress management. Preparing university applications is also covered.
Assessment

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 Uddingston Grammar School 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 (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. Please refer to www.sqa.org.uk for up to date information.

1) Most subjects will have a mandatory element of course work.
2) 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.

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 and from these are extracted the information from which the Pupil Progress Card is completed. The records also permit teachers to make comments on particular strengths or weaknesses of pupils.
Virtute Crescam

Spiritual, Social, Moral and Cultural Values

Religious and Moral and Philosophical Education

Statutory requirements are met in a number of ways. From first to fourth year all pupils have Religious, Moral and Philosophical Studies included in their timetable. The school has 2 specialist RMPS teachers. Religious Studies is available through choice as a certificated National course. SQA short courses have been incorporated in the core S3 and S4 curriculum. In fifth and sixth year, options choices are offered for National 5 and Higher Religious, Moral and Philosophical Studies and Philosophy.

It is recognised that the Education Act allows parents to withdraw their children from any instruction in religious subjects and from any religious observance. Parents wishing to do so should inform the head teacher in writing at the beginning of the session so that alternative provision can be made.

Each year group has its own weekly ten-minute assembly in the school hall conducted by the year group depute head teacher and with regular visits from the School Chaplaincy team.

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

It is intended that the general ethos of the school should contribute to the moral education of its pupils. It is our desire that all activity and every relationship within the school will contribute to this aim. The School’s rules and disciplinary procedures are designed to support and engender positive attitudes towards the school, fellow pupils and staff.

Students are encouraged to develop those attitudes which make them responsible citizens, effective contributors, successful learners and confident individuals.

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.
Extra-curricular activities

Pupils are encouraged to involve themselves fully in the extra-curricular life of the school. In a world where increasing workloads are eating into the leisure time of many, we hope to provide our young people with opportunities for learning how to use their free time constructively and enjoyably. We see this as an important aspect of the education of future citizens.

This list includes many of the activities currently on offer, but these change from year to year. (All pupils are informed regarding the full range of activities on offer when they return in August via our Freshers’ Fair.

<table>
<thead>
<tr>
<th>Monday lunchtime</th>
<th>School Sports Clubs</th>
<th>Other School Clubs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball; Handball / Futsal;</td>
<td>Debating Club (A108); Maths Club (B203); Dress Code (coaching for girls C168);</td>
<td></td>
</tr>
<tr>
<td>Monday after school</td>
<td>Basketball (S1/2)</td>
<td></td>
</tr>
<tr>
<td>Tuesday lunchtime</td>
<td>Badminton (S1 only);</td>
<td>Board games Club (B104); Creative Writing (6007); Culture Club (A105); Coding Club (C107);</td>
</tr>
<tr>
<td>Tuesday after school</td>
<td>Shinty (S1-3) 3:45 - 5pm; Netball 3:45 - 4:45 pm;</td>
<td>Senior Choir 3:45 - 4:45 pm;</td>
</tr>
<tr>
<td>Wednesday lunchtime</td>
<td>S1/2 Shinty (Indoors); Dance (S1-3);</td>
<td>Jewellery Club (S1/2 - Art); Jazz Band; Sensory Garden (F014); PE Catch Up (Homework / support for Nat 4, 5 &amp; Higher PE/C100);</td>
</tr>
<tr>
<td>Wednesday after school</td>
<td>Girls Football 3-4 pm; Pentathlon Sports Club; Dance (S4-6)</td>
<td>Junior / Senior Band 3-4 pm;</td>
</tr>
<tr>
<td>Thursday lunchtime</td>
<td></td>
<td>Literacy Luminaries (B006); Eco Club (C201); Physics at Work (S1-3 C206);</td>
</tr>
<tr>
<td>Thursday after school</td>
<td>Fitness (S1) 3-4 pm; Badminton 6-4 pm; Shinty (S4-6) 3 - 4:45 pm;</td>
<td>String Orchestra 3-4 pm;</td>
</tr>
<tr>
<td>Friday lunchtime</td>
<td></td>
<td>Science Club (C209); Scripture Union (C165); Book Club (B005);</td>
</tr>
<tr>
<td>Friday after school</td>
<td>Shinty (All) 3 - 4:30 pm;</td>
<td></td>
</tr>
</tbody>
</table>
Reporting

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.

Homework

Homework is beneficial to pupils in two ways:

1. It reinforces the work that is done in class, making sure that pupils have thought about and used the skills and information gained in class. As such, it lays firm foundations for further learning.

2. It helps pupils to develop habits of independent study that become increasingly important as their studies progress.

It is difficult to say how much homework a pupil should do on a given night, but it is better to do some homework each evening rather than to wait until several homework exercises are due and do them all at once. Pupils should record their homework in their Planner in order to spread the load sensibly. Homework varies from department to department.

Sometimes it may happen that a pupil will have little or no formal homework, but these occasions should be seen as an opportunity to revise, rather than a chance to do nothing. As a general rule, pupils in S1 and S2 might usefully do about 40 minutes to 60 minutes work in total each evening, increasing to 80/90 minutes homework in S3 and S4.

Members of classes 5 and 6 are expected to assume a greater responsibility for organising their own studies. This will inevitably involve the serious student in long hard hours of study at home.

In an effort to illustrate the type of homework pupils might expect to receive, there follows examples of typical tasks set by 3 different departments.

**English** ... General homework tasks in English include completion of drafts and re-drafts of assignments, reading and reviewing works of fiction and non-fiction, preparing short talks to deliver to the class and researching into reference books on topics that are part of a theme study such as animals or the supernatural.

In addition, individual pupils may be given other tasks to develop their individual skills in reading, writing, listening and talking, or as remedial measures for areas of the work that have not been competently performed.
**Science** ... A common homework exercise is issued to all classes in the year once per fortnight. The homework is on printed sheets with spaces left for answers. The homework is marked and recorded by the class teacher.

**French** ... Collective class homework is set regularly (e.g. learning vocabulary, finishing exercise) and, in view of the individualised nature of language learning, pupils are encouraged to spend time at home revising areas of class-work with which they may have encountered previous difficulty.

In recent years parents have been consulted in depth about the level of homework they would wish for their children. As a result of this survey, our homework policy has been fully revised.

To underline the importance we attach to homework, all pupils are issued each session with a high-quality homework planner and are given guidance on how to make the most effective use of the planner.

We firmly believe that parents have an important role to play in supporting their child's homework, particularly in checking that it is being done properly and by informing the school if there are any problems.
Promoting positive behaviour

It is the responsibility of senior staff within the school to ensure that staff, 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 in which they can 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.
Towards a safer school

Uddingston Grammar School places a strong emphasis on pupil safety and parents may wish to know that an adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

Attendance at school

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:

- inform the school by letter or telephone, if your child is likely to be absent and to 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 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 Executive 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 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, children and the school all have a part to play in encouraging children to attend 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.

**Uniform clothing and Physical Education kit**

In support of many parents' wishes, South Lanarkshire Council encourages 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 the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils in light of the need to be more security conscious in all of our schools. 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 and any proposals on the wearing of a uniform will be the subject of consultation with parents, pupils and staff.

The Council provides support to parents in receipt of Income Support, Working Families Tax Credit, Housing Benefit or Council Tax Rebate by providing financial assistance towards the purchase of school uniform/clothing.

Application forms for clothing grant are available from Q&A Offices, Benefit and Revenue 01698 453504 / 453505 / 453214, the school or Education Resources, Almada Street, Hamilton, Telephone 0303 123 1023
The school uniform

Blazers are available from ‘Scotcrest’, Mackinnon Mills (Coatbridge and Airdrie) - www.scotcrest.co.uk. School badges are available from the School Office. The school uniform is:

✓ Plain white shirt
✓ School tie (black and gold) available from School Office
✓ Plain black v-neck sweater or cardigan and no logo
✓ Plain black dress trousers or skirt
✓ Black shoes

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

X - The wearing of football colours
X - Clothing with slogans that may cause offence (anti-religious symbolism or political slogans)
X - Clothing which advertises alcohol, tobacco or drugs
X - Clothing which can be deemed unsuitable on Health & Safety grounds such as track suits, dangling earrings, loose fitting clothes particularly in practical classes
X - Articles of clothing that could inflict damage on other pupils or be used by others to do so
X - Footwear which may damage flooring.

In addition, hats should not be worn in school and all outer jackets must be removed when in class.

The Physical Education kit

- Black / white shorts
- T Shirt: preferably without a slogan
- Sports socks
- Training shoes
- Towel

The above items plus warm top or, if possible, tracksuits are required. Boys are asked to bring football or rugby boots if possible.
Other Equipment

Every child needs a schoolbag, and all pupils are expected to bring one to school every day; it need not be an expensive one, but it should be reasonably weatherproof and big enough to hold books and P.E. Kit. Books and jotters that are issued should be covered with strong paper and looked after carefully.

Schoolbags, coats, jackets and other belongings should not be left lying around in the school or playground as this invites theft. All items should be marked with the owner's name, clearly, but also in hidden places if possible.

Insurance for schools: Pupils' personal effects

South Lanarkshire Council is concerned at the level of claims being received for loss of 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 pupils'/parents' own risk.

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

Items placed in lockers are done so at the owner's risk and the school cannot be held responsible for their unwarranted removal.

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.
Parents as Partners

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
Transport

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, phone 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.

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 phone 0303 123 1023.

Any queries regarding transport should be directed to Mr MacGregor, Depute Head Teacher.

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 limits (see above paragraph).

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.

The travel arrangements for first year pupils who qualify in terms of the above policy should always be planned during their last term in Primary school. Eligible pupils will simply be issued with a bus pass at the beginning of each session. Anyone who has recently moved into this area or who has any query about travel, should contact the school. Such arrangements can be put in place only after parents meet with their child’s Guidance teacher.

Experience has taught us that it is not advisable for pupils who travel by bus to go home for lunch either to the Viewpark / Tannochside areas or to Bothwell. Pupils who do attempt to do this are likely to have a rushed, frenetic lunch break and be late for school in the afternoon.
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 visit the website www.southlanarkshire.gov.uk or email us at: education@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.

A Note on Safety

The school is next to the main railway line. This raises obvious concerns about safety. Parents are asked to impress on their children that they must never, under any circumstances, trespass on to railway property. The area alongside the railway fence is also out of bounds to pupils.

Road safety is equally important. In particular, pupils are warned never to trespass on to the M74 motorway but to use the bridge and underpasses. The roads around the school are main roads and must be treated with caution.

Pupils are discouraged from going out of school at the morning interval. The range of facilities detailed elsewhere in this section shows all pupils are now well catered for within the school campus, thus removing any need to visit the Main Street. Any pupil ignoring this advice will do so at his/her own risk.
Towards a safer school

Uddingston Grammar School places a strong emphasis on pupil safety and parents may wish to know that an adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

Medical / Health Care / General Welfare

The medical examination of children is undertaken during each child’s school life, normally in the first year of Primary schooling, then at ages 10 / 11 years and 13 / 14 years, by staff of Lanarkshire Health Board, and parents may refer their child at other times to the Clinical Medical Officer for examination or advice.

All pupils in 3rd year are offered a Diphtheria / Tetanus / Polio injection.

Dental inspections are also carried out on a routine basis in primary school and parents are offered any necessary treatment for their children, although they may choose to go instead to the family dentist. Secondary school pupils receive examination treatment at the local community dental clinic on request.

First Aider for emergencies only, will be designated by the school. When a child is injured or taken ill, the first aider will assess whether further treatment is required. Where it is judged that further treatment such as a visit to the child’s G.P. is advisable, the child’s parent or guardian will be contacted and asked to come to the school and collect the child for that purpose.

If hospital care is needed an ambulance is called, and at the same time the parents / guardians are contacted to call at the school to accompany their child to hospital (if there is sufficient time for them to do so) or are given all the information regarding their child and are informed of the hospital to which he/she is being taken so that they can make their own way there.

Parents are asked to inform the school (preferably in writing) if their child suffers from any known condition which might interfere, however slightly, with his or her schooling. Some indication of the proper first-aid treatment of such a condition would also be appreciated. If a pupil has to have regular medication the parents should complete the appropriate SLC form and provide a supply of the medicine to the school office staff, who will administer this to the pupil as instructed. Such arrangements can be put in place only after parents contact their child’s Pupil Support teacher or Mr. Archibald.
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.

Public exam results
Policy with regard to entering pupils for public examinations

Schools in consultation with pupils/parents agree presentation levels for examinations. However, in the final analysis, the school will accede to the wishes of the parent.

The Scottish Qualifications Authority has provided the following information.

National Qualifications

**Nationals**

- **National 5**
  - Grades A, B, C and D

- **National 4**
  - Pass / Fail / Added Value Unit

- **National 3**
  - Pass / Fail

As well as subject results the certificate will report on core skills achieved. The five core skills are; Communication, Numeracy, Information Technology, Problem Solving and Working With Others. Reporting on success in these areas will be continued through to the senior school certificate.

**Higher**

To obtain A, B or C passes in subject courses, the student must pass the end of session external exams. This gives a course award.
School targets - raising standards

All experience shows that, if young people leave school with better qualifications, their prospects of finding work and enjoying a better standard of living are greatly improved. A good education system is the key to our economic success in the future. That is why at both local and national level, there is a real commitment to raising standards in education.

The Scottish Government has asked all Councils to give parents information on:

- how their child's school has been performing in certain key areas over the past three years
- the targets which have been set for the school which everyone should work together to achieve.

The information looks at the school's performance and the targets which have been set in:

- English - Nationals
- Maths - Nationals
- Other Nationals Courses
- Higher Examinations

In recent years schools worked towards achieving targets which have been set in a number of areas and parents are kept informed each year about how things are progressing.

Each year the Scottish Government Education Department asks that schools build on their existing targets. Uddingston Grammar has set new targets for 2019-2020 for examination results and absence. The idea of the targets is to provide a focus for planning in areas which are known to affect how well pupils perform.

Targets can be influenced by a number of factors - the ethos of the school, attendance, homework, the quality of education and teaching, the self-esteem of pupils and maintaining high expectations of pupils. For schools to achieve targets, we depend on parents, pupils and teachers working together in partnership.

Information showing progress in National Qualifications, as well as information on minimising absence, is included in the handbook. Further information will be provided to parents during the year on school targets.
General Data Protection Regulation (GDPR)

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.

Privacy Notice

Introduction

In line with the we have produced this privacy notice to inform you how we deal with personal information as part of our statutory function as an education authority.

The Council has a legal obligation to deliver effective education services to children, young people and adult learners in South Lanarkshire. In order to do this we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

Using your personal information

The Council is a “controller” of the personal information you provide when enrolling for a nursery or school, applying for an education service or participating in groups or activities provided by Education Resources.

Information we collect from you about you and your child at enrolment

When you enrol for a nursery or school, we ask for the following information:
- parent/carer contact details (name, address, phone, email);
- the child’s name, date of birth, gender and address;
- information about medical conditions, additional support needs, religion and ethnicity;
- any information you may wish to provide about family circumstances.

Information we collect at other times

We will also collect information at other times such as when you apply for a benefit, request a services or other support. We will provide an additional privacy notice at these times.

- When you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.

- If you make a request for additional support such as an educational psychologist or other support for learning we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.

- If you wish to participate in activities or support for young people through our youth centres, or through adult learning programmes within the community, we will also ask for your personal information to support your application. This may include information about family circumstances or medical conditions.

We require this information to ensure that children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. We will
also ask you to update this information annually and to tell us when there are changes to your details.

**Information that we collect from other sources**

As an education authority and as part of our statutory function in accordance with our legal obligations, we receive information from other sources such as the SQA, the NHS or Social Work about you or your child, this includes:

- exam results and assessment information;
- information about health, wellbeing or child protection.

**Why do we need this information?**

We need this information so the Council can ensure it is delivering education services appropriately to all learners:

- for the education of children, young people and adult learners;
- for teaching, enrolment and assessment purposes and to monitor the educational progress of children, young people and adult learners;
- to keep children and young people safe and provide guidance services in school;
- to identify where additional support is needed to help children, young people and adult learners with their learning;
- to maintain records of attendance, absence and behaviour of children and young people (including exclusions);
- to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;
- to help us develop and improve education services provided for young people, adult learners or families;
- In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

**We will share your information with:**

As an education authority and as part of our statutory function in accordance with our legal obligations we will share information with other bodies or parts of the Council, including:

- The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people’s learning;
- Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social work in connection with any child protection concerns we become aware of;
- South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities;
- Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

You have the right to access your personal information as well as the rights of rectification, erasure, restriction and the right to object. For information on these rights and how to exercise them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website: (https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy).

Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.
**Glossary of Terms**

**Aims**: A general statement of what we are trying to achieve in school or in a particular subject.

**Co-Educational**: Having both boys and girls.

**Common Course**: The arrangements by which all pupils in a year group follow the same course of study. Years S1-3 follow a common course.

**Counselling**: This may include advice-giving, but in counselling the emphasis is on helping the pupil to make up his or her own mind when faced with a problem or decision.

**CPD**: Continuous Professional Development: this simply refers to the ongoing training of staff.

**Curriculum**: The course of study which a pupil is following.

**Extra-Curricular**: Outside normal school hours. Clubs, Societies and team games are part of a pupil’s extra-curricular activities.

**Learning Support Teachers**: Teachers who are specially trained in the skill of helping pupils when they run into difficulties in understanding any part of their work.

**Link Courses**: Courses organised in cooperation with another institution, perhaps a Further Education College. Pupils following such courses spend some of their time in the College.

**Mixed Ability Grouping**: A method of organising pupils into classes which ensure that pupils of different abilities are taught together in the same class.

**Non-Denominational**: A non-denominational school is one which accepts all pupils, irrespective of their religious beliefs.

**Objective**: A specific statement of what we are trying to achieve in school or in a particular subject. Each aim can be broken down into several objectives.

**Reporter to the Children’s Hearing (Not connected with the school)**: The person whose legal responsibility it is to bring before a Children’s Panel (a kind of juvenile court) any young person found breaking the law or thought to be in need of care and protection. Unreasonable absence from school is grounds for such referral.

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 in relation to subsequent school years. We will do all we can to let parents know about what is going on in our school.
## School holiday Dates Session 2019/2020

<table>
<thead>
<tr>
<th>Break</th>
<th>Holiday dates</th>
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<tbody>
<tr>
<td><strong>First Term</strong></td>
<td></td>
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<tr>
<td>Teachers In-service</td>
<td><strong>Tuesday</strong> 13 August 2019</td>
</tr>
<tr>
<td>In-service day</td>
<td><strong>Wednesday</strong> 14 August 2019</td>
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<tr>
<td>Pupils return</td>
<td><strong>Thursday</strong> 15 August 2019</td>
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<tr>
<td>September Weekend</td>
<td>Close on Re-open Thursday 26 September 2019, 1 October 2019</td>
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<tr>
<td></td>
<td><strong>Friday</strong> 11 October 2019, 21 October 2019</td>
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<tr>
<td>October Break</td>
<td><strong>In-service day</strong> Monday 18 November 2019</td>
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<tr>
<td></td>
<td><strong>Friday</strong> 20 December 2019, 6 January 2020</td>
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<tr>
<td>Christmas</td>
<td>Close on Re-open Friday 20 December 2019, Monday 6 January 2020</td>
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<tr>
<td><strong>Second Term</strong></td>
<td></td>
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<tr>
<td>February break</td>
<td>Close on Closed on Friday 7 February 2020, Monday and Tuesday 10 February 2020, 11 February 2020</td>
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<tr>
<td></td>
<td><strong>In-service day</strong> Wednesday 12 February 2020</td>
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<tr>
<td>Spring break/Easter</td>
<td>Close on Re-open Friday 3 April 2020, Monday 20 April 2020</td>
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<tr>
<td><strong>Third Term</strong></td>
<td></td>
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<tr>
<td>Local Holiday</td>
<td>Closed Monday 4 May 2020</td>
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<tr>
<td></td>
<td><strong>In-service day</strong> Tuesday 5 May 2020</td>
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<tr>
<td>Local Holiday</td>
<td>Close on Re-open Thursday 21 May 2020, Tuesday 26 May 2020</td>
</tr>
<tr>
<td>Summer break</td>
<td>Close on Wednesday 24 June 2020</td>
</tr>
<tr>
<td>Proposed in-service days</td>
<td>Tuesday 11 August 2020 and Wednesday 12 August 2020</td>
</tr>
<tr>
<td></td>
<td>Pupils return Thursday 13 August 2020</td>
</tr>
</tbody>
</table>

### Notes
- Good Friday falls on Friday, 10 April 2020
- Lanark schools will close Thursday, 11 June 2020 and Friday, 12 June 2020
- Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 20 December 2019 and Friday, 3 April 2020)
- Schools will close at 1pm on the last day of term 3 Wednesday, 24 June 2020
Appendix A

This annex gives a list of useful information and the links to the content is now available from the Council’s website by accessing the following link

http://www.southlanarkshire.gov.uk/info/200188/secondary_school_information/1264/curriculum_for_excellence/2

Contact Details

Education Scotland’s Communication Toolkit for engaging with parents

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system

A guide for parents about school attendance explains parental responsibilities with regard to children’s attendance at school

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others

Parentzone provide information and resource for parents and Parent Councils

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support

Journey to Excellence - provides guidance and advice about culture and ethos

Health and wellbeing guidance on healthy living for local authorities and schools

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support

Scottish Catholic Education Service’s resource ‘This is Our Faith’ which supports the teaching and learning of Catholic religious education
Curriculum

Information about how the curriculum is structured and curriculum planning

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing

Broad General Education in the Secondary School – A Guide for Parents and Carers

Information on the Senior Phase

Information on Skills for learning, life and work

Information around the Scottish Government’s ‘Opportunities for All’ programme

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services

The Skills Development Scotland website ‘My World of Work’ offers a number of tools to support career planning

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework

Information about Curriculum for Excellence levels and how progress is assessed

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting and profiling

The Scottish National Standardised Assessment - in Scotland, pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of their everyday learning and teaching.

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy

Choices and changes provides information about choices made at various stages of learning

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

Virtue Crescam
Supporting Children’s Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition.

Enquire is the Scottish advice service for additional support for learning.

Parenting Across Scotland offers support to children and families in Scotland.

**Support for Pupils**

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs.

Information about the universal entitlement to support that underpins Curriculum for Excellence.


Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers.

**School Improvement**

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports.

Education Scotland’s Inspection and review page provides information on the inspection process.

Scottish Credit and Qualifications Framework (SCQF).

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications.

Amazing Things - information about youth awards in Scotland.

Information on how to access statistics relating to School Education.

**School Policies and Practical Information**

National policies, information and guidance can be accessed on the following:

Education
Health
Young People
Children (Scotland) Act 1995
Standards in Scotland’s Schools (Scotland) Act 2000.