

# School Handbook

## 2024-25



awareness



drive



aspiration



purpose



trust

adapt

succeed

aim high



Please note that the information in this handbook relates to our normal school operations. Specific information relating to COVID-19 lockdown recovery planning will be sent to all parents as it is available.

## A Foreword from the Executive Director of Communities and Families

Dear Parents/Carers

This handbook contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in city-wide developments in education.

Parental involvement in the decision-making process and in performance monitoring are an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this handbook for session 2024-25 and hope that it will provide you with the information you need concerning your child's school. If you have any queries regarding the contents of the handbook please contact the Headteacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Head of Schools and Lifelong Learning and Chief Education Officer

## Children and Families Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.

We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years settings which meet their needs.

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.



## In Edinburgh children and young people are at the heart of our vision for the future

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience and compassion. We do this by offering interesting and relevant learning experiences, by providing staff with the training and resources they need, and by working with the whole community to accept and care for one another. This is not always easy, but we believe it is essential so that our children and young people understand that people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with the problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write and count some require more support than others do. This need for support arises for a variety of reasons including learning difficulties, challenges and emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate and proportionate way.

In considering how to support all children and young people achieve their potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.

Jackie Reid  
Head of Schools and Chief Education Officer

## Welcome from the Headteacher

Welcome to the Craigmount High School Handbook for session 2024-25. We are delighted to share information about our school with you.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

We believe that our pupils thrive when school and home work together to provide the best educational experience, therefore, we aim to develop positive working relationships with parents.

To make our handbook easy to use we have divided the information into five different sections:

Section One	Practical Information about the School
Section Two	Parental Involvement in the School
Section Three	School Curriculum
Section Four	Support for Pupils
Section Five	School Improvement

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact the school.

Colin Meikle  
Headteacher



## Section One: Practical Information about the School

This section deals with the practical aspects of your child's attendance at our school and it provides you with some background information on our school. It tells you how our school day and school year are made up and how to contact the school.

### Contact Details

Headteacher	Mr Colin Meikle
Depute Headteachers	Mrs Ali Clark Mrs Karen Coull Mr Mark Gair Mr Scott Pye
Business Manager	Mrs Carol Bryce/Mrs Catherine Gegan
Address	Craigs Road Edinburgh EH12 8NH
Telephone Number	0131 339 6823
Website	<a href="http://www.craigmounthighschool.co.uk">www.craigmounthighschool.co.uk</a>
E-mail Address	<a href="mailto:admin@craigmount.edin.sch.uk">admin@craigmount.edin.sch.uk</a>
Twitter	@CraigmountHS
Instagram	craigmounths

### About the School

Stages of Education Provided	S1 – S6
Present Roll	1386
Denominational Status	Non-denominational

### Organisation of the School Day

	Monday - Thursday	Friday
Period 1	8.30am – 9.20am	8.30am – 9.20am
Period 2	9.20am – 10.10am	9.20am – 10.10am
Break	10.10am – 10.30am	10.10am – 10.30am
Tutor	10.30am – 10.40am	10.30am – 10.40am
Period 3	10.40am – 11.30am	10.40am – 11.30am
Period 4	11.30am – 12.20pm	11.30am – 12.20pm
Period 5 (S4-S6)	12.20pm – 1.10pm	
Lunch (S4-S6)	1.10pm – 1.50pm	
Lunch (S1-S3)	12.20pm – 1.00pm	
Period 5 (S1-S3)	1.00pm – 1.50pm	
Period 6	1.50pm – 2.40pm	
Period 7	2.40pm – 3.30pm	



## Term Dates – Academic Year 2024-25

Autumn Term Begins (Staff)	Monday 12 August 2024
Autumn Term Begins (Pupils)	Wednesday 14 August 2024
Autumn Holiday – Schools Closed	Monday 16 September 2024
All Resume	Tuesday 17 September 2024
Autumn Term Ends	Friday 11 October 2024
October Holiday Begins	Monday 13 October 2024
October Holiday Ends	Friday 17 October 2024
Winter Term Begins (Staff)	Monday 20 October 2024
Winter Term Begins (Pupils)	Tuesday 21 October 2024
Winter Term Ends	Friday 20 December 2024
Christmas Holiday Begins	Monday 23 December 2024
Christmas Holiday Ends	Friday 3 January 2025
Spring Term Begins (Staff)	Monday 6 January 2025
Spring Term Begins (Pupils)	Tuesday 7 January 2025
Spring Term Break Begins	Monday 10 February 2025
Spring Term Break Ends	Friday 14 February 2025
All Resume	Monday 17 February 2025
Spring Term Ends	Friday 4 April March 2025
Summer Term Begins	Tuesday 22 April 2025
May Day Holiday	Monday 5 May 2025
Staff Resume	Tuesday 6 May 2025
Pupils Resume	Wednesday 7 May 2025
Victoria Day Holiday	Monday 19 May 2025
All Resume	Tuesday 20 May 2025
Summer Term Ends	Thursday 26 June 2025

Term dates for future years can be found at:

<https://www.edinburgh.gov.uk/schools/term-dates>





## Registration and Enrolment

The date for registration of new school entrants is advertised in the local press and on the council's website [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk).

Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

## Attendance and Absence

It is the responsibility of parents of a child of school age to make sure that their child is educated.

Absence from school is recorded as:

- authorised, that is approved by the Communities and Families department, or as
- unauthorised, that is unexplained by the parent (truancy).

Please let the school know if it is a planned absence (e.g. hospital appointment). For an unplanned absence (e.g. sickness bug) please phone the school absence line on 0131 339 6823 (option 1) and leave a message stating your child's name, tutor group, reason for absence and expected date of return. This will allow us to update your child's attendance.

**You should update the school on each day of your child's absence.**

If there is no explanation from a child's parent, the absence will be regarded as unauthorised.

**Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time.**

Headteachers can approve absences **up to** two school weeks (10 days) from school in certain situations. Any requests for extended absence over two school weeks (10 days) will be referred to the Senior Education Officer, who will decide if it will be recorded as authorised or unauthorised leave.

Please discuss your plans with your child's Headteacher before booking the holiday. If they cannot give permission before the holiday, it will be recorded as unauthorised absence. They can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Headteacher on this basis is regarded as authorised absence.



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

A supportive approach is taken to unexplained absence. However, the Communities and Families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

## School Uniform

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The school uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, t-shirts. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

School uniform can be purchased from [www.border-embroideries.co.uk](http://www.border-embroideries.co.uk).

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a t-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that **all items of clothing are clearly labelled**, particularly ties, sweatshirts and PE equipment which are often lost.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories, technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings. Offensive clothing such as t-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

If you have any queries regarding the school's dress code, please contact the school office.





## School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches.

Special diets and allergies are accommodated in consultation with parent/guardian and catering services.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

EDINBURGH	Monday	Tuesday	Wednesday	Thursday	Friday
Starter		Sweet Potato and Lentil Soup	Homemade Tomato Soup		
Option1	Pork Sausages in Gravy with Mashed Potato	Sweet and Sour Chicken with Brown Rice	Bolognaise on a Bed of Penne Pasta	Fish and Chips	Chicken Casserole with New Potatoes
Option 2	Sweet Potato Curry with Noodles	Macaroni Cheese with Garlic Bread	BBQ Quorn Wraps with Rice	Quorn Hot Dog and Chips	Chilli Stir Fry Vegetables with Noodles
Vegetables	Peas, Carrots and Salad	Sweetcorn, Green Beans, and Salad	Broccoli, Cauliflower Florets and Salad	Peas, Green Beans and Salad	Carrot, Swede Mix and Salad
Deli Bar	Bread, Baguettes and Wraps with a choice of Fillings	Bread, Baguettes and Wraps with a choice of Fillings	Bread, Baguettes and Wraps with a choice of Fillings	Bread, Baguettes and Wraps with a choice of Fillings	Bread, Baguettes and Wraps with a choice of Fillings
Grab & Go	Panini's <b>Pizza</b> and Pasta with Salad or Vegetables	Panini's <b>Pizza</b> and Pasta with Salad or Vegetables	Panini's <b>Pizza</b> and Pasta with Salad or Vegetables	Panini's <b>Pizza</b> and Pasta with Salad or Vegetables	Panini's <b>Pizza</b> and Pasta with Salad or Vegetables
Jacket Potato Bar	Jacket Potato with Filling	Jacket Potato with Filling	Jacket Potato with Filling	Jacket Potato with Filling	Jacket Potato with Filling
Desserts	Assorted Home Baking, Fruit Yoghurt	Assorted Home Baking, Fruit Yoghurt	Lemon Drizzle Cake, Fruit Yoghurt	Assorted Home Baking, Fruit Yoghurt	Assorted Home Baking, Fruit Yoghurt
Extras	Fresh and Dried Fruit Selection	Fresh and Dried Fruit Selection	Fresh and Dried Fruit Selection	Fresh and Dried Fruit Selection	Fresh and Dried Fruit Selection

  

	Monday	Tuesday	Wednesday	Thursday	Friday
Starter	Lentil Soup		Spring Vegetable Soup		
Option1	Creamy Chicken Korma with Basmati Rice	Homemade Sausage Roll with Seasoned Wedges	Roast Chicken Pie with New Potatoes	Fish Fingers and Chips	Savoury Minced Beef and Mashed Potato
Option 2	Cheese Quesadilla and Potato Salad	Quorn Chilli Mince Tacos with Salsa	Broccoli Quiche with New Potatoes	Quorn Goujons and Chips	Macaroni Cheese
Vegetables	Carrots, Broccoli and Salad	Green Beans, <b>Baked Beans</b> and Salad	Cauliflower, Carrot Batons and Salad	Peas, <b>Baked Beans</b> and Salad	Swede Broccoli and Salad
Deli Bar	Bread, Baguettes and Wraps with a choice of Fillings	Bread, Baguettes and Wraps with a choice of Fillings	Bread, Baguettes and Wraps with a choice of Fillings	Bread, Baguettes and Wraps with a choice of Fillings	Bread, Baguettes and Wraps with a choice of Fillings
Grab & Go	Panini's <b>Pizza</b> and Pasta with Salad or Vegetables	Panini's <b>Pizza</b> and Pasta with Salad or Vegetables	Panini's <b>Pizza</b> and Pasta with Salad or Vegetables	Panini's <b>Pizza</b> and Pasta with Salad or Vegetables	Panini's <b>Pizza</b> and Pasta with Salad or Vegetables
Jacket Potato Bar	Jacket Potato with Filling	Jacket Potato with Filling	Jacket Potato with Filling	Jacket Potato with Filling	Jacket Potato with Filling
Desserts	Assorted Home Baking, Fruit Yoghurt	Carrot Cake and Custard, Fruit Yoghurt	Assorted Home Baking, Fruit Yoghurt	Assorted Home Baking, Fruit Yoghurt	Assorted Home Baking, Fruit Yoghurt
Extras	Fresh and Dried Fruit Selection	Fresh and Dried Fruit Selection	Fresh and Dried Fruit Selection	Fresh and Dried Fruit Selection	Fresh and Dried Fruit Selection

  

	Monday	Tuesday	Wednesday	Thursday	Friday
Starter	Mushroom Soup		Potato and Leek Soup		
Option1	Salmon Fish Cakes with New Potatoes	Homemade Chicken Goujons, Sweet Chilli Sauce with Rice	Italian Meatballs in Tomato Sauce with Spaghetti	Fish and Chips	Mexican Chilli with Rice
Option 2	Quorn Sausage Casserole with New Potatoes	Macaroni Cheese	Piri Peri Quorn served in a Warm Pita Bread with Coleslaw	Plain Omelette with Chips	Veggie Burger in a Bun with Potato Wedges
Vegetables	Baked Beans, Peas and Salad	Carrots, Sweetcorn and Salad	Green Beans, Broccoli and Salad	Baked Beans, Peas and Salad	Mixed Bean Salad, Green Beans and Salad
Deli Bar	Bread, Baguettes and Wraps with a choice of Fillings	Bread, Baguettes and Wraps with a choice of Fillings	Bread, Baguettes and Wraps with a choice of Fillings	Bread, Baguettes and Wraps with a choice of Fillings	Bread, Baguettes and Wraps with a choice of Fillings
Grab & Go	Panini's <b>Pizza</b> and Pasta with Salad or Vegetables	Panini's <b>Pizza</b> and Pasta with Salad or Vegetables	Panini's <b>Pizza</b> and Pasta with Salad or Vegetables	Panini's <b>Pizza</b> and Pasta with Salad or Vegetables	Panini's <b>Pizza</b> and Pasta with Salad or Vegetables
Jacket Potato Bar	Jacket Potato with Filling	Jacket Potato with Filling	Jacket Potato with Filling	Jacket Potato with Filling	Jacket Potato with Filling
Desserts	Assorted Home Baking, Fruit Yoghurt	Assorted Home Baking, Fruit Yoghurt	Jam and Coconut Sponge with Custard, Fruit Yoghurt	Assorted Home Baking, Fruit Yoghurt	Assorted Home Baking, Fruit Yoghurt
Extras	Fresh and Dried Fruit Selection	Fresh and Dried Fruit Selection	Fresh and Dried Fruit Selection	Fresh and Dried Fruit Selection	Fresh and Dried Fruit Selection

Drinks Available Daily: Water, Orange Juice, Apple Juice, Milk or Flavoured Milk

Green = Homemade Red = Ready Made



## Free School Meals & Clothing Grants

A parent will qualify for Free School Meals and Clothing Grant if they meet any of the following conditions:

- [Universal Credit](#) (where your monthly earned income is not more than £610)
- [Income Support](#)
- Income-based [Job Seeker's Allowance](#)
- Income-based [Employment and Support Allowance](#)
- Support under [Part VI of the Immigration and Asylum Act 1999](#)
- [Child Tax Credit](#), but not [Working Tax Credit](#), and your income is less than £16,105
- Both Child Tax Credit and Working Tax Credit and an income of up to £6,900.

Your child might still get a free school meal if you're experiencing financial hardship. This could be because:

- your immigration status means you cannot get help from the government
- you're still waiting on your first Universal Credit notice.

Clothing Grants are paid direct into a nominated bank account. The payment will show in the bank statement as 'CEC-EXPEN1'.

Each award is valid for one school year. The award provides:

- each child with one school meal and milk each day they attend school
- a clothing grant payment of £100 for each child.

We pay one clothing grant per year, per child, into your bank account. Most clothing grants are paid throughout July and August before the new school year begins.

**Information on free school meals and clothing grants and how to apply is available on the website:** <https://www.edinburgh.gov.uk/schoolgrants>

## Travel to and from School

We encourage our pupils to walk to school as the majority of our pupils live in the school catchment. Parents are requested, when dropping off/collecting children from school that they do not park in any location which causes an obstruction.

Please leave Disabled Parking free for our families who have a blue badge who require them to get their child to school on time.

## General Supervision

**Before school begins supervision is parental responsibility**, therefore pupils should not arrive at school until as near to the school start time as possible.

Craigmount offers a Breakfast club, usually from 8.00am until 8.25am. This consists of cereal, toast, cereal bar and a hot drink. Further information can be obtained from Moira-Anne Jack who is the Development Officer (Pupil Equity).

There is always access to the building and toilets, and the children are made aware of this.





## School Security

The safety and security of pupils and staff when attending or working in a school is very important to us. Schools use a number of security measures including visitors' books, badges and escorts, while visitors are within the school building.

Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit. We would respectfully ask that parents do not attempt to enter schools through another entrance, unless supervised by a member of staff.

If you wish to speak to a member of staff then please come to the school office where we shall be happy to arrange this for you.

## Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but again, supervision is limited. Children who go home for lunch should, where possible, return as late in the lunchtime as possible.

## Unexpected Closures

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know.

Where possible, the school would send out a Groupcall message to all parents.

In addition, announcements will be made on local radio stations and via the Council's corporate Twitter account [www.twitter.com/Edinburgh\\_CC](https://twitter.com/Edinburgh_CC) and Facebook page [www.facebook.com/edinburghcouncil](https://www.facebook.com/edinburghcouncil).

If many schools are affected, or the situation is likely to be prolonged, then the Council's website <https://www.edinburgh.gov.uk/schoolclosures> will also be used.

## Mobile Phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can continue to be brought into schools and can sometimes be useful in the classroom.

However, phones should not be used in the classrooms without permission from the teacher.



## Complaints, Comments and Suggestions Procedure

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

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

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

There are some things which you should take note of in relation to making a complaint:

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are dissatisfied with the service or/and with our response then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: [cf.complaints@edinburgh.gov.uk](mailto:cf.complaints@edinburgh.gov.uk) or by telephone: 0131 469 3233.

If you remain dissatisfied after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

## Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Communities & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility and accordingly manages health and safety and welfare in a way that complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises.

It is expected that pupils will behave responsibly and comply with all safety requirements.

The support of parents in promoting good practice in health and safety matters is of great importance to the school.



## Information about how we Manage Pupil Data in Schools

Craigmount High School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn and keep them safe. The type of personal data we will collect include:

### Data about our pupils/children and their families

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

### Data about pupils/children at school

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

### Data about when and where they go after they leave us

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupil's previous school, the previous local authority where that school was based, NHS Lothian, Police Scotland, Social work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Craigmount High School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.



Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision. Further information about what the Scottish Government does with statistical data it receives is provided below.

If a pupil/child moves schools, we have a legal obligation to pass on information to their new school/education authority about their education at Craigmount High School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives.

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the [City Of Edinburgh's Privacy Notice](#).

### **Sharing personal data to support wellbeing**

In addition to the above, Craigmount High School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child. Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

### **Sharing educational data with the Scottish Government**

The following information has been provided by the Scottish Government – Education and Training Division to let you know why they collect statistical information from school and what they do with it:

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.







## What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school.

The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on the ScotXed website will help you understand the importance of providing the data.

## Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better.

## Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

## Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, [scotxed@scotland.gsi.gov.uk](mailto:scotxed@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

## Medical Care & the Administration of Medicines

There are several First Aiders in school. If any pupil feels unwell, they may be sent to see a First Aider. It is their duty to decide what action is required and to make the necessary arrangements. In cases where the child needs simply rest, quiet and supervision, or treatment of superficial wounds, they will provide it. Where, however, the pupil needs to be sent home, they will contact one of the parents. If the parents cannot be reached immediately, and hospital attention is deemed necessary, the child will be taken to hospital without delay whilst efforts to locate a parent continue. No child will be allowed to go home without a parent's permission. If a parent cannot be reached, the person designated by the parents as the emergency contact will be contacted. Parents should be aware of the limitations under which the First Aider works. Nonprescribed medication of any kind cannot be administered by them. If your child takes prescribed or un-prescribed medicine or has any other medical need, the school should be made aware and you should contact your child's Pupil Support teacher. It is incumbent on parents to inform the school of any special medical condition or requirements pertaining to their child so that the school staff may exercise proper supervision and care and ensure that the correct paperwork can be completed.

### School Nursing Team

The School Nursing team (who are not based in school) is made up of the:

- **School Nurse** (Specialist Qualified 3rd part Nursing and Midwifery Council (NMC) registrant – now masters level 11 post graduate degree)
- **Community Staff Nurses** (Registered Nurse on Part 1 of NMC – undergraduate degree)
- **Community Health Assistants** (not a nurse, may have SVQ qualifications in care related field)

#### Services provided: Universal Services for All School Age Children

Child Health Surveillance Programme:

- Drop in Services – a drop in health zone for High School Pupils (either in school or community facility) who are seeking advice or support on sexual health and health related issues Education of Staff and Pupils.
- Staff training – CPD in-service days on health actions plans, anaphylaxis etc – will be usually be delivered by the staff nurse.
- Healthcare Plans for pupils – education staff will be supported by staff nurses on the planning and education.

#### Healthcare Needs of Children with Moderate to Complex Physical Nursing Needs

For children in Complex Needs Schools, nursing care needs will be delivered by the nursing team who are based in these designated schools.

#### School Nurse Services for Children/Young People with Increased Needs

10 key areas specialist school nurses will focus on:

- Emotional Health and Wellbeing
- Substance Misuse
- Child Protection
- Domestic Abuse
- Looked After Children
- Homelessness
- Youth Justice
- Young Carers



- Sexual Health
- Transitions

## How to Refer

Children can be referred to the School Nurse by their school or their GP or other health care professional. Children and young people can also self-refer. They can do this by discussing this at drop ins or asking their teacher/pupil support teacher to refer them. Parents can refer by discussing with their GP or child's teacher/pupils support teacher.

## Further information

Our NHS Lothian School Nursing Service web pages:

<https://services.nhslothian.scot/SchoolNursing>

## Who Does What

- **GP** – all regular family health care
- **CAMHS** – Child and Adolescent Mental Health – Specialist service
- **Hospital Paediatric** – medical/surgical and other specialist services
- **Community Paediatrician** – doctors in community child health
- **CCN Team** – Community Children's Nurses - specialist paediatric trained nurses
- **AHPs** – Allied Health Professionals - speech and language therapy, physiotherapy, occupational therapy, dietetics, orthoptics – referral based service
- **CVT** – Community Vaccination Team - nurses who deliver vaccination services to all age groups
- **Learning Disability Services** – where there is LD diagnosis
- **Oral Health – Dental** – prevention and treatment service
- **LAC – Looked After Children** - nurses who work only with looked after children. When notified by Social Work that a child has become looked after, the LAC nurses will undertake a health assessment. They may refer to school nursing for ongoing reviews and wider support.

## Gaelic-Medium Education

Gaelic-medium education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups and playgroups across the city. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. In addition, parents with no Gaelic themselves are encouraged to engage with learning the language themselves.

Pupils should register for a school place in the usual way. Taobh na Pàirce runs regular open afternoons for prospective nursery parents, where all families will receive a very warm welcome. Please contact the school for further information.



## Use of Social Media

Craigmount High School understands the benefits of using social media. However if misused, our school community can be negatively affected, such as by damaging the school's reputation. We advise parents to conduct themselves on social media using the following three commons approach to online behaviour:

- common courtesy
- common decency
- common sense.

## Parental Requests for Class Lists

Information about your child is held securely and appropriate safeguards are in place. Due to these safeguards we are unable to provide parents with the list of names your child is classmates with.



## Section Two: Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school. This section contains information about how parents can be involved in supporting learning at home as part of a home/school partnership.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Council, how to contact them and how parents can get involved in the life and work of the school.

### Equality

City of Edinburgh Council is committed to improving the quality of life for those who face inequality, harassment, discrimination and prejudice and to harness the talent and celebrate the difference of all who live in the city. This commitment is set out in the Equality, Diversity and Rights Framework which can be viewed on the council's website. As a school, we are committed to fulfilling our obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 (race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity) and other factors such as poverty.

### Ethos

#### Craigmount High School – Vision & Values

We support every young person to achieve and attain their very best. We respect individuality and celebrate diversity. We provide opportunities for success through a variety of curricular and extra-curricular options and pathways. We encourage creativity and support our young people to build the skills and resilience they need for the future. We have the courage to aspire to be the very best we can be. We belong to our school and we are very proud of our tradition and heritage

#### Values

Craigmount High School exists for its pupils. Only the best is good enough for them, every single one of them. So each year we will strive to improve upon the wide range of excellent experiences already offered within and beyond the classroom. We encourage our pupils to try new things, challenge themselves, work together and experience success. We also expect our pupils to aim high and meet their full potential. In seeking excellence for all, we are mindful this can only be achieved if we are fair to all and ensure support is in place where and when required.

We want all our pupils to remain at school until they are ready to take and sustain a place at college, at university, on a modern apprenticeship, or in the world of work. Our mission is to equip our young people with a portfolio of qualifications, experiences, and skills that will allow them to pursue purposeful, happy lives and to contribute positively to society. We expect all our pupils to gain a recognised award in literacy and numeracy, and to leave with a sound understanding of how to nurture their own wellbeing. We also understand and value the many



partnerships it will take to deliver on our promise so we will always look outwards and work closely with our parents, carers, associate schools and other stakeholders to achieve our aims.

Crucially, we value the contribution of our dedicated staff. Staff wellbeing supports pupil wellbeing. Together we will continue to deliver on our values.

#### ADAPT

Aim High, Adapt, Succeed

At Craigmount High School we tell the story of geese migrating, a visual metaphor, that encapsulates our mission statement and underpins the values we have for our learning community.

#### AWARENESS

We realise that our actions impact on others. We aim to be mindful of this and to support each other.

#### DRIVE

We know that hard work is needed to ensure success.

#### ASPIRATION

We aspire to be the best we can be. We can all be leaders.

#### PURPOSE

We are aware that a clear sense of purpose will ensure we achieve both as individuals and as a school community.

#### TRUST

We understand that trusting relationships underpin all that we do

### Promoting Positive Behaviour

We want to engage directly with parents to foster and develop our positive ethos to work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.

We have a small number of easily remembered rules which everyone in our learning community knows. These are summarised in three words/short phrases:

- Ready
- Respectful
- Safe

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.





## Preventing and Responding to Bullying and Prejudice Behaviour Among Children and Young People

City of Edinburgh Council have recently updated their anti-bullying guidance. The guidance for schools supports our commitment to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes. It aims to develop positive relationships with all members of school communities and partnerships as part of our approach to getting it right for every child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

To support and further improve the positive relationship within schools, equalities groups, which have a wide representation of all stakeholders and reflect the diversity of the school community, will work to take forward the key messages that are included in the guidelines and to ensure that all children have access to support, have their views listened and responded to and are involved in the decisions that will make continue to make their school a place to feel safe, happy and nurturing.

We are committed to equalities and the wellbeing and protection children and young people from bullying and prejudice by other children and young people. All schools have a procedure which is informed by the overarching 'Preventing and Responding to Bullying amongst Children and Young People' procedure. We recognise that policy and procedures alone will not address the prevention of bullying; through our core practices (Relationships, Rights Respecting, Resilience, Restorative) we aim to build positive relationships and a culture and ethos which ensure respect, equality and inclusion. We promote anti-bullying and anti-discriminatory attitudes and behaviours through preventative, pro-active and responsive approaches.

Bullying and discriminatory behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying incident. Children who display bullying behaviour will be supported to identify the feelings and views that have caused them to act in this way and challenged, through education and learning, to develop alternative ways of behaving. Partnership with parents is instrumental to our approach to preventing and responding to bullying and in cases of bullying it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

### Parental Involvement

We welcome parental involvement and engagement, as research has shown that when parents are involved children do better in school.

All parents are welcomed and encouraged to:

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



## Parental Consultation/Reporting to Parents Throughout the Year

Reports are issued twice a year for S1-S3 pupils and 3 times a year for S4-S6 pupils. Each year group will have a parents' evening where the parents will meet the class teacher. Appointments can be made online using a booking system. Information on how to use the system is on the school website under 'Parents Night/Event Booking/Reports'.

There are also various Information evenings during the school year. All information regarding dates and times is on the school website.

## Parent Forum and Parent Council

All parents are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to:

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

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. It is important to us that our Parent Council represents the rich diversity of our school community. We warmly invite all parents to volunteer or put themselves forward as representatives on the Parent Council.

Parent Councils are the formal representative body for parents with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents locally.

The main aims of the Parent Council are:

- to support the school in its work with pupils
- to represent the views of parents
- to promote contact between the school, parents, pupils, providers of nursery education and the community
- to report to the Parent Forum
- to be involved in the appointment of senior promoted staff
- to raise funds for the school for the benefit of pupils.

At the moment there are 12 members of the Parent Council who meet 2 or 3 times per term. If you wish to contact the parent council then please send an e-mail to the following e-mail address: [craigmount.parentcouncil@gmail.com](mailto:craigmount.parentcouncil@gmail.com). Alternatively, you can contact the school who will forward your request to the council.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).



Connect is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

## Pupil Voice Groups

### Pupil Ambassadors

Pupil voice is very important to us and all pupils are invited to apply to be Pupil Ambassadors to represent their year group. In addition, pupils can opt to join one of our Pupil Action Groups which lead on different aspects of school improvement.

### Equalities Group

The Equalities Group is a gathering of staff and pupils lead by Ms Walker who are passionate about equal rights. We meet quarterly to discuss any projects or issues we would like to support.

As a group we have achieved the Bronze Award in the LGBT Youth Scotland Charter Schools Award Scheme and are currently working on obtaining our Gold Award. We have also been involved in working with the Trussell Trust Foodbank to help those in poverty and we are interested in advocating for the rights of all.



## Section Three: School Curriculum

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

### Curriculum for Excellence: Bringing learning to life and life to learning

Curriculum for Excellence is the curriculum across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards; preparing our children for a future they do not yet know and equip them for jobs of tomorrow in a fast-changing world.

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 each transition is smooth. They will 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 the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There is an emphasis by all staff on looking after our children's health and wellbeing using the Wellbeing Indicators.

Ultimately, Curriculum for Excellence aims 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.

The purpose of the school curriculum is to support opportunities for learners to be successful and to prepare them for positive destinations post school.



Planned on this basis, the curricular structure should make sure that learners have the opportunity to acquire the four capacities of Curriculum for Excellence to be:

- successful learners
- confident individuals
- effective contributors
- responsible citizens

## S1-S3 Curriculum

The S1-S3 curriculum comprises the ethos and wider life of the school, curricular areas and subjects, interdisciplinary learning and planned opportunities for personal achievement. The 7 principles of curriculum design as outlined in Building the Curriculum 3 are integral in planning curricular experiences:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

The S1-S3 curriculum structure should provide clarity as to how the Level 3 Experiences and Outcomes will be delivered in all curricular areas through discrete subject teaching and interdisciplinary learning, providing coherence for the learner.

## The Senior Phase Curriculum (S4, S5, S6)

Our Senior Phase comprises S4, S5 and S6 who are considered as a cohort during their senior years. This means they will be offered the same subjects to choose from and will be timetabled together.

At the end of S3 pupil will choose to study a maximum of 7 subjects at National 3, 4 or 5 or a vocational option during their S4 year.

Within S5/6 a maximum of 5 Higher or Advanced Higher courses will be offered. However, as S4-S6 will follow the new curriculum as a cohort those not sitting Higher or Advanced Higher courses can choose up to 7 National 3, 4 or 5 subjects or a mix of National, Higher and Advanced Higher courses. Additional vocational courses and opportunities will also be on offer.

## Blended Learning

Blended Learning can be defined as a mix of traditional and digital technologies that are blended together in a way that helps learners to learn more productively. We are in an unprecedented time of change with our schools planning how their blended learning model will work. We continue to work hard to provide high quality learning, teaching and assessment for all learners. This is a journey that will take full account of the needs of our communities. As we move into our new school year, you may be wondering what your child's learning may look like.



Blended Learning is a mix of face-to-face learning in school, outdoor and digital learning. This includes learning at home. These are blended together in a way that will ensure progress and enjoyment in learning for your child.

Schools will need time to develop their blended learning model that suits their context. Schools are required to do this within their own Working Time Agreements which are reviewed by the relevant Trade Unions. As children and young people return to school, staff will proportion their time between face to face in school teaching, outdoor and learning at home.

## Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, pupils will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges pupils' thinking using real life and imaginary situations. As pupils progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

## Planning Children and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms. We, in consultation with pupils and their parents, plan pathways for the future. This not only includes subject choice, but exploring options about work experience, college, university, vocational qualifications, volunteering and community based learning.

## Homework

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular pupil or group of pupils may benefit from it and will be in line with your school's homework strategy.

The homework will be organised according to the stage and ability of the pupil, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the pupil.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the pupil's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated.





## Assessment

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

## Assessment and Reporting

Traditionally people think of assessment as a test given at the end of learning. In school today, assessment is used at all stages of learning to help both pupil and teacher. Sometimes assessment is a matter of informal observation. At other times, assessment is an integral part of units, allowing teachers and pupils to identify next steps in learning. Assessment is regarded very much as an important part of the learning process.

Each session the school will report on S1, S2 and S3 performance reflecting the Curriculum for Excellence experiences and outcomes. The report will provide information on the content of the course being followed and will provide comment on progress and performance. Reports may also provide a comment from the Pupil Support Leader and an attendance summary.

In the Senior Phase pupils take part in external examinations. Reports in these years will give information on pupils' progress and performance in the different elements of the nationally certificated courses.

The examinations/levels for which each pupil will be presented are determined by consultation between pupils, teachers and parents. This sort of consultation can only take place when there is a genuine partnership between school and home.

A schedule of reporting, including settling in reports, tracking reports and full progress reports, is published at the start of each session and can be consulted at any time on our website.

## Religious Instruction and Observance

Parents who wish to exercise their right to withdraw their child from religious instruction and/or observance should contact the headteacher, in writing, and alternative arrangements will be made for your child.



## Extra-Curricular Activities

There is a wide variety of extra-curricular activities at Craigmount which take place during lunchtimes, after school or at weekends. Some are detailed below and on our website is a current list of activities as this will be updated throughout the year.

### After School Sport at Craigmount High School

Each year our active schools coordinator aims to put on a range of sports and activities for pupils to get involved in. The activities may change throughout the year as we work with the volunteers that we have available at any given time. Our policy is to make activities free of charge, but with some activities having a heavy competitive fixture programme there may be a small annual charge in these instances.

Where we do not have a particular activity on offer in school, we will try to signpost pupils to a local club in the surrounding area where they can get involved.

It is very easy to get involved in any club. Check the Sport Noticeboards (one in PE Dept and one on the main concourse) for posters with details of when the activity takes place, and just go along! Pupils can also speak to the member of staff in charge of each activity – their name is also on the poster. For external clubs, the club contact is also listed.

Please also keep an eye on the school bulletin where club information will also be posted. The school website also has the weekly activity programme listed as well as the social media accounts for @CraigmountPE and @ActiveSchoolsED.

We are always looking for new volunteer coaches to help with school sporting activity. We would love to hear from you if you were interested in getting involved. We can offer you support and training opportunities to help you as a coach.

### Extra-Curricular Music

The Music Department is always busy at break times, lunchtimes and after school with rehearsals for instrumental and vocal ensembles. All pupils learning an instrument have the opportunity to take part in at least one group and anyone is welcome to join the choir. Many pupils are members of several ensembles. All our extra-curricular groups take part in concerts at Christmas and some perform at other school events, community and charity concerts. The regular Music Tours are always fantastic experiences which enable pupils to perform at various venues throughout Europe. Our last major tour was to Lake Garda 2018.

### Extra-Curricular Drama

There are different projects each year for pupils to get involved in. There can be opportunities for pupils on stage, back stage, front of house and in production roles. These opportunities allow pupils to become confident, enterprising individuals and experiment creatively. We have a variety of evening performances in Drama over the course of the year and will be showcasing pupil work in a Performing Arts Festival in June. There is also a Junior Drama Club for S1 and S2. In addition, S3 - S6 Drama pupils are given the opportunity to go on theatre visits and participate in community theatre projects. In June 2019 we put on a major production with the National Theatre of Scotland called 'Like Flying'. This promoted the theme of mental wellbeing and all S2 pupils had the chance to become involved and benefit from participating in the writing, performance and technical roles required.



## Extra Curricular Debating

Debating is a friendly forum for discussing topical issues that meets three times a week. The society presents pupils with the opportunity to learn, make friends and represent their school. We are as welcoming to those who want to listen as those who want to talk.

Pupils may be able to represent the school competitively. Craigmount High School is one of Scotland's top schools for debating. Craigmount have won the Donald Dewar Law Society Memorial Mace, Scotland's largest debating competition, more often than any other school. We are also the S1-S3 East of Scotland Champions. In 2019 two of our senior pupils won a national completion where they competed against pupils from Eton and Dulwich. No other state school will offer the same opportunities as Craigmount when it comes to debating. Last session we won all the Scottish University schools debating competitions, and also some in England.

## **Progression Pathways in the Senior Phase (S4-S6)**

We are committed to supporting all children and young people into positive and sustained leaver destinations. By curriculum pathway we mean: the totality of all that is planned for children and young people throughout their education (Building the Curriculum 3, 2008) – where all learners are on the right route to the right job, through the right course via the right information.

## **Career Information, Advice and Personal Support**

Through personal support we must build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities.

Skills Development Scotland ([www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)) is developing as a 'one-stop shop approach' to better signpost all qualifications, pathways and support for learners in Scotland. Each school has a dedicated *Skills Development Scotland* Careers Adviser who can support young people and parents at times of choice and change. For information and support with career conversations go to: [www.mykidscareer.com](http://www.mykidscareer.com)

My World of Work provides an online learner account that enables young people to develop their career management skills and record their attributes, skills, achievements and successes to help them plan their learner journey into work.

<https://www.myworldofwork.co.uk/secondary-school-pupils>

The Scottish Credit & Qualifications Framework (SCQF) helps people of all ages and circumstances to access the education and training that is appropriate to them over their lifetime. It can help you plan your learning and develop progression routes to follow, whatever your situation may be.

The SCQF helps you make sense of qualifications and plan the next stage of your learning journey. You can also compare vocational and more traditional qualifications and see that, although they can be different types of learning, in many cases they sit at the same SCQF Level.

Scottish qualifications are delivered at SCQF level 1-12, schools deliver qualifications up to SCQF 7 which is Advanced Higher.



Course awards include National Progress Awards (NPA), Skills for Work Awards (SfW) as well as National Certificates (NC) and Higher National Certificates (HNC).

The following is a helpful guide to the SCQF for secondary school pupils:

<https://scqf.org.uk/media/1408/connecting-your-learning-journey-final-web-may-2018.pdf>

Parents and Carers can access further support on the SCQF here:

<https://scqf.org.uk/support/support-for-learners-parents/support-for-parentscarers/>

Your child may still be at school and about to make a transition to the next stage of their education or may already be at college or university. Wherever they are in their learning journey the SCQF is here to help you make sense of the range of Scottish qualifications, so you can support them to plan their next move.

Sometimes we know where we are going next and what we want to do. For example, your child might study Nationals, then Highers at school and be sure they are going to university next. However, they might prefer to undertake a Foundation Apprenticeship (SCQF Level 6) in S5-S6 instead of a Higher or go to college and do some vocational training or learn whilst working through a Modern Apprenticeship (SCQF Levels 5-7). The SCQF can help young people work out their next move and the various pathways to employment.

The Scottish Qualifications Authority (SQA) website provides detailed information on all courses from National 3 – Advanced Higher:

<https://www.sqa.org.uk/sqa/45625.3728.html>

The National Parent Forum of Scotland has produced a range of leaflets providing useful summaries of qualifications and progression in the Senior phase:

<https://www.npfs.org.uk/downloads/senior-phase-in-a-nutshell/>

The Nutshell Series gives the key facts about National Qualifications (National 1-5 and Higher) including details of course assessment:

<https://npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/national-5/>

<https://www.npfs.org.uk/downloads/category/revision-guides/higher/>

### **Senior Phase School-College Partnership (SCP): The City of Edinburgh Council and Edinburgh College**

The Senior Phase SCP can bridge the gap between young people's education and their employment opportunities through improved vocational and technical learning opportunities. Vocational pathways complement academic studies. They are also vital to helping young people develop skills that are crucial to Scotland's economy while exposing them to the more independent and self-reliant environment of college education.

Pooling resources and expertise between schools and colleges maximises what can be offered to young people.



## How are the courses delivered?

Most courses run for an academic year, with some Foundation Apprenticeships running for two academic years. The majority of courses will be delivered over two school afternoons, usually Tuesday and Thursday, however some courses have a different attendance pattern so please check course duration and attendance patterns carefully.

Colleges use the same Scottish Candidate Numbers (SCN) as schools so young people should expect to see their college results alongside other school-based qualifications. Edinburgh College, like school, can provide additional support if required.

<http://www.edinburghcollege.ac.uk/Schools/Are-You-Still-At-School/SCP-Programme>

## What is a Foundation Apprenticeship (SCQF Level 6)?

A Foundation Apprenticeship (FA) is a nationally recognised SCQF Level 6 qualification (same level as Higher) offering a combined classroom and work-based learning opportunity for senior phase pupils. It is delivered in partnership with employers, Edinburgh College and specialist learning providers, such as Edinburgh Early Learning Childcare Academy (EELCA).

The FA has been developed with Skills Development Scotland to provide learners with the knowledge, skills and work-based experience, relevant to occupations in growth industry sectors. The City of Edinburgh Council and Edinburgh College offer Foundation Apprenticeships in the following areas:

- Children and Young People
- Engineering, Civil Engineering
- Social Services and Health care
- Creative Design and Media
- Financial Services, Accountancy and Business Skills
- Scientific Technologies
- ICT Software Development
- Food and Drink technologies

## What qualification does the FA provide?

Most FA programmes last two years, with learners beginning their FA in S5. There are some one-year FA programmes available for S6 learners. The FA is offered through the School-College Partnership, so learners will spend part of the school week at Edinburgh College or with a local employer and complete the FA alongside other senior phase courses.

Attainment is measured by ongoing assessment in college and in the workplace – there is no final exam. On successful completion of the course, learners will achieve a Joint Qualification Certificate for the Foundation Apprenticeship comprising a National Progression Award (NPA) and a Scottish Vocational Qualification (SVQ) at Level 6.

Several progression pathways will be open to learners including accelerated entry onto a Modern Apprenticeship or continued study at college or university, dependent on meeting entry requirements. The FA will support entry requirements to courses at University and College, and Modern and Graduate Apprenticeships.

By giving earlier exposure to the world of work and undertaking work-based projects, the Foundation Apprenticeship will help young people develop the necessary skills, experience and knowledge employers seek, all while still at school.

More details can be found at:

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>



## Section Four: Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

### Getting It Right for Every Child

Taking care of our children's wellbeing and making sure they are alright – even before they are born – helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting it Right for Every Child in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better.

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

### Protecting Children and Young People

We place a high priority on the wellbeing and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns that a child about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents.

### Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and it's accompanying Code of Practice:

<https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/>

It provides the following information:

- (a) the authority's policy in relation to provision for additional support needs,
- (b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.





c) the other opportunities available under this Act for the identification of children and young persons who:

- a) have additional support needs,
- b) require, or would require, a co-ordinated support plan,
- c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),
- d) the mediation services provided
- e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

Further details of the policies and procedures can be found on Edinburgh Council website.

The Act requires each Education Authority to publish information about the Act. In on the Act, was produced by the City of Edinburgh Council:

<https://www.edinburgh.gov.uk/downloads/file/22136/in-on-the-act>

## Literacy Difficulties/Dyslexia

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities.

The Authority also recognises that there may be associated difficulties:

- Reading comprehension
- Phonological awareness
- Processing: auditory and/or visual processing of language-based information
- Short-term and working memory
- Organisational skills and motor skills
- Maths
- Emotional and behavioural difficulties

Support and assessment begin in the classroom. Class teachers and Support for Learning teachers have resources and training to identify this learning difference and to put appropriate support strategies in place. If you have concerns please speak to your child's Pupil Support Leader in the first instance.

## English as an Additional Language

The Communities and Families Department provides English as an Additional Language (EAL) support for schools. Specialist EAL Teachers work with schools to support developing bilingual learners' English language skills and access to all areas of the curriculum, to enable them to achieve their potential.

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.



Parents, carers and children with additional support needs can also seek independent advice and support through:

- Enquire: [www.enquire.org.uk](http://www.enquire.org.uk) Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance: [www.siaa.org.uk](http://www.siaa.org.uk) Telephone 0131 260 5380
- National Advocacy Service for Additional Support Needs: (Barnardos in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk) Telephone 0131 667 6633.

## Pupils with Additional Needs

A whole range of pupils are referred to the Support for Learning Department by subject teachers, pupil support staff and parents. Pupils may also refer themselves.

Throughout the Broad General Education, emphasis is put on improving skills for lifelong learning and following specific reading and spelling programmes.

## Secondary Resource Provision

Within the City of Edinburgh Council's framework for the integration of services to children with Additional Support Needs, Craigmount has been designated as one of four mainstream secondary schools which provide enhanced provision for pupils on the autistic spectrum and those with moderate learning difficulties. Our secondary resource provision supports up to five pupils in every year and these pupils are supported to participate fully in school life.

We provide individualised planning for each pupil, a speech and language therapist who supports staff in meeting learning needs, partnership working with a host of agencies and individually planned transition arrangements post school.

## Support for Pupils

Pupil Support in Craigmount High School operates within the context of the school as a caring community in which all pupils know they are valued as individuals. The Pupil Support system is an integrated and planned approach to supporting all aspects of the development of each pupil. It seeks to help pupils realise their full potential by giving appropriate advice, guidance and support in learning and in their personal, vocational and curricular development throughout their time in school.

In order to achieve these aims we recognise the need to work together with pupils, parents and, where necessary, appropriate agencies from the wider community. To ensure each pupil knows and is known personally and in some depth by at least one member of staff, we place great emphasis on our structure which is led by a team of Pupil Support Leaders.

Each of our Year Teams is led by a Pupil Support Leader as follows:

S1	Mrs Erin Notman
S2	Miss Amanda Woodhouse
S3	Mr Gavin Ellis
S4	Mr Rikki Breach
S5	Mr Dave Sansom
S6	Mrs Polly McLachlan and Mr Mike Gray



A pupil will meet his/her new Pupil Support Leader in Personal Social Education classes.

Support for Learning staff continue to work with a pupils throughout their time at school. The Support for Learning leader is Mrs Cat Inglis.

## Transitions – Moving to a New School or Leaving School

This section also gives information about transition. There are also details about making a placing request to another school.

### Primary to Secondary Transfer

The Craigmount cluster consists of Craigmount High School and the five primary schools in its catchment area. High quality partnerships within the cluster are central to our practice in order to ensure a seamless transition from Primary 7 into first year.

The parents of Primary 7 pupils are warmly welcomed to our Information Evening in October/November, there are presentations from members of the School Management Team and an opportunity to discuss any issues with a wide range of staff.

Throughout Primary 7 there are many opportunities for pupils to engage in high quality learning activities at Craigmount. In the summer term there is a focus on activities to familiarise pupils with the demands of a large secondary school together with a real effort to ensure they get to meet as many of their new staff as possible.

At the end of June the P7s attend Craigmount for 3 days, following their new timetable. On the evening of the third day we have a final Information Evening for parents.

If you have any questions about the transition process please contact our school office and ask to speak to the Depute Head Teacher leading the transition process.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.



## Placing Requests

As a parent, if you do not want your child(ren) to be educated in your local catchment school, you have the right to make a Placing Request for your child(ren) to attend another school.

If you would like your child to start S1 at a school outside your catchment area, you must make a Placing Request. You can get a Placing Request application form at any nursery or primary school in Edinburgh from mid-November and must return it by **24 December** to:

e-mail: [school.placements@edinburgh.gov.uk](mailto:school.placements@edinburgh.gov.uk)

post: School Transactions  
P1/S1 Placements  
PO Box 12331  
Edinburgh  
EH7 9DN

If we receive your application form after 24 December, your request will be considered but if we receive your application form after 15 March places in your chosen school may no longer be available.

The Council must grant Placing Requests where possible. If there are more places available in a school than there are placing requests, all placing requests are usually granted. If the school you choose has more placing requests than available places, each case is looked at individually. Please include all relevant details on your Placing Request application form so this can be taken into account.

As school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area. This has resulted in high numbers of placing requests being refused.

If a Placing Request is successful for one child, this does not guarantee a successful Placing Request for another child. This could mean parent(s)/guardian(s) have children attending different schools.

### Transport for Placing Requests

If a placing request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Further information on school placing requests can be found on our website at: [http://www.edinburgh.gov.uk/info/20256/school\\_places/1375/school\\_placing\\_requests](http://www.edinburgh.gov.uk/info/20256/school_places/1375/school_placing_requests)



## Section Five: School Improvement

This section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

### Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of headteachers, school staff and officers within Children and Families. We analyse all data and use this to inform our development work and how we support pupils.

### School Improvement Plan and Standards and Quality Report

The school is firmly committed to raising attainment and promoting achievement. The whole School Improvement Plan reflects the City of Edinburgh Council's Priorities and the National Priorities and is formed around How Good Is Our School 4 and the National Improvement Framework.

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

Both of these documents can be found on the Craigmount High School website.



## Websites

You may find the following websites useful.

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





## Glossary

CfE	Curriculum for Excellence
ASN	Additional Support Need
EMA	Education Maintenance Allowance
ASL	Additional Support for Learning
SQA	Scottish Qualifications Authority
FOI	Freedom of Information
HT	Headteacher
DHT	Depute Headteacher
BM	Business Manager
PT	Principal Teacher
CL	Curriculum Leader
PSL	Pupil Support Leader
CLD	Community Learning and Development
GIRFEC	Getting it Right for Every Child
YPPM	Young Person's Planning Meeting

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

The information in this School Handbook is to be considered correct at the time of publication (December 2020), however, it is possible that there may be some changes as the school year progresses.



## Parent Feedback

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Your feedback will help us improve the School Handbook for next session. Please tell us what you think by completing the questionnaire below and returning it to the school office.

Did you find...

...the School Handbook useful?	Yes	No
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...the information you expected in the School Handbook? Yes No

...the School Handbook easy to use?	Yes	No

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

[illegible]

Thank you for filling in the questionnaire. Your views are appreciated.