



**ÀRD-SGOIL
GHÀIDHLIG GHLASCHU
LEABHAR FIOSRACHAIDH
2019 – 2020**



*Sgoil
Ghàidhlig
Ghlaschu*

**GLASGOW
GAELIC SCHOOL
SECONDARY HANDBOOK**

2019 – 2020



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Tha e mar dhleastanas-lagha air gach ùghdarras leabhar fiosrachaidh sgoile a chur fa chomhar pàrantan. Bheir seo mìneachadh air poileasaidhean is cleachdaidhean ùr-ghnàthaichte na Comhairle is na sgoile gach Dùbhlachd nuair a bhios sin iomchaidh.

All authorities are required by law to issue a copy of the school handbook incorporating current policies and practices of both the council and the school to certain parents in December each year for their use as appropriate.





FÀILTE

Fàilte gu Sgoil Ghàidhlig Ghlaschu, an aon sgoil Ghàidhlig ann an Alba le Sgoil Àraich, Bun-sgoil agus Àrd-sgoil anns an aon togalach. Chaidh an leabhran seo a dhealbhadh gus beagan fiosrachaidh a thoirt dhuibh air an obair a tha sinn a' dèanamh anns an sgoil agus na cothroman a gheibh ur cuid chloinne còmhla rinn.

Aig Sgoil Ghàidhlig Ghlaschu tha sinn a' strì airson taic a thoirt do na sgoilearan a bhith soirbheachail anns an ionnsachadh aca, a bhith earbsach, a bhith a' gabhail uallach airson na coimhearsnachd agus a bhith comasach air conaltradh anns an t-saoghal mhòr no aig obair.

Tha Gàidhlig aig cridhe na sgoile agus tha seo gar ceangal gu dlùth mar choimhearsnachd. Tha sinn airson is gum bi na sgoilearan, pàrantan agus an luchd-obrach moiteil anns a' chànan agus gun obraich sinn còmhla airson a leasachadh ann an iomadh dòigh.

Tha sinn airson gun gabh pàrantan pàirt anns an sgoil againn mar choimhearsnachd ge b'e dè cho comasach is a tha iad ann a bhith a' labhairt no a' tuigsinn na Gàidhlig. Tha Comhairle nam Pàrant gu math eàsgaidh againn ag obair air gnothaichean co-cheangailt ri bhith leasachadh foghlam na sgoile agus a' togail ìomhaigh na sgoile.

Tha mi an dòchas gun gabh gach pàrant is pàiste co-phàirt ann an Sgoil Ghàidhlig Ghlaschu agus gum fairich iad sona, sàbhailt agus pròiseil san sgoil thairis air na bliadhnaichean a tha romhainn.

Le gach deagh dhùrachd,
An Dr Donalda T NicComb
Ceannard





WELCOME

Welcome to the Glasgow Gaelic School, the only 3–18 Gaelic Medium School in Scotland with a Nursery, Primary and Secondary school in the one building. This handbook will provide you with information on the work of the school and the many opportunities available for the young people in our care. We are currently members of the Hillhead Learning Community and will work in collaboration with them to raise attainment and improve the teaching and learning.

At Sgoil Ghàidhlig Ghlaschu we strive to support our pupils to become successful learners, confident individuals, responsible citizens and effective contributors to society and eventually the world of work.

At the very heart of our school is the Gaelic language which binds us as a community. We would like all pupils, parents and school staff to be so proud of the language and to work together to ensure it continues to develop in many different ways.

As a school community we want parents to participate in the life of the school regardless of their own Gaelic language ability. We have an active Parent Council who raise the profile of the school as well as support educational developments.

I do hope that every child and parent will contribute to the life of our school over the coming years and will feel happy, safe and proud of Sgoil Ghàidhlig Ghlaschu.

With every good wish,
Dr Donalda T McComb
Head Teacher

FIOSRACHADH NA SGOILE SCHOOL INFORMATION

You can cut out the following information and have it on your fridge, purse or work desk etc. for ease of finding the numbers required.

Seòladh/Address:	Sgoil Ghàidhlig Ghlaschu 147 Berkeley Street Glasgow G3 7HP
Àireamh Fòn/Phone Number:	0141 276 8500
Post-dealain/E-mail:	headteacher@glasgowgaelic.glasgow.sch.uk
Làrach Lìn/Website:	www.glasgowgaelic.glasgow.sch.uk
Twitter:	@GaelicSchool
School APP:	Sgoil Ghàidhlig Ghlaschu (free download from App Store)
Gnè na sgoile/Type of school:	Sgoil Ghàidhlig Ghlaschu is a non-denominational, co-educational 3–18 school with Primary stages 1 to 7, Secondary S1 to S6 and a Nursery class provision.





AR LÈIRSINN, AR LUACHAN AGUS AR N-AMASAN

OUR VISION, OUR VALUES AND OUR AIMS

Ar Lèirsinn:

Ann an Sgoil Ghàidhlig Ghlaschu bidh sinn ag obair còmhla nar coimhearsnachd ionnsachaidh gus cànan is cultar na Gàidhlig a ghlèidheadh, agus a' brosnachadh gach neach gus a bhith nan tosgairean pròiseil don Ghàidhlig agus a' solarachadh chothroman is fèin-fhiosrachadh a bhios:

- a' beathachadh, a' gabhail cùram do agus a' leasachadh ar daoine òga gus a bhith nas urrainn dhaibh a bhith;
- a' cur taic ri ionnsachadh fad-beatha;
- a' leasachadh chom-pàirteachasan;
- a' spreagadh agus a' comharrachadh buadhachas.

Ar Luachan:

Tha sinn a' creidsinn agus a' brosnachadh gach neach an taobh a-staigh na coimhearsnachd ionnsachaidh againn gu bhith a' coileanadh nan aon luachan:

- Urram – airson nan uile sa choimhearsnachd eadar-mheasgte againn;
- Uallach – ann an giùlain, seasamh agus ann an obair;
- Mòr-inntinn – do dhaoine fa leth agus don sgoil.

Ar n-Amasan:

Tha sinn a' solarachadh àrainneachd Ghàidhlig a tha a' cur taic ri agus ag uidheamachadh ar daoine òga anns na ceithir raointean den Churraicealam airson Sàr-mhathais.

- Luchd-ionnsachaidh Soirbheachail – tro ìrean teagaisg is ionnsachaidh àrda ann an curraicealam farsaing cothromach;
- Daoine Misneachail – tro bhith a' solarachadh taic is stiùireadh do sgoilearan gus a bhith earbsach ann an stiùireadh an cuid ionnsachaidh fhèin agus a' coileanadh an comais;
- Saoranaich Chiallach – tro bhith a' leasachadh chom-pàirteachasan, gnàth-eòlasan saoranachd agus ceanglaichean coimhearsnachd;
- Com-pàirtichean Èifeachdach – tro bhith ag àrdachadh cudromachd cànan is cultar na Gàidhlig an taobh a-staigh na coimhearsnachd sgoile, tron choimhearsnachd sgoile agus taobh a-muigh na coimhearsnachd sgoile.

Our Vision:

At Sgoil Ghàidhlig Ghlaschu we work together in our learning community to preserve the Gaelic language and culture and provide opportunities and experiences which

- nurture, care and develop our young people to be all they can be,
- support life-long learning,
- develop partnerships,
- inspire and celebrate achievement.

Our Values:

We believe and encourage all within our learning community to have the same shared values.

- Respect – for all in our diverse community
- Responsibility – for behaviour, attitude, and work
- Ambition – for individuals and the school.

Our Aims:

We provide a Gaelic environment that supports and equips our young people in the four capacities of a Curriculum for Excellence.

- Successful Learners – through high standards of teaching and learning in a broad and balanced curriculum
- Confident Individuals – through providing support and guidance for pupils to take responsibility for leading their own learning and achieving their potential
- Responsible Citizens – through developing partnerships, citizenship experiences and community links
- Effective Contributors – through enhancing the importance of the Gaelic language and culture with the school community, through the school community and outside the school community.





BUANNACHDAN DÀ-CHÀNANACHAS

THE ADVANTAGES OF BECOMING BILINGUAL

COTHROMAN CONALTRAIDH

COMMUNICATION ADVANTAGES

1. Wider communication (extended family, community, international links, employment).
“Two languages: Twice the Choice”. Bridge builders between different language communities.
2. Biliteracy: different world views and values; gives language more functions; links to increased achievement.

COTHROMAN CULTURACH

CULTURAL ADVANTAGES

3. Broader enculturation, “deep” miniculturalism, two “language worlds” of experience. “Two windows on the world”.
4. Greater tolerance and less racism? More accepting of diversity if bilinguals are bicultural.

BUANNACHDAN CHNUASACHAIDH

COGNITIVE ADVANTAGES

5. Thinking benefits (e.g. creative thinking, sensitivity to communication).

BUANNACHDAN PHEARSANTA

CHARACTER ADVANTAGES

6. Raised self-esteem.
7. Security in identity.

BUANNACHDAN THAOBH CHURAICEALAIM

CURRICULUM ADVANTAGES

8. Increased curriculum achievement.
9. Easier to learn a third language?

COTHROM COSNAIDH/EACONAMAIGEACH

CASH ADVANTAGES

10. Economic and employment. Value addedness of bilingualism.

(Taken from research by Professor Colin Baker, Bangor University)

See also research on Gaelic Medium Attainment by Edinburgh University at www.ed.ac.uk





FIOSRACHADH NA SGOILE

GENERAL SCHOOL INFORMATION

Emergency Contact Information

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.

Roll (Secondary)	S1 60
2019 – 2010	S2 74
	S3 51
	S4 66
	S5 50
	S6 42

GOIREASAN COIMHEARSNEACHD

COMMUNITY FACILITIES

Applications for the use of the school should be made in writing to:

Glasgow Life,
Emirates Arena,
1000 London Road,
Glasgow
G40 3HY.

Tel No: 0141 302 2814

Fax No: 0141 287 3558

E-mail Address: communityletting@glasgowlife.org.uk

At present the following groups use the school for clubs:- Sradagan (Gaelic youth club), Family Learning Group, Primary 1 Parent Gaelic Classes, Adult Gaelic Classes, Junior and Senior Gaelic Choirs, RSNO, Caledonian Fiddle Choir, Latvian Choir, Glasgow Skye Pipe Band, Scottish Power Pipe Band, Glasgow Schools Pipe Band, Councillor Philip Braat, Church Group, Taekwondo and others.





LUCHD–OBRACH STAFF

Uallach/Responsibilities

The Head Teacher is in overall charge of the school. She decides general policy and sets the standards expected from pupils and staff.

The Depute Head Teachers are responsible for the day to day management of the secondary along with other whole school responsibilities.

All promoted staff have a collective responsibility to ensure a contribution through a variety of ways to the running and well–being of the whole school.

A full list of staff is available on the school website and parents will be updated on any changes as required. The leadership team is as follows:

SMT

Ceannard/HT

Iar-Ceannard/DHT AS

Iar-Ceannard/DHT AS

Dr D McComb

Ms C Chaimbeul

Mr S Duddy





UAIREAN NA SGOILE

SCHOOL HOURS

Àrd-sgoil/Secondary

We operate a 33 period week with either 6 or 7 periods per day. Each period lasts 50 minutes.
6 periods – Monday, Wednesday and Friday with dismissal at 3:05pm.
7 periods – Tuesday and Thursday with dismissal at 3:55pm.

Tutor Time	9.00 - 9.10
Period 1	9.10 - 10.00
Period 2	10.00 - 10.50
Interval	10.50 - 11.05
Period 3	11.05 - 11.55
Period 4	11.55 - 12.45
Lunch	12.45 - 13.25
Period 5	13.25 - 14.15
Period 6	14.15 - 15.05
Period 7	15.05 - 15.55

Club Bracaist/Breakfast Club

The Breakfast Club is open to all pupils from 8.15am till 9am. Breakfast costs £2 for 1st child and £1 per sibling thereafter and includes a choice of fruit juices, cereals, toast, hot rolls, tea and coffee.

Àm Taoitear/Tutor Time

Pupils meet with their Class Tutor each morning between 9.00am and 9.10am.

Once a week, pupils attend Assembly - S1 Tuesday, S2 Wednesday, S3/4 Thursday, S5/6 Friday.



LÀITHEAN SAORA 2018-2019/ SCHOOL HOLIDAYS 2018-2019

Details of holiday dates are available on the Glasgow City Council website:

<https://www.glasgow.gov.uk/index.aspx?articled=17024>

CLÀRACHADH / EADAR-GHLUASAD ENROLMENT / TRANSITION

Secondary

Moving from Primary to Secondary is an important milestone in the life of a young person and although quite an exciting time can also be a bit daunting. We try to alleviate any anxiety by organising a number of transition activities to familiarise the young person with his or her new surroundings, introduce them to the staff, visit the various classrooms and participate in some class activities.

Over the school year Bun-sgoil Ghàidhlig Ghlaschu Primary 7 cohort are also involved in Interdisciplinary projects with secondary staff. Activities organised include science workshops, financial education training, literacy and numeracy projects. These different experiences allow both staff and the young people the opportunity to build relationships easing the transition arrangements.

We host an Open Day for prospective S1 parents towards the end of October/beginning of November. In May we have an Induction Evening for parents and pupils to discuss key issues and give an overview of the work of the school.

Pupils then spend two days in the Secondary School following a timetable and getting to know staff.

Families living outwith Glasgow City should make a placing request to attend Àrd-sgoil Ghàidhlig Ghlaschu Secondary. Prospective parents are welcome to visit the school and should contact the school office. Further information is available on www.glasgow.gov.uk/index.aspx?articleid=8629. Pupils who attend Bun-sgoil Ghàidhlig Ghlaschu will receive a letter in November re their preferred secondary school.

To support pupils and provide information to parents and carers re Transition from BGE to Senior Phase, an Information Session is held towards the end of S3 with presentations from Skills Development Scotland, representatives from colleges, the Commonwealth Apprenticeship Initiative, Vocational Education and senior pupils.

The Senior Phase provides opportunities for pupils to participate in Awards delivered within the school or to engage with Vocational courses at college. Pupils in S6 may also attend another secondary school for Highers (eg Psychology, Theatre Studies) or Advanced Highers (eg Chemistry, Biology) or the Hub at Glasgow Caledonian University for subjects not delivered in Sgoil Ghàidhlig Ghlaschu. These opportunities, in conjunction with Work Experience programmes, contribute to transition from school to post school learning, training or work as appropriate.



FRITHEALADH ATTENDANCE

It is very important that pupils attend school every day. Irregular attendance can disrupt learning and may result in missing key teaching points. The staff at Sgoil Ghàidhlig Ghlaschu will support every pupil but each young person will benefit and progress in his or her learning if he or she has had as little disruption during term time as possible. The acquisition of a second language requires regular opportunities to practise and participate in oral activities.

Section 30 of the 1980 Education Act lays a duty on every parent of a child 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 child’s absence from school to be recorded in the school register as “authorised”: i.e. approved by the authority, or “unauthorised”: i.e. unexplained by the parent (truancy) or temporarily excluded from the school.

Within Àrd-sgoil Ghàidhlig Ghlaschu attendance is encouraged at all times to ensure pupil success. Parents are asked to contact the Pupil Absence Reporting Line if their son/daughter is going to be absent. This should be done before 9.30 on the first day of absence. If the child is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school uses daily text messaging to inform parents of their child’s absence if no contact is made. All unexplained absence is investigated by the school and appropriate action taken. The Pupil Absence Reporting line telephone number is 0141 287 0039. Alternatively, you can use the online form on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18832>

Sickness Absence: If the absence lasts more than one day, parents and carers are required to call on subsequent days to provide an update. A letter should be provided to the school when the child returns from their absence. Medical or dental appointments: Parents and carers can notify the pupil absence reporting line of Medical and Dental appointments in advance between 10:30 and 15:30.

To make sure you receive the right support you require, parents and carers should still contact the school directly to report absences of a sensitive or personal nature, for example: Bereavement, serious illness, for example, an absence which is going to last more than one week, Injury, for example broken limb, contagious disease or illness.

Parents/guardians do not have an automatic right to take their child out of school without permission during term-time. The Head Teacher can only authorise time off during term-time in **exceptional circumstances**.

Exceptional circumstances include:

- short-term parental 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.

Where attendance continues to be unsatisfactory the Attendance Liaison Officer will be informed. The authority has the power to write to, interview or prosecute parents or to refer pupils to the reporter of the children’s hearings.

We encourage children to attain 100% attendance at Sgoil Ghàidhlig Ghlaschu and display the best class and the best individual attendance for all to see. Glasgow City Council also awards certificates to schools that achieve good attendance figures and this is also publicly displayed.

SUIDHEACHADH RÈ ÀM SGOILE APPOINTMENTS DURING SCHOOL HOURS

If your child has an unavoidable appointment, please give them a letter for their registration teacher / pastoral care teacher to ensure that they have permission be absent from class.



CURRAICEALAM AIRSON SÀR-MHATHAS

CURRICULUM FOR EXCELLENCE

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence, all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education (BGE). Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Clàr-ama AS1/S1 Timetable

	1	2	3	4	5	6	7
Diluain	Matamataig*	Cruinn-eòlas**/ Eachdraidh*** Rotation	Art	English	Gàidhlig	Saidheans*****	
Dimàirt	PE	English	Gàidhlig	Matamataig*	French	Technical	Music
Diciadain	Saidheans*****	English	Art	Cruinn-eòlas/ Eachdraidh	Gàidhlig	French	
Diardaoin	English	Dràma	ICT	Physical Education	Matamataig*	Music	Creideamh****
Dihaoine	Saidheans*****	French	PSE	Home Economics	Cruinn-eòlas**/ Eachdraidh*** Rotation	Matamataig*	

*Mathematics through the medium Gaelic
**Geography through the medium of Gaelic
***History through the medium of Gaelic

****RE through the medium of Gaelic
*****Science through the medium of Gaelic

In line with their Curriculum for Excellence entitlement, pupils in Sgoil Ghàidhlig Ghlaschu learn in all 8 curricular areas until the end of S3.

Expressive Arts	Health and Wellbeing	Languages	Mathematics
Religious and Moral Education	Sciences	Social Studies	Technologies

There is also a focus on developing literacy and numeracy skills across every subject area as well as Skills for Learning, Life and Work as young people prepare for their adult lives. In addition, learning takes place in the following ways:

- Inter-disciplinary experiences (working across a range of subjects to link learning)
- Learning through the ethos and life of the school
- Opportunities for personal achievement

As a school we have developed, and continue to develop, our curriculum around the unique Gaelic ethos and life of the school.



The Senior Phase S4-S6

The Senior Phase offers opportunity for specialisation leading to qualifications. Young people aged 15 plus will have a wide range of opportunities to experience learning and achieve qualifications to the highest possible level during their senior phase.

Throughout S3, there is a programme of pupil support to assist pupils and their parents and carers with course choices for National 4 and National 5 qualifications. The pupil support programme seeks to advise pupils about:

- The range of courses available
- The pupil's own aptitudes, interests, strengths and weaknesses
- The importance of individual subjects
- Entrance qualifications and career opportunities

In advising pupils about course choices, we adhere to national guidelines and ensure that pupil choices result in their best chance of success. As a Gaelic school, we also ensure that Gàidhlig is a core subject.

In collaboration with the Scottish Qualifications Authority (SQA), we will assess National 1-4 qualifications. Individual courses at National 1-4 levels will not be graded but marked overall as pass or fail.

Courses at the new National 5, Higher and Advanced Higher levels will continue to include work assessed by the school, but for these qualifications, students will also have to pass an additional assessment (usually a question paper or assignment) which will be marked externally by SQA.

The SQA website www.sqa.org.uk/cfeforparents contains useful information to help you understand national qualifications.

Another useful website is www.educationscotland.gov.uk/parentzone

Courses available in S5 and S6

As an inclusive school, we aim to meet the needs of all pupils in S5 and S6. We have strong partnerships with local colleges, Universities and employers. It is extremely important that senior students set challenging and realistic targets. To that end, we offer a rigorous options programme to support and inform student choice. Opportunities for personal development continue within and beyond the taught curriculum. S6 in particular offers senior pupils a range of opportunities to build leadership, communication and team working skills through involvement in a wide range of school and community events.



Encouraging excellence is central to our aspirations and expectations for all young people.





OBAIR–DACHAIGH ANNS AN ÀRD–SGOIL

HOMEWORK IN THE SECONDARY

The purpose of homework is to: –

- Consolidate and reinforce skills learned in school
- Foster and motivate the study skills required to do homework on a regular basis at home
- Encourage pupils to take responsibility for their own learning
- Develop skills in planning and organising their time
- Develop a home–school partnership by allowing parents to be involved and informed about the type of work being done in school
- Develop good working habits and self–discipline
- Prepare for future class work

What type of homework will pupils get?

The type and frequency of homework will vary from subject to subject within the school. Homework may not always be a written task. It could involve activities such as reading, research, revision for a test, repetition of vocabulary, experiments in the home, asking questions of people with expertise in a particular subject area, practising a musical instrument or making a drawing of something around the home.

How long should pupils be spending each night on homework?

The recommended time allocation based on good practice should fall between the following ranges:

1 st and 2 nd year	No less than 45 minutes and no more than 60 minutes per night
3 rd and 4 th year	Between one and two hours per night
5 th and 6 th year	Dependent on individual programmes of study. The pupils and parents will be given guidance from subject teachers about the minimum amount of work required at home to achieve the required standard.

All pupils are issued with a homework diary and parents should monitor and sign this diary each week.

The school staff monitor the completion of homework and will issue a homework sticker in the pupil diary to inform parents of non–completion. The homework should then be completed for the following day. Regular non–completion of homework will result in parents being invited to the school to discuss the issue.





TAIC OBRACH SUPPORTED STUDY

This is an important initiative which allows pupils to attend additional classes during lunchtimes and after school. Large numbers of our staff give generously of their time in this area. Pupils and Parents are kept informed of the arrangements through the weekly bulletin on the website and via the pupil noticeboard.

Senior pupils can also find additional subject support on the BBC Bitesize website and by using their password for the SCHOLAR website.



CÙRAM TREUDACH

PASTORAL CARE

Sgoil Ghàidhlig Ghlaschu aims to provide a quality education for all pupils within a caring community.

Pastoral Care teachers will help to prepare and support each pupil to meet the demands of the world of work, to make successful transition to higher or further education and to equip the pupil with the skills required to play an active and responsible role in society.

To achieve the broad aims outlined above the Pastoral Care teachers seeks to:

- ensure that each pupil is known individually
- promote each pupil’s personal, social and intellectual development
- provide personal guidance for each pupil
- help pupils to be independent, responsible for their own actions and capable of making appropriate decisions
- promote the self-esteem of each student and contribute to the positive ethos of the school
- identify and respond quickly to each pupils’s specific needs
- foster the development of good relations between teachers and pupils
- work closely with the home in all aspects of the pupil’s development
- work closely with all support agencies both internally and externally in the interests our pupils
- encourage pupils to achieve their full potential
- bring together all information on a pupil’s development to ensure that parents and relevant staff are aware of this and develop a co-ordinated approach to each pupil’s need
- offer curricular guidance and support keypoints in course planning
- provide appropriate and relevant personal and social education programmes
- provide vocational guidance specific to the needs of individual pupils.

All staff in Àrd-sgoil Ghàidhlig Ghlaschu have a clear responsibility for the welfare of young people. In addition, all young people are given a Pastoral Care teacher on entering the school. This provides a vital link between home and school as the pastoral care teacher has an ‘all-round’ picture of a pupil’s progress and general health and well-being. In most cases, a parent’s first point of contact with the school will be the pastoral care teacher.

Other support for pupils is provided by class tutors in the first 10 minutes of each day and by the Support for Learning Team as required.

We are fully committed to meeting the needs of all pupils and hold regular meetings at which we plan for those who might benefit from additional support. Full discussion is held with parents and carers and outcomes are planned and agreed in partnership.





Pastoral Care in Sgoil Ghàidhlig Ghlaschu

We have expanded our Pastoral Care staff to two Principal Teachers. Mrs MacNeil has responsibility for Houses Hiort and Rònaigh and Mr Smith for Miùghlaigh and Scarp.

Pastoral Care has a base area which pupils are encouraged to visit at any time. Individual interviews are conducted to monitor pupil progress and to set targets for improvement. Additionally, career profiles will be prepared for pupils in S4 – S6

Pupil Support Policy within Pastoral Care

***Personal Guidance**

Each pupil should meet with their assigned Principal teacher of Pastoral Care on at least one planned occasion each session. Pupil needs will be discussed and clearly identified, in order that appropriate support can be identified and accessed. Each pupil should feel secure in the knowledge that their Pastoral Care teacher will listen carefully to problems which she or he wishes to share. Attendance and time keeping will also be monitored closely.

*** Curricular Guidance**

All students will have regular opportunities to discuss their progress in school and to be supported in their future plans. As part of this process, Pastoral Care teachers, in conjunction with Tutor Teachers and Class Teachers will assist in target setting with individuals. At key stages of transition and course planning each student will receive support, guidance and Social Education.

*** Personal and Social Education**

Programmes are developed in order to assist pupils at each stage to examine issues and feelings. PSE is well planned within national guidelines and has clear progression. Each pupil is assisted to develop skills required for the success in today's society. Topics cover a wide area including: Health and Safety, Relationships, Multi-cultural Education, Anti-bullying, Disability awareness, Anti-sectarianism, Study Skills, Work Experience, Careers Education, Citizenship etc.

*** Vocational Guidance**

Each pupil will have access to clear information regarding careers as part of the PSE programme. Pastoral Care teachers provide relevant information to the school's Careers Advisor prior to individual interviews. Participation in careers events and open days is encouraged. Our Careers Advisor is Ms Mhairi Galashan who is based at the offices of Skills Development Scotland, 3 Byres Road, G11 5RD Tel 0141 357 6250

GIRFEC AGUS AN NEACH AINMICHTE **GIRFEC AND THE NAMED PERSON**

GIRFEC is not an extra thing people have to do. It is a way for those who support children to work differently, making sure that they are all on the same page. Where needed, GIRFEC links day-to-day work in education, health, policing, social work and the voluntary sector – in fact any organisation whose staff come into direct contact with children. It makes it easier for those different organisations to communicate consistently with each other, and with parents, carers, children and young people. GIRFEC provides a structure that helps people to work in the same way and use the same language. This allows discussions with the child and their family to focus on what is good in a child's life, and what might need attention or support.





It is the bedrock for all children's services and can also be used by practitioners in adult services who work with parents or carers.

The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

What Getting it Right for Every Child means:

For children, young people and their families:

- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They will feel confident about the help they are getting
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

For practitioners:

- Putting the child or young person at the centre and developing a shared understanding within and across agencies
- Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners

If you would like to access support from the Named Person Service, please contact the school.

EÒLAS CREIDEAMH AGUS MORALACHD **RELIGIOUS AND MORAL EDUCATION**

Our pupils come from different socio-economic and multi-denominational backgrounds and as such we strive to create an ethos that reflects different beliefs and attitudes. Our religious and moral programmes of study develop an understanding of Christianity, which has shaped the history and traditions of Scotland whilst also considering a range of other faiths and views.





CUMAIL CREIDEAMH RELIGIOUS OBSERVANCE

The aims of religious observance are:

- To promote the spiritual development of all members of the school community
- To express and celebrate the shared values of the school community.

We hold weekly assemblies for S1–S6 led by the HT or DHT. The assemblies cover many issues related to the values of the and ethos of the school but we also have a minimum of six assemblies where the focus will be on religious observance e.g. Christmas, Harvest or Easter. Religious observance assemblies provide opportunities for the spiritual development of all members of the school community.

Any parent who does not wish their child to participate in these Religious Observance assemblies has the right to withdraw them. Only written requests will be considered and in such circumstances, appropriate work will be given to the child to complete under supervision.

Parents and carers from religions other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.



Useful Websites

www.curriculumforexcellencescotland.gov.uk

www.educationscotland.gov.uk/parentzone/index.asp

COMHAIRLE NAN SGOILEAR PUPIL COUNCIL

Àrd-sgoil Ghàidhlig Ghlaschu has a very effective Pupil Council. The Pupil Council gives pupils a say in the way the school is run and gives them a chance to make changes for the better. Our Pupil council is made up of two representatives from each class. The pupil council has worked hard to improve the facilities available for their peers and campaigned successfully to install lockers for storage. They have also organised school discos and shows and charity events including “Jeans for Genes” and Children in Need”. They have worked with Catering Services to expand choice at mealtimes and are currently involved in a campaign to improve sports facilities at the school.



RIATANAS BARRACHD TAIC/RO-INNLEACHD RUIGSINNEACH

ADDITIONAL SUPPORT NEEDS/ ACCESSIBILITY STRATEGY

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 you 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/carers 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 www.glasgow.gov.uk/index.aspx?articleid=18941

Details of organisations which provide advice, further information and support to parents of children and young people with ASN can be found below. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.



TAIC IONNSACHAIDH SUPPORT FOR LEARNING

In order that all young people achieve their maximum potential, pupils will follow a curriculum appropriate to their needs.

Pupils who require Support for Learning will be referred by their class teacher to Ms M Doyle, PT Support for Language learning, who will assess their individual needs. Appropriate strategies and resources will be discussed and progress will be closely monitored and reviewed. A meeting with the parents will be arranged to discuss difficulties, the support needed and also their role in the process.

A suitable timetable of support will be organised to facilitate the pupils' needs in close contact with the Class Teacher. The progress made will be monitored and the parents kept informed.

If the Class Teacher has identified a problem that has not improved with the learning support provided, the pupil would then be referred to Psychological Services. Referrals to an Educational Psychologist will be made to provide assessment, support and advice on problems with learning, behavioural difficulties, delayed development, physical difficulties, sight or hearing problems, language difficulties and communication difficulties. In all of these areas, the co-operation of parents is actively sought. Ms M Doyle has a responsibility for overseeing the provision of support for learning in the whole school.

Our area psychologist is Marianne Paul, Psychological Services Glasgow West, Anderston Primary, 3 Port St, Glasgow, G3 8HY.

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 you 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 Head Teacher in the first instance.

Further information relating to Additional Support Needs is also available on the Glasgow City Council website – <https://www.glasgow.gov.uk/index.aspx?articleid=18941>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

Additional information re organisations which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:





- (a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;
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- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.”PROFAIDHL SGOILEIR

PROFAIDHL SGOILER

PUPIL PROFILE

All S3 learners have a profile which reflects their progress in learning and achievement and emphasis 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.

Sgoil Ghàidhlig Ghlaschu S3 pupils focus on profile preparation during Tutor Time and have a designated teacher assigned to them.

CONALTRADH RI PÀRANTAN

COMMUNICATION WITH PARENTS

At Sgoil Ghàidhlig Ghlaschu we strongly encourage all parents to become involved in the education of their children. We are always ready to listen to suggestions for new ways of stimulating parental interest. We contact and involve parents in many ways. For example:

Letters – further information which requires a response may be sent out in letter form.

Text messaging – You may also receive text reminders about events/school closures etc.

Xpressions App - Free download from App Store - Groupcall Xpressions

School website/Twitter/The school “App” – will contain a great deal of information about the school. It is a good idea to check this regularly

Meetings - Parents and carers are welcome in the school to discuss any aspect of their child’s development and progress. To ensure that you are able to speak to the appropriate member of staff, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child’s progress with school staff.

Parents and carers are welcome at other events throughout the school year e.g. workshops, information evenings, class performances, award ceremonies, religious and other assemblies. The school bulletin and website will keep you informed.

Strong communication links between home and school ensure parents and carers are confident to address any concerns they may have about their child’s education with pastoral care staff and the senior leadership team.





LEASACHADH SGOILE SCHOOL IMPROVEMENT

On an annual basis, a copy of our Standards and Quality report can be found on the school website. The Standards and Quality report will be used to share the overall exam performance of the school and highlights progress in key curricular areas such as literacy, numeracy and health and wellbeing. Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office to request a copy.

Comprehensive data regarding Literacy, numeracy, attainment and leaver destination statistics is available on the school website: Àrdsgoil > Performance data

MEASADH AGUS AITHISGEAN ASSESSMENT AND REPORTING

All young people are assessed both formally and informally throughout the school year. This allows young people and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents and carers about the progress of their child. Assessment records are kept by teachers and form the basis of discussion at parents' meetings throughout the year.

Dates of all parents' meetings and the schedule for issuing written reports is included in the school calendar which is issued at the start of term and is available on the website.

If you have any concerns about your child's progress do not hesitate to contact their pastoral care teacher at any time.

Progress reports are provided at the following times.

S1	November and June
S2	October and February
S3	November and May
S4	October and January
S5/S6	November and February

Parents' Evenings for each year group will take place at the following times:

S1:	December
S2:	February
S3:	May
S4:	November
S5/S6:	December but parents may make an appointment at any time to discuss progress.

S2 Personalisation Choice and Pathways evening	March
S3 BGE - Senior Phase Pathways information Session	May
S4/S5 Senior School Pathways Evening	March

Any urgent messages to parents are normally texted to the pupil's main contact's mobile telephone.





BROSNACHADH DEAGH MHODH

PROMOTING POSITIVE BEHAVIOUR

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in our school will work with young people to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within Glasgow Secondary School is to build a positive ethos that demonstrates care and respect for all.

The smooth running of Àrd-sgoil Ghàidhlig Ghlaschu requires a high standard of behaviour from all within it. We appreciate the support of parents and carers in helping us to achieve this. All pupils are required to behave well and respect their own safety and that of others in line with our school vision and values.. This is also important in journeys to and from school.

Our expectations are clearly communicated to young people and breaches of discipline are dealt with in line with school policy.

We also take every opportunity to reward and recognise good, positive, responsible actions through regular award ceremonies.

The behaviour of the pupils at Sgoil Ghàidhlig Ghlaschu is of a very high standard indeed and we all take pride in the whole school effort to create such a safe, happy and well-behaved school community.

SCHOOL POLICIES

All relevant school policies are available on the school website.





AN SGOIL AGUS A' CHOIMHEARSNEACHD SCHOOL AND THE COMMUNITY

Sgoil Ghàidhlig Ghlaschu works with a range of partners to enhance and develop the opportunities for our young people. Our formal partner is ACCA who provide support for skills for developing the young workforce as well as experience of working in the financial sector.

We have close links with groups in Glasgow to raise the profile of the Gaelic language including: An Lochran, Ceol is Craic, CNAG, Comhairle nan Leabhraichean and Glaschu Beò. We also link with establishments of higher and further education including Glasgow University, Strathclyde University and Edinburgh University. Our pupils are supported to aim high and be aspirational for their future pathways after school, in order to gain a positive destination.

Working alongside our parents and guardians is crucial to raising attainment and we regularly request parents with specific skills to come into school and share their knowledge and skills.

TACHARTASAN A BHARRACHD AIR A' CHURRAICEALAM EXTRA-CURRICULAR ACTIVITIES

We provide a wide range of activities to extend the classroom knowledge of the pupils. Trips to museums, sport activities, exhibitions, concerts and practical workshops in science or dance or drama often feature throughout the school year.

We also have a range of lunchtime and afterschool activities.

Information about activities and sports is available on the website, on blogs and on the pupil information board.





Pupils are often requested by Gaelic radio and television companies to contribute to programmes. Their musical talents do not go unnoticed either with requests to sing at concerts or appear at public launches.

We have links with other schools, particularly in Ireland and Nova Scotia, and we hope to continue to extend this development by arranging exchange visits to other minority language countries. The more exposure our pupils have to children having the same language experience as them, the more they will appreciate the importance of preserving the Gaelic language.

Throughout the session, Senior Pupils participate in a range of debates and speech competitions in Gaelic and English, a National Gaelic debating competition in Stornoway and Edinburgh. Pupils participate with great success in the film G short film competition and S1 pupils take part in BBC School Report.

In October, S3 pupils spend a week in Lochiel Outdoor Centre developing team building skills. In addition, we run lunchtime and after-school clubs in football, netball, ceilidh music, art, table tennis, German, Film Club, computer and board games. We have a number of groups Eco-schools, Malawi group, John Muir and Fair Trade group and pupils also organise activities which raise awareness of their own particular interests – for example Jeans for Genes, Anti-Bullying Week, Amnesty International.





STIÙIREADH RAON-CLUICHE AGUS SÀBHAILTEAS COITCHEANN

SUPERVISION OF PLAYGROUND AND GENERAL SAFETY

An adult presence is provided in playgrounds at break times in terms of the Schools Safety and Supervision of Pupils (Scotland) Regulations, 1990.

SLT follow a rota system to ensure they are available when pupils are in the playground during interval and lunchtimes.

The janitor is present at the school gate from 8:30am to supervise the pupils coming by transport. Pupils requiring breakfast should make their way into the dining hall. Other pupils stay in the playground, weather permitting. In the event of bad weather pupils go into the dining room or foyer and sit in the designated area.

We have security–entry system at the main entrance to the building which allows us to see who requires entry and why. On gaining entry visitors must report to the school office. No visitor, including any parent is allowed to go directly to a class.

Any visitor to the school must sign the visitor book at the office and wear a security badge. Any parent who wishes to speak to a member of staff must make an appointment to do so.

Please ensure that emergency contact numbers are kept up to date so that we can contact parents or carers in the event of an emergency school closure or a pupil taking ill. We cannot send children home unless we know there is someone to receive them.

The school has regular fire drills and very specific procedures in place in the event of a fire.

When pupils participate in trips outside the school, parents are asked to fill in a permission slip and outline any current medical conditions.





ÈIDEADH SGOILE

SCHOOL DRESS CODE

The wearing of the uniform gives us a unique identity and everyone should feel proud to be associated with Sgoil Ghàidhlig Ghlaschu.

When the uniform was first introduced we kept it as simple as possible and this has not changed.

The uniform dress code is as follows:

- White school shirt
- Tartan tie /red senior tie
- Black jumper with gold school crest from
- Black skirt * or black trousers
- Black shoes
- Black jackets
- Black school blazers with crest

*Our female pupils are expected to participate in a range of subject/activities that may include floor work e.g in drama, using machines in technical and being seated on stools in science and Art and Design. Skirts should be of an appropriate length and do not include tube skirts or designs that do not preserve the modesty of the individual.

Items that are not part of our school dress code include:

Black jeans, leggings, over the knee stockings, shorts, trainers, UGGs, coloured hoodies/beanies etc. The list is not exhaustive but in essence anything not on the above uniform dress code list is not part of our school dress code.

To order school uniform, contact Gilmour Sports www.schoolwearmadeeasy.com suppliers of jumpers, ties etc. Senior Sgoil Ghàidhlig Ghlaschu ties may be purchased from the school office.

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. Information and application forms may be obtained from schools and at <https://www.glasgow.gov.uk/index.aspx?=17885>

Glasgow City Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or belongings. Parents/guardians are being asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents/Guardians 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.

A number of lockers are available by ballot in which to store personal belongings during the day. Pupils are allocated a locker on receipt of a £5 deposit at the start of session. This deposit is returnable at the end of session providing there is no damage and the key is returned to the office.





ÈIDEADH SPÒRS PE KIT

It is important that pupils come prepared to learn and for PE this requires appropriate clothing. All jewellery should be removed. Pupils who are not participating in PE must have a note or a medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the course.

There are forms of dress that are unacceptable in school, such as items of clothing which:

- Potentially encourage factions (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, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils

BIADH MEALS

Our school provides a lunch service which offers a variety of meals and snacks within The Fuel Zone. A breakfast and mid-morning service is also available within The Fuel Zone. Special diets for children with medical requirements can be provided. Please inform the school office.

Young people who prefer to bring packed lunches are accommodated in the dining hall.

From the October break, S1 pupils may, with parental permission, leave school premises for lunch on Wednesdays.

Children and young people of parents/carers receiving Income Support, Income based Job Seekers Allowance, Working Tax Credit (where income is less than £7,920), Child Tax Credit only (where income is less than £16,500*), Universal Credit (where income is less than £7,320) 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=17885



CUIBHREANN GLÈIDHEADH FOGHLAIM

EMAs (Education Maintenance Allowance)

- EMAs are available to eligible 16–19 year olds.
- You cannot get an EMA until you have reached your school leaving age.(Age 16)
- EMAs can be paid for up to 3 years and up to 4 years for students with additional support needs, if in full–time education.

Your school or Local Education Authority can be contacted for an application form. This form can also be downloaded from the Glasgow City Council Website

EMA awards will be paid according to the total taxable household income. Payments are only made when you have 100% weekly attendance.

Income	No. of dependent children in household	Award
£0 – £20,351	1	£30
£0 – £22,403	2+	£30

* Dependent children are all those up to the age of 16 and those over the age of 16 and up to the age of 25 if they are in full–time education and training.

EMA students are monitored carefully especially their attendance, latecoming behaviour and progress. If for any reason the student causes concern in any of these areas then their payments can be suspended or even stopped.

The EMA is issued by the authority, they alone make the decision according to SEEMIS records whether a student is entitled to this or not. The authority is also responsible for the issuing of the allowance to students. This is **NOT** the responsibility of schools.

CÒMHDHAIL

TRANSPORT

The education authority has a policy of providing free transport to all 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.

Arrangements for travel to our school is organised by SPTE (Strathclyde Passenger Transport Executive) – **0141 333 3360/3362** – who supervise contracts to several bus and taxi companies.



Behaviour on buses and taxis should be as at the school and both drivers and pupils are encouraged to report unacceptable behaviour. Parents will be informed of incidents and their full support and co-operation in ensuring the behaviour does not re-occur is desired. Transport is a privilege and should not be taken for granted.

We now have a designated bus lane at the back of the school. Parents are not permitted to park in the bus lane or in the staff Car Park when dropping off or collecting pupils.

CÙRAM MEIDIGEACH IS SLÀINTE **MEDICAL AND HEALTH CARE**

The school nurse visits at various times during the year for routine health checks, vaccinations and medical examinations. Parents and carers are kept informed by letter.

If a young person becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep the school informed of all contact details.

Parents and carers should inform the school of any medical requirements relating to their child. If a young person requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

FIOSRACHADH ANN AN SUIDHEACHADH ÈIGINN **INFORMATION IN EMERGENCIES**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by 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 re-opening. We shall keep you informed by using letters, school's website, twitter, School App, e-mail, Xpressions App, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio.





COMHAIRLE NAM PÀRANT

PARENT COUNCIL

We have a very active Parent Council that represents the views of all parents. All parents are welcome to attend Parent Council meetings and can become members at the AGM in September. Parent Council minutes are available on the Parent Council page of the school website and on request from the school office. A list of current members is also available on the website.

Our school works very hard to include parents in the life of the school and we encourage them to participate in many different activities and events. The current members of the Parent Council are:

Neach Cathrach/Chairperson
Dr Douglas Morrison

Riochdairean nam Pàrant/Parent representatives:

Ms Fiona MacIntyre (Secretary)
Mrs Johanne Bowman (Treasurer)
Mrs Siobhan Campbell
Mrs Judith Fisher
Mrs Pamela Graham
Mr Graham Lynch
Mrs Sara Macdonald
Mrs Lynne Mcdonald
Mr Ian MacKinnon
Mrs Elaine MacLeod
Mrs Kate Menzies
Mrs Arlene Ward

Buill luchd-obrach/Staff members
Dr Donalda McComb (HT)
Ms Catriona Chaimbeul (DHT Secondary)
Ms Nellie MacIntyre (DHT Primary)

We are always looking for new parents to join Comhairle nam Pàrant. The commitments involve attending meetings (usually 4-6 per school year) and committee work in support of the activities of Comhairle nam Pàrant. Please email us if you are interested in joining.

Dè bhios sinn a' dèanamh? What do we do?

Comhairle nam Pàrant has a statutory role in representing the views of all parents and guardians (the Parent Forum) and in supporting the school in achieving the best learning environment for our children. It also has a role in encouraging links between the school, parents and carers, pupils, pre-school groups and the wider community. In 2013 we helped secure funding for a new Youth and Gaelic Development Officer whose remit will chiefly involve the Àrd Sgoil: and we represented the views of parents/guardians to Glasgow City Council in order to maximise the opportunities offered by the new Gaelic School in Pollokshields.

Ciamar as urrainn fios a chur thugainn? How to get in touch?

Comhairle nam Pàrant has a dedicated email address: comhairle.nam.parant.sgg@gmail.com
Please use this email to contact Comhairle nam Pàrant if there are any issues that you wish to raise. Comhairle nam Pàrant is here to act on your behalf. As well as dealing with problems, we would also like to hear your suggestions on how to improve the school and the learning experience for our children.





Ciamar a tha sinn diofraichte bho Chomann nam Pàrant? How do we differ from Comann nam Pàrant?

Comhairle nam Pàrant is the voice for parents and guardians in Sgoil Ghàidhlig Ghlaschu. Its focus and remit is to better our school for our children, to represent parents' views and liaise with the school management team to ensure that our children get the best education possible. Comann nam Pàrant (The Parents' Organisation) has a much wider remit across Glasgow for the development of Gaelic Medium Education, and inevitably, overlapping with the school because of the city wide nature of the school catchment. Comann nam Pàrant is part of a national body which offers advice and support on Gaelic medium education to parents, whereas the sole remit of Comhairle Nam Pàrant / The Parent Council is Sgoil Ghàidhlig Ghlaschu.

FÒRAM NAM PÀRANT AGUS COMHAIRLE NAM PÀRANT

THE PARENT FORUM AND THE PARENT COUNCIL

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.



CUNNTAS DÌOMHAIR IS DÌON FIOSRACHAIDH PRIVACY STATEMENT AND DATA PROTECTION

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 relation 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 held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 1998 (number Z4871657) and all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see <https://www.glasgow.gov.uk/index.aspx?articleid=18010>

Education specific privacy statements can be accessed at <https://www.glasgow.gov.uk/index.aspx?articleid=22069>

ACHD SAORSAINN AN FHIOSRACHAIDH (ALBA) 2002 THE FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including: Scottish Executive and its agencies; Scottish Parliament; Local Authorities; NHS Scotland, Universities and further education colleges; and the police.

Public authorities have to allow access to the following information:

- the provision, cost and standard of its service;
- factual information or decision-making;
- the reasons for decisions made by it.

The legal right of access includes all types of "recorded" information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council website:
www.glasgow.gov.uk/en/yourcouncil/freedomofinformation

Internet facilities are provided at all Glasgow City Council Public Libraries and Real Learning Centres.



SÀBHAILTEACHD CHLOINNE AGUS POILEASaidH DÌON CHLOINNE

CHILD SAFETY AND CHILD PROTECTION POLICY

All educational establishments and services must take positive steps to help children and young people protect 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 and young people have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

The health and personal safety programme for your child's establishment will be fully discussed with you on a regular basis.

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 and young people 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 and young people.

Should any member of staff have concerns regarding the welfare or safety of any child or young person they must report these concerns to the head of the establishment, the Head Teacher, or the person deputising for the head, who, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior social worker at the local social work services area office of the circumstances. Copies of departmental guidelines (Management Circular 57) are available from the Head Teacher on request or www.glasgow.gov.uk.



DÈILIGEADH RI AINCHINEALTAS DEALING WITH RACIAL HARASSMENT

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race and 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 child in Glasgow has the right to be happy and secure at school.

SEÒLAIDHEAN ADDRESSES

Maureen McKenna
Service Director
Education Services
City Chambers East
40 John Street
GLASGOW
G1 1JL

Glasgow City Councillors
Dr Nina Baker, Philip Braat, Craig MacKay
City Chambers, George Square Glasgow G2 1DU
_____@councillors.glasgow.gov.uk

Skills Development Scotland, 3 Byres Road, GLASGOW, G11 5RD

BEACHDAN AGUS GEARAINEAN COMMENTS AND COMPLAINTS

In Àrd-sgoil Ghàidhlig Ghlaschu 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 instance.

Glasgow City Council complaints procedures are available:
<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team
Customer & Business Services
Glasgow City Council
City Chambers
Glasgow G2 1DU



Tel No. 0141 287 0900
e-mail: customercare@glasgow.gov.uk
education.customerservices@glasgow.gov.uk

The above website also includes information on data protection and freedom of information.

Although this information is correct at the time of printing, it should not be assumed that there will be no change affecting any of the matters dealt with in the document:

- a) before the commencement or during the course of the school year in question; or
- b) in relation to subsequent school years.

CITY OF GLASGOW COUNCIL
Department of Education
MISSION STATEMENT

We aim to offer Education of the highest quality

We will seek to

- provide a full range of courses and services;
- enable all individuals to reach their potential;
- supply suitable premises and resources;
- encourage access to education throughout life;
- foster genuine partnership in education;
- promote equal opportunity and social justice;
- support economic growth and prosperity

RESPONSIBILITY FOR EDUCATION

All education authorities are required by law to issue a copy of the school handbook incorporating current policies and practices of both the Council and the school to certain parents in December each year for their use as appropriate.

The responsibility of the provision of education in your area lies with the unitary authority, namely the City of Glasgow Council. Parents should note that the policies and practices quoted herein are those of the Council.

ARD-SGOIL GHÀIDHLIG GHLASCHU HANDBOOK

Any enquiries regarding this handbook should be directed to Dr D T McComb, Head Teacher.

Education Services
City Chambers East,
40 John Street,
Glasgow,
G1 1JL

Tel No. 0141 287 2000
www.glasgow.gov.uk





Sgoil
Ghàidhlig
Ghlaschu



The Glasgow Gaelic School
Handbook 2019/2020

