



# **Broughton High School Handbook**

# **A Foreword from the Director of Children and Families**

**Session 2019-2020**

**Dear Parents**

**This brochure 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 brochure for session 2019 -20 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 brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.**

**Alistair Gaw**

**Executive Director of Communities and Families**

## **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 our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the 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 a 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 learning difficulties, challenges with 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 reach their full 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.



**Alistair Gaw**

**Executive Director for Communities and Families**

# **Welcome from the Headteacher**

**Dear Parents and Carers**

**It gives me pleasure to introduce the Broughton High School handbook to you. This, together with our extensive school website, provides the school with the opportunity to share useful information with you.**

**We are a unique school, attracting the widest diversity of young people and their families to study here. Our three specialist schools of Music, Dance and Football combined with superb facilities and curricular provision have led to us being considered a centre of excellence.**

**Broughton High School has gone from strength to strength in recent years, thanks to the excellent partnerships which exist between the school and stakeholders. Since our last HMIE Education Scotland inspection it is pleasing to report that progress has been recognised by the City's own internal self-evaluation processes. This recognises:**

- Improvements in attainment and achievement**
- Improvements in positive destinations**
- Improvements in the quality of learning and teaching**
- Improvements in leadership at all levels within the school**
- Improvements in the ethos of the school, including positive behaviour management systems**
- Improvements in the sense of pride and confidence felt by Broughton's pupils**
- Improvements in the local community's perception of the school, as evidenced by the rising school roll**

**It would be tempting to become complacent after such an encouraging report, but in fact our response is the opposite. Due to our continuing good work we were highlighted by Tatler magazine as one of the very best state schools in Scotland and our focus on supporting young people who face socio-economic challenges has been lauded as a role model for others to follow. Broughton High School is now in a position to stay ahead of the curve and provide the best educational experiences for the young people in our community. We are determined to turn that potential into a reality.**

**To make our handbook easy to use the information is contained in four 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**

**I hope that you find this information useful and 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.**

**John J Wilson**

**Headteacher**

## Contact Details

<b>Name of Head Teacher:</b>	<b>John Wilson</b>
<b>Name of School:</b>	<b>Broughton High School</b>
<b>Address:</b>	<b>29 East Fettes Avenue, Edinburgh EH4 1EG</b>
<b>Telephone Number:</b>	<b>0131 332 7805</b>
<b>Website:</b>	<b><a href="http://www.broughton.edin.sch.uk">www.broughton.edin.sch.uk</a></b>
<b>E-mail Address:</b>	<b><a href="mailto:admin@broughton.edin.sch.uk">admin@broughton.edin.sch.uk</a></b>

## About the school

<b>Stages of Education provided for:</b>	<b>Secondary</b>
<b>Present Roll:</b>	<b>1076</b>
<b>Denominational Status of the School:</b>	<b>(if any) N/a</b>
<b>Gaelic Medium Education if relevant:</b>	<b>N/a</b>

## Organisation of the School Day

<b>Start Time:</b>	<b>8.30am</b>
<b>Morning Break:</b>	<b>10.20am – 10.35am</b>
<b>Lunch Time:</b>	<b>1.05pm – 1.50pm</b>
<b>Afternoon Break:</b>	<b>N/a</b>
<b>Finish Time:</b>	<b>3.30pm (12.15pm on Fridays)</b>

## School term dates 2019/20

Dates for holidays are inclusive so, for example, for 16 to 23 October, pupils return on the 24th.

### **Autumn**

Term starts Wednesday 14 August 2019

#### **Mid-term holidays**

- Monday 16 September 2019, autumn holiday
- Monday 14 to Monday 21 October 2019, mid term break

Term ends Friday 20 December 2019.

#### **Christmas holidays**

- Monday 23 December 2019 to Tuesday 7 January 2020

### **Spring**

Term starts Wednesday 8 January 2020

#### **Mid term holidays**

- Monday 10 to Friday 14 February 2020, mid term break

Term ends Friday 3 April 2020

#### **Easter holidays**

- Monday 6 to Monday 20 April 2020

### **Summer**

Term starts Tuesday 21 April 2020

#### **Mid term holidays**

- Monday 4 May 2020, May Day
- Tuesday 5 May 2020, staff only day
- Monday 18 May 2020, Victoria Day

Term ends Friday 26 June 2020.

## **Section One – Practical Information about the School**

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- registration and enrolment
- how to contact the school, if for example, your child is ill
- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

### **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 Children and Families Department, or as unauthorised, that is unexplained by the parent (truancy).

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

**We currently use a text messaging system to alert parents in the case of an unexplained absence. In view of this we would ask that the school is kept advised of any changes to contact details.**

**Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. I can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with me before the holiday. If I cannot give permission before the holiday, it will be recorded as unauthorised absence. I 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 me on this basis is regarded as authorised absence.**

**Any requests for extended absence over two weeks will be referred to the Senior Education Manager: Inclusion who will decide if it will be recorded as authorised or unauthorised leave.**

**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 Children 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 uniform was agreed in consultation with parents, pupils, staff and the Parent Council.**

**Pupils are expected to wear school uniform. This consists of a black jumper, black trousers/skirt, white/black shirt, school tie and black shoes. Our S4 – S6 students are encouraged to wear a school blazer,**

**this is on a voluntary basis at the moment. School badges are available from the school office, they can be ironed onto a black blazer. The badges are sold at a cost of £2 per badge.**

**School Ties are available for purchase from reception at a cost of £5.**

**Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. Items such as denims, branded designer wear and extreme styles are not considered appropriate wear.**

**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.**

**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.**

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

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

## **Footwear and Clothing Grants**

**Grants for footwear and clothing for children are available to parents receiving:**

- Child Tax Credit, but not working tax credit, with an annual income of less than £ 16,105**
- income support**
- jobseekers allowance[income-based]**
- support under Par V1of the Immigration & Asylum Act 1999**

- **Income related element of Employment and Support Allowance**

Information on free school meals and clothing grants is available on the [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) website. Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

## **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 usually accommodated subject to consultation with parent/guardian and catering services.

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

## **Free School Meals**

Some families may be eligible for free school meals. Application forms are available from the school office. The forms have to be completed by the parent along with supporting documentation as detailed on the application form. An application is required for every school session.

In common with other Edinburgh schools payment is made by means of cashless catering system and pupils are able to use payment cards for this purpose. Payment cards are normally issued to pupils before they commence in S1. There are charging machines located in the school which accept coins and allow pupils to recharge their cards. Please ensure that your son/daughter has appropriate change to allow them to do this. If your child is in receipt of free school meals an appropriate sum is credited to their card on a daily basis.

In addition to the normal provision for lunch a variety of hot & cold snacks are available for breakfast before school and during morning break.

## **Travel to and from School**

Parents are requested, when dropping off/collecting children from school that they do not park near the pedestrian exits or in any location which causes an obstruction. To ensure the safety of our students we would ask parents not to collect or drop off children in the school car park.

## **General Supervision**

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

## **School Security**

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including a visitors' book, 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 Reception. The school staff then can make the necessary arrangements for the visit.

## **Wet Weather Arrangements**

In wet weather students are permitted into the school hub and reception area at break and lunchtimes. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour.

## **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.

We currently use a text messaging system to communicate with parents. In view of this we would ask that we kept advised of current contact details

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account [www.twitter.com/Edinburgh\\_CC](http://www.twitter.com/Edinburgh_CC) and Facebook page [www.facebook.com/edinburghcouncil](http://www.facebook.com/edinburghcouncil). If many schools are affected, or the situation is likely to be prolonged, then the Council's website [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) will also be used.

## **Mobile Phones**

The benefits of mobile phones and similar devices are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can continue to be brought into school however we expect them to be switched off during school hours (excluding breaks) unless authorised by the class teacher who may allow them to be used for certain tasks.

## **Equality**

The Council has published an Equality Scheme, which can be viewed on the council's website. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

## **English as an Additional Language**

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

## **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 still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and Conciliation [ 0131 469 3233]

- If you are still unhappy 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 Children & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the [Health and Safety at Work Act 1974](#). 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/carers in promoting good practice in health and safety matters is of great importance to the school".

## **School Health Service**

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved make every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests. Parents/carers are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required the child's parents/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

Some of the staff concerned and the parts they play are as follows:-  
School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.

**The School Nurse may be helped by a Health Assistant. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.**

**The School Nurse reviews the notes of all children in Primary 1, 4, 7 and Senior 3 as well as those of all new entrants. An information booklet about the School Health Service is issued to all Primary 1 pupils and any new pupils coming from outwith the Edinburgh area. Parents/carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3.**

**With your consent, the School Health Service Staff carry out immunisations to protect against various diseases.**

**The Audiometric Team normally checks children's hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.**

**The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, or a teacher feels that your child may have a speech or language problem.**

**Any enquiries concerning the provision of dental services should be made to:**

**The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667-7114). We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the School Nurse should you require any further information.**

## **Medicine Administration**

**We recognise that some pupils will need access to medication while at school. In some cases this will be for a long term condition while in others it will be for a shorter period.**

**It is important that we are made aware of any medical needs your son/daughter may have. If they require access to medication during the school day a supply of the medication should be passed to the school and at that time you will be asked to complete a form providing further information.**

**Medication will be held in our Welfare Room and arrangements will**

made for your child to have access when required.

If your son/daughter normally carries an asthma inhaler or epipen we would ask that the school is provided with a spare inhaler/epipen to cover emergencies and to act as a backup supply.

## **Gaelic Education**

Gaelic-medium education, where pupils are taught the entire curriculum through the medium of Gaelic, is available at nursery and primary levels. There are Gaelic parent and toddler groups and playgroups across the city.

Edinburgh's first dedicated Gaelic nursery and primary school will be opened in the former Bonnington Primary School Building August 2013. Those children currently attending the Gaelic-medium unit, based in Tollcross Primary School, will transfer to the new school and the new P1 intake for 2013 will start at the new school. Pupils attending the school do not need to have prior knowledge of Gaelic. If you wish your child to attend the new Gaelic School from August 2013, you should register them at the existing Gaelic-medium unit at Tollcross Primary School. Pupils who wish to study Gaelic at secondary level can transfer to James Gillespie's High School which offers Standard Grade and Higher courses.

## **Other School Policies**

The school maintains a wide range of policies to cover various aspects of school life. To find out more please either contact the school or look at our website.

## **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 Teacher Association/Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.**

### **Ethos**

- Broughton High School is proud to be one of the most comprehensive schools in our country. We embrace the diversity of young people who study here and see our wide mix as a real strength.**
- The fundamental purpose of school education is to help every young person to fulfil his or her potential. This can mean the highest academic qualifications leading to entry into university. Equally it can mean developing life and work skills which ensure a smooth transition into working life. Alternatively fulfilling potential can be translated into work as a responsible citizen, contributing to the local and wider community.**
- Broughton High School provides many opportunities in all aspects of learning and development, through our curriculum and through our outstanding work with partner providers.**
- When our students achieve to their potential we are proud to capture this and celebrate it. These celebrations take various forms**
  - 1. In the classroom good work and effort is recognised by individual teachers. This can often be the most meaningful form of celebration for learners.**
  - 2. Students' work is displayed throughout our school, in individual subject areas and in the public areas where**

visitors have a chance to admire awards, trophies and samples of pupils' work on display.

3. Our annual Celebrations of Achievement provide opportunities of pupils to recognise each other's achievements. They also enable parents and member extended families to join in the public celebration of achievements.

## **Values**

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.

Broughton High School aims to provide education of an assured quality within a caring community in which all individuals are actively encouraged to develop their full potential.

To achieve this Broughton High School will

- Offer a curriculum that is broad, balanced differentiated and challenging
- Encourage students to do their best in all they attempt by providing a stimulating relevant curriculum and appropriate teaching methods
- Strive to maintain a highly trained, committed and approachable staff
- Provide an attractive, happy healthy and safe working environment for students and staff
- Recognise and value achievements of all types and at all levels
- Work to provide equality of opportunity for all members of the school community
- Expect all members of the school community to show respect for each other and for their environment
- Operate a firm, fair system of discipline and encourage students to develop self-discipline
- Promote quality management and good communication at all levels
- Encourage parents to support and participate in the life and purpose of the school
- Develop and maintain active links with associated primaries and the community

## **Promoting Positive Behaviour**

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour.

Broughton High School has an ethos which sets high standards and expectations for all students and which is based on positive relationships. By working with students and parents together we aim to create a safe and happy school community where young people engage and meet their full potential in a positive learning environment.

The promotion of positive behaviour is enhanced through effective classroom management, high quality learning and teaching and mutually respectful relationships. Learners should have a clear understanding of what is expected of them in terms of both behaviour and learning.

The school's Key Messages are fair and meaningful. They will also be maintained in a consistent manner across the school but are flexible in allowing individual circumstances to be taken into. Our Behaviour Policy can be viewed on the school website.

## **Anti-Bullying Policy**

Broughton High School takes a strong, no tolerance stand towards incidents of bullying. We have worked closely with our Cluster Primary schools and our Anti-bullying and Equalities Policy is available to view on the school website.

## **Parents Welcome**

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

There are many opportunities for you to obtain information about what is happening in the school, and on how your child is progressing.

As a parent you will receive an invitation once a year to attend a Parents' Evening during which you will be able to have a short discussion with your child's class teachers to discuss progress and the way forward.

In addition at various key stages in your child's progress through the school, there will be opportunities to attend a Parent Information Evening to allow you hear more about the choices available to your child.

On a more regular level up to date information is posted on the school's website and in addition a school newsletter is published 3-4 times each year.

It is appreciated there may be times during the year when you may wish more specific information that may lead you to contact the school. In such circumstances we would encourage you to contact your child's guidance teacher in the first instance.

## **Parental Consultation**

We offer opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. Please see section two of this handbook for more details on home / school partnership.

## **Parental Involvement**

- **Our view is that education is a tripartite partnership**
  - **Our school and individual teachers must be committed to raising aspirations and providing high quality experiences.**
  - **The pupils themselves must be prepared to invest time and effort into being the best they can be.**
  - **Parents and carers must be supportive in academic and practical ways at home.**
  - **If all of these elements are in place the individual learner will find much success.**
  
- **At parents' evenings we will ask for feedback on various aspects of our school and these will be taken into account when reviewing how well we are doing and will be built into our plans for the next session.**
- **We also welcome comments through our school website, by telephone or in writing.**
- **At crucial stages of a child's schooling, parents will be involved in the decisions relating to course choices. It is always helpful for students to talk through these decisions with their parents and carers as they will rely on ongoing support from their family as well as from school.**
- **For our Senior Phase Students it will be important for parents and carers to engage in dialogue about their attainment targets. These are first discussed with subject teachers and the agreed targets should then be discussed at home. This is a very important part of raising and maintaining aspirations.**

## **Parent Councils**

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

**Parents are welcomed to:**

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

**All parents / carers 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; and**
- **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. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.**

**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 (in some schools the PTA/PA fulfils this role).**

**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).

The Scottish Parent Teacher Council 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 Council**

Re-formed this year the aim of the Student Council is to provide a dynamic forum for young people to express their views on issues that affect them and to allow them to participate fully in the decision-making process in the school. More information can be found on the Student Council section of the school website.

## **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 has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.**

**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'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.**

**Curriculum for Excellence balances the importance of knowledge and skills.**

**Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for 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 will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.**

**Ultimately, Curriculum for Excellence aims 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.**

**Our curriculum is based on our values of respect, integrity and inclusion. It is designed to challenge, stimulate and support the needs of all Broughton's learners and prepare them with the skills and attributes to enjoy learning and succeed in future learning, training or employment.**

**Our curriculum model is based on the principles of good curriculum design: (breadth, challenge and enjoyment, depth, progression, coherence, relevance, personalisation and choice)**

**Key features include:**

- **A focus on active and cooperative learning within curricular areas**
- **Extensive opportunities for personalisation and choice through electives in S2 and S3**
- **Interdisciplinary learning which provides enrichment and depth, and makes links across learning**
- **A focus on literacy, numeracy and health and wellbeing**
- **Specialist provision from the Edinburgh Music School, SFA Football Academy and Specialist Dance for their students**
- **Flexibility to allow for a range of progression pathways to meet the needs of our learners including Highers over 2 years where appropriate**
- **Extensive partnership working including college, JET, extended work experience and consortium arrangements**
- **Opportunities for wider achievement through short courses and awards, extra-curricular provision, Duke of Edinburgh, Dynamic youth awards and leadership opportunities**

**Please contact the Headteacher if you would like any further information about the curriculum within our school.**

## **S1-S3 The Broad General Education**

**From S1 to S3, our students experience a broad, general education and follow courses in all 8 curricular areas: Maths, Languages (English and Modern Languages) Social Subjects, Science, Technologies, Expressive**

**Arts, Health and Well-being and Religious and Moral Education.**

In S3, greater personalisation and choice is introduced into the curriculum, while breadth of learning is retained. Students are encouraged to make choices in some curricular areas reflecting their personal interests or strengths. Students make considered choices within each of the eight curricular areas in addition to Maths, English, Physical Education, Personal and Social Education and Religious and Moral Education.

By the end of S3, students have completed their broad, general education and are ready to finalise subject choices and begin to specialise and study in depth towards qualifications. At this stage students choose five subjects to continue to study in the Senior Phase, in addition to Maths and English.

## **Specialist Provision**

Specialist Dancers and Footballers make eight option choices in addition to Maths and English; the specialist subject, i.e. Dance or Football counts as one of the eight. Specialist Musicians will make seven subject choices in addition to English and Maths.

## **The Senior Phase**

In S4 students study their chosen subjects in much greater depth and are presented for qualifications in their seven chosen subjects at either National 3, 4 or 5 levels. For a few students, presentation may be at Higher level where this is deemed appropriate.

Students continue to study core PE, RME and PSE.

In S5 students study up to 5 subjects, and in S6 this can be between 3 and 5 subjects depending upon the level studied. A range of college and employability courses are also offered. All students in S5 and S6 take part in a citizenship programme on Wednesday afternoons which provides opportunities for developing wider achievement. Students may choose to be involved in buddying, volunteering, John Byrne Award, John Muir Award, Duke of Edinburgh Award, Youth Philanthropy Initiative.

## **Active Learning**

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating

learning which engages and challenges children's thinking using real life and imaginary situations. As children 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's and Young People's Learning**

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. 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.

Further detailed information about courses and subjects offered at each stage of the curriculum can be found on our school website. Look for the Curriculum section.

Information about the choices students are offered and the timeline for this can be found on our school website. Look for the Curriculum section.

## **Homework**

We have a clearly defined policy on homework, a copy of which will be distributed to you on an annual basis. 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 child or group of children may benefit from it.

The homework will be organised according to the stage and ability of the child, 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 child.

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 child'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.

## **Religious Instruction and Observance**

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the Head Teacher, in writing, and alternative arrangements will be made for your child. At times some sensitive issues including relationships, sexual health, parenthood and drugs awareness may be covered during students' learning experiences. Information on when these topics will be covered in the PSE curriculum is available in the Student Support section of the school website. If any parent does have a concern they should contact the PSL responsible for their child to discuss their concerns.

## **Extra Curricular Activities**

We offer a wide a range of sporting and cultural activities as possible.

There is a range of extra curricular activities available for pupils during lunchtime and after school. These offer a wide range of opportunities across a number of activities Pupils will be advised about these through the school bulletin and parents will also be able to access information about many of these activities on the school website.

In addition to in-school activities, classes also make regular educational visits out of school for curricular purposes. Parents will normally receive a letter in advance of any such trip providing full details of the excursion.

## **Active Schools**

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact Robert Ure, the Active Schools Coordinator ([robert.ure@ea.edin.sch.uk](mailto:robert.ure@ea.edin.sch.uk)).

## **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.

Students' progress is tracked and monitored using *Seemis* Tracking and Monitoring.

Faculties enter information on progress from their own records to the *Seemis* system as they track and monitor pupils through Courses. Information on attainment, effort, behaviour and homework as well as written comments is involved. Written comments provide information on progress and advice on next steps in learning.

This information is regularly shared with parents and carers in Progress Reports.

A table summarising our reporting timeline is shown:

Year Group	Reports Issued
S1	October and May
S2	December
S3	November and January
S4	October and January
S5/6	October and March

All S3 pupils produce a Personal Profile document. This is built up by the pupils themselves with support from their teachers and includes material related to wider achievement as well as attainment. The profile might form the basis for a *curriculum vitae* (CV) at a later stage.

## 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 well-being 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 well-being 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 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/carers.**

## **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 its accompanying Code of Practice. Further details of the policies and procedures can be found on the Edinburgh Council website at [www.edinburgh.gov.uk/InOnTheAct](http://www.edinburgh.gov.uk/InOnTheAct)**

**In on the Act - Supporting children and young people with additional support needs provides the following information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which includes –**

**(a) the authority's policy in relation to provision for additional support needs,**

**(b) the arrangements made by the authority in making appropriate arrangements 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.

Broughton High School promotes inclusion of all our pupils and provides appropriate support as outlined in the Education Additional Support for Learning Act (Scotland) 2009. The Act states that all children and young people be provided with the necessary support to help them to work towards achieving their full potential. It also promotes collaborative working among all those supporting children and young people.

Our Additional Support for Learning policy can be viewed on the school website.

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), 0845 123 2303

Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk), 0131 260 5380  
Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk), 0131 667 6633.

## **Pastoral Support**

At Broughton High School we follow the principle of the school as a caring community and at the root of this concept is the recognition of the individuality of all our students. The partnership between school, students, parents and carers is a crucial one and one we fully encourage

and support. Our aim is to work in partnership with families within the school community to allow all of our students to achieve their potential and move on to a positive destination in their adult life.

In trying to create this general ethos, the school

- accepts responsibility for promoting the social and personal, as well as the intellectual development of pupils
- offers opportunities for all of its members to exercise care and concern for each other, for the school environment and for the wider community
- provides a climate in which pupils are encouraged to learn from their achievements and mistakes, and to develop as individuals
- recognises that all pupils are entitled to an equitable share of human and material resources available
- fosters constructive links with other appropriate agencies in the community
- acknowledges the central role of parents in the upbringing and the development of their children and therefore the need to establish a close relationship with the home

## **Sensitive Aspects of Learning**

### **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**

Visits to the local secondary school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teachers, parents will have an opportunity to view the school and are given a brief explanation of school life.

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.

Students will experience several transition points during their time at Broughton High School and as a school we aim to support our students to make these transitions as successful as possible.

Through Primary Transition we work closely with the primary schools of all students joining us to ensure that the move is a positive one. To support students through P7 Transition one PSL and one member of SFL are allocated as links for each of our Cluster Primary Schools. Identified staff will attend Primary CPM's as appropriate and will liaise with the primary schools on pupil transition.

The allocated staff are:

**Ferryhill PS:**

**Ms Sally McMillan, Support for Learning Leader**

**Miss J Herkes, Pupil Support Leader**

**Flora Stevenson PS:**

**Ms Sally McMillan, Support for Learning**

**Mrs Sharon Brodie, Pupil Support Leader**

**Granton PS:**

**Ms Sally McMillan, Support for Learning**

**Mr Lydia Milazzo, Pupil Support Leader**

**Stockbridge PS:**

**Ms Sally McMillan, Support for Learning Leader**

**Mr Colin Stewart, Pupil Support Leader**

**Identified students may participate in the school Positive Start Programme and in additional Transition events and visits as appropriate.**

**The Student Support Team will work closely with and support all students at times of transition. They will also identify those students who need significant additional support in the transition between school, employment, college or university. The Transition Toolkit as developed by the City of Edinburgh Council will be used to support the pupil under the direction of the appropriate member of the core ASL team.**

## **Placing Requests**

**As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school.**

**If you would prefer that your child start P1 or S1 at another school instead of one of the catchment schools, you have to make a placing request. You can get an application form at any nursery or primary school in the city from mid November. Forms must be returned to: Grants, Awards and Placements, The City of Edinburgh Council, Level 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG by 24 December. If you apply for a place after this date, your request will be considered but if you apply after 15 March places in your chosen school may no longer be available.**

**All parents have the right to make a request for a place for their child in another school. The Council must grant these requests where possible. When there are more places available in a school than there are placing requests for that school, then all the requests are usually granted. If the school you specify has more requests than available places, then each case is examined individually. Whatever you write on your application form is taken into account, so it is important that you include relevant details on the form.**

You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

All children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application.

## **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.

## **Section Five – School Improvement**

The 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 head teachers, school staff and officers within Children and Families.

### **Standards and Quality Report**

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

Full details regarding this can be accessed on the school website

### **School Improvement Plan**

Full details regarding this can be accessed on the school website.

### **Transferring Educational Data about Pupils**

The Scottish Government – Education and Training has asked that the undernoted advice be included in our school brochures.

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 (1998). 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.

## 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.
- <http://www.parentzonescotland.gov.uk>- 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.
- [www.hmie.gov.uk](http://www.hmie.gov.uk) - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides

help for parents and children who are affected by bullying

- <http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

**CFE - Curriculum for Excellence**

**ASN – Additional Support Needs**

**EMA – Education Maintenance Allowance**

**ASL – Additional Support for Learning**

**SQA – Scottish Qualifications Authority**

**FOI – Freedom of Information**

**HT/PT – Head Teacher/Principal Teacher**

**CLD – Community Learning and Development**

**GIRFEC – Getting it Right for Every Child**

## Parent feedback

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

### *Tell us what you think*

Your feedback will help us to improve our handbook.

Did you find	Please tick	
1. the handbook useful?	Yes	No
2. the information you expected?	Yes	No
3. the handbook easy to use?	Yes	No

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

Name of school: \_\_\_\_\_

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to: [admin@broughton.edin.sch.uk](mailto:admin@broughton.edin.sch.uk)

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.

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.

John J Wilson  
Headteacher  
Broughton High School

The information in this school handbook is considered to be correct at the time of review (May 2019). However, it is possible that there may be some inaccuracy by the start of the school term in August 2018.