CONTENTS

1 STAFFING 14

2 SCHOOL DAY AND SCHOOL YEAR 16

3 CURRICULUM and PASTORAL CARE 17
   (a) Enrolment of Pupils
   (b) Pastoral Care Structure
   (c) Support for Learning
   (d) Child Safety/Child Protection Policy
   (e) Equal Opportunities and Social Justice
   (f) Curriculum for Excellence
   (g) Policy on Class Organisation
   (h) Work Experience and Community Work
   (i) Senior Phase

4 ASSESSMENT 30
   (a) Assessment
   (b) About the New Qualifications
   (c) Reporting to Parents

5 HOMEWORK 31

6 SUPPORTED STUDY 33

7 OTHER IMPORTANT MATTERS 34
   (a) Religious Education and Observance
   (b) Extra Curricular Activities
   (c) Data Protection Act
   (d) Dealing With Racial Harassment

8 DISCIPLINE and ATTENDANCE 36
   (a) Promoting Positive Behaviour
   (b) Bullying
   (c) Home and School Links
   (d) School Attendance
   (e) School Community

9 DRESS, MEALS and TRANSPORT 41
   (a) Clothing and Kit
   (b) School Dining Area
   (c) Transport

10 HEALTH MATTERS 46
    (a) Health and Medical Care
    (b) Information in Emergencies

11 THE PARENT FORUM AND PARENT COUNCIL 47

12 GENERAL SCHOOL INFORMATION 49
   (a) School Information
   (b) Complaints Procedures
   (c) Useful Addresses and Telephone Numbers

© copyright. The Homework Diary Company Ltd. Registered in Scotland No 177762
MISSION STATEMENT OF GLASGOW CITY COUNCIL’S EDUCATION SERVICE

THE KEY PRIORITIES FOR EDUCATION INCLUDE:

✦ IMPROVING EDUCATIONAL STANDARDS AND RAISING ACHIEVEMENT
✦ PROMOTING SOCIAL INCLUSION AND CITIZENSHIP FOR ALL CHILDREN AND YOUNG PEOPLE
✦ ENCOURAGING LIFELONG LEARNING
✦ DEVELOPING CORE SKILLS AND ENSURING EQUALITY OF OPPORTUNITIES TO EDUCATION FOR ALL

SCHOOL’S AIMS AND ETHOS

BELLAHOUSTON ACADEMY DRAWS FROM A WIDE RANGE OF CULTURAL ETHNIC AND RELIGIOUS BACKGROUNDS.
IT IS THE AIM OF THE SCHOOL TO PROVIDE:

✦ A CARING AND STIMULATING ENVIRONMENT FOR TEACHING AND LEARNING;
✦ AN ATMOSPHERE WHERE PUPILS AND STAFF WILL FEEL A SENSE OF IDENTITY WITH, AND RESPONSIBILITY TOWARDS THE SCHOOL;
✦ AN APPROPRIATE CURRICULUM WHERE EVERY CHILD WILL BE ENCOURAGED TO PERFORM TO THE BEST OF HIS/HER ABILITY;
✦ OPPORTUNITY TO FORM STRONG PARTNERSHIP WITH PARENTS AND LINKS WITH THE COMMUNITY;
✦ THUS, PUPILS WILL BE PREPARED FOR THE CHALLENGES, RESPONSIBILITIES AND EXPERIENCES OF LIFE IN A MODERN SOCIETY.

In general, the school looks to every opportunity to celebrate the achievement of its pupils, whether through the S3 Profile, the daily Bulletin, Assemblies, the digital display screens, Newsletters and the many displays of work throughout the school.
Bellahouston Academy
Session 2015/2016

Dear Parent/Carer,

Welcome to the Bellahouston Academy Handbook for Session 2015 – 2016. As ever, the previous Session has been another very successful one for the school, with our pupils achieving at the highest levels in relation to their academic attainment as well as in a wide range of other activities, including the Glasgow Commonwealth Games of 2014, in which twelve current or former pupils represented Scotland, winning two Silver Medals in the process.

The school’s priorities remain clear – to continue to provide a safe and caring environment in which pupils can achieve up to and beyond their potential, to track and monitor their progress towards this goal and to evaluate the work of the school in all of the main areas of its work. The School Improvement Plan and Standards and Quality Report are available on the school’s web-site.

To help us realise these important aims, the school’s partnership with parents and carers is crucial to us and we strongly encourage all parents/carers to become involved in the education of their children. We will look to contact and involve all parents/carers in many ways, for example, via Newsletters, Meetings, text-messaging, the school’s Twitter account and, of course, our main web-site. With the involvement and support of our parents and carers, Bellahouston Academy is ready to move on to the next level.

Ian Anderson
Head Teacher
مخزون والدین/مربی ست

تیلیاتو سمن اکائیکی کے کالجیاں 2015-2016 کے معیار پر خوش آمدید

گریجو سالون کی طرح تجیب سال مکمل کی جاتی ہے۔ کامیابیاں حاصل کر کے بمکمل قانون کے
علاوہ گا سکتا ہے ہم یو جون 2014 میں اس کے ٹیکٹ روکر کریں ہم ہم طالب علم دنیا کی
لینکی کی نامکمل کر سکتا ہے دنیا کی کے تعلق چوپنے کے

سکول کی یہ ترتیبات تم طلباء کو لگنے کے مسائل اور معتقدات کو محسوس نہیں مسالم
کرنے کے مواقع فراہم کرتا اس کے لیے تم ان کی تعلقی کو جلاوطن کرنے تے۔ سکول کی تعلیمی
پچیجا اور پورسے دنیا کے ساتھ پرستیب بنی

تم تمام والدین کسی سے سختی سے مدلیزی بیڑی توصیع افزائی کرتےہوئے اور ہم انہے مختلف طریقوں
سے رابطہ کریں۔ والدین /مربی عست کی مدد سے تم تحقیق کے اگلے مرحلے من دخل ہو نکے

لیے تجربہ

اکثر ایناڈر کی

کہیا
Dear Fellow Pupil

We look forward to welcoming you in August when you become a pupil at Bellahouston Academy. The change from Primary to Secondary School is an exciting time, but it can also be daunting. As the School Captains, we hope to be able to make that change as easy as possible.

First of all, we would like to tell you a bit about our role in the school. We represent the school at external events and we have regular meetings with senior members of staff to discuss our ideas for making the school even better. We also lead the Prefect team, composed of around fifty senior pupils who have been chosen following an application process. With the Prefects, we make sure that we are there to support you in a variety of different ways. We all wear blue badges, and a very fancy golden tie – so we can’t be missed. Come and say hello if you see us!

In Primary School it is normal to have one teacher who teaches you in all of your subjects. Here at Bellahouston Academy you will have a different teacher for each subject and each subject will be taught in a different classroom! You will have 10 minutes of registration and either six or seven periods every day (each period lasts 50 minutes). With all the coming and going you may feel a little lost at first. But don’t worry! There will always be someone around to help you and you will be amazed how quickly you will settle into your new routine.

Bellahouston Academy is a fairly big school and it may be difficult to find your way around to start with. Until you do, Prefects and Teaching Staff will be there to guide you.

At Bellahouston Academy a “Buddy System” exists. In first year, you will have three or four Prefects (or Buddies) allocated to your class. You can talk to your Buddies about any problems you may be having that you don’t wish to speak to a teacher about, or if you just want to have a chat! Your Buddies will meet up with you regularly during registration.

Another big change you will notice at Secondary is the range of subjects. Technical, Science and Computing may all be new to you! Whether it’s creating a masterpiece in Art or keeping fit in PE, there is something for everyone.

Each classroom has a computer and Smart Board - which all make for fun and interactive lessons. There is also a library with lots of books and computers to support your learning.

There are many opportunities for you to get involved in the wider life of the school. There is an Eco-committee, an Anti-Bullying Committee, a Sport and Health Council and the Pupil Council. Try to get involved in as many of these as possible - the teachers are always looking for new members!
Bellahouston Academy offers many opportunities to travel abroad and to learn other languages. The school has a variety of trips running on an annual basis, including to Dublin, Paris, Auschwitz and the European Parliament.

The time you spend here will be interesting and at times challenging, but we know from experience just how lucky you are to be coming to this school.

We wish you every success here at Bellahouston Academy. Good luck!

Yours sincerely,

Sean Neil
Captain

Zahrah Khan
Captain

A BRIEF HISTORY OF BELLAHOUSTON ACADEMY

THE HISTORY
The school has a long and distinguished history. The original Bellahouston Academy building on Paisley Road West was opened on Friday 1 September 1876. The land had been donated by the Stevens family. A prospectus of that period states that there had been “long felt a great want of a first class educational institution in the south western district of Glasgow”. In 1885 the Academy ceased to be a private school and was sold to Govan School Board who added a swimming pool, one of the first in Scotland. In 1919 the board was taken over by Glasgow Corporation Education Department, and more recently Strathclyde Regional Council.

The main building in Gower Terrace was first opened in 1962 and for a short time the original Paisley Road West building was not used by the school. The roll increased, partly as a result of the raising of the school leaving age and both the original building and new building required to be used.
BUILDING PROGRAMME

In 1986 the school was one of two schools selected by Strathclyde Regional Council for a major building programme. The intention was to establish facilities in the existing buildings fit for the next century. On 23 March 1991 there was a major fire. Part of the building was structurally damaged and required to be demolished.

In June 1996 the school returned to the refurbished remodelled main building.

THE PRESENT SITUATION

The school is bright and attractive. The carpeted classrooms, resource centre, and the Information Technology facilities are a big plus. As part of Glasgow City Council’s Public Private Partnership Project 2002, a fully refurbished Bellahouston Academy complex is providing the perfect setting for 21st century learning and for Glasgow’s, then, new School of Sport.

The modernised Academy building is designed to hold 1100 pupils. The Sports Hall includes a large sports hall with an aerobics studio, treatment room and conference area.

The school has 31 modern, general classrooms and seven dedicated teaching areas equipped with the latest information and communications technology.

In addition there are ten science labs; and several dedicated specialist rooms in technical, art and design, home economics, music and drama.

The project has created four indoor physical education areas and upgraded outdoor sports pitches.

Forming the heart of the school is a social area, along with a large library and IT Learning Centre to help pupils and teachers make the most of the Internet revolution.
GLASGOW SCHOOL OF SPORT

Bellahouston Academy hosts the only Sports School in Scotland – the Glasgow School of Sport.

The Glasgow School of Sport is a National Centre of Excellence and receives funding support from the Scottish Government.

There are over 120 pupils specialising in one of the School of Sport’s five core sports: athletics, gymnastics, hockey and swimming. A strength and conditioning programme underpins each sport.

Pupils who join the School of Sport have to participate in a comprehensive selection process. This includes the completion of an application form, participation in sports trials, selection interview and a medical.

Pupils are selected in primary seven to join the School of Sport at Bellahouston Academy in S1. Later entry points are available for talented pupils wishing to apply for entry in S3, S5 or S6.

There are pupils from throughout Scotland attending the Glasgow School of Sport. Many pupils travel a long distance on a daily basis. Its current pupils attended one of over 100 different primary schools. The School of Sport is also delighted to welcome many pupils from Bellahouston Academy’s associated primary schools.

Pupils selected for the School of Sport receive specialist coaching within their weekly timetable, with a reduction in non-core subjects spread across the curriculum to minimize disruption to academic work.

The daily sports contact increases as athletes move through the school. Third and fourth years have nine hours of coaching within curriculum time and senior pupils can elect to study for three national qualifications and have 14 periods of sport or four national qualifications and have eleven periods of sport a week.

The school aims to foster the rounded development of talented individuals in sport so that they can achieve their potential in both sport and academic work.
Pupils are fitness tested every month and receive advice on nutrition and lifestyle management. Parents too are included in the education process and attend after school sessions with pupils.

Sports pupils study an additional subject within their School of Sport curriculum, from year 3 to 6, called Sport Education. This subject aims to educate athletes on a variety of topics useful to their development as top performers, coaches and sports leaders.

The syllabus provides pupils with the opportunity to gain SQA awards including Intermediate 2 Units in Nutrition Health and Well-being, Contemporary Fitness and Exercise Training Methods and Sports Injuries.

Coaching and leadership accreditation opportunities include Sports Leaders level 1 Award, National Sports First Aid course, UKCC Level 2 in Strength & Conditioning for Sport, UKCC Level 1 in Coaching Badminton and Badminton Basics award.

Each sport has a high performance coaching team who are responsible for developing and delivering individualised training programmes and it is their experience, skills and knowledge that motivates and inspires pupils to reach for their dreams of competing for their country at the highest levels – including Commonwealth and Olympic Games.

Many of the coaches have themselves performed or coached at the highest level in their sport and the team includes Manchester Commonwealth Games medalist Craig Robertson and coach to the National Men's Hockey team at the Commonwealth Games in Delhi 2010 and Glasgow 2014; Derek Forsyth.

Director Angela Porter has overall responsibility for the School of Sport. She works alongside John Keatings Depute Head Teacher who has a link responsibility for the School of Sport. All Bellahouston Academy staff work hand in hand to ensure pupils are fully integrated into school life and achieve a balance between sport and academic work.

The School of Sport’s mission is to ‘develop the sporting champions of the future’ and at the end of 2012 sports pupils have represented Scotland in their sport on over 300 occasions.

One of the school’s proudest moments was when graduate Michael Jamieson became Glasgow School of Sport’s first Olympian in 2012 when he won silver at the London Olympics in the 200 metre breastroke smashing the British record in the process!
Michael is very clear that the School of Sport helped him on his journey to success. “I was only 12 when I decided I wanted to go to Glasgow School of Sport and I do think I had a head start being at the school. It taught me the values that I need as a professional athlete but it also taught me all sorts of life skills that are applicable to any field, not just sport. It was vital in helping me balance my sport with my academic responsibilities. I’m still doing that today at university.

Commenting on his Olympic medal success he says “my years at the School of Sport helped me fulfil a childhood dream. It’s a great school and I encourage anyone to apply because it absolutely helped me prepare for my life as an athlete but beyond that as well.”

Michael returned to school and met with staff and pupils sharing his experiences of his school days, his Olympic success and his ambition to win gold in 2014. A short film of his visit can be viewed on http://www.youtube.com/watch?v=mQjeoOUIzK

The Glasgow 2014 Commonwealth Games were heralded as the # best games ever and they were certainly that for Glasgow School of Sport with 12 pupils and graduates representing Team Scotland and bringing home two silver medals!

If the Glasgow School of Sport competed as a country it would have finished 26th out of 71 Commonwealth Countries finishing above Bangladesh and Zambia!

Graduates Michael Jamieson and Kirsty Gilmour both won a silver medal in their sports, with Michael winning his in the 200m breaststroke on the first day of the Commonwealth Games and Kirsty Gilmour winning her silver medal in Women’s singles badminton on the last day of the Games.
Michael adds this to his collection and is now a double silver medallist at Commonwealth level winning his first at the Commonwealth Games in 2010.

Graduates and pupils competed in 5 sports and they will never forget their experience competing for their country in front of a home crowd. The athletes head back to the School of Sport before the games to share their school-memories and hopes for Glasgow 2014. Watch the video at http://youtu.be/-z_m21n03IY

Senior pupils’ gymnasts Carly Smith and Cara Kennedy joined former pupil Amy Regan and finished in an excellent 5th position in the Women's Artistic Gymnastics Team competition. This was the first games for Cara and Carly and they are now working hard to qualify for the gold coast, Australia in 2018.

Graduate swimmer, David McNamee made his Commonwealth games debut in the Triathlon and finished in a credible 7th position.

In the sport of hockey an incredible four graduates from the School of Sport represented Team Scotland. In the Men’s team William Marshall, now capped over a 100 times for Scotland, and Kenny Bain who is known for his prolific goal scoring ability who now plays hockey in Holland helped the Scottish team finish in 8th position.

In the Women’s Team, Goal Keeper Amy Gibson played in her second Commonwealth games joined by Susan McGilveray making her debut. They helped the Team finish in 6th position which is an outstanding performance.

Joining Kirsty in the sport of badminton were graduates Caitlin Pringle and Rebekka Findlay. Caitlin’s brother’s Ciar and Adam are currently badminton players at the School of Sport and dad Iain; a coach. Iain competed in the Commonwealth Games in 1986.
The Glasgow 2014 Commonwealth Games witnessed Glasgow School of Sport achieve its 20th Team Scotland member all of whom benefitted from combining their sport with their education at Bellahouston Academy.

The journey to the highest levels within sport is a marathon and not a sprint. There are many stepping stones along the way and this included Commonwealth Youth level.

Exceptional pupils have competed successfully at the Commonwealth Youth Games winning 5 medals - 3 gold, a silver and a bronze. At the Commonwealth Youth Games in 2011 an incredible 6 pupils were in the team and returned with two medals after a string of outstanding performances.

Graduate, gymnast Douglas Ross led the way, winning gold on the vault in the Men’s Artistic Gymnastics individual apparatus finals. Senior School of Sport gymnasts, Cara Kennedy and Carly Smith, made up half of the gymnastics team, finishing 4th in the Women’s Artistic Team competition.

Recent School of Sport graduate Kirsty Gilmour took bronze in the badminton women’s singles after defeating Malaysian Li Lian Yang in a play-off. Kirsty was joined in the Isle of Man by fellow School of Sport graduates Josh Neil, and Caitlin Pringle together comprising three of the four badminton players in the CYG Team.

The School of Sport benefits from a centre of excellence on site at Bellahouston Academy. This includes 6 badminton courts / full size indoor hockey court, classroom/resource area, treatment room and staff offices. Bellahouston Academy pupils also benefit with PE held at the centre and after school badminton and fitness.

There is only one specialist sports school in Scotland and that is the Glasgow School of Sport at Bellahouston Academy. Our system is designed to help all involved reach their full potential, whether it be at district, national or Olympic level.
The School of Sport has developed a range of audio and video podcasts featuring sporting tricks and skills demonstrated by pupils of the School of Sport and coaching ideas and tips shared by its high performance coaching team. You can access these podcasts and more detailed information on the School of Sport on our website [www.gsos.org.uk](http://www.gsos.org.uk) or alternatively contact Angela Porter Director on 0141 582 0034.

For a comprehensive overview of the programme at the School of Sport you can watch the promotional DVD at [http://www.rumblelimited.tv/glasgow_school_of_sport](http://www.rumblelimited.tv/glasgow_school_of_sport).
## Bellahouston Academy Teaching Staff

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Head Teacher</th>
<th>Formal DHT</th>
<th>DHT</th>
<th>DHT (Acting)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPRESSIVE ARTS</strong></td>
<td>I Anderson</td>
<td>K Johnston</td>
<td>M Watt</td>
<td>J Keatings</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>E Lynch</td>
<td>P Bain</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td>W Barlow</td>
<td>I Wewiorski</td>
<td></td>
<td>T McWaters</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>G Fraser</td>
<td>G Skingley</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EaL</strong></td>
<td>S Adhikari</td>
<td>C Stewart</td>
<td>A Harkin</td>
<td>D Hedin</td>
</tr>
<tr>
<td><strong>LITERACY &amp; COMMUNICATION</strong></td>
<td>D Brogan</td>
<td>N Campbell</td>
<td>M Canzanella</td>
<td>HE</td>
</tr>
<tr>
<td><strong>DHT</strong></td>
<td>M Dunnett</td>
<td>J Connelly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>L Reid</td>
<td>N Kerr</td>
<td>A Summers</td>
<td>T McWaters</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>S Smith</td>
<td>K McCluskey</td>
<td>R Wilkie</td>
<td></td>
</tr>
<tr>
<td><strong>Expressive Arts</strong></td>
<td>M McNaughton</td>
<td>L Welsh</td>
<td>F Khan</td>
<td></td>
</tr>
<tr>
<td><strong>MODERN LANGUAGES</strong></td>
<td>L Albarrain</td>
<td>K Auld</td>
<td>N Zerital</td>
<td></td>
</tr>
<tr>
<td><strong>Support for Learning</strong></td>
<td>A Welsh</td>
<td>C Connolly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HE</strong></td>
<td>M McNaughton</td>
<td>M Majid</td>
<td>F Khan</td>
<td></td>
</tr>
<tr>
<td><strong>LITERACY &amp; COMMUNICATION</strong></td>
<td>D Brogan</td>
<td>N Campbell</td>
<td>M Canzanella</td>
<td>HE</td>
</tr>
<tr>
<td><strong>DHT</strong></td>
<td>M Dunnett</td>
<td>J Connelly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>L Reid</td>
<td>N Kerr</td>
<td>A Summers</td>
<td>T McWaters</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>S Smith</td>
<td>K McCluskey</td>
<td>R Wilkie</td>
<td></td>
</tr>
<tr>
<td><strong>Expressive Arts</strong></td>
<td>M McNaughton</td>
<td>L Welsh</td>
<td>F Khan</td>
<td></td>
</tr>
<tr>
<td><strong>MODERN LANGUAGES</strong></td>
<td>L Albarrain</td>
<td>K Auld</td>
<td>N Zerital</td>
<td>L Welsh</td>
</tr>
<tr>
<td><strong>Support for Learning</strong></td>
<td>A Welsh</td>
<td>C Connolly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HE</strong></td>
<td>M McNaughton</td>
<td>M Majid</td>
<td>F Khan</td>
<td></td>
</tr>
<tr>
<td><strong>LITERACY &amp; COMMUNICATION</strong></td>
<td>D Brogan</td>
<td>N Campbell</td>
<td>M Canzanella</td>
<td>HE</td>
</tr>
<tr>
<td><strong>DHT</strong></td>
<td>M Dunnett</td>
<td>J Connelly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>L Reid</td>
<td>N Kerr</td>
<td>A Summers</td>
<td>T McWaters</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>S Smith</td>
<td>K McCluskey</td>
<td>R Wilkie</td>
<td></td>
</tr>
<tr>
<td><strong>Expressive Arts</strong></td>
<td>M McNaughton</td>
<td>L Welsh</td>
<td>F Khan</td>
<td></td>
</tr>
<tr>
<td><strong>MODERN LANGUAGES</strong></td>
<td>L Albarrain</td>
<td>K Auld</td>
<td>N Zerital</td>
<td>L Welsh</td>
</tr>
<tr>
<td><strong>Support for Learning</strong></td>
<td>A Welsh</td>
<td>C Connolly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HE</strong></td>
<td>M McNaughton</td>
<td>M Majid</td>
<td>F Khan</td>
<td></td>
</tr>
</tbody>
</table>

## Technologies

<table>
<thead>
<tr>
<th>Head Teacher</th>
<th>DHT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Business Education

<table>
<thead>
<tr>
<th>Head Teacher</th>
<th>DHT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Computing

<table>
<thead>
<tr>
<th>Head Teacher</th>
<th>DHT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Technical

<table>
<thead>
<tr>
<th>Head Teacher</th>
<th>DHT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Health and Wellbeing

<table>
<thead>
<tr>
<th>Head Teacher</th>
<th>DHT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Pastoral Care

<table>
<thead>
<tr>
<th>Head Teacher</th>
<th>DHT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SUPPORT STAFF

Frances Brown
Fiona McDonald
Allison Porter
Janice Teasdale
Victoria Caldwell
Christine Shuker
Josephine Hampson
Harley Fraser
John Mitchell     Education Liaison Officer
Bill Fenton      Principal Technician
Paul Riley       Technician
Kenny Notman     Technician
Ian Ferguson     Senior Janitor
Susan Smith      Janitor
John Harris      Janitor
THE SCHOOL DAY

Currently the times of opening are as follows:

Monday – Friday

Tutor Group 8.50 a.m. - 9.00 a.m.
Period 1 9.00 a.m. - 9.50 a.m.
Period 2 9.50 a.m. - 10.40 a.m.
INTERVAL 10.40 a.m. - 10.55 a.m.
Period 3 10.55 a.m. - 11.45 a.m.
Period 4 11.45 a.m. - 12.35 p.m.
LUNCH 12.35 p.m. - 1.20 p.m.
Period 5 1.20 p.m. - 2.10 p.m.
Period 6 (Closed M/W/F) 2.10 p.m. - 3.00 p.m.
Period 7 (Closed T/T) 3.00 p.m. - 3.50 p.m.

Pupils are expected to be on the school premises before 8.50 a.m. and 1.20 p.m. to ensure a prompt start to the morning and afternoon sessions.

SCHOOL HOLIDAYS 2015 – 2016

Details of dates are available on the Glasgow City Council website:
ENROLMENT OF PUPILS

Pupils in our Associated Primaries have a number of opportunities to visit the school before, we hope, they enrol. P7 pupils visit for a day in October and in May, immediately before they transfer. Pupils in P6 also visit in May. Parents/Carers of those P7 pupils transferring have the opportunity to visit the school at the end of the New Intake Day in May.

Parents of pupils seeking to enrol in the school whether from a placing request or as incomers to the school’s catchment area should contact the South West Hub at the earliest opportunity to arrange a visit.
PASTORAL CARE STRUCTURE 2015-2016

Pastoral Care is provided through 4 Principal Teachers of Pastoral Care who all work closely with a Depute Head Teacher and a team of Student Tutors.

Throughout their years in secondary school, the pupils will be taught by subject specialists, different teachers for different subjects. One figure, however, remains constant, the Pastoral Care teacher.

To achieve this consistency all the pupils will be allocated to a tutor group and will remain in this tutor group throughout their time in the school. Each year group has a Depute Head Teacher, a Principal Teacher of Pastoral Care and a team of Student Tutors and the staff will move up the school with the pupils.

The Pastoral Care Team for 2015-16 is:

Miss Anderson PT PC
S1 and share of S5 and S6

Mrs Rashid PT PC
S2 and share of S5 and S6

Mrs Reid/Mrs Kerr
S3 and share of S5 and 6

Miss Logan PT PC
S4 and share of S5 and S6
The chief purpose of the Pastoral Care system in a school is to ensure that all pupils make the best use of their years here and that they are faced with as few barriers to their learning and social development as possible. Advice and help are, therefore, given in many areas eg ‘settling down’ in First Year; course and subject choice at the end of Second and Fourth years, job prospects and opportunities for further or higher education for those about to leave; ‘problem’ situations in which pupils sometimes find themselves for school or personal/domestic reasons etc. In brief, advice may be given on curriculum matters, on careers, and on personal problems to ensure that each pupil is happy, safe and achieving their potential.

The Pastoral Care teacher remains responsible for a pupil throughout years 1 to 4 in the school. It is therefore, the Pastoral Care teacher who gets to know the pupil best, across the curriculum and beyond the curriculum.

To a great extent, Pastoral Care staff rely on close contact with, and the co-operation of parents and so any parent with a problem or a question or simply seeking advice is encouraged to contact the pastoral care teacher concerned to arrange an appointment. This is normally done by telephone with preferably a few days notice to allow staff to collate any necessary information. As Pastoral Care teachers are also subject teachers parents who call without an appointment may have to wait until the member of staff is available. Timetables for Principal Teachers of Pastoral Care can be found on the school website.

There is an individualised PSHE Programme for each year group. In accordance with local and national guidelines Sexual Health and Relationships Education is included in the PSHE Programme for all year groups.

The first year programme includes an introduction to the school. Second and third years seek to develop life skills and fourth year programme concentrate on study skills, career information and advice. There is a separate programme for senior pupils. The programmes themselves are appropriate to each year group and will include discussion of relationships, sexual health, parenthood, drugs awareness among others. In the past we have held open sessions where parents can view PSHE materials. Parents may also contact the school on an individual basis to view/discuss any of the PSHE materials.

The Pastoral Care staff work closely with a number of outside agencies including Skills Development Scotland and various Social Services. Regular contact with these agencies helps to provide a service that greatly benefits our pupils. Pupils also benefit from the services of trained counsellors who are accessed through Pastoral Care staff.

In General, all staff who work with children and young people do in the context of the “Getting it right for every child” (GIRFEC) approach and staff in Bellahouston Academy very much subscribe to this. www.scotland.gov.uk/gettingitright
SUPPORT FOR LEARNING

The principles that govern the work of the Support for Learning Department are the Additional Support for Learning Act Scotland (2009) and the Glasgow Code of Practice. This legislative framework is based around the concept of Additional Support Needs (ASN) and the wide range of factors that could give rise to them. An ASN is present when there is a barrier to a pupil’s learning that is limiting their potential to benefit from education. This barrier may be short term or long term. An additional support is any support identified to help minimise or remove the barrier. A staged intervention programme is in place with stages 1-4. Stage 1 interventions are delivered by the class teacher.

The Support for Learning Department is a whole school resource that aims to assist effective learning of all pupils by minimising their barriers to learning.

How We Work

Support for Learning Staff work alongside pupils, parents, subject teachers, Pastoral Care, EAL staff and external agencies such as the school psychologist and health professionals. Our aim is to make sure that support is offered, without stigma, to the pupil as and when it is required. This work of the Department includes:

- Informing and advising all staff of pupil needs and how best these can be met
- Assessing and monitoring pupil progress
- Working in class alongside subject teachers, teaching pupils and offering advice to staff on the preparation of materials and adaptation of courses
- Devising and delivering programmes of work for individuals and groups of pupils
- Managing, developing, administrating and coordinating the work of the Pupil Support Centre - a resource unique to Bellahouston Academy
- Devising and reviewing the necessary pupil support plan as per Glasgow Code of Practice in collaboration with subject teachers, Pastoral Care and external agencies
- Continually trying to promote independent learning and social development
- Working closely with our associated primaries at transition
- Working with pupils and parents at points of transition

SfL recognises and strives to endorse in pupils the four capacities of Curriculum for Excellence while promoting the GIRFEC (Getting It Right For Every Child) agenda (www.scotland.gov.uk/gettingitright). We provide and support a framework that recognises continuity and progression from primary schools, actively involves parents and carers and offers support at the point of need.
THE EAL DEPARTMENT

The EAL (English as an Additional Language) Department aims actively to support the development of language and literacy skills of over 400 bilingual pupils speaking 25 languages at Bellahouston Academy. The EAL Department consists of highly trained teachers each providing English language support to bilingual pupils in a range of subjects in mainstream classes, small-group and one-to-one tutorial sessions.

Many bilingual pupils have already developed excellent skills in English and will need little support while others are still in the process of developing the higher order language skills necessary to fully reach their potential.

EAL staff aim to work with pupils at all levels of language attainment - from new learners in English to those coping with the complex demands of the advanced curriculum in the senior school. The EAL department runs courses up to Higher in ESOL (English for Speakers of Other Languages) in the senior school for those new arrival pupils hoping to undertake study at University.

Bellahouston is a school with a proud tradition of excellence in working with bilingual pupils and the EAL department is instrumental in that practice.

HOW THE DEPARTMENT WORKS

EAL Teachers undertake 5 roles:

1. Direct Teaching
   ✦ working in mainstream classes across the curriculum to develop the language and literacy skills of bilingual pupils

2. Small Group
   ✦ providing support to small groups and individuals

3. Consultancy
   ✦ developing materials to make courses more accessible to bilingual learners

4. Staff Development
   ✦ delivering training to probationers, students and staff

5. Assessment
   ✦ assessing progress of all bilingual learners of English in Bellahouston Academy
CHILD SAFETY / CHILD PROTECTION POLICY

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

As with other areas of curriculum, you will be kept informed of the health and personal safety programme for your child’s establishment.

Schools, establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- ensuring that children are respected and listened to
- ensuring that programmes of health and personal safety are central to the curriculum
- ensuring that staff are aware of child protection issues and procedures
- establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.

In Bellahouston Academy, the Head Teacher undertakes the role of Child Protection Coordinator so that, if any report is received that a young person may be at risk for whatever reason, he takes the appropriate decision about the nature of the response which will be made. This may involve informing the Duty Senior Social Worker at the relevant Social Work Office of the circumstances relating to a particular case.
EQUAL OPPORTUNITIES AND SOCIAL JUSTICE

The School is committed to Equal Opportunities and Social Justice.

Delivery of the objectives of the authority’s Social Strategy Policy is seen as a primary objective. Through Development Planning the intention is to have a school plan that is geared to recognise and respond to the needs of all the local pupils.

The school works closely with the restructured Psychological Services.

Attention is being given to further the improvement of the process of transition from primary to secondary school.

The supported study scheme is making a substantial contribution to the pupils commitment to learning.

All of the above is encompassed within the stated aims and philosophy of the school which is striving to enable all our pupils to develop their full potential, raise their personal aspirations, improve their access to the labour market, and provide for themselves an enhanced quality of life.

The Education Authority requires every school to produce its own Race Equality Policy to comply with the Race Relations (Amendment) Act 2000. A copy of the policy is held in the school office.

SUPPORT FOR PUPILS

The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children’s needs.

Any parent or carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

Further information relating to additional support needs is available on the Glasgow City Council website - www.glasgow.gov.uk/index.aspx?articleid=8627
Information on the Glasgow City Councils’ Parental Involvement Strategy can also be found at www.glasgow.gov.uk/index.aspx?articleid=8642

ACCESSIBILITY STRATEGY

The school has a duty to ensure that all our young people have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents/carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access; provision of an interpreter for people who have a hearing impairment; agreeing a phone contact system to provide direct feedback to parents/carers.

CURRICULUM FOR EXCELLENCE

Bringing learning to life and life to learning
Curriculum for Excellence is now being introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.
Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.
Glow, Scotland’s unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents/carers across the country to have access to Glow.

Teachers and practitioners will share information to plan a child’s “learning journey” from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They’ll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.
Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability.
Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.
It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children
can think for themselves, make sound judgements, challenge, enquire and find solutions.
There will be new ways of assessing progress and ensuring children achieve their potential.
Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.
There’s personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that’s needed.
There will be a new emphasis by all staff on looking after our children’s health and wellbeing – to ensure that the school is a place where children feel safe and secure.
Ultimately, Curriculum for Excellence aims is to improve our children’s life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland’s reputation for great education.
COURSES IN S1-3

Curriculum for Excellence is used to form the basis of the school’s policy.

The school is attempting to structure the curriculum in S1-3 to incorporate the continuation and consolidation of pupils’ individual progress; the encouragement of the maximum individual effort by the provision of work embodying content and skills which every pupil has a realistic prospect of mastering; the enlargement of horizons in subject terms; and in the development of an awareness of pupils’ strengths and weaknesses and in order that valid choices can be made for courses to be followed at the appropriate time. The first of these choices may be as early as S2 with effect from S3.

Close liaison with our associated primary schools is essential. This involves visits to primary schools by senior staff, heads of departments, support staff and indeed former pupils of the associated primaries not just to prepare the pupils for the transfer to secondary but to ensure that there is continuity in the educational process. In addition information gained by primary staff about individual pupils can be passed on to secondary staff.

Classes are organised on a mixed ability basis although in some classes during the BGE phase there may be setting. Subject departments and class teachers endeavour to provide differentiated work suitable for pupils of different levels of ability. In certain subjects in first, second and third year pupils are set according to ability in that subject.

The broad general education phase is made up of the following subjects; English, History, Modern Studies, Mathematics, Science, Art, Home Economics, Technical, Music, Religious Education, PE, Social Education, Information Technology, Enterprise plus one other language. There is a choice of either French, or Urdu.

In order to try to improve the quality of education in these years, in some of our classes there is an element of co-operative teaching, i.e. a support teacher is present in the classroom to assist the class teacher. This provides support for individual pupils and ensures that learning difficulties receive attention. This is proving to be most successful and hopefully the programme can be expanded in the future.

PUPIL PROFILES

All S3 learners have a profile which reflects their progress in learning and achievement and emphasises their strengths. The profile documents their key achievements in school, at home and in the community and the content is decided by the young person. The profile provides a valuable way for learners to share information about their achievements with their parents, teachers and in the future, staff in colleges, universities and employers. The profile also supports the move from S3 into the senior phase of secondary school.
WORK EXPERIENCE AND COMMUNITY WORK

All S4 pupils are offered the opportunity to take part in one week’s Work Experience during the session. The pupils are placed with many different employers to gain first hand knowledge about the world of work, and experience in dealing with staff and customers.

At the end of each week the employer’s report on the progress of the pupil during their placement. Many pupils return with glowing references, and in some cases the offer of employment when they leave school.

A community work scheme is organised to enable senior students to help in the community and to learn new skills.

The school has links with a number of local placements - nursery and primary schools, clubs for senior citizens, residential homes, charity shops and community advice and resources centres. We encourage our senior pupils to think carefully about work experience in the field they would like to develop their career. Mr Hamilton, Employability Officer, and Mrs Patterson, DHT (Acting), are always available to discuss the possibilities. It is a very important part of a job, college or University application.

Additionally, students are encouraged to be active school citizens, taking responsibility for various tasks within the school. They also raise funds for charity through their organisation of events such as the MacMillan Coffee Morning.

While this work is greatly appreciated by all who benefit from it, the students themselves gain much too. Working with others encourages them to develop communications skills and to have a greater sense of responsibility. As confidence grows, they learn to use their own initiative and can see the value of their contribution. The experience helps them to be more aware of their own strengths and weaknesses and to begin to understand the needs of others.
THE SENIOR PHASE

The Senior Phase encompasses S4, S5 and S6 and should be seen as the period in which greater specialisation is undertaken whilst building upon the Experiences and Outcomes of the Broad General Education Phase.

All pupils in Scotland have an entitlement to this Senior Phase of education which

• provides specialisation, depth and rigour
• prepares them well for achieving qualifications to the highest level of which they are capable
• continues to develop skills for learning, skills for life and skills for work
• continues to provide a range of activities which develop the four capacities
• supports them to achieve a positive and sustained destination.

This is also the Phase in which a young person will build up a portfolio of qualifications and our curriculum will provide a range of opportunities to meet the needs of all learners.

The curriculum will, however, involve more than programmes which lead to qualifications. There will be a continued emphasis, for example, upon Health and Wellbeing appropriate to this phase, including physical activity and opportunities for personal achievement, service to others and practical experience of the world of work.

As from 2013-2014, pupils in S4 took 7 subjects, each with 4 periods each. S4 GSOS pupils take 5 subjects. For both groups of pupils, English and Mathematics will be compulsory.

Support will be in place to ensure that pupils, whenever they exit the system, will receive the appropriate career guidance from Skills Development Scotland staff. The school’s ‘More Choices More Chances’ Group will meet regularly to discuss and implement appropriate strategies to ensure that all pupils have a positive destination on leaving school, especially those deemed most at risk. The South Youth Employment Group also meets to ensure that strategies are in place to support all young people as they leave school. In relation to those who may be applying for Further and Higher Education, the school implements the UCAS procedures rigorously and takes part in the valuable ‘Top-Up’ scheme to ensure that applicants have the best possible chance of success.

ENQUIRE - THE SCOTTISH ADVICE SERVICE FOR ADDITIONAL SUPPORT FOR LEARNING

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

• a telephone helpline - 0845 123 2303
• an email enquiry service - info@enquire.org.uk
• a website - info@enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and factsheets including The Parents’ Guide to Additional Support for Learning.
ADDITIONAL SUPPORT FOR LEARNING (ASL)

An additional support need can be defined as follows: any barrier to a child or young person’s learning that is limiting their potential to benefit from education.

It is important to emphasise that the term “additional support need” does not equate to the previous definition of “special educational needs” which implied a learning difficulty. An additional support need could equally relate to the requirement to foster talent in specific areas; to respond on a short term basis to a period of emotional difficulty (e.g. bereavement); to review current teaching and learning methodologies to ensure that the educational context is not creating a barrier to learning.

The school’s “Pupil Support Policy and Practice” document outlines how Bellahouston Academy seeks to address the additional support needs of its pupils. Integral to that is effective collaborative working between members of the Support Team at Bellahouston Academy, Pastoral Care, Support for Learning and English as an Additional Language staff. If a parent/carer has any concerns in relation to ASN or require information/advice the first point of contact should be the child’s PT PC.

For those pupils who may find the transition from Primary to Secondary School most challenging, the school operates its own Enhanced Transition Scheme, whereby pupils visit the school as part of a planned programme of familiarisation activities which are based in the Pupil Support Centre.

The authority's policy in relation to provision for additional support needs

GCC Policy - Glasgow City Council has a duty, as outlined in the Standards in Scotland’s Schools 2000 Act, to ensure that your child achieves their potential. Glasgow’s Education Services is committed to the inclusion of all children and young people with additional support needs, where possible, within mainstream schools. This is in accordance with the statutory requirement in the 2000 Act. It is also part of Glasgow’s policy to maintain a range of special educational establishments. This recognises the key role to be played by specialist provisions in addressing severe low incidence disabilities. The authority recognises that there are a wide range of factors, which may act as a barrier to your child’s learning. We are committed to working closely with parents and carers to ensure that your are fully involved in overcoming barriers to learning. Additional support needs may be linked to a learning difficulty or disability but could also apply to a child or young person suffering from bereavement who requires pastoral support, a more able child/young person or those with a particular talent, which needs to be fully developed. The policy requires all establishments to provide an environment where children and young people with additional support needs are actively encouraged to be effective learners and benefit from their school education.

Any parent/carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

Further information relating to Additional Support Needs is also available on the Glasgow City Council website.
ASSESSMENT

Curriculum for Excellence defines five levels of learning. The first four levels are described in the experiences and outcomes, with progression to qualifications described under a fifth level, the senior phase (See page 34).

The path most children and young people are expected to follow through the levels reflects the stages of maturation of children and young people and the changing ways in which they engage with learning as they develop.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is however designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

While children and young people should feel that the transition from one stage of learning to another is smooth, they should still be able to look forward to the excitement of starting nursery, primary school and secondary school, and finally to moving on to positive and sustained destinations. At Bellahouston Academy, we will ensure that assessment is thorough and rigorous and meets the needs of all learners, increasingly through the use of SEEMIS Tracking and Monitoring procedures.

ABOUT THE NEW QUALIFICATIONS

The new national qualifications are called National 4 and National 5.

National 4 and National 5 replaced Standard Grade General and Credit. Foundation level Standard Grades have been replaced by the new Access 3.

Revisions will also be made to the current Access 1, Access 2, Higher and Advanced Higher qualifications.

For further information you may wish to consult
http://www.educationscotland.gov.uk/parentzone/indexasp
http://www.sqa.org.uk/sqa/sqa/ccc_FirstPage.jsp

REPORTING TO PARENTS

Formal reports to parents are issued at the following times:

<table>
<thead>
<tr>
<th>Year</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>June</td>
</tr>
<tr>
<td>Second Year</td>
<td>November</td>
</tr>
<tr>
<td>Third Year</td>
<td>May</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>January</td>
</tr>
<tr>
<td>Fifth and Sixth Year</td>
<td>February</td>
</tr>
</tbody>
</table>

For the year groups which have two reports, the first report is an initial report and consists of a single sheet.

All other reports give much fuller information. These reports take the form of a booklet with each subject having a separate page. The pages have been designed to give the member of staff ample opportunity for written comments and hopefully provides straight-forward detailed information for parents.
HOMEWORK POLICY

Homework at Bellahouston Academy encompasses many activities including formal written exercises, reading, carrying out research, revising for examinations and learning vocabulary. All homework tasks are important, regardless of their nature, and should be treated as such by pupils, staff and parents.

Homework reinforces work done in class and can help pupils to become more confident and perform to their full potential. This policy explains the benefits of homework and how pupils, parents and teachers can work together to encourage a positive approach.

Pupils are issued with a homework diary which they must bring to school every day and use to note all homework tasks. Properly maintained diaries are a source of useful information for parents and staff as well as pupils. Additional copies of the diary will be available for purchase at the school office. We also hope to be able to develop the school website so that it contains study specific homework and materials. If a pupil consistently fails to return homework, a series of letters is available for use by staff in order to alert parents/carers to the problem.

AIMS OF HOMEWORK AT BELLAHOUSTON ACADEMY

Homework should raise attainment by:

• encouraging pupils to take responsibility for their own learning
• developing the habit of independent learning and study
• strengthening the link between home and school and involving parents wherever possible in pupils’ work.

PURPOSES OF HOMEWORK AT BELLAHOUSTON ACADEMY

Some purposes for giving homework are:

• allowing consolidation of work done in class
• allowing preparation for future classwork
• offering access to resources not available in school
• providing evidence for the evaluation of teaching and learning
• preparing pupils for tests and examinations
HOMEWORK AT BELLAHOUStON ACADEMY WILL:

• be appropriate, achievable and promote confidence through success
• be tailored to the needs and abilities of the pupil as far as possible
• be manageable in terms of time for both pupils and staff
• be noted by pupils in their homework diary
• be signed where appropriate by a parent/carer
• be issued by the teacher who will explain clearly what is required
• be marked or checked by the teacher where appropriate, or some other form of feedback to pupils will be provided
• where possible be issued so that pupils are given adequate notice and allowing time for discussion of any difficulties. In some instances, negotiation on deadlines for return of homework may be appropriate.

Teachers are asked to -

• Set appropriate homework
• Encourage pupils to have a positive attitude towards homework
• Explain clearly each homework task
• Provide deadlines and give feedback on homework
• Keep a record of homework

Pupils should -

• Use their homework diary to record homework information, including the date homework is due.
• Organise their time and prioritise homework according to deadlines.
• Complete homework to the best of their ability and hand it in on time.

Parents can help by -

• Encouraging pupils to complete homework to the best of their ability and on time.
• Check the homework diary regularly and make comments if appropriate

Principal Teachers of Pastoral Care and Senior Management Team are asked to -

• Reinforce the policy at assemblies, through newsletters and through Tutor Groups
• Liaise with parents on any homework issues which may arise (Pastoral Care)
• Monitor the policy, once implemented and amend as a result of feedback from Staff, Parents and Pupils (Senior Management).
SUPPORTED STUDY

The school has received a budget from the Council to provide after-school classes run by our own staff.

The number of pupils in these classes is kept small, usually around 10 pupils per teacher. They have proved invaluable to the school as extra help can be provided on an individual basis to pupils who are preparing for folios, assignments and practical assignments.

Good pupil-teacher relationships can be fostered in these classes as well as improved school motivation and performance.

This is a voluntary arrangement, but the demand has exceeded availability and spaces are filled on a first come first served basis.
RELIGIOUS EDUCATION AND OBSERVANCE

In Religious Education pupils explore the beliefs of the major world faiths, how these affect attitudes to life and what people do. They are given the opportunity to reflect on their own ideas and the relevance of religion in today’s world. Every effort is made to ensure that these faiths are presented to pupils in a sensitive manner. The religious education programme in school is intended for children of all faiths. The school also offers all pupils a number of ‘Time for Reflection’ activities, either in class or as part of an Assembly or other event. These allow pupils to reflect upon important moral and spiritual issues.

Parents, however, are permitted to withdraw their children from Religious Education on grounds of conscience given by written notification to the Head Teacher.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious and/or cultural events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

Parents are asked to send a note to their child’s tutor before the event.

EXTRA CURRICULAR ACTIVITIES

Bellahouston Academy is very keen to encourage active participation in sport and physical recreation. This can have a major impact on health and physical well-being of our pupils.

The extra curricular activities offered in Bellahouston are wide and varied. Activities are offered on site at the Academy and within the local community.
The enthusiasm and hard work of staff has enabled the school to offer a wide range of extra-curricular activities this year including:

- Cycling
- Badminton
- Football (boys)
- Football (girls)
- Netball
- Athletics
- Girls’ Fitness club
- Hockey
- Basketball
- Gymnastics
- Zumba
- Golf
- Swimming
- Bikram Yoga
- Indoor Rowing
- Rugby
- Dance
- Volleyball
- Tennis
- Strength and Conditioning

In addition to the above sporting clubs, there are many clubs which are mostly run during lunch times. These include a computer club, a junior choir, various instrumental groups and a chess club.

Each year parties of pupils participate in courses in outdoor education (Iona and Blairvadach), a number of day trips (Lightwater Valley, cinema and theatre) and holiday trips abroad (Euroscola, France, Strasbourg) are arranged each year.
DATA PROTECTION ACT 1998

We collect information about children and young people attending school (and also about parents/carers, emergency contacts etc. provided in the annual data check) to allow us to carry out the Council’s functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relations to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information on pupils, parents and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school. For Glasgow City Council Information please visit: www.glasgow.gov.uk/privacy.

SCHOOL AND AUTHORITY POLICIES

Some of the school’s main policy documents - eg. Teaching and Learning, Promoting Positive Behaviour, Self-evaluation etc - are available on the school website. Others which are governed by GCC policy, can be found on the main GCC website.

DEALING WITH RACIAL HARASSMENT

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination.

In 1999 the guidelines, ‘Dealing with Racial Harassment’ were issued to assist all teaching staff in dealing with such incidents.

The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every young person in Glasgow has the right to be happy and secure at school.

PROMOTING POSITIVE BEHAVIOUR

Promoting Positive Behaviour remains as a prime responsibility of every member of staff. Our promoting positive behaviour policy can be found on the school website. The developments described in the preceding sections, efficient teaching and the safety and well-being of our pupils depend on a sound system of discipline. To try to provide a safe working atmosphere, the school has a code of conduct and a referral
system. A copy of this code of conduct, together with further information on behaviour in the school, is issued to pupils each August and is, therefore available to parents. We have now introduced the ‘BEE’ Merit Scheme, our way of rewarding students who work hard, do their best and take part in the life of the school. We ask that pupils keep to the five BEE standards:

**Behaviour** - behaving well in class and school  
**Effort** - trying as hard as possible all of the time  
**Excellence** - doing something to advance their learning or to benefit the school

Staff use the school’s computer system to award a Merit if they feel that a pupil has done particularly well against one or more of these standards. At the end of each calendar month, we produce a Merit List which gives the names of all the pupils who are on track for that month. Each month there will be rewards such as certificates, gift vouchers, visits to the cinema, visits to theme parks and so on.

If staff feel that a pupil is not achieving the standard, then a Demerit will be logged on the system. If a pupil gets too many Demerits, then that pupil will be removed from the Merit List and may be interviewed by a member of their Year Group Team.

Pupils who are off the List need to keep working hard to pick up more Merits - scores are re-set every month, enabling pupils to aim higher each time.

The BEE Merit Scheme does not replace the existing Referral System, but complements it. All of the other stages in the discipline process - referral to Head of Department, parental interview, exclusion from school as a last resort, all still apply.

The support of parents is, of course, essential if the school is to achieve the aim of providing a safe and orderly working environment for all its staff and pupils.

**BULLYING**

Bullying behaviour will not be tolerated within Glasgow City Council’s educational establishments. All young people in Glasgow’s educational establishments have an entitlement “to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination.” (A Standard for Pastoral Care in Glasgow Schools).

In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments. All establishments are required to review their policy in light of this. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with the parents and carers of their children.
HOME AND SCHOOL LINKS

This is an area of vital importance for the school and we are very keen to involve as many of our parents as possible in the wider life of the school, whether in relation to homework, the Merit Scheme, assistance with trips/events or the teaching and learning process itself.

We also issue regular newsletters, issue reports on pupil progress, hold parents’ meetings, invite parents/carers to school shows and concerts and so on. The school website at www.bellahoustonacademy.glasgow.sch.uk is also another important means of communication and source of information for parents/carers.

We welcome contact with any parent/carer who may have a concern regarding the education or welfare of her/his child. Meetings of individual parents/carers with Pastoral Care staff, Senior Management Team staff of the Head Teacher can be arranged by a telephone call, letter to the school or email to headteacher@bellahoustonacademy.glasgow.gov.uk.

SCHOOL ATTENDANCE

Attendance at School

Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child or young person of ‘school age’ to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, etc. Regulations 1993 requires each young person’s absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised: e.g. unexplained by the parent/carer (truancy) or excluded from school. Parents and Carers are asked to inform the school by letter or phone, if their child is likely to be absent for some time, and to give the young person a note on his or her return to school, confirming the reason for absence. Parents/Carers do not have an automatic right to take their child out of school without permission during term-time. The Head of Establishment can only authorise time off during term-time in exceptional circumstances.

Exceptional circumstances include:

- short-term parental/carer placement abroad;
- family returning to its country of origin for family reasons;
- the period immediately after an illness or accident;
- a period of serious or critical illness of a close relative;
- a domestic crisis which causes serious disruption to the family home, causing temporary relocation.
Time off during term-time for the following reasons is not acceptable and will be recorded as unauthorised absence:

- Availability of cheap holidays or desired accommodation;
- Holidays which overlap the beginning or end of term.

Clearly with no explanation from the parent or carer, the absence is unauthorised.

It should be pointed out that the Education Liaison Officer investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents/carers, or to refer young people to the Reporter of the Children’s Panel, if necessary (see amended procedures in relation to Parent Councils).
SCHOOL COMMUNITY

Schools are becoming increasingly involved with the local community in a variety of ways and at several levels, a relationship which has many advantages for both.

The school welcomes close involvement in the local community. The following gives an indication of the wide variety of links with the local community.

I. Gymnasia and other school facilities being used by various organisations in the local community as community facilities.

II. Local firms providing work experience opportunities for our pupils.

III. Members of local community councils, development associations, and religious leaders discussing local needs with staff members.

IV. Pupils participating in the schools community involvement programme in nursery schools, clinics, hospitals, old folks’ homes, sports clubs and other caring centres.

V. Senior pupils organising food parcels for local senior citizens at Christmas.
CLOTHING AND KIT

Clothing
Given that there is substantial parental/carer and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code policy account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents/carers and young people. Against this background it should be noted that it is the policy of the Education Children and Families Policy Development Committee to encourage schools to develop an appropriate dress code policy.

There are forms of dress which are unacceptable in school, such as items of clothing which:
• potentially, encourage faction (such as football colours);
• could cause offence (such as anti-religious symbolism or political slogans);
• could cause health and safety difficulties, such as loose fitting clothing, dangling earrings,
• are made from flammable material for example shell suits in practical classes;
• could cause damage to flooring;
• carry advertising, particularly for alcohol or tobacco; and
• could be used to inflict damage on other young people or be used by others to do so.

Under no circumstances will young people be deprived of any educational benefit as a result of not wearing clothing conforming to the school’s dress code policy.

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,050*), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents/carers in different circumstances is at the discretion of the Service Director: Education.
Information and application forms may be obtained from schools and at www.glasgow.gov.uk/index.aspx?articleid=8629

Glasgow City Council is concerned at the level of claims being received regarding the loss of young peoples’ clothing and/or personal belongings. Parents/Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents/Carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

* Income amount effective from 1 April 2011 and may be changed by the Department for Work and Pensions.
UNIFORM ITEMS TO BE WORN

The main expectation is that the ‘core’ items will be the blazer, shirt and tie. The main specifications for the other items are follows:

- **Girls’ skirts** - these must be a **minimum** of 20 or 22 inches in length. These are available from our suppliers but can also be sourced elsewhere.
- **Trousers** (boys or girls) - these should be black dress trousers. No jeans or chinos of any type are allowed; leggings/jeggings or trousers which are not full-length or which are gathered at the leg are not allowed; dress shorts are not allowed.
- **Footwear** - shoes must be predominantly black; no white trainers are allowed.
- **Shirt** - white or black only.
- **Hijab** - this should be black only
- **No earphones/headphones** should be visible whilst within the school.
- **PE** - a change of clothes and footwear should be brought on PE days.
- There should be no football tops or any item which might cause offence.

PHYSICAL EDUCATION WEAR

<table>
<thead>
<tr>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/Navy Shorts or Gym Skirt</td>
<td>Black Shorts</td>
</tr>
<tr>
<td>Black/Navy/Yellow T Shirt</td>
<td>Black/Yellow T Shirt</td>
</tr>
<tr>
<td>Socks</td>
<td>Socks</td>
</tr>
<tr>
<td>Trainers</td>
<td>Trainers</td>
</tr>
<tr>
<td>Towel</td>
<td>Towel</td>
</tr>
</tbody>
</table>

Pupils may also wear black/yellow/navy-jogging bottoms, although it is expected that pupils will wear shorts.
SCHOOL DINING AREA - FUEL ZONE

Secondary Fuel Zone

All services available in the Fuel Zone are developed in line with The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 which aims to help young people eat healthily during the school day and beyond. All food is halal. Cordia supports Education Services to meet the requirements of the Act by providing healthy food and drink in schools to encourage Glasgow’s young people to make the right choice in order to maintain a healthy lifestyle.

Major changes have been implemented in all of Glasgow’s 30 secondary schools. A Health Impact Assessment was carried out with young people across the city to inform the development of Fuel Zone services. A range of new concepts to meet individual needs has been introduced. Continuous development is being carried out to improve the services throughout the school day.

Breakfast

Young people can enjoy a nutritional breakfast, choosing from a range of hot and cold options including fruit juice, cereal and milk, toast, hot filled rolls and fresh fruit prior to the start of the school day. There is also the opportunity to socialise with friends in a safe environment.

Mid-morning Break

A breakfast service is also available at the mid-morning break offering a selection of hot and cold filled rolls. In addition a hot drinks bar is available serving a selection of teas, coffees and hot chocolate.

Lunch

Fuel Zone Choices offers eight different choices of zones. These include the following:
- Subzone; fresh baguettes with a range of fillings to choose from.
- Bake n Take; a baked potato bar with a choice of fillings.
- Big Burger; a healthy burger bar serving fresh home made burgers made by Fuel Zone.
- Pizza; a pizza counter offering a variety of toppings.
- Curry bar; a selection of curries available daily.
- Grab & Go; a pre-order service that allows young people to order a packed lunch in the morning and collect it at lunch to avoid queues.
- Hot bites; a traditional main meal of the day.
- Pasta bar; pasta with a variety of fresh sauces to choose from.
In addition to the main items in each zone, young people can select home made soup and bread, a variety of hot vegetables or salad options, a selection of fruit and yoghurt and semi skimmed milk or water.

Individual schools in consultation with their young people can choose which zones to operate in their Fuel Zone. This concept is very much the essence of Fuel Zone Choices and provides the opportunity for individual schools to tailor the menu to suit their audience.

Special diets
If your child has a special medical diet requirement please seek a referral from your dietician. Please then contact your catering manager who will deal with your request.

Vending
Drink and snack vending is available throughout the school day providing a range of healthier drinks and snacks including sandwiches, salad tubs, fruit packs, home baking, light crisps, popcorn, water, fruit juice, milk and carbonated drinks as an addition for young people to the main Fuel Zone service.

Refresh
Lack of water can cause dehydration, better hydration means better performance in school and water is an excellent alternative to sugary drinks, which can cause tooth decay. The Refresh initiative allows access to fresh, chilled drinking water in schools to encourage young people to drink more water.

All Glasgow schools have been supplied with mains fed coolers that filter and chill the water ready for drinking. This allows access during the day to refill water bottles which can be taken into the classroom. The main aim of Refresh is to encourage young people to drink water at home and school.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,420), Child Tax Credit only (where income is less than £15,910*) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at www.glasgow.gov.uk/index.aspx?articleid=8629.
TRANSPORT

The education authority has a policy of providing free transport to all pupils and young people who live outwith a certain radius from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/Carers who consider they are eligible should obtain an application form from the school or at www.glasgow.gov.uk/index.aspx?article=8629

PLACING REQUESTS

The education authority does not provide transport for those young people in receipt of a placing request other than in exceptional circumstances and where appropriate legislation applies.

EDUCATION MAINTENANCE ALLOWANCES (EMA)

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

If a pupil is taken ill in school, the parents or the nominated emergency contact will be informed by telephone so that the parent or the contact can make arrangements to take the sick child home.

In the case of accidents, a member of staff will give first aid and in more serious cases the pupil will be taken to the appropriate hospital. Parent/Carer will be contacted.

Allison Blair, a nurse with the Schools Health Service, visits the school regularly for the following purposes: statutory/routine medical examination of 14 year old children; school leaver interviews for medical and career purposes; and medical examinations for granting of work permits required by school children with part-time employment.

The following medical services are available in the school:

✦ At the age of 12 every girl has the opportunity of Rubella vaccination against German Measles.
✦ At the age of 13 every child is offered B.C.G. Vaccination against Tuberculosis.
✦ At the age of 14 every child is offered a booster injection against Tetanus and a booster oral Poliomyelitis vaccine.
✦ Medical inspection for any child is possible at parental request.
✦ All girls in S2 will be offered the HPV vaccine.
INFORMATION IN EMERGENCIES

At the start of each school session, parents and carers will be issued with the annual data check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or reopening. We shall keep in touch by using letters, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio. If possible we will also use the school’s website and/or texting to keep parents/carers up to date.

THE PARENT FORUM AND THE PARENT COUNCIL

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

Parent Forum
The membership of the Parent Forum is made up of all parents/carers who have a child or young person at an education authority school. Membership of the Parent Forum allows parents/carers to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents/carers. One of the ways parents/carers in the Parent Forum will be able to express their views will be through the Parent Council.

Parent Council
The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of young people at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. The type of things a Parent Council could get involved in include:

- Supporting the work of the school;
- Gathering and representing parents'/carers’ views to the Headteacher, education authority and HMIE;
- Promoting contact between the school, parents/carers, young people and the local community;
- Fundraising;
- Involvement in the appointment of senior school staff.
Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect young people’s education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. Every school’s Parent Council will be different because it will be parents/carers in each school who make the key decisions. The Parent Council is also entitled to support from the education authority in fulfilling its role.

2. Membership of the Parent Council
Generally, members of the Parent Council must be parents/carers of children and young people who attend the school and the chairperson must have a child or young person in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them.
SCHOOL INFORMATION

Head Teacher  Ian Anderson

School Name    Bellahouston Academy

Address        30 Gower Terrace
                GLASGOW
                G41 5QE

Telephone      0141 582 0030
Fax             0141 582 0031

E mail         headteacher@bellahoustonacademy.glasgow.sch.uk

Type of School  Non-denominational, co-educational

Capacity       1100

Stages covered in current roll:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>159</td>
</tr>
<tr>
<td>S2</td>
<td>154</td>
</tr>
<tr>
<td>S3</td>
<td>160</td>
</tr>
<tr>
<td>S4</td>
<td>157</td>
</tr>
<tr>
<td>S5</td>
<td>144</td>
</tr>
<tr>
<td>S6</td>
<td>106</td>
</tr>
</tbody>
</table>

Total Roll      880

Likely intake for next year: 184

Main features of present accommodation
A single site well-equipped building with resource areas, social areas, high tech rooms and all of the facilities associated with a modern school.
Disabled access to all departments except Music.

Community facilities
Classrooms and gymasia are available for use by various organisations in the local community. Applications for use of facilities should be made to:

Glasgow Life Letting Section
20 Trongate
GLASGOW
G1 5ES
communityletting@glasgowlife.org.uk

Tel: 0141 287 4350
ASSOCIATED PRIMARY SCHOOLS:

Our feeder primaries are Glendale, Ibrox, Lorne Street, Mosspark and Pollokshields. Placing requests may be made from any primary within the city.

Glendale Primary School
120 McCulloch Street
GLASGOW
G41 1WX  Head Teacher  Liz Laird  Tel No 429 6973

Ibrox Primary School
46 Hinshelwood Drive
GLASGOW
G51 2XP  Head Teacher  Fiona McFarlane  Tel No. 427 0922

Pollokshields Primary School
241 Albert Drive
GLASGOW
G41 2NA  Head Teacher  Carolyn Davren  Tel No 423 1363

Mosspark Primary School
20 Mosspark Square
GLASGOW
G52 1LZ  Head Teacher  Elsa Castles  Tel No 882 9753

Lorne Street Primary School
28 Lorne Street
GLASGOW
G51 1DP  Head Teacher  Alex Neilson  Tel No 427 1315

COMMENTS & COMPLAINTS

In Bellahouston Academy we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first place.

Glasgow City Council complaints procedures are available: www.glasgow.gov.uk/index.aspx?articleid=2896

Customer Liaison Unit
Education Services
Glasgow City Council
City Chambers East
40 John Street
Glasgow G1 1JL  Tel: 0141 287 5384  email: education@glasgow.gov.uk

The above website also includes information on data protection and freedom of information.
PARENTS MAY FIND THE FOLLOWING ADDRESSES AND TELEPHONE NUMBERS USEFUL:

Glasgow City Council
Education Offices
City Chambers East
40 John Street
GLASGOW
G1 1JL Tel 0141 287 2000

South Area Manager
Anne Marie McGovern
Education Offices
City Chambers East
40 John Street
GLASGOW
G1 1JL Tel 0141 287 2000

Education Business Manager
Raymond Murdoch
Area Hub
St Mungo’s Academy
235 Crownpoint Road
Glasgow
G40 2RA Tel 0141 582 0586

PLEASE NOTE: Whilst information provided is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time this document is received by parents/carers.