

Saint Benedict's High School



Handbook 2022-23

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Welcome from the Head Teacher

Dear Parent/Carer

Welcome to our new and exciting prospectus for St Benedict's High School. I hope that this will provide you with a clear insight into our community and our hopes and aspirations for all who belong to it, as well as providing you with useful information on the academic, extra-curricular life and day to day running of our school.

As a Catholic comprehensive school, we are a school of faith and learning with Gospel values at the core of everything we do. We are committed to delivering excellence.

We set no limits to the ambitions of our young people, and the expectations of our parents, fostering a 'can do' growth mindset attitude. We promote and support the highest standards from our pupils in all aspects of school life, in their attitude to learning, in their personal conduct and in their appearance. We do this in an atmosphere which is safe, happy, disciplined, purposeful and productive. Prominence is given to the quality of relationships between staff and pupils, as well as academic attainment and wider achievement.

We are well aware that our success depends on the partnership between school and home, and I encourage you to take an active interest in the work and life of the school. We are aware that in choosing to send your child to our school you are making an act of trust. Our aim is to ensure that every child entrusted to our care is made welcome and that their time in St Benedict's is happy and successful.

If you are a parent of a child already at the school, thank you for entrusting us with that job. If you are considering sending your child to St Benedict's High, you are very welcome to visit the school.

For more up to date information please visit our website www.oraetlabora.co.uk or twitter account @stbenedictsren



Best Wishes

Alan Taylor

Head Teacher

St. Benedict's High School – Our Vision, Values and Aims

St. Benedict's High School is a Roman Catholic community with an ethos centred on and inspired by the love of Christ, expressed through our shared vision, values and aims.

Pupils, parents, staff and partners have been involved in establishing our vision and values. By ensuring we are challenging and ambitious we seek to present a vision which reflects the needs and aspirations of our Community of Faith and Learning.

Our Shared Vision – Ora et Labora – Pray and Work

St. Benedict's is a community where all young people feel valued and included, where the achievements of our young people are recognised and celebrated. It is a community where everyone is treated with respect, the values of the Gospel are evident every day and we encourage high aspirations of excellence for all of our young people.

Our Values

The values which underpin this vision and which shape our approaches, relationships, policies and behaviour are:

- Respect
- Love
- Trust
- Tolerance
- Integrity



Our Aims

- To put faith into action to support everyone in our wider community and beyond.
- To fully develop the unique talents of all members of our community spiritually, morally, intellectually, socially and physically.
- To provide a safe, caring, inclusive and nurturing environment where everyone feels valued.
- To provide our young people with the highest possible standards of learning and teaching.
- To maximise the attainment and achievement of our young people.
- To nurture in our young people creativity and aesthetic appreciation.
- To work in close partnership with parents, the Church and the wider community.
- To ensure all of our young people progress into positive and sustained destinations.
- To provide opportunities for the personal and professional development of staff.



Charter for Catholic Schools in Scotland



The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.



All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:



- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.



All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.



For more information, contact SCES. Tel: 0141 556 4727, email: mail@sces.uk.com or visit www.sces.uk.com

School Prayer

SCHOOL PRAYER

God, Our Father,
We thank you for your gifts which
you freely give to us.

We ask your son Jesus to help us
follow the advice of Benedict,
that we may pray and work to the
best of our abilities.

We ask the Holy Spirit to assist us in
making good decisions so that we can
learn to appreciate the true goals of
life and live in peace with one
another.

St. Benedict, pray for us.



SCOTTISH CATHOLIC EDUCATION SERVICE

RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: *"community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community"*.

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer, and reflection in classrooms and at assemblies. At other times, to honour occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.¹

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son, and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually, a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions - e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values, and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

¹ Curriculum For Excellence - Provision of Religious Observance in Schools, Scottish Government, 17 February 2011

Where a parent chooses a denominational school for their child's education, they choose to opt into the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.



Renfrewshire Council Service Pledges

Standards and expectations

We will:

- offer all children and young people in our catchment area a free school place
- provide school premises which meet health and safety standards
- provide information on your child's progress
- provide religious and moral education for your child
- give support and encouragement for parents to be involved in school life
- provide information on school activities
- provide 27.5 hours of class contact time for pupils in each normal school week
- help pupils prepare for vocational, further and higher education

Pupils will have opportunities for:

- personal and social development
- music, cultural activities, and creativity
- access to healthier lifestyles and sports activities
- community involvement

You can also expect us to:

- provide formal written reports on your child's progress
- provide an annual report on school progress within our Standards and Quality Report
- give you an opportunity to have a formal meeting with your child's class teacher or teachers
- strive to meet your child 's needs

How can you help?

By law, you must make sure your child receives an education.

As a parent/carer, you can help your child by:

- making sure your child goes to school regularly
- encouraging and supporting your child with any homework/home study given
- working in partnership with your child's school
- encouraging your child to respect the school and the whole school community

The Education (Scotland) Act 1980 uses the broadly framed definition of 'parent'. This is as follows:

"Parent" includes guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of section (13) of the Children (Scotland) Act 1995) in relation to or has care of a child or young person.

This is a wide definition which might, by way of example, include:

- non-resident parents who are liable to maintain or have parental responsibilities in respect of a child
- carers who can be parents
- others with parental responsibilities, e.g., foster carers, relatives and friends who are caring for children and young people under supervision arrangements
- close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements

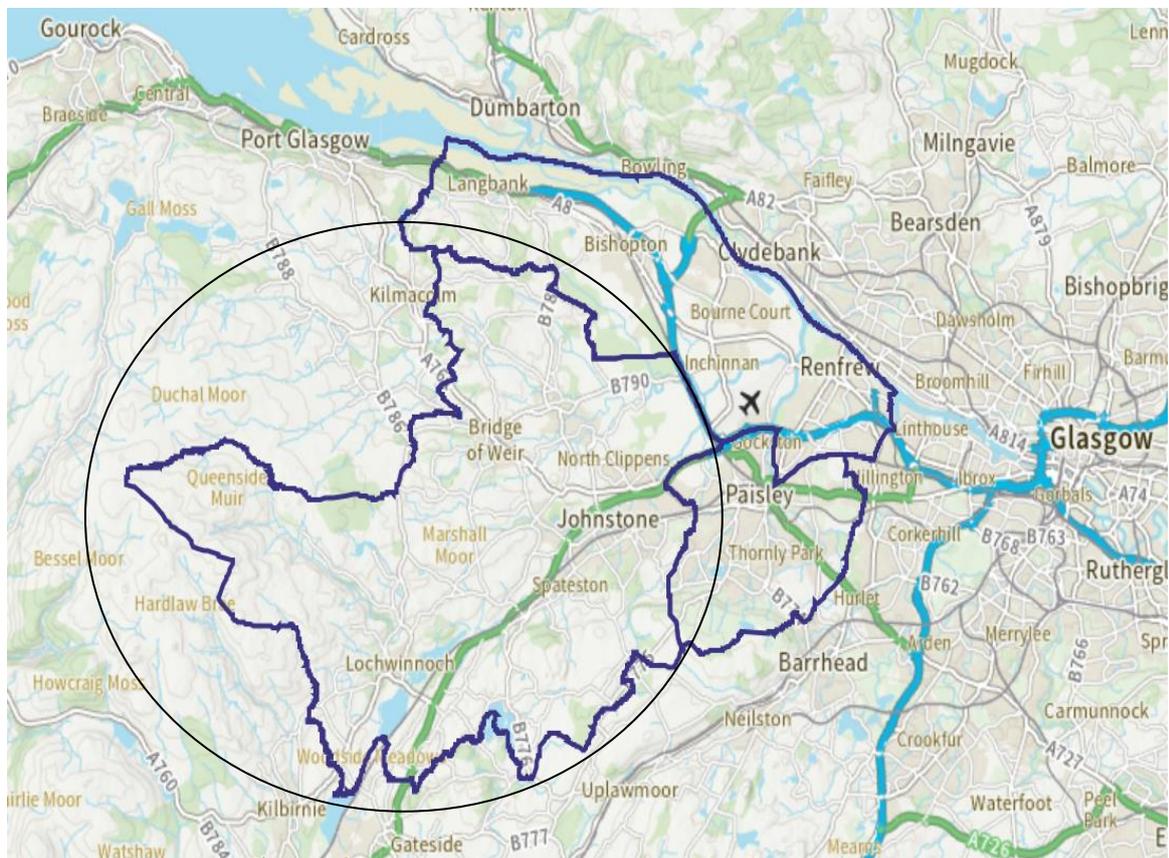
Everyone who is a parent, as defined in terms of the 1980 Act, has rights under the Act. This includes the right to receive advice and information about their child's education, general information about the school, to be told about meetings involving their child, and to participate in activities, such as taking part in decisions relating to a Parent Council. Education authorities and schools should treat parents equally, the exception to this general requirement being where there is a court order limiting an individual's exercise of parental rights and responsibilities. It is for education authorities to advise schools on the application of these rights in individual cases.

About Our School



Our catchment area

The school's catchment area covers the areas of **Linwood, Johnstone, Bridge of Weir, Houston and the surrounding areas.**



School contact details

- phone number: 0300 300 1441
- email address: stbenedictshighenquiries@renfrewshire.gov.uk
- write to or visit us at: Bridge of Weir Road, Johnstone, PA5 8EX
- website www.oraetlabora.co.uk
- Twitter [@stbenedictsren](https://twitter.com/stbenedictsren)

School roll

The current capacity of the school is 850 and the roll for each year group is presently as follows:

| | |
|-----------------|-----|
| S1 (First Year) | 136 |
| S2 | 129 |
| S3 | 136 |
| S4 | 107 |
| S5 | 109 |
| S6 | 92 |
| TOTAL | 709 |

Over the next three years the maximum number of pupils entering S1 (First Year) is likely to be:

| | |
|------|------------|
| 2022 | 144 pupils |
| 2023 | 156 pupils |
| 2024 | 162 pupils |

Parent Council

St. Benedict's High School has an active and thriving Parent Council which is here to represent the views of all parents/carers at the school. We support the work of the school by:

- **Providing a voice for parents on issues that are important to them and their children.**
- **Advising the school on its policies.**
- **Being involved in the appointment of senior staff.**
- **Organising social and fundraising events.**
- **Ensuring all parents are listened to and understand what the Parent Council does.**
- **Promoting contact between all parents and the rest of the school community.**
- **Discussing any key areas of interest to parents.**

Current Office-bearers are:

| | | |
|------------------------|---|-------------------------|
| Stephen McGee | - | Chair |
| Claire McLaren | - | Vice Chair |
| Father Michael McMahon | - | Diocesan Representative |



Follow the Parent Council on Twitter
[@StBenedictPC](https://twitter.com/StBenedictPC)

School staff

Senior Leadership Team

Head Teacher

Mr Alan Taylor



Depute Head Teacher – Dr Anne Phelps

Depute Head Teacher – Miss Bernadette McFadden

Depute Head Teacher – Mrs Kathleen Dewar

REMITs 2022-2023

| A Taylor Head Teacher | K Dewar Depute Head Teacher | B McFadden Depute Head Teacher | A Phelps Depute Head Teacher |
|--|--|--|---|
| <p>Quality Assurance</p> <ul style="list-style-type: none"> - QA calendar - Parental Questionnaire <p>Working Time Agreement</p> <ul style="list-style-type: none"> - School calendar - Collegiate calendar <p>Vision, Values, Aims</p> <p>Line Manager to Support Staff</p> <p>Overview of curriculum and raising attainment</p> <p>HGIOS4</p> <ul style="list-style-type: none"> - Evidence for QI1.3 Leadership of Change <p>SQA Results Analysis</p> <p>Health & Safety</p> | <p>S3 & S6 (P7 Transition)</p> <ul style="list-style-type: none"> - Tracking pupil progress - Reporting - Parents' meetings - Quality of learning and teaching - Analysis of levels of attainment - Attendance, timekeeping, discipline - Homework - Home-school links - Assessment - Options exercise linked to year group responsibly. <p>HGIOS4</p> <ul style="list-style-type: none"> - Evidence for QI3.1 Ensuring Wellbeing, Equality and Inclusion | <p>S1 & S4</p> <ul style="list-style-type: none"> - Tracking pupil progress - Reporting - Parents' meetings - Quality of learning and teaching - Analysis of levels of attainment - Attendance, timekeeping, discipline - Homework - Home-school links - Assessment - Options exercise linked to year group responsibly. <p>HGIOS4</p> <ul style="list-style-type: none"> - Evidence for QI3.2 Raising Attainment and Achievement | <p>S2 & S5 (P6 Transition)</p> <ul style="list-style-type: none"> - Tracking pupil progress - Reporting - Parents' meetings - Quality of learning and teaching - Analysis of levels of attainment - Attendance, timekeeping, discipline - Homework - Home-school links - Assessment - Options exercise linked to year group responsibly. <p>HGIOS4</p> <ul style="list-style-type: none"> - Evidence for QI2.3 Learning, Teaching and Assessment |

| | | | |
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| <p>Security and School Property</p> <p>Staff Handbook</p> <p>Assembly Schedule</p> <p>PT/SMT Focus Groups</p> <p>Child Protection</p> <p>Departmental Links Mathematics, Expressive Arts</p> <p>Primary links - Cluster improvement plan - Co-ordinate staff visits to primaries</p> <p>National Improvement Framework - Gather evidence for NIF</p> <p>Pupil Equity Fund - Line manager to PT Data Literacy, PL Employability and Partnerships, PL Pupil Engagement and Partnerships</p> <p>Supported Study - Attendance - Budget in conjunction with ESM - Easter School</p> <p>Staff Leadership Programme</p> <p>Publicity - Twitter - Press articles - In school posters/screens etc</p> <p>Development of staff - Use of QI Machine for Self Evaluation</p> <p>Parent Council</p> | <p>Pupil Support - Pastoral care - Support for Learning - GIRFEC - Columba base - ASN Strategic Plan - Attendance/timekeeping statistics - Bullying statistics - School Counsellor - Educational Psychologist - Home link</p> <p>House system</p> <p>Parent Empowerment Programme</p> <p>Line manage HWB PL</p> <p>Pupil Voice - Pupil Council/ Grand Council - Pupil Focus Groups</p> <p>Departmental Link Pupil Support, Columba base, PE&HFT Faculty</p> <p>Line Manager DoE PL</p> <p>Uniform Fitting Evenings</p> <p>Publicity - Twitter - Press articles - In school posters/screens etc</p> | <p>Co-ordinate all Aspects of the Spiritual Life of the School - Liaise with parish priests - Link with RE Dept - This is our faith - Developing in Faith - Chaplaincy/Liturgy plan - Joint chair of Pastoral Team with PT RE - Fundraising and charities - Caritas Award with PT RE - Global Citizenship - S6 Retreat - Staff Retreat - Malawi Retreat</p> <p>Curriculum Rationale Development of the curriculum and linked timetable (with A Taylor) - Staffing - Chair Curriculum rationale SLWG</p> <p>Monitoring & Tracking - Progress through the BGE - Oversight of whole school</p> <p>ICT Co-Ordinator - Digital learning - Resourcing - Budget - Show My Homework - Website</p> <p>Numeracy Line manage Numeracy PL</p> <p>Standards and Quality Report</p> <p>Departmental Link Technologies, Social studies, RE</p> <p>Publicity - Twitter - Press articles - In school posters/screens etc</p> | <p>Learning and Teaching Team - Sharing of good practice - Learning visits</p> <p>Staff/Pupil Leadership - Links with Columba 1400/CANI coaching - Development of pupil leadership</p> <p>SQA Co-ordinator - Liaising with departments. - Liaising with ESM re SEEMIS inputs - SQA examinations - Prelim examinations - S3 exams</p> <p>Student and Probationer Teachers - Induction - Liaising with Universities and LA link</p> <p>Teaching Scotland's Future - PRD co-ordinator - CPD co-ordinator - CPD budget in conjunction with ESM</p> <p>School Improvement Plan - Chair working group - Involvement of pupils and parents</p> <p>Whole School Reporting - Reporting calendar - Working Time Agreement</p> <p>Departmental Link Languages, Science</p> <p>Line manage STEM PL</p> <p>Publicity - Twitter - Press articles - In school posters/screens etc</p> |
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Teaching Staff

Department of English/Languages

Mr C McKee – Faculty Head
Mrs J Kelly
Mrs E Colligan – PT Raising
Miss E Lauder
Mrs S Fletcher
Mrs Z Tennant
Miss J Delaney
Mrs N Shearer
Miss L McAllister

Social Subjects Faculty

Mrs N Kean – Faculty Head
Mrs G O'Neill - PT Pastoral Care
Mr J P Tonner
Mr D Sinclair
Miss K Urquhart
Miss C Pope
Mrs A Curley – PT Pastoral Care

Expressive Arts Faculty

Mrs S Graham – Faculty Head
Miss F McAllister
Miss N Sweeney
Ms J Gillespie
Mrs G McKillop

Pastoral Care

Mrs V Sutherland
Mrs G O'Neill
Mrs A Curley
Mr G Harvey

Department of Religious Education

Miss C Howell – Principal Teacher
Mrs G MacDonald

Columba Base

Mrs F McGregor – Principal Teacher
Mrs L Blackburn
Mrs C O'Brien
Mr C Hardie
Mrs M Wilson

Support Staff

Department of Mathematics

Mr G Campbell – Principal Teacher
Mr G Morris
Mr L Canning
Mrs K Doyle
Mrs K Gallagher
Mrs G Conway
Mr D Graham

Science Faculty

Mr R McPhee – Faculty Head
Mr A Andrew
Miss R Tytler
Mrs C MacNeil
Mrs F Kidd
Mrs S Dargie
Mrs V Sutherland - PT Pastoral Care

Technologies Faculty

Mr C Wilson – Faculty Head
Ms C McArthur

Mrs J Tweed
Miss N Campbell
Mr J Smithson
Mr D McGrane

Department of PE / HE

Mr S McGeedy – Principal Teacher
Mr G Harvey – PT Pastoral Care
Mrs L McCartney
Mr B Millar
Miss L McMillan
Miss K Shearer
Miss A Conboy
Mrs R Burns
Mrs L Mitchell

Support for Learning

Clair McCrossan – Principal Teacher
Mrs L Boyd
Mrs S J O'Brien

| | | |
|------------------------------------|---|---|
| Education Support Manager: | Mrs L MacDonald | |
| Administrative Officer: | Mrs J Christie | |
| Administrative Assistant: | Mrs A Devaney | |
| Clerical Staff: | Mrs G Boyd Mrs D Johnstone Mrs K Gray | |
| School Technicians: | Mr A Shaw (Technician) Mr K Bell (Technical Subjects) | |
| Janitorial Staff: | Mr T Ross (Senior Janitor) Ms L Montgomery | |
| Classroom Assistants: | Mrs L Brown Mrs C Melville Mrs M Houston Mrs K Fleming Miss J Murphy Mrs A Klich | Mrs C McLaughlin Mrs G Longwill Mrs A Stevenson Mrs M MacRae Mrs S Campbell |
| Transition Teacher: | Mrs P Gray | |
| Key Worker: | Mrs L Wiggins | |
| Columba Base Classroom Assistants: | Mrs F McColl Mrs L McLauchlan Mrs I Ferguson | Mrs D Robertson Mrs L Lightbody |
| Home Link Workers: | Mr G Boyd Mrs M McConnell | |
| Inclusion Support Assistant: | Mr M Scarff | |
| Librarian: | Mr Andrew Kerr Miss Lynne Beveridge | |

School day

The school day is structured as follows:

Monday, Tuesday & Thursday

| | |
|----------|---------------|
| Period 1 | 08:50 - 09:40 |
| Period 2 | 09:40 - 10:30 |
| Interval | 10:30 - 10:45 |
| Period 3 | 10:45 - 11:35 |
| Period 4 | 11:35 - 12:25 |
| Period 5 | 12:25 - 13:15 |
| Lunch | 13:15 - 13:55 |
| Period 6 | 13:55 - 14:45 |
| Period 7 | 14:45 - 15:35 |

Wednesday & Friday

| | |
|----------|---------------|
| Period 1 | 08:50 - 09:40 |
| Period 2 | 09:40 - 10:30 |
| Interval | 10:30 - 10:45 |
| Period 3 | 10:45 - 11:35 |
| Period 4 | 11:35 - 12:25 |
| Lunch | 12:25 - 13:05 |
| Period 5 | 13:05 - 13:55 |
| Period 6 | 13:55 - 14:45 |



School dress

Renfrewshire Council encourages each school to adopt a dress code and for any proposed changes to be discussed with parents, pupils and the parent council. The council supports an agreed dress code because of the benefits it brings, including improvements in safety, security, discipline, ethos, community spirit and a decrease in bullying and expense for parents.

Some types of clothing will not be allowed in school for reasons of safety, decency, or indiscipline. Types of clothing which will not be allowed include:

- clothes which are a health or safety risk
- clothes which may damage the school building
- clothes which may provoke other pupils
- clothes which are offensive or indecent
- clothes which encourage the use of alcohol or tobacco, or other inappropriate substances

Pupils will not be deprived of education, any benefit or access to examinations because of not wearing school uniform.

In the interests of health and safety, of both individual and others present, all jewellery, including body jewellery, must be removed before taking part in physical education lessons or physical activities.

Grants for footwear and clothing for children are available to parents receiving certain benefits. Please see the council's website:

<http://www.renfrewshire.gov.uk/Freeschoolmealsandclothinggrants>

Information and application forms for free school meals are available from schools, registration offices and customer service centres or download a form from the council's website: <http://www.renfrewshire.gov.uk/Freeschoolmealsandclothinggrants>

Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school. The council has no insurance to cover the loss of valuable items.

St Benedict's School Uniform

It is a matter of great pride and pleasure to us in St Benedict's that we continue to have such a strong commitment from our parents to the wearing of our own distinctive and attractive school uniform and for the following good reasons

- school uniform encourages the feeling of the school as a community and helps pupils identify with the school
- school uniform makes all pupils look and feel equal; and
- the wearing of school uniform promotes a positive attitude to work and to the school in general.

The full uniform consists of:

- black blazer and school badge
- black trouser/skirt
- black sweatshirt (no hoodies or branded jumpers)
- white shirt/blouse
- school tie
- black shoes (no converse style trainers)



In order that their child may participate fully in PE, parents may purchase the following appropriate clothes:

- school blue T shirt/polo shirt (school crest)
- black shorts
- black socks.



Registration and Enrolment

Pupils are normally transferred from primary to secondary between the ages of 11 years 6 months and 12 years 6 months, so that they have the opportunity to complete at least four years of secondary education.

Parents of pupils who have moved to the area or who want their child to transfer to the school should contact the school office for information about appropriate procedures, and to arrange a visit.

Parents who want to send their child to a school other than the catchment school should make a placing request. The procedure for making a placing request is explained in the leaflet 'Sending your child to school.' You can pick this leaflet up from any school, call our customer contact centre, 0300 300 0300, to have a copy sent to you, or download the form from the council website: www.renfrewshire.gov.uk

Induction procedures for pupils starting school and their parents

Parents will be advised of parent meetings and pupil induction days during the spring and summer terms.

Associated primary schools

Associated primary schools

Our Lady of Peace Primary School
Erskinefauld Road
Linwood
PA3 3PR

Telephone: 0300 300 0173

St Anthony's Primary School
Hallhill Road
Spateston
Johnstone
PA5 0SD

Telephone: 0141 618 2612

St David's Primary School
West Johnstone Shared Campus
Beith Road
PA5 0BB

Telephone: 0300 300 0198

St Margaret's Primary School
Buchanan Street
Johnstone
PA5 8RY

Telephone: 0300 300 0185

St Fillan's Primary School
1A Main Street
Houston
PA6 7EL

Telephone: 0300 300 0182

Primary – Secondary Transition Programme

Our extended transition programme was introduced in 2020. All pupils in primary 6 and 7 pupils are involved.

Aims of programme

- To improve pupil confidence in preparation for transition to secondary.
- To introduce St. Benedict's school values to cluster pupils.
- To have a consistent experience across the primary establishments, with a focus to improve STEM, literacy, numeracy and H&WB.
- To work collegiately with primary colleagues to deliver and evaluate projects of work.
- To provide subject specific CLPL for primary colleagues.
- To improve partnership links with all cluster establishments.

Project themes and delivery

Pupils complete 2 projects during visits across primary 6 & 7. Each project provides an opportunity for pupils to visit the St. Benedict's on 2 occasions where subject specialists deliver a group of lessons focused on the key curriculum for excellence experiences and outcomes - Literacy, Numeracy, Health and Wellbeing and STEM.

Feedback from Enhanced Transition Project



'Many of the children were inspired by the school and wanted to hand in their best work and were able to showcase the value of respect to the school.' **St. Anthony's staff member.**

'It has helped children to feel less anxious about going to high school' **OLOP staff member.**

'The transition event was a great idea. It gave the children the opportunity to experience high

school subjects in an engaging way. All children gave positive feedback after their visits.' **St. Margaret's staff member.**

'I loved my visits to high school, especially the science experiments.' **OLOP P6 pupil**

'I can't wait for my second visit to tell the dragons about my product!' **St. Fillan's P7 pupil.**

There are also visits to our associated primary schools by the following staff :

Pupil Support Team

Literacy Project Leader – Miss Emma Lauder

Numeracy Project Leader – Mr Liam Canning

STEM project leader – Mr Alistair Andrew

This input helps ensure that the transfer from primary to secondary school goes as smoothly as possible for each individual pupil.

Additionally, we have information evenings led by the Head Teacher during October and May for the parents of those children who are about to transfer to St Benedict's. At these meetings parents will be given information about the school curriculum, pastoral arrangements, transfer arrangements and the aims and priorities of the school.

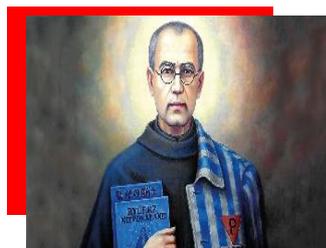
Pupil support

Pastoral care structure

Under the direction of Mrs Dewar (Depute Head Teacher), the Pastoral Care team consists of the Depute Head Teacher, and four Principal Teachers of Pastoral Care. The aim of the school pastoral care team is to provide, when required, advice to pupils in three areas:

- personal
- vocational/careers
- curricular i.e choice of and progress in subjects.

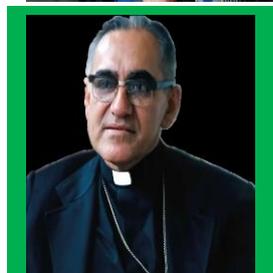
The pastoral care teacher looks after the interests of pupils throughout the various year groups. In addition to the areas referred to above, the pastoral care teacher has a key role to play in monitoring behaviour/progress, in support for those pupils 'at risk' in any way, in liaising with outside agencies such as educational psychology service and careers service and generally being the principal link between school and home. In session 2021-22 pastoral care staff are assigned as follows:



St Maximilian Kolbe
Mrs Curley
1.2, 2.2, 3.2, 3.4,
4.1, 5.3, 5.4 ,6.2



St Teresa of Calcutta
Mrs O'Neill
1.3, 2.3, 3.3, 3.5, 4.3,
4.5, 5.5, 6.4, 6.5



St Oscar Romero
Mr Harvey
1.1, 1.5, 2.1, 3.1, 4.2,
5.1, 5.5, 6.1



St Josephine Bakhita
Mrs Shearer
1.4, 2.4, 2.5, 3.2, 3.4,
4.4, 5.2, 6.3

Every effort is made to maintain continuity of support to pupils and families. Families are normally assigned to the same PT Pastoral Care so that parents can liaise with just one Pastoral Care Teacher.

Day to day guidance/disciplinary/curricular matters are under the control of the Depute Head Teacher. In session 2022-23 the arrangements are as follows:

S1/4 – Miss McFadden

S2/5 – Dr Phelps

S3/6 – Mrs Dewar

Assessment and reporting

Assessment is an integral part of learning and teaching. It helps provide a picture of the learner's progress and achievements and identifies the next steps in learning.

Assessment includes supporting learning, learner engagement and ensuring appropriate support.

Tracking learners' progress

Information on learners' progress is gathered through planned assessments and this information is recorded. This allows teachers to have a clear picture of how learners are progressing. It will also allow teachers to identify next steps in learning and inform reporting on progress and achievement.

Reporting

Regular reports to parents provide clear, positive and constructive information about their child's learning and progress, reflecting on what has been achieved against standards and expectations.

Profiles

Profiles will be used to recognise pupils' progress in learning and achievement, while supporting and informing transitions. As children reach the end of primary school (primary 7) and young people their broad general education at the end of S3, they will record their most recent and relevant learning and achievements in a personal profile which will also incorporate a reflective statement by the learner.

Summary of the School Improvement Plan

Strategic actions

- School Priority 1: Raising attainment for all, with a specific focus on Literacy and Numeracy, through ongoing improvement in the learning provision.
- School Priority 2: Closing the attainment gap between the most and least disadvantaged learners to ensure equality to all.
- School Priority 3: Improving the health and wellbeing of learners.

Self Evaluation and Quality Assurance

Quality indicators

The actions and tasks which have been identified are cross-referenced to the relevant quality indicators within the HGIOS framework. Monitoring the progress of actions and tasks provides sound evidence to contribute to the school's self-evaluation.

The school improvement plan for 2022-23 uses the following core Quality Indicators to structure and measure improvement:

- 1.3 – Leadership of Change
- 2.3 – Learning, teaching and assessment
- 3.1 – Ensuring wellbeing, equality and inclusion
- 3.2 – Raising attainment and achievement

Flexible Learning Resource

The Columba Base is located within St Benedict's High School. It is a non-denominational provision for secondary aged pupils with additional support needs.

Outreach Services

The Base also offers an outreach facility to locality secondary schools. This outreach service operates in different ways and reflects current local needs.

The range of services includes the following:

- staff development.
- pupils' assessment/profiling.
- pupils' outreach (in classroom support) or support in the Base.
- parental consultation
- links with other agencies.

Referrals

Referrals to the Base will be through the Educational Psychology Service. All referrals are considered by Renfrewshire Council's Prioritisation Group which decides the nature of placements and the level of support.

Car parking

The school has 5 designated parking spaces available for visitors with disabilities.

Care and Welfare

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents to make sure that your child is safe, happy and able to benefit from the educational opportunities we offer.

School security

Renfrewshire Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures, including a visitors' sign in book, badges and escorts while visitors are within the school building. Normally, anyone visiting a school for any reason will be asked to report to the school office. The school staff then make the necessary arrangements for the visit.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Attendance at school is recorded twice a day, morning and afternoon.

Please let the school know by letter or phone if your child is likely to be absent for some time and provide your child with a note on his or her return to school, confirming the reason for absence. If there is no explanation provided from a child's parents, the absence will be regarded as unauthorised.

If your child is in S4-6 and an absence from school means that they will be missing an SQA examination, it is vitally important that you **inform the school on the day of the examination**. This is to ensure that the school can access the Exceptional Circumstances Consideration Service which supports pupils who have been unable to attend an examination for personal circumstances e.g. illness.

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. The head teacher can, however, approve absence from school for a family holiday in certain extraordinary situations. Please discuss your plans with the head teacher before the holiday. Absence approved by the head teacher on this basis is regarded as authorised. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence

Parents from minority ethnic religious communities may request that their child be permitted to be absent from school to celebrate recognised religious events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. The education authority, however, has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

Bullying

Renfrewshire Council has an anti-bullying policy which was developed in consultation with pupils, parents and staff. The policy provides guidance on the prevention, identification and management of bullying – both the bullying behaviour and the impact it has.

Our school also has its own anti-bullying policy which sets out our local approach to tackling bullying. You can request a copy of the Council's policy and/or the school's policy from the school office or access them online at www.renfrewshire.gov.uk
www.renfrewshire.gov.uk/article/3469/Anti-bullying.

If you have a specific concern about bullying, please report this to the school so that we can investigate and take any action that might be needed.

Child protection

All children have a right to be protected from harm, abuse and neglect. The vision of the Renfrewshire Child Protection Committee is that "it's everyone's job to make sure that children in Renfrewshire are safe."

Renfrewshire Council has a child protection policy and guidelines in place of which all staff are made aware. Our staff work closely with other agencies to protect children and keep them safe. All school staff receive training every year and must report to the child protection co-ordinator, any concerns they have about the welfare of any child. In every situation, the welfare of the child overrides other considerations.

Mobile phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can be brought into schools however the following limitations will apply in Renfrewshire schools and education establishments:

- All phones should be turned off and kept out of sight during the school day within the school campus
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport
- Mobile phones may be confiscated where these rules are broken
- Any recordings made on school premises or school transport found on confiscated phones must be deleted on their return

- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones must be deleted from phones on their return
- Children's Services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy, there will be consequences in line with the school's positive behaviour/discipline policy
- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached
- Smartphones introduce additional challenges for schools and parents. Pupils and parents should be aware that this also leaves pupils open to dangers such as cyberbullying, grooming and access to inappropriate material. Parents are encouraged to read the anti-bullying policy for further guidance
- Staff should not delete photographs or recordings from confiscated mobile phones
- When staff confiscate mobile phones or other devices, they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation

Legal Aspects

- There are a number of aspects of the law which may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing in character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982
- In situations which are so serious that a school might contact the police, it is for the police, and not the school, to consider what, if any, criminal offence may apply

These restrictions on use apply equally during any school activity that takes place off campus.

Pupils breaking the rules will be disciplined in line with the school's positive behaviour or discipline policy.

School meals

Children of parents receiving certain benefits are entitled to a free midday meal. Information and application forms for free school meals are available from schools, registration offices, customer service centres or by downloading from the council's website:

<http://www.renfrewshire.gov.uk/article/2303/School-meals>

School transport

Renfrewshire Council's policy is to provide home to school transport to all secondary school pupils who live more than 3.219 kilometres (2 miles) from their catchment school by the recognised shortest safe walking route. Parents who think their child is eligible for home to school transport can get an application form from the school or Children's Services in Renfrewshire House or online at <http://www.renfrewshire.gov.uk/article/3486/Home-to-school-transport>. These forms should be completed and returned before the end of February for those pupils beginning school in August to allow appropriate arrangements to be made. However, parents may make an application at any time.

In special circumstances the Director of Children's Services has discretion to grant permission for pupils to travel in transport provided by the education authority, where spare places are available, at no additional cost to the authority.

Pickup points

Where we provide home to school transport, pupils may need to walk a reasonable distance from home to the transport pick-up point, but this should not exceed 3.219 kilometres (2 miles).

It is the parent's responsibility to make sure that their child arrives at the pick-up point on time and behaves in a safe and acceptable manner while boarding, travelling on and leaving the vehicle. Pupils who misbehave can lose their right to home to school transport.

Placing requests

Renfrewshire Council does not provide transport for those pupils who are granted a placing request other than in exceptional circumstances.

Assisted support needs

Renfrewshire Council may provide free home to school transport for children assessed to attend any school because of their assisted support needs. The educational psychology service will normally carry out the assessment. We also provide seat belt and wheelchair restraints needed to transport pupils.

Pupils leaving school premises at breaks

Schools have a duty to look after the welfare of their pupils. This includes taking reasonable care of pupils' safety during intervals and lunchtimes.

Renfrewshire Council recommends that pupils should not leave school grounds at interval time. Parents should encourage their children to follow these rules in the interest of safety.

Education Maintenance Allowance (EMA)

An Education Maintenance Allowance (EMA) is an allowance of £30 per week paid to eligible students aged 16 to 19 years old who stay on in full-time education after the legal school leaving age.

Entitlement to an EMA is based on an assessment of household income. The income thresholds for the EMA programme academic year 2021/22 are as follows:

| EMA Weekly Payments | | | | |
|------------------------------------|----|---------|--|----------------|
| Total Household Income for 2021/22 | | | | Weekly Payment |
| £0 | to | £26,884 | for families with more than one dependant child in full-time education | £30 |
| £0 | to | £24,421 | for families with a single dependant child in full-time education | £30 |

The weekly allowance is paid every second week in arrears directly into the student's bank account.

For more information, please contact either the school office, Renfrewshire Council's Customer Service Centre on 0300 300 0300 or email ema.els@renfrewshire.gov.uk

Information is also available on Renfrewshire Council's website: www.renfrewshire.gov.uk

Part time employment

Pupils under school leaving age who want to work before or after school or at the weekend, need to hold a work permit. Pupils can get application forms from the school. Forms must be completed by employers, parents and the head teacher and returned to the school. Permitted working hours during term time are 2 hours per school day, 2 hours on a Sunday and 8 hours (over 15 years of age) or 5 Hours (under 15 years of age) for any other day (i.e. Saturday). Outwith term time, the maximum total working hours in a week are 25 hours for those under 15 years of age and 35 hours for those over 15 years.

Parents are asked to co-operate with the school to make sure that the amount of time spent working doesn't interfere with homework expectations and studying for SQA examinations.

Equalities

Renfrewshire Council is committed to ensuring that all employees, customers and partners are treated fairly and with respect at all times. We are committed to promoting equality and tackling discrimination through the way services are planned, delivered and purchased. The council promotes and encourages a culture whereby equality of opportunity exists across all the protected characteristics of age, disability, race, gender reassignment, pregnancy and maternity, religion and belief, marriage and civil partnership, sex and sexual orientation.

School education is open to all pupils and all reasonable measures will be taken to make sure that the curriculum is available to every child. The Equality Act 2010 introduced a new public sector general equality duty which requires Scottish public authorities to pay 'due regard' to the need to:

- Eliminate discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010
- Advance equality of opportunity between people who share a characteristic and those who do not and
- Foster good relations between people who share a relevant protected characteristic and those who do not

In line with UNCRC, in Renfrewshire we place the human rights and needs of every child and young person at the centre of education.

The council supports the right of each citizen to a quality of life which is free from violence, discrimination and harassment. The council will take steps to ensure that all citizens, regardless of race, ethnic or national origin, religion, social background, marital status, gender, disability, age or sexuality have full access to its services, taking all possible measures to prevent discrimination in the way its services are delivered.

Parents can help to monitor our success in promoting equality of opportunity for all by providing equalities related information when asked.

Medical and health care

Parents should notify the school of any medical requirements or allergies that their child may have. Wherever possible, where a child requires medication, it is better if this is provided outside of school hours. In cases where it is necessary that the child receives medication during school hours, parents should contact the school to make appropriate arrangements. School staff are under no obligation to give medicines to pupils and staff will advise parents of local arrangements. Where appropriate, schools will support parents in helping children and young people learn the life skills which allow them to manage their own healthcare needs.

Minor accidents are dealt with by the school's qualified first aider(s) or appointed person. If a pupil takes ill or has an accident at school which requires that they be sent home or for treatment, the school will provide first aid and contact parents. It is very important that the school has contact details for all parents and an additional contact person in case parents cannot be contacted. This information should be kept up to date. The school will not send younger pupils home from school unaccompanied.

In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents will be notified immediately.

Managing positive behaviour

One of the main strengths of St Benedict's is that it is a caring community in which there is mutual respect, tolerance and concern among staff, pupils, and parents. It is often remarked upon by parents and visiting staff that the standard of discipline and the behaviour of our pupils is very high. The school strives to further enhance this well-deserved reputation by attempting to instil in all our pupils a sense of personal responsibility, not only for their learning but also for the wider community. We are indeed fortunate in having extremely good relationships between pupils and staff which ensures a strong school ethos and a positive learning environment. Promoting positive behaviour and acknowledging good attitudes to learning and behaviour are fundamental to the school ethos.

Nevertheless, not all pupils are always well behaved, and cases of indiscipline can arise. Such instances do occur from time to time, and we have procedures in place to deal with them swiftly and effectively. The policy in the school which is based on a non-confrontational, staged intervention approach allows pupils space and time to reflect on the inappropriateness of their behaviour and provides them with opportunities to change their behaviour. The policy is being reviewed currently to include restorative approaches to strengthen promoting positive relationships in the school.

Another reason for the high standard of good behaviour of our pupils is the regular support and co-operation of the home and for this reason we are confident in notifying parents and seeking their help in dealing with any cases of serious indiscipline. Cases of extreme misbehaviour may also result in parents being asked to give a written assurance of their child's improved conduct and if that fails pupils may be referred to Renfrewshire Council Education and Leisure Services for an alternative placement.

All matters relating to discipline will be dealt with in the first instance by the appropriate guidance teacher and/or the Depute Head Teacher. In cases where a serious breach of discipline has occurred, the Head Teacher may be involved in dealing with the matter. Pupil Support Teachers welcome informal contact with parents, but they do have a teaching commitment, so if you wish to speak with your child's pastoral care teacher, please phone to arrange a mutually convenient time to talk.

Curriculum Matters

School curriculum

Scotland's curriculum – Curriculum for Excellence (CfE) – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

Curriculum for Excellence places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The National Improvement Framework, updated annually, sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to deliver those key priorities.

Crucially, it sets out a clear **vision** for Scottish Education:

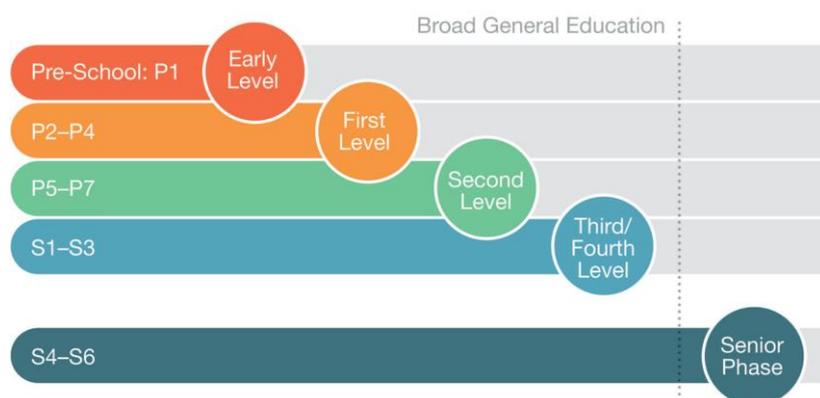
- Excellence through raising attainment and improving outcomes: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors
- Achieving equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap

The key priorities of the National Improvement Framework are:

- Placing the human rights and needs of every child and young person at the centre of Education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

Broad General Education Rationale

On leaving primary school, most pupils will have benefited from a wide range of learning experiences and be ready to take on the challenges of progressing their learning in secondary. The work undertaken in P6/7 in the primary is enhanced by strong cluster working with the secondary. The role of our transition teacher is of particular benefit in this process. There is a need to ensure that in the secondary we build on



pupils' experiences across all curricular areas and wider achievements. During the early years of secondary education young people will extend their knowledge and skills as well as developing their strengths and interests further. It is an important stage in their education and they need to be engaged and challenged in their learning to ensure that their motivation is sustained which will lead to a successful transition to the Senior Phase. The Broad General Education (BGE) phase is closely connected to the Senior Phase with the learning undertaken up until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects.

At St. Benedict's High School the Broad General Education phase has a clear purpose - to ensure a strong platform for later learning and for successful transition to the new qualifications at the appropriate level for each young person. As they continue to develop the four capacities, the curriculum should enable each young person to:

- Experience learning across all eight curricular areas up until the end of S3.
- Achieve high levels of numeracy and literacy with opportunities to develop these across the curriculum.
- Develop Skills for Life, Learning and Work.
- Experience opportunities for personal development and achievement.
- Experience challenge and success.

They should be encouraged to adopt an active and healthy lifestyle equipped with the skills needed for planning their future lives and careers.

Application of the Principles of Curriculum Design to the St Benedict's High School Broad General Education Model

Breadth

In S1 learning will take place across all the Experiences and Outcomes in the eight curriculum areas with some achieving Third Level by the end of S1. Pupils will participate in the BGE across all curricular areas until the end of S3. In S2 pupils will continue to learn across all curricular areas. This will ensure that all pupils develop a breadth of knowledge and experience at Third Level before progressing to Fourth Level. As pupils progress through the broad general phase they will engage with a widening range of experiences growing in confidence and competence in Skills for Life, Learning and Work in familiar and routine contexts.

Breadth will be further enhanced by a number of year group events such as the Energiser Project which is delivered via a S1 STEM Workshop. The S2 Mission Morning gives pupils an opportunity to see 'Faith in Action' in many contexts with a focus on social justice.

These experiences bring together many curriculum areas allowing pupils the opportunity to connect their learning in meaningful contexts.

Depth

During the S1-S3 stage, depth of learning will be provided through opportunities for pupils to engage with increasingly demanding concepts, develop progressively more complex cognitive abilities and build and learn new skills. Many pupils will achieve outcomes in these curriculum areas at the Third Level by the end of S1/2 and the Fourth Level by the end of S3. In some cases, learning may stretch beyond Third and Fourth Levels in S3. Depth will be enhanced through actively seeking interdisciplinary opportunities to connect learning between subject areas, across curricular areas, special focus learning events and whole school opportunities.

Personalisation and Choice

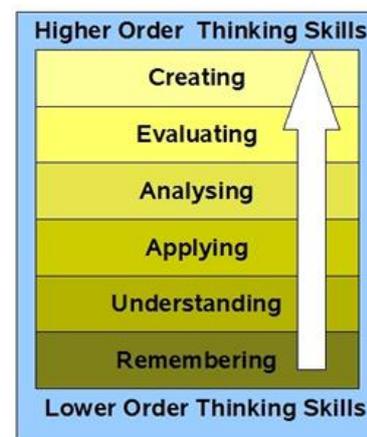
All pupils will experience a common curriculum in S1 and S2. Pupils will have opportunities for personalisation and choice across many aspects of their learning throughout S1 to S3. Towards the end of S2 pupils make their subject choices for S3 in addition to Maths, English, Spanish, RE, SE and PE. They choose one social subject, a science, a technology and an expressive art subject and one other. All pupils are surveyed to design the last column on the option choice form which changes every year based on pupil choice. In partnership with SDS the pupils receive a comprehensive option choice programme which includes an individual interview with an SDS worker and their parents.

Teachers across the school will continue to work towards offering personalisation and choice in pupils' learning at classroom level.

Challenge and Enjoyment

At St. Benedict's High School we will continue to have the highest possible expectations of what our young people can achieve. Through offering a truly Broad General Education until the end of S3, with choice at the end of S1/2, this structure provides an opportunity to challenge pupils to cover most Third Level Outcomes by the end of S1/2 and to reach Fourth Level Outcomes by the end of S3. As pupils progress through the Experiences and Outcomes they will develop increasingly complex Higher Order Thinking Skills including analysing, evaluating and creating

The design of our curriculum provides a number of enjoyable ways in which pupils can engage with the Experiences and Outcomes. Strategies such as co-operative learning, active learning and the use of technology all provide pupils with stimulating and engaging lessons matched to all learners' styles and abilities. Interdisciplinary projects and themed days will further enhance challenge and enjoyment.



Progression

Young people should experience appropriate and challenging progression from primary into secondary and through the levels. We have established strong links with our associated primaries through our cluster leadership group and our own transition programmes. These contribute to a shared understanding of teaching methodologies across both sectors and along with moderation activities across Second and Third Level Experiences and Outcomes, we ensure that we build upon prior learning as pupils enter S1. Given the focus on literacy and numeracy, most young people should achieve Outcomes at the Fourth Level in these two areas.

Most learners will progress to study at the Fourth Level in chosen areas at appropriate points during S1-S3. This model provides opportunities for pupils to progress across all curricular areas. The introduction of choice within the Broad General Education should ensure that there are appropriate progression routes at the end of S3 as pupils move into the Senior Phase.

Coherence

Taken as a whole, learning activities should combine to form a coherent experience with clear links between different aspects of learning. Subject departments within curriculum areas will work closely together in order to ensure a coherent experience for pupils within the curriculum area and across the Experiences and Outcomes. Emerging practice in the school such as the interdisciplinary projects timetables across Technologies and Expressive Arts will ensure our Broad General Education is coherent allowing pupils to make connections across their learning.

Relevance

Pupils should understand the purpose of their learning and the activities they are engaged in. Courses should be planned so that pupils understand the relevance of their learning to their lives, present and future. This curriculum model aims to enhance relevance through offering choices in S1/2 that focus on personal development, are innovative, and will enhance Skills for Life, Learning and Work.

The Senior Phase Rationale

By the end of the Broad General Education (S1-S3) most pupils will have benefited from a wide range of learning and experiences through the broad and general education. They will have progressed at different rates and many will have reached high levels of literacy and numeracy. Almost all pupils will have covered most of the Third Level Experiences and Outcomes and many will have covered Experiences and Outcomes at Fourth Level in all eight curricular areas. Other pupils with Additional Support Needs will have covered a number of Early, First, Second and Third Level Experiences and Outcomes appropriate to their individual needs and circumstances. They will have built a strong platform for later learning and for a successful transition into the Senior Phase and the new qualifications.

The Senior Phase at St Benedict's High School should have a clear purpose:

- to enable all pupils to undertake a range of national qualifications at the appropriate level to ensure post school progression into a positive destination.
- to further develop the knowledge, skills and qualities to support our pupils to take a meaningful and worthwhile place in society.
- to further develop the Skills for Life, Learning and Work.
- to experience opportunities for personal development and achievement.
- to experience challenge and success.
- to encourage an active and healthy lifestyle.
- to support planning for their future lives, careers and lifelong learning.
- relevant opportunities to engage with outside parties through college courses and purposeful work experience.

Application of the Principles of Curriculum Design to the St Benedict's High School Senior Phase Model

Breadth

The Senior Phase will cover three years with exit points as appropriate to individual pupil aspiration and plans. In S4 of the Senior Phase pupils will study seven subjects as well as RE, SE and PE, including Maths and English. This will ensure all pupils leave the Senior Phase with a qualification at the highest level they are capable of. All S5 pupils will study five subjects at an appropriate level, which may include a college course. S6 pupils will study a minimum of four subjects, leaving one column free for community involvement. In addition to college courses on offer at West College Scotland, S6 pupils also have access to consortium arrangements across all Renfrewshire secondary schools.

Breadth will be further enhanced by viewing S4-S6 as an integrated phase as pupils build on their qualifications over the three years. Breadth will also be achieved through ensuring a number of achievements, personal development and vocational opportunities are offered as an integrated part of the curriculum. In order to further support the purpose of the curriculum, especially Health and Wellbeing, all pupils will receive two periods of PE (in S4), two periods of RE and a period of Social Education.

Depth

During the Senior Phase depth of learning will continue to be provided through opportunities for pupils to engage with increasingly demanding concepts, develop progressively more complex cognitive abilities and build and learn new skills. This will be provided through working towards National Qualifications at the appropriate level for each individual pupil as well as whole school personal development opportunities. The senior phase will allow depth of study at different levels depending on pupil interest, aptitude and aspiration.

Personalisation & Choice

By the end of S3 all pupils will have covered a broad and general education. Personalisation and choice will be further increased in the Senior Phase with pupils choosing seven options in S4 and five options in S5/6. Personalisation and choice will be further enhanced through continuing to work with other Local Authority schools in offering extended choices especially at Advanced Higher Level. As well as this, and a choice in the column structure, extensive vocational choices are offered through the partnership with West College Scotland. This offers pupils a greater degree of flexibility of choice. Pupils will have an opportunity to study at the various levels across the entire Senior Phase. They will also be offered greater personalisation and choice through a number of curricular and whole school opportunities to develop new skills and further develop their own interests. This is further enhanced through the introduction of Caritas, First Aid courses, Saltire and Youth Achievement Awards.

Challenge & Enjoyment

During the Senior Phase at St. Benedict's High School we will continue to have the highest possible expectations of what our young people can achieve. Through offering choices in personal development, vocational options, leadership opportunities and extra-curricular activity, our pupils will continue to be challenged to develop as well rounded, responsible and confident young people. Enjoyment comes from the satisfaction of having pushed oneself and successfully completed a difficult concept or skill. Our approach to tracking and monitoring and providing universal support in the Senior Phase through assertive mentoring, Pastoral Care and SLT, will enhance our approach to challenging our pupils.

Progression

Young people should experience appropriate and challenging progression from the Broad General Education into the Senior Phase. The main progression routes that will be available to pupils based on their prior achievement, interests and aspirations are shown on the Senior Phase Progression Routes diagram. All levels from National 4 to National 6 are delivered in the Senior Phase as well as National 7 for a number of subjects and also National 3 where appropriate to support learners' needs.

Coherence

As with the Broad General Education, learning activities in the Senior Phase should combine to form a coherent experience with clear links between different aspects of learning.

Relevance

In the Senior Phase pupils should continue to understand the purpose of their learning and the activities they are engaged in. Courses should be planned so that pupils understand the relevance of their learning to their lives, present and future. This curriculum model aims to enhance relevance through offering a wide range of subjects and experiences. There will continue to be focus on developing Skills for Learning, Life and Work based on the school's framework. This will be further enhanced in the Senior Phase through links with business partners, work experience opportunities, community involvement and further and higher education partners. For pupils with Additional Support Needs, the Senior Phase will continue to be at the heart of learning, equipping our pupils with the skills they will require to lead successful and independent lives.

Curriculum Plan

Broad General Education (S1-S3)

- Learning will take place across all the Experiences and Outcomes in the eight curriculum areas.
- Young people will experience a challenging gradient of progression.
- Most young people are expected to move onto Third Level Experiences and Outcomes when they enter S1.
- Many young people will progress to study at Fourth Level at appropriate points during S1 to S3.
- The Fourth Level Experiences and Outcomes will provide opportunities for specialisation and depth.
- Interdisciplinary Learning will provide opportunities to extend and deepen understanding.

Transition from P6 to S1

- Strong curriculum links are developed with Associated Primary Schools over P6 and P7 through our Cluster Transition Programme that involves visits by P6 and P7 pupils to St Benedict's and by secondary staff in a number of departments visiting Primary Schools to work with pupils. Our Project Leaders for Numeracy, Literacy and STEM have established strong links with our primary colleagues to enhance the transition programme and to work towards common teaching methodologies.

S1 Curriculum

| Language | Mathematics | Science | Social Studies | Technologies | Expressive Arts | Health & Wellbeing | Religious & Moral Education |
|--|-----------------|-----------------------|---|--|-------------------------------|--------------------------------|-----------------------------|
| 8 | 4 | 3 | 3 | 5 | 4 | 4 | 2 |
| English (4) Spanish (3) Literacy (1) | Mathematics (4) | Integrated Course (3) | Geography (1) History (1) Modern Studies (1) (Rotation) | ICT (1) Technical (2) Home Economics (2) | Art & Design (2) Music (2) | PE (3) Social Education (1) | RE (2) |

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S2 Curriculum

| Language | Mathematics | Science | Social Studies | Technologies | Expressive Arts | Health & Wellbeing | Religious & Moral Education |
|----------------------------|-----------------|-----------------------|--|--|-------------------------------|--------------------------------|-----------------------------|
| 7 | 4 | 3 | 3 | 6 | 4 | 4 | 2 |
| English (4) Spanish (3) | Mathematics (4) | Integrated Course (3) | Geography (1) History (1) Modern Studies (1) (Rotation) | Computing (1) Technical (2) Home Economics (2) Business (1) | Art & Design (2) Music (2) | PE (3) Social Education (1) | RE (2) |

S3 Curriculum

- The S3 curriculum provides the opportunity to explore subjects in depth, to move on to the Fourth Level Experiences and Outcomes and to begin to prepare pupils for Senior Phase qualifications.
- The introduction of Lab Skills and Scottish Studies courses in S3 allows pupils the opportunity of gaining a level 5 qualification in Science and Social Subjects where it would have been unlikely to achieve in the discrete subjects.
- ASDAN is offered to pupils who would struggle to gain a qualification in Spanish.

| Language | Mathematics | Science | Social Studies | Technologies | Expressive Arts | Additional Subject | Health & Wellbeing | Religious & Moral Education |
|----------------------------|--------------------------------|---|--|--|-----------------------------|-----------------------------|-------------------------------|-----------------------------|
| 7 | 5 | 3 | 3 | 3 | 3 | 3 | 4 | 2 |
| English (4) Spanish (3) | Mathematics (4) Numeracy(1) | Biology Chemistry Physics Lab Skills | Geography History Modern Studies Scottish Studies | Business Computing FHT Graphic Com. Woodwork | Art Music PE Dance | Populated from pupil survey | PE(3) Social Education (1) | RE(2) |

Responsibility of All

Literacy and Numeracy

- All departments have made explicit in their course plans their contributions to Literacy and Numeracy Outcomes. The Project Leaders, in collaboration with their working groups, develop improvement plans to lead and support departments to deliver the outcomes.

Health and Wellbeing

- All departments have made explicit in their course plans their contribution to Health and Wellbeing outcomes. Our Health and Wellbeing Project Leaders drive the agenda forward throughout the school. Our Hearty Lives initiative has proved to be very successful in this area.

Senior Phase

S4 Curriculum

- Pupils will continue to study seven subjects to the qualification stage.
- English and Mathematics will be compulsory.
- Four periods will be allocated to each subject.
- All S4 pupils are allocated a staff mentor who meets with them a minimum of four times a year during SE.
- An extensive programme of supported study after school and on Saturday mornings offers additional support.
- A very successful Easter school operates to prepare pupils for the SQA exams.

| Language | Mathematics | Science | Social Studies | Technologies/ Spanish | Expressive Arts/ Spanish | Additional Subject | Health & Wellbeing | Religious & Moral Education |
|-------------|-----------------|--|--|---|-------------------------------|--------------------------------------|-----------------------------------|-----------------------------|
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 2 |
| English (4) | Mathematics (4) | Biology Chemistry Physics Health Sector | Geography History Modern Studies | Administration Business Computing FHT Graphic Com. Woodwork Spanish | Art Music PE Spanish | Populated from pupil survey ASDAN | PE(2) Social Education (1) | RE(2) |

S5 Curriculum

- Pupils will study five subjects.
- Social Education will include the one-to-one assertive mentoring programme.
- There will be no compulsory subjects.
- PE and SE are delivered on a rotational basis.
- Six periods will be allocated to each option.
- A variety of NPAs are included to widen opportunities for progression including Business Info Tech, Practical Electronics, Lab Skills, Health Sector, Games Design, Photography and Sports Leader.

| Option 1 | Option 2 | Option 3 | Option 4 | Option 5 | Health & Wellbeing | Religious & Moral Education |
|-----------------|-----------------|-----------------|-----------------|-----------------|-------------------------------|--|
| 6 | 6 | 6 | 6 | 6 | 1 | 2 |
| | | | | | Personal Support | RE |

S6 Curriculum

- Pupils will study four or five subjects.
- In addition to all the subjects offered in S5, Higher courses in RMPS, Psychology and Politics are available to S6 students.
- College course and consortium arrangements enhance the learning opportunities in St Benedict's.
- Opportunities will be provided for pupils to participate in community work, either within St Benedict's or within the local community and associated primary schools.
- Pupils will be encouraged to participate in the CARITAS Award.
- Pupils will support younger pupils in a variety of ways such as acting as S1 Buddies, participating in the Paired Reading Programme, assisting with the BGE Homework Club and assisting in classrooms as Peer Support.
- The S6 Leadership team will contribute to the whole school community in a variety of different roles.
- Pupils will also lead and assist with a number of extra-curricular activities.

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| Option 1 | Option 2 | Option 3 | Option 4 | Option 5 | Health & Wellbeing | Religious & Moral Education |
|-----------------|-----------------|-----------------|-----------------|-----------------------|-------------------------------|--|
| 6 | 6 | 6 | 6 | 6 | 1 | 2 |
| | | | | Community Involvement | Social Education | RE |

Curriculum Summary

S1 & S2 Curriculum

| Language | Mathematics | Science | Social Studies | Technologies | Expressive Arts | Health & Wellbeing | Religious & Moral Education |
|----------------------------|-----------------|-----------------------|--|--|-------------------------------|--------------------------------|-----------------------------|
| 7 | 4 | 3 | 3 | 6 | 4 | 4 | 2 |
| English (4) Spanish (3) | Mathematics (4) | Integrated Course (3) | Geography (1) History (1) Modern Studies (1) (Rotation) | Computing (1) Technical (2) Home Economics (2) Business (1) | Art & Design (2) Music (2) | PE (3) Social Education (1) | RE (2) |

S3 Curriculum

| Language | Mathematics | Science | Social Studies | Technologies | Expressive Arts | Additional Subject | Health & Wellbeing | Religious & Moral Education |
|----------------------------|--------------------------------|---|--|--|-----------------------------|-----------------------------|-------------------------------|-----------------------------|
| 7 | 5 | 3 | 3 | 3 | 3 | 3 | 4 | 2 |
| English (4) Spanish (3) | Mathematics (4) Numeracy(1) | Biology Chemistry Physics Lab Skills | Geography History Modern Studies Scottish Studies | Business Computing FHT Graphic Com. Woodwork | Art Music PE Dance | Populated from pupil survey | PE(3) Social Education (1) | RE(2) |

S4 Curriculum

| Language | Mathematics | Science | Social Studies | Technologies/ Spanish | Expressive Arts/ Spanish | Additional Subject | Health & Wellbeing | Religious & Moral Education |
|-------------|-----------------|--|--|---|-------------------------------|--------------------------------------|-------------------------------|-----------------------------|
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 2 |
| English (4) | Mathematics (4) | Biology Chemistry Physics Health Sector | Geography History Modern Studies | Administration Business Computing FHT Graphic Com. Woodwork Spanish | Art Music PE Spanish | Populated from pupil survey ASDAN | PE(2) Social Education (1) | RE(2) |

S5 Curriculum

| Option 1 | Option 2 | Option 3 | Option 4 | Option 5 | Health & Wellbeing | Religious & Moral Education |
|----------|----------|----------|----------|----------|--------------------|-----------------------------|
| 6 | 6 | 6 | 6 | 6 | 1 | 2 |
| | | | | | PE/SE | RE |

S6 Curriculum

| Option 1 | Option 2 | Option 3 | Option 4 | Option 5 | Health & Wellbeing | Religious & Moral Education |
|----------|----------|----------|----------|-----------------------|--------------------|-----------------------------|
| 6 | 6 | 6 | 6 | 6 | 1 | 2 |
| | | | | Community Involvement | Social Education | RE |

Curriculum for Excellence

[Curriculum for Excellence](#) (CfE) is the curriculum followed in all Scottish establishments and is built on the values of wisdom, justice, compassion, and integrity. All children and young people should develop skills for life, skills for learning and skills for work which will prepare them for a world that is changing very fast. The curriculum in our schools will continue to develop over coming years to ensure that all our children become successful learners, confident individuals, responsible citizens, and effective contributors.

Within St Benedict's, the focus will continue to reflect the established traditions of a Catholic school, by promoting wisdom, justice, compassion, and integrity, which reflect the shared values of the Scottish Government.

The curriculum follows two phases – the broad general education (BGE) and the senior phase.

Courses available and policy on class organisation

Broad General Education

One of the key entitlements of CfE is that all children should receive a rounded education, known as the broad general education (BGE), from early years to the end of S3, before moving to a senior phase in S4 to S6 which will include studying for qualifications. This BGE should provide young people with a wide range of knowledge, skills, and experiences that they can draw on as their lives, careers and job opportunities continue to change.

The BGE phase of CfE is closely connected to the senior phase with the learning undertaken until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects. In the senior phase, young people will have the opportunity to take qualifications and courses that suit their ability, interests, and future career plans.

Guidance on Course Choice

Students are interviewed individually by their Pastoral Care Teacher before determining their curriculum in S4, S5 and S6 and they will be strongly encouraged to choose their strongest subjects in order to maximise their full potential in achieving the best grades possible in SQA qualifications. Parents are also invited to actively involve themselves in this exercise.

Literacy

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum strives to find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further.

Numeracy

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum. Because of this, all teachers have responsibility for promoting numeracy development within their own subject area. Strategies are built upon a shared understanding amongst staff of how young people progress in numeracy and of good learning and teaching in numeracy.

Sex and Relationships Education

Catholic schools throughout Scotland use the 'Called to Love' programme to deliver this aspect of the curriculum. This programme sets Relationships and Moral Education very firmly within a context of love, respect, responsibility, and moral reasoning, placing great importance on the sacramental aspect of Marriage in a manner that is fully supportive of Church teaching.

('Called to Love' is a partnership project between *Healthy Respect* and *Scottish Catholic Education Service*)

Assessment and reporting

Pupil progress is reported to parents in tracking reports twice a year and comment reports once a year.

The main reasons for this approach stem from the need to track and monitor the individual progress of each child so as to:

- provide realistic targets for each pupil.
- check that these targets are being achieved
- provide motivation to the pupil
- provide help when and where it is needed
- ensure for those pupils with special talents that these are fully developed; and
- feedback to pupils and parents on next steps and course choices.

S1 pupils receive tracking reports in October and December with the comments report issued in May. In S2 pupils receive tracking reports in September and May with the comments issued in January to support subject choice.

Formal examinations are held towards the end of S3, and reports issued to parents shortly afterwards. In S4-6 Prelim examinations take place in January followed by reports to parents in March.

In order to promote effective communications and guidance to pupils and parents, copies of all reports, results in school and public examinations, together with basic information on each pupil are retained in each pupil's individual record for the duration of his/her school career.

Parents are welcome to visit the school at any time to discuss pupils' progress or conduct generally. Experience shows that such visits are most productive, however, if an appointment can be arranged beforehand to ensure that the appropriate member of staff is available and to allow relevant information on the pupil to be on hand.

To provide more detailed information on performance, parents' evenings are held once a year after reports have been issued.

The school report then forms the basis for discussion between parent and teacher. There is a parent's evening for each year group once a year to discuss pupil progress. The S5/6 Parent's Evening is in October, S4 in November, S1 in January, S2 in February, and S3 in March. It is crucial that good communications between home and school are established and maintained. Where necessary, parents will be notified by letter or telephone of significant changes in pupils' performance and/or behaviour.

The Scottish Attainment Challenge

Attainment Challenge and Pupil Equity Funding (PEF)

The Scottish Attainment Challenge, launched in 2015, is about achieving equity in education. This can be achieved by ensuring every child has the same opportunity to succeed. Renfrewshire is one of nine 'challenge authorities' who have received funding to improve literacy and numeracy and health and wellbeing, with a particular focus on closing the poverty-related attainment gap.

The Pupil Equity Fund (PEF) is being provided as the Attainment Scotland Fund. The PEF is allocated directly to schools and targeted at closing the poverty related attainment gap. Every council area is benefitting from the fund and is based on the number of pupils in P1-S3 known to be eligible for free school meals. The funding is to be spent at the discretion of the head teacher working in partnership with parents, pupils, and staff to devise plans which focus on closing the poverty-related attainment gap.

Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parents to work in partnership with the services that can help them.

All education staff have a statutory responsibility to promote and support the wellbeing of children and young people in their care. There are 8 wellbeing indicators and you can find out more about these here: <https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>

Additional Support for Learning

Inclusion

Renfrewshire's inclusive approach affords all children and young people the opportunity to be part of their learning community, boosting their emotional wellbeing and aiding the development of social skills. This approach is based on the core inclusive value of providing education for children within their own community as much as possible. Wellbeing assessment and individual planning is in place for all young people who require additional support.

Support

The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely.

Universal support

Universal support starts with the ethos, climate, and relationships within every learning environment. It is the responsibility of all practitioners and partners.

An environment which is caring, inclusive, fair, and focused on delivering learning to meet individual needs will encourage all children and young people to strive to meet their learning potential.

Personal learning planning is at the heart of supporting learning. The conversations about learning, reviewing progress and planning next steps are central to this process. Planned opportunities for achievement which focus on the learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced also contribute to the universal aspect of support.

In addition, all children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. This key member of staff has the holistic overview of the child or young person's learning and personal development.

Targeted support

Children and young people can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any points of their learning journey or throughout the journey.

Barriers to learning may arise from specific learning difficulties, disability, social, emotional, or behavioural needs, bereavement or family issues.

Targeted support also encompasses children and young people requiring more choices and more chances to achieve positive, sustained post-school destinations.

This 'targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise. In a secondary school, this support may be coordinated by guidance/pastoral care/pupil support staff through a staged intervention process.

Independent sources of information and advice nationally include -

Enquire – the Scottish advice service for additional support for learning

Telephone – 0845 123 2303

E mail – info@enquire.org.uk

Resolve (Children in Scotland) - Resolve: ASL is an independent mediation service for parents and carers of children and young people with additional support needs.

Telephone – 07955 788967

Email – resolve@childreninscotland.org.uk

Educational Psychology Service

Educational Psychologists (EPs) support equity, inclusion and attainment and deliver evidence-based intervention to support pupils' wellbeing in Renfrewshire's schools, nurseries, and other learning centres.

EPs work with teachers, parents, and support staff to help children and young people make the most of their lives and support schools, nurseries and other learning centres to improve and develop supportive healthy learning environments through approaches such as the Renfrewshire Nurturing Relationships Approach, Language and Communication-Friendly Environments, Video Interaction Guidance and Non-Violent Resistance.

Our school has a system in place for monitoring and reviewing the progress of all our young people and we have a link educational psychologist who visits on a regular basis and is part of the extended support team. When concerns are raised about a child or young person, the schools take action to address these concerns and may involve a link EP. Parental permission will always be obtained before we request to involve the link EP.

Health and Wellbeing Education

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities, and attributes which they need for positive mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social, and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children and young people
- and, for some, perform at high levels in sport or prepare for careers within the health and leisure industries

Health and Wellbeing in schools covers:

- mental, emotional, social, and physical wellbeing
- planning for choices and changes
- physical education, physical activity, and sport
- food and health
- substance misuse
- relationships, sexual health, and parenthood

Effective health and wellbeing education requires exchange of information, mutual support and collaboration with community partners, schools, and parents.

Specialist Support Service – teachers teaching in more than one school

The specialist peripatetic service provides support to children and young people who have a range of additional support needs. The service comprises 6 teams of teachers who work in the pre-5, special, primary, and secondary sectors. Staff in the peripatetic service work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment
- bilingual learners who are at early stages of learning spoken English
- looked after and accommodated children and young people who are experiencing difficulties engaging with school
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties
- young people who attend the Extended New Directions provision
- nursery aged children who have been identified as having significant support needs

Homework

Homework is an integral part of learning and teaching. It provides children and young people with the opportunity to develop self reliance, self discipline, self confidence and be responsible for their own learning. It also strengthens the link between home and school by supporting parents and carers to share in the learning process. Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child. It will be issued on a regular basis and will be varied, meaningful and interesting.

St Benedict's High school has a homework policy based on Renfrewshire Council's policy and guidance. You can request a copy of this policy from the school office.

Developing the Young Workforce

Developing the Young Workforce is the national strategy to develop employability skills in our young people.

It lies at the centre of curriculum for excellence and promotes a wide range of opportunities, for our children and young people aged 3-18 to become successful learners, confident individuals, responsible citizens, and effective contributors.

The four main areas are:

- Enterprising learning and teaching
- Entrepreneurial learning
- Work based vocational learning
- Career education

The themes are built around the main areas:

- Supporting the development of skills for life and skills for work
- Engaging employers
- Broadening the reach of the programme
- Embedding enterprise in the curriculum
- Building capacity
- Enhancing our international profile

Enterprising activities will be organised to reflect the age and interests of our pupils.

The range of activities can include:

- Links and partnerships with businesses, colleges, and schools abroad
- Fundraising events organised and run by pupils
- Fairtrade activities
- Joint school and community initiatives
- Work experience placements and speakers

Extra curricular Programme

| Club | Year | Day | Time | Location | Teacher |
|---------------------------|-----------|-----------|--------------|--------------|-------------------------------|
| Musical Theatre | All years | Monday | Lunchtime | G021 | Miss Pope & Miss Urquhart |
| Science club | S1 & S2 | Monday | Lunchtime | Science dept | Miss Tytler and Miss Anderson |
| Art Club | S1 | Tuesday | Lunchtime | G040 | Miss Gibson and Miss Sweeney |
| Keyboard Club | S1 & S2 | Tuesday | Lunchtime | Music Dept | Miss Gillespie |
| Chess club | All years | Tuesday | Lunchtime | Maths dept | Mr Morris |
| Dance | All years | Tuesday | After School | PE Dept | Miss McMillan |
| Netball | All years | Tuesday | After School | PE Dept | Miss Shearer |
| Karaoke Club | All years | Wednesday | Lunchtime | G005 | Miss Gillespie |
| Badminton | All years | Wednesday | Lunchtime | PE Dept | Mrs McCartney |
| Girls Football | All years | Wednesday | After School | PE Dept | Miss Dawson |
| Basketball | All years | Wednesday | After School | PE Dept | Mr McGeady |
| Life Skills | S4-S6 | Wednesday | After School | HE Dept | Miss Conboy |
| Library Club | All years | Thursday | Lunchtime | Library | Mrs Beveridge |
| Design and Craft | S1 & S2 | Thursday | Lunchtime | Tech dept | Miss Campbell |
| Gymnastics/Trampoline | All years | Thursday | After School | PE Dept | Miss McMillan & Miss Shearer |
| BGE Homework club | S1-S3 | Thursday | lunch | F046 | Various |
| Retro Gaming Club | All years | Friday | Lunchtime | GF005 | Mr McKee |
| Languages Club | S1-S3 | Friday | Lunchtime | G016 | Miss McAllister |
| Volleyball | All years | Friday | Lunchtime | PE Dept | Mr Millar |
| Football Team | S3 | Various | Various | Various | Mr Sinclair |
| Senior Football Team | S5&6 | Various | Various | Various | Miss Shearer |
| St. Vincent de Paul group | All years | TBC | TBC | RE dept | Miss Howell and Mrs MacDonald |





Home School Community Links

Parental involvement

By law schools have a duty to promote parents' involvement in their children's education and our school encourages parents to:

- be involved with their child's education and learning
- welcomed as active participants in the life of the school
- encouraged to express their views on school education generally and work in partnership with their child's schools

Every parent who has a child attending our school is automatically a member of the Parent Forum. As a member of the Parent Forum, each parent can expect to:

- receive information about the school and its activities
- hear about what partnership with parents means in our school
- be invited to be involved in ways and times that suit you
- identify issues you want the parent council to work on with the school
- be asked your opinion by the parent council on issues relating to the school and the education it provides
- work in partnership with staff
- enjoy taking part in the life of the school in whatever way you can

The Parent Forum elects a smaller group of parents to form the Parent Council. Parent Councillors may be involved in:

- supporting the work of the school
- gathering and representing parents' views to the head teacher, education authority and Education Scotland
- promoting contact between the school, parents, pupils, and the local community
- fundraising
- organising events
- reporting to the parent forum
- being involved in the appointment of senior promoted staff
- providing a representative to the National Parent Forum of Scotland

Parent council chairs can attend the Parent Council Liaison Group, which gives parent councils an opportunity to speak with elected members and senior managers from the Council about issues relating to education in Renfrewshire. These meetings take place four times a year and details are sent to Parent council chairs at the start of each new academic year.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at:

<https://education.gov.scot/parentzone>

<https://www.npfs.org.uk/>

Home school links

The Home Link Service is one of the services that supports children and families in Renfrewshire. They are a multi disciplinary team based in different areas across Renfrewshire and linked to school clusters.

The main aim of the service is to increase the educational attainment of children and young people. This is achieved by developing links between home and school to ensure pupils identified through the school's Extended Support Framework as facing issues at home or in school that are barriers to learning are offered additional support.

Support offered to pupils can be given individually or in a group setting. Parents are fully involved with an initial home visit to discuss the referral and updates on progress reviewed and evaluated on a regular basis.

Support is also offered to pupils who are identified as anxious during times of change, such as moving from nursery to primary, primary to secondary and secondary to further education or employment. These can be stressful times for both pupils and parents and a Home Link Worker can support parents and the school to work together to ensure a smooth transition and help children and young people learn how to cope with change.

Home Link is a non statutory service and staff work in partnership with parents, school staff and other agencies including counselling and support services, health, social work and community learning and development, and other identified local voluntary and government agencies.

Pupil council

Pupils at every stage in the school elect representatives to the pupil council. The purpose of the council is to ensure that the voice of young people is listened to and contributes to the decision-making process at school and at authority level.

Community links

Very strong links have been established with our local communities and this has resulted in a very wide range of activities which supports the development of citizenship in our young people. The work of young people involved in Personal and Social Education and in XL programmes provide opportunities to work in Clippens School, local pre-five centres, and to support the work of our local parishes. This work results in very valuable experiences for our young people and very positive outcomes for the beneficiaries. Fund-raising activities also strengthen links with those less fortunate in our local communities and in the global community.

The local community also provides opportunities for our young people to value their environment in practical ways, for example, by contributing to the Clean Renfrewshire strategy and by developing new initiatives with Sustrans.



School lets

The sale and/or consumption of alcohol on school premises is prohibited. No applications for occasional licences by the school, Parent Council or other party hiring or using the school premises should be made to allow for the sale of alcohol on school premises.

To apply to use school facilities, contact OneRen. Contact details are in the important contacts section at the end of this handbook.

Other Useful Information

Keeping informed

For regular updates and information on what is happening in education, you can subscribe to the Scottish Government Schools e-bulletin by visiting the website below

<http://register.scotland.gov.uk/>

Listening to learn - Complaints, Comments and suggestions

Renfrewshire Council encourages feedback on its services from parents and pupils as part of our overall commitment to giving the best possible service and to working in partnership. We are interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences from making a complaint and we will deal with the issue confidentially. If we have made a mistake, we will apologise quickly and clearly and try to put things right.

There are some things which you should be aware of when making a complaint:

- Complaints about the school should be made first to the head teacher
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it
- We want to resolve complaints as quickly as possible. You will get a decision on your complaint in five working days or less, unless there are exceptional circumstances. If it is going to take longer than five working days, we will let you know
- If you are not happy with the response to your complaint, you have the right to take it further. You can fill in a complaints form (available from the school or any council office), fill in the online form, write to us, email us at complaints@renfrewshire.gov.uk, or call us on 0300 300 0170. At this stage, we will carry out an in-depth investigation. We will acknowledge receipt of your complaint within three working days, and give you a full response within twenty working days. If the investigation is going to take longer than this, we will contact you to discuss timescales
- If you are still unhappy after the further investigation and our reply, you can take the matter up with the Scottish Public Services Ombudsman. Our reply will include the contact details
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP

Data protection

Information on pupils, parents and guardians is stored on a secure computer system and may be used for teaching, registration, assessment, and other administrative purposes. The information is protected by data protection laws, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, and can only be shared or disclosed in accordance with those laws. To find out more about how your personal information is used, please consult the Council's general Privacy Policy, here: <https://www.renfrewshire.gov.uk/article/2201/Privacy-policy>

Pupils attending any type of school have a right of access to their own information by virtue

of the Data Protection Act 2018. This is known as the right of subject access. When a child cannot act for themselves or the child gives permission, parents will be able to access this information on their behalf. The Pupils' Educational Records (Scotland) Regulations 2003 give parents and carers a specific right of access to their child's educational records. You can find out how to make a Subject Access Request or a request for Educational Records, by visiting the Council's Data Protection page, here: <https://www.renfrewshire.gov.uk/article/2059/Data-protection>

For specific data protection queries, please contact the school directly.

Information in emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by severe weather, traffic and transport disruption, power failures or fuel shortages. In such cases, we do all we can to let you know when we are closing and reopening the school or nursery.

We use a variety of methods to keep you updated in emergency situations including: e-mails, our schools digital newsletter, text messages, the school and council websites and Renfrewshire Council's social media channels (Facebook - renfrewshirecouncil and Twitter - @RenCouncilNews).

Further information may also be provided through letters, announcements in the local press, local radio, or notices in local shops, churches and community centres.

Please ensure we have the most up-to-date emergency contact information for your family, and you are following the council's social media channels. You can sign up for the school's digital newsletter via www.renfrewshire.gov.uk/e-alerts.

Examinations

Schools, in consultation with pupils and parents, usually decide for which exams pupils are presented. If no agreement is reached, the school will respect the parent's wishes and respond accordingly.

How to understand exam results

The Scottish Qualification Authority (SQA) is the national body which make awards.

National 5, Higher and Advanced Higher courses are formally assessed through a question paper (exam) and a range of coursework, depending on the subject (assignments, portfolios, practical activities etc).

Courses at National 5, Higher and Advanced Higher are graded A to D or 'No Award'. Grades A, B and C are considered a "pass". Performances which just fails to achieve "pass" standards is designated as a D.

Important Contacts

Director of Children's Services

Steven Quinn Renfrewshire House Email
Cotton Street csdirector@renfrewshire.gov.uk
Paisley
PA1 1LE Phone: 0141 618 6839

Homelink Service

Senior Home Link Workers

c/o West Primary Email
Newton Street morag.mcguire@renfrewshire.gov.uk
Paisley pamela.mckechan@renfrewshire.gov.uk
PA1 2RL Phone: 0300 300 1415

Community Learning & Development

Community OneRen Email
Facilities Section 3rd Floor comfac@renfrewshire.gov.uk
Renfrewshire House Phone: 0300 300 1430
Cotton Street
Paisley
PA1 1LE

Adult Learning West Johnstone Shared Email
Services Campus als.els@renfrewshire.gov.uk
Beith Road Phone: 01505 382863
Johnstone
PA5 0BB

Youth Services West Primary School Email
Newton Street youth@renfrewshire.gov.uk
Paisley Phone: 0141 889 1110
PA1 2RL

Customer Service Centre

Customer Service Renfrewshire House Email
Centre Cotton Street customerservices.contact@renfrewshire.gov.uk
Paisley Phone: 0300 300 0300
PA1 1AN

Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations
- <https://education.gov.scot/education-scotland/inspection-reports/> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland
- <https://education.gov.scot/parentzone/find-a-school> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement
- <http://www.renfrewshire.gov.uk/> - contains information for parents and information on Renfrewshire schools
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLAD – Community Learning and Development

EMA – Education Maintenance Allowance

FOI – Freedom of Information

GIRFEC – Getting it Right for Every Child

HT/PT/PST – Head Teacher/Principal Teacher/Pastoral Support Teacher

LTS – Learning and Teaching Scotland

SIP – Service Improvement Plan

SQA – Scottish Qualifications Authority

S1 – 1st year of secondary school

Although this information is correct at time of publishing, there could be changes affecting any of the contents before or during the school year or in future school years.

Parent feedback

Please take a few minutes to fill in and return the questionnaire . Your feedback will help us improve the handbook next year.

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

- | | |
|----------------------------------|--|
| 1. the handbook useful? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2. the information you expected? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 3. the handbook easy to use? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Please tell us how we can improve the handbook next year.

Name of school: _____

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to:

Policy & Commissioning Team
Children's Services, Renfrewshire Council
Renfrewshire House
Cotton Street

Paisley

PA1 1LE

Email address: csdatapolicy@renfrewshire.gov.uk

School year

| | | |
|-------------------------------|-------------------------------------|--|
| First Term | Return date for Teachers | Friday 12 August 2022 (IS) |
| | In-service Day | Monday 15 August 2022 (IS) |
| | Schools re-open | Tuesday 16 August 2022 |
| | September Weekend | Friday 23 September 2022 and Monday 26 September 2022 (inclusive) |
| | Schools re-open | Tuesday 27 September 2022 |
| | October holiday (schools closed) | Monday 17 October 2022 to Friday 21 October 2022 (inclusive) |
| | Return date for Teachers | Monday 24 October 2022 (IS) |
| | Schools re-open | Tuesday 25 October 2022 |
| | St Andrew's Day | Wednesday 30 November 2022 |
| | Schools re-open | Thursday 1 December 2022 |
| | Last day of session | Wednesday 21 December 2022 |
| | Christmas / New Year Schools closed | Thursday 22 December 2022 to Wednesday 04 January 2023 (inclusive) |
| | Second Term | Schools re-open |
| Mid-term break | | Monday 13 February 2023 to Tuesday 14 February 2023 (inclusive) |
| Return date for Teachers | | Wednesday 15 February 2023 (IS) |
| Schools re-open | | Thursday 16 February 2023 |
| Spring Holiday Schools closed | | Monday 03 April 2023 to Friday 14 April 2023 (inclusive) |
| Third Term | Schools re-open | Monday 17 April 2023 |
| | May Day | Monday 01 May 2023 |
| | Schools re-open | Tuesday 02 May 2023 |
| | Local holiday (schools closed) | Friday 26 May 2023 and Monday 29 May 2023 (inclusive) |
| | In-service Day | Tuesday 30 May 2023 (IS) |
| | Schools re-open | Wednesday 31 May 2023 |
| | Last day of session | Tuesday 27 June 2023 |

Teachers return Friday 14 August 2023

School in-service days

- Friday 12 August 2022
- Monday 15 August 2022
- Monday 24 October 2022
- Wednesday 15 February 2023
- Tuesday 30 May 2023