

BROUGHTON HIGH SCHOOL

S1 HANDBOOK

2023 - 2024

Our Vision and Values

Broughton High School aspires to be a learning community known for its excellent learning and teaching. We maximise student achievement; provide support, welfare and inspiration. We are committed to continual improvement. Our students will be confident, successful and able to contribute effectively and responsibly to society. They should foster an interest in lifelong learning.

Our core values

- **Respect**
- **Inclusion**
- **Integrity**

Our Value statements

We show respect and responsibility in our dealings with others

We aspire to excellence in all we do

We work hard and persevere

We are an inclusive community that takes pride in our diversity

Aims

The vision and values provide the context in which we work. They are the basis for all that we do. We aim to develop fully the potential of all our learners by:

- Promoting personal excellence in all aspects of school life by setting high standards and rewarding success
- Providing a healthy environment where every learner feels valued and safe
- Instilling respect for the natural world
- Encouraging learners to become self-disciplined and responsible for their own learning
- Encouraging preparation for work beyond school and active participation in society
- Taking ownership for the direction of the learning community through consultation and participation
- Having rigorous quality assurance to monitor our effectiveness

All members of the learning community share responsibility for each other. All at Broughton High School have a key role in ensuring that the improvement plans, policies and practices in school are developed to meet our values and aims.

We work hard to build a secure and pleasant working environment and in return we hope that students will develop a sense of pride and identity in belonging to Broughton High School.

Through the improvement plan we will endeavour to provide a quality education through planned target setting. This is monitored by our own staff, parents and the Local Authority.



We are a Rights Respecting School

All young people have the same rights. These rights are listed in the United Nations Convention on the Rights of the Child.

We consider these rights in terms of what is the best for young people in a situation. Our focus is always on what is critical to their lives and what provides protection from harm.

The following rights were identified and agreed by our Rights respecting group and are reflected in all our school policies:

Article 2

The UN Convention on the Rights of the Child applies to everyone, regardless of race, religion, status, disabilities, sexual orientation or abilities (any protected status).

Article 12

The right to a voice. Children have the right to say what they think should happen, when adults are making decisions that affect them, and have their opinions taken into account.

Article 19

All organisations should ensure children are properly cared for, and protected from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 28/29

You have the right to a high-quality education, to have goals and achieve your best.

Article 31

You have the right to relax, play and join in a wide range of activities, as long as this does not stop other people from engaging their rights.



Promoting Positive Behaviour

Our core values of Inclusion, Integrity and Respect underpin all aspects of our work.

Broughton High School has an ethos which sets high standards and expectations for all students and is based on positive relationships. Every child and young person has the right to a high-quality education. Positive relationships are fundamental to enable effective teaching and learning to take place.

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.

We have adopted the following key principles to create a caring, supportive, learning environment:

- *an ethos that values positive, restorative and respectful relationships and promotes shared values*
- *an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour*
- *recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.*

The promotion of positive behaviour is enhanced through effective classroom management, high quality learning and teaching and mutually respectful relationships.

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

Our positive approaches to support behaviour focus on relationships, skills building, restoration and, when appropriate, logical or natural consequences appropriate to the child, rather than the implementation of punishments.

To achieve this positive ethos our school community is committed to:

Relationships - Developing positive relationships and being positive role models

Rights Respecting - Respecting and protecting the rights of all children

Resilience building - Through identifying strengths and developing skills

Restorative - Acting restoratively to prevent difficulties and repair relationships when difficulties do arise

Clear Expectations

We have a small number of easily remembered rules underpinned by our core values which everyone in our learning community knows:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

These rules form the basis of all our conversations in relation to behavioural expectations.

It is helpful if parents can also discuss these rules / values 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.

Broughton High School

School Day

	Reg	1	2	Break	3	4	5	Lunch	6	7
	8.30 8.40	8.40 - 9.30	9.30 - 10.20	10.20 10.35	10.35 - 11.25	11.25 - 12.15	12.15 - 1.05	1.05 1.50	1.50 - 2.40	2.40- 3.30
MON										
TUE										
WED										
THU										
FRI										



ATTEND TO ACHIEVE

Information for parents and carers

School attendance – most pupils go to school every day and enjoy it. Some children though have problems in attending school. This could be for a variety of reasons. Sometimes you, as a parent or guardian, are aware of it, sometimes not.

It is very important all pupils do attend school regularly, so they make the most of the learning opportunities available to them and therefore make the most of themselves.

Their future depends on it.

The total number of school days per year for pupils is 190. Losing even a few can have an effect. Missing out lessons can leave gaps in knowledge which can be hard to fill later. This is why ensuring your child attends school is crucial. By working with parents and carers we hope to significantly reduce absences from school and support our students to meet their maximum potential. We would ask that you support the school in this matter by contacting the school if your child is unable to attend.

What to do if your child cannot attend school:

Telephone **0131 332 3106** or email admin@broughton.edin.sch.uk on the first day of absence. When your child returns to school please give them a note of explanation of the absence - this should be given by the pupil to the group tutor. If the absence is to be prolonged the pupil's guidance teacher will make arrangements for work to be sent home. These procedures should help your child achieve their potential. Working together, school staff and parents can make a difference.

Unless there are exceptional reasons, permission for holidays in term time will be refused.

UNIFORM

Information for pupils



Broughton High School has a strong community ethos and we encourage our students to respect this by following our school dress code. Our uniform for all students is:

- White shirt / black shirt / blouse
- Red tie
- Black trousers / skirt
- Black cardigan or black V-neck sweater
- Black shoes

We have found that the shirt and tie is the most affordable and flexible option for parents.

The reasons for asking students to wear school dress are as follows:

- Identity - it is important that pupils have a sense of identity and belonging. They are part of a new community in secondary school.
- Security - through the wearing of school dress staff can readily identify anyone who should not be in the school grounds and buildings.
- Safety - some items of clothing, such as loose fitting track suits are unsafe in Science and Technology areas.
- Economy - all items of school wear are reasonably priced.
- Preparation for later life - wearing school dress requires self discipline. In most work places there are certain expectations about dress.

Contact will be made with parents to gain their support if pupils arrive at school wearing inappropriate dress.

Students must bring a complete change of clothing for PE. PE have a dress code of **red top** and **black bottoms**. These can be of any make as long as they adhere to the colour code.

School dress must be worn on all school organised excursions and visits unless advised by the class teacher that other clothing will be more suitable.

RULES AND PROCEDURES

RESPECT, INTEGRITY, INCLUSION



It is every student's responsibility to familiarise yourself with the school rules and information in this booklet.

Key Message 1 — Around the School

- You may not leave the premises at break unless you are in S5 or S6 and you are wearing full school uniform
- Smoking on school grounds is completely unacceptable and will not be tolerated
- The foyer, corridors and stairwells are out of bounds during break and lunchtime
- You may eat only in the Hub
- When you have finished eating your lunch in the Hub clear your table of rubbish

Key Message 2 — In Class

- Follow instructions first time— no arguing
- Arrive on time and prepared for learning
- Settle to work quickly and quietly
- Bring water to stay hydrated throughout the day
- Be respectful

IN THE COMMUNITY

Remember:

The way you behave reflects on your school. Always be kind and courteous to members of the public, shopkeepers and visitors to the school. At break only S5 and S6 are allowed out of school.

ABSENCE

Parents or carers should phone the school absence line on 0131 332 3106 on the first day of your absence.

If you have been absent, a note of explanation signed by your parent/guardian must be given to your Tutor on the morning of your return to school. The note should mention the days on which you have been absent. If a note is not received, your parents may be contacted by letter.



ATTENDANCE

You MUST arrive in school by 8.30am in time for registration and by 1.50pm for afternoon classes. For security the entrance locks at 8.40am. You must only enter and exit by the front entrance.

If you arrive after 8.40am you must report to Attendance in the Guidance Department where you will sign in and receive a Late Arrival slip. This is to be given to your first period class teacher. Regular late coming will not be tolerated and arriving late to school may result in a detention (Detentions will be held in SP3/4). Your parent/carer may be called to the school for interview.

REGISTRATION

Before school students should congregate in the school Hub or in the outside concourse. A bell will be rung at 8.30am and you will report directly to Register classes for an 8.30am start. Students arriving in late will be recorded as such. You will remain in Register classes until Registration ends at 8.40am.

Attendance/Conduct/Support sheets must be collected before 8.30am.

You should hand in homework exercises during class time as you will not be allowed out of Registration for this purpose. No student may leave Registration for any reason before 8.40am.

ASSEMBLIES

You will receive advance notice about Assemblies through the bulletin.

On such days you should proceed to the Assembly Hall or the Theatre.

You should file into the hall quietly, sit down in your place and stay quiet throughout Assembly. S1 Assemblies are usually on a Monday.

BULLETIN

Every Tuesday the Bulletin will be read out at registration. This leaflet gives important information about clubs and school events. It will be posted on the wall of the register class so it can be referred to throughout the week.

The bulletin will also be available on the school website.

OUT OF BOUNDS

You must not congregate in doorways that are fire exits, and fire exit doors must be opened only in the event of an emergency. The delivery access road on Fettes Avenue and the school car park are out of bounds.

There is a Memorial Garden at the front of the school and this should be treated with respect. It should be a place for quiet contemplation.

HOMEWORK & HOME STUDY

You will be expected to complete, on time, homework set by your class teachers. Homework is not an 'extra' but is regarded as part of your school work. If you fail to complete homework or to hand it in on time, the school will make direct contact with your parents. In addition to set homework, you should be able to make up home study plans - times to learn school work and revise for tests etc. Study support groups will be arranged throughout the year to help you with class work. Homework may be completed in the Library after school.

LUNCH HUB

A variety of meals, snacks and drinks are served in the Hub at break and lunch. Students should queue in an orderly fashion. Food can only be eaten in the Hub. All students must clear their tables afterwards.

LITTER

A big effort is required by all students to keep the school litter free. Bins have been installed at various points within and around the school. You are urged to make use of the bins both in school and the surrounding areas.

TOILET

Other than at interval and lunch time you must have your teacher's permission before going to the toilet. Toilet entrances are monitored by CCTV and have smoke alarms.

FIRE ALARMS

Students must not interfere with fire alarms or extinguishers. When the fire alarm goes off, you must exit from the school as quickly as possible, in an orderly manner, following instructions from staff. Fire exits and alarms are wired to the main fire board and interference with any safety equipment will lead to disciplinary action.

HEALTH & SAFETY

You must obey the health and safety rules which apply in different parts of the school. If you notice anything dangerous please report it to a member of staff. Smoking is strictly banned anywhere in the school campus.

HOLIDAYS

These should not be taken in term time. Under exceptional circumstances permission must be sought from the Head Teacher. Give a letter to your group tutor marked for the Head Teacher's attention. It would be your responsibility to catch up with missed work when you return.

ACCIDENTS

If at any time, either within the school or in the school playground, a student is involved in an accident or is hurt, you must contact the School Office or a member of staff immediately.

If a student is concussed or may have damage to limbs, you must not try to lift that person, but wait for the emergency services. Don't crowd around an injured person because if you fall or are pushed you could cause further injury.

ILLNESS & MEDICATION

If you feel unwell during the school day you must tell your class teacher who will give permission to contact a classroom assistant at the Welfare Room. If you have any medication to be taken during the school day, it must be handed in to the medical room before 8.30am with the medical form signed by a parent or guardian and in the original box given by the pharmacist. The forms are available from Welfare.

Under **no** circumstances are you allowed to leave school on your own without the permission of senior staff. If it is considered necessary for you to go home, parents will be informed and arrangements may be made for you to go home.

APPOINTMENTS

If you have an appointment during the school day, you must bring an appointment card or letter from your parent/guardian. An appointment slip will then be issued by your Group Tutor.

Emergency appointments will be dealt with by office staff. Students must sign out at Reception on leaving for an appointment and sign back in on returning.

LETTERS TO PARENTS/REPORTS

Letters/reports to parents distributed in school should be passed on immediately to your parents when you get home.

LIBRARY

The School Library is open throughout the school day and also before school from 8.15am, at lunch time from 1.35pm and after school till 4pm Mondays to Thursdays. On Fridays after school, check with the Librarian for opening hours. Lunchtimes and before school, you'll need a pass in order to access the Library - just ask the Librarian for details.

You can use the Library to get homework done, do some research, take part in book group, use the computers or iPad, read the daily newspapers and magazines, play chess or borrow books. If you can't find the information you need, just ask.

S1/2 students come to the Library with their English class every fortnight, and use Accelerated Reader to develop their reading for enjoyment. Students read books then do the Accelerated Reader quiz in order to gain points and achieve a higher reading level. This is Broughton's Accelerated Reader page <https://ukhosted4.renlearn.co.uk/1892407> - students can access this at home or school. It's a good idea to do the quiz as soon as you finish the book!

LOCKERS

Lockers are leased to students, subject to availability, for the duration of their time at Broughton. £10 is payable on collection of a locker key and £5 repaid on return of the locker key at the end of their time at Broughton providing the locker is empty, clean and undamaged. Lost keys will result in the £5 being forfeited and the same procedure will begin again if another locker is required. A sheet with "Locker Rules" should be read and signed before a locker is given.

Disciplinary action shall be taken against graffiti or vandalism. Lockers may only be accessed during breaks i.e. Interval / lunchtime / after school.

PERSONAL PROPERTY

You must take care of your own property. Wherever possible, personal property should be labelled and valuable personal property should not be brought to school.

Any enquiries about lost property should be made to the Janitor's office or the main office.

During PE classes, and at other appropriate times, you must give money, watches and other valuables to the teacher in charge for safe-keeping.

Do not leave money or valuables in classrooms or dressing rooms.

The school is not insured to cover the loss of money or other possessions whether by theft or accident.

You are expected to provide your own pens, pencils, rubbers, rulers etc. Books provided by the school must be covered and carried in a suitable bag.

A charge will be made for school property which has been lost or damaged while in your care.

STUDENTS LEAVING SCHOOL AT BREAKTIME/LUNCHTIME

A number of students go home for lunch or walk to the shopping areas in Stockbridge. The roads are busy, therefore you must keep to the pavements. Do not congregate in groups in Stockbridge or in the surrounding residential areas. Dispose of litter sensibly in the bins provided.

Students are reminded that they should behave in an acceptable manner at all times. Only S5/S6 students can leave school at morning break. All other students must remain in school.

If you do leave school for an appointment, e.g Doctor/Dentist, you must sign out.

TRAVELLING TO SCHOOL

The majority of students arrive and depart from the school on foot. You are reminded that school rules apply when travelling to and from school and that you are expected at all times to conduct yourself in a polite and civilised manner which will bring credit to you, your parents and the school. Accordingly, fellow students, bus company employees and local residents should be treated with courtesy, consideration and respect. Please remember that while travelling on a bus you are directly associated with the school and any misbehaviour will damage the image of your school in the eyes of the public. For student safety, parents transporting students by car should drop off in Fettes Avenue opposite police headquarters. The car park is only available for disabled student drop off.

BIKES

If you wish to bring your bike to school, you must park and securely lock your bike in the bicycle shelter next to the playground. Under no circumstances may you cycle through the staff car park or the school grounds. **Please note that bikes are left at the owners' own risk.**

MOBILE PHONES

Phones should be switched off during class times, i.e. between 8.30am and 3.30pm (excluding breaks) and kept in a secure place, unless authorised by the class teacher for certain tasks.

The school accepts no liability for loss.

STUDENT SUPPORT

It is important that during your time at secondary school you know where and how to access support. Students may seek support for a variety of reasons, including:

1. Learning Issues
2. Target Setting
3. Emotional and Social Issues
4. Careers Information
5. Course Choice

The Student Support Department includes Pupil Support Leaders, Support for Learning and Behaviour Support Staff.

Your Guidance Teacher takes your PSE class every week and you will have at least one individual interview with your Group Tutor throughout your time at school starting in September of S1.

CLUBS

There are many extra curricular pursuits available at lunch time, after school and at weekends. Details of activities available will be given to your group tutor but information will also be available on notice boards and on the website. You are very fortunate in attending a school where a large number of staff give freely of their time to organise a wide range of activities for your benefit. Accordingly you should be appreciative of their efforts and demonstrate your appreciation by:

- Displaying the highest standards of behaviour.
- Assisting staff whenever possible in running the club or activity.
- If you are representing the school at an activity wear school dress.

Please make the most of the opportunities available to you.

WORK

No student under the age of 13 may be employed. For students aged 13 - 16, a Work Permit is required and this must be signed by parents, employers and a representative from the school. Forms are available from the Office.



CURRICULUM OUTLINES

What you can expect from each subject

What are the key experiences and outcomes for learners?

The S1 course covers a series of linked themes.

The aim of the course is to have pupils examine themselves, how they grow and develop emotionally and how they accept other people and their place in society.

Pupils will be asked to consider their place in the world and will work towards being able to persuade others to change their attitudes towards young people or aspects of teenage life.

The S1/2 course covers the English and Literacy Experiences and Outcomes at Level 3, leading on to Level 4 in S3 (or earlier for some pupils).

What topics will students study and when?

Each term, pupils will learn about a specific topic through a variety of different methods. These will vary from class to class. The topics each term are:

August to October – ‘The Self’

Pupils will be asked to reflect upon their life so far and will develop skills in reflective and personal writing. They will:

- Identify and learn about personal writing techniques
- Study exemplars of autobiography/ reflective writing
- Create reflective piece
- Give a talk on a personal experience

October to Christmas – ‘Others’: Bullying/ being an outsider / acceptance of others’ differences.

Pupils will approach this topic through studying a text - analysing features of genre such as:

- Drama: character, theme, stage directions etc.
- Prose: character, theme, setting, use of language etc.

They will also be:

- Learning about (and using) critical essay writing skills
- Taking part in a Group/Class Discussion

January to February break

Short Stories on the theme of bullying / being an outsider /acceptance of others’ differences, being different, personal growth / development, self esteem. Pupils will study the techniques a writer uses to convey these themes including:

- Genre Markers
- Setting
- Characterisation
- Openings/Endings
- Direct Speech
- Examples of the genre/techniques

February to Easter - News Report/Documentary/Research – teen issues

Pupils will be able to work in groups to research and present on a subject which they think is important to a teenage audience. Outcomes may include:

- Persuasive Writing
- Report Writing
- Film creation
- Group Presentation

Department: English

Easter – change of timetable - Poetry Unit

Pupils will study a poetry unit which will allow the opportunity to:

- Create poetry
- Analyse the skill of a writer of poetry

How are students assessed?

Pupils will be assessed informally through classwork which will include:

Personal Talk, Group discussion, a 100-word descriptive piece, Self Assessment, textual analysis questions, creating a story tape, editing a piece of direct speech, creating a film/newspaper article / presentation/persuasive writing piece and a variety of other approaches.

Pupils will be able to self evaluate and peer evaluate throughout the year.

Formal assessment will be done each term. Pieces that will be assessed include:

- September to October – an extended personal / reflective piece
- October to Christmas – a critical essay
- January to February – a short story
- February to Easter - creating a film / newspaper article/ presentation / persuasive writing piece

Easter to June - critical essay or creation of poem.

What kind of homework tasks will be given?

Pupils will have literacy homework once every fortnight which will be done in their homework booklet. This will help pupils become secure in their knowledge of parts of speech and correct use of grammar. Pupils will have personal reading homework for the Accelerated Reader programme every week as they work towards their certificates in the Library. This will allow them individual choice and will help develop their reading skills.

Pupils will have English homework (which will vary class by class) at least once a fortnight which will link with class work. This will be an opportunity for pupils to do additional research, thinking, planning or writing and to show they can use their skills independently. Homework may include:

- August to October - Talk preparation, Research for reflective piece, Creation of reflective piece
- October to December – Reading, textual analysis, creation of a critical essay
- January to February - Creation of a story, reading, finding examples of good stories
- February to June – Reading and research, creative writing, writing a poem or critical essay

How can parents best support their child's learning in your subject?

Parents can help pupils by ensuring that their child is reading good quality fiction and non-fiction. This is vital to ensure pupils continue to develop good vocabulary and an awareness of writing techniques and styles. A suggested reading list and strategies for supporting reading is available on the school website.

Parents can also ensure that they help their child with the homework in the literacy booklet once a fortnight and can sign it to acknowledge the homework.

What are the key experiences and outcomes for learners?

The learners will work through the 3-15 Mathematics Experiences and Outcomes which are split into three categories. These are Number Money & Measurement, Shape Position & Movement and Information Handling. The courses will provide the learners with opportunities to apply their mathematical knowledge to solve real life problems, consult with other learners in a collaborative way and communicate their findings in a clear and concise way. A particular emphasis is placed on Number & Number Processes and Fractions, Decimal Fractions and Percentages.

What topics will students study and when?

<u>August – October</u>	Number & Number Processes
<u>October – December</u>	Fractions, Decimals & Percentages and Expressions & Equations
<u>January – March</u>	Measurement, Powers & Roots and Time
<u>April – June</u>	Patterns & Relationships, Multiples Factors & Primes

What resources are used?

The resources will be a mix of TJ textbooks (CfE 3a, 3b, 2a and 2b) worksheets written by Broughton High Maths teachers, SMART notebook files, puzzles and collaborative learning activities. We will also make good use of websites such as **mathsrevision.com** and **nrich.org.uk** to enhance the learning and teaching. We also use a number of games and puzzles websites which have licences for the learners such as **Mathsbox**, **Maths Workout** and **Super Maths World**.

How are students assessed?

The faculty uses a combination of summative for formative assessment. S1 learners will sit an end of section test at the end of each term. As well as this, the teachers will observe the progress and learning through activities with mini whiteboards, group discussions, problem solving, plenary sessions, homework and performance in class on an ongoing basis.

What kind of homework tasks will be given?

Courses will issue homework in a variety of ways. The learners can expect to be asked to complete a short “finish off” exercise from their booklets on a regular basis for the next lesson. In addition to this, there will be a formal hand-in homework exercise that is either weekly or fortnightly. This will either be an exercise from the booklet or a sheet issued by the teacher.

How can parents best support their child’s learning in your subject?

Parents can support the learning by ensuring that Maths equipment is brought to each lesson. A pencil, ruler, rubber, calculator and protractor is required for Maths lessons. Support with homework and with revision for tests are also hugely beneficial to the learning process.

Any additional information?

We also promote the Scottish Mathematical Challenge and the UK Mathematical Challenge with certain classes.

What are the key experiences and outcomes for learners?

- ⇒ Pupils will be able to use primary and secondary sources selectively to research events in the past (SOC 2-01a)
- ⇒ Pupils will be able to interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology (SOC 2-02a 3)
- ⇒ Pupils will be able to investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society (SOC 2-03a)
- ⇒ Pupils will be able to compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences (SOC 2-04a)
- ⇒ Pupils will be able to discuss why people and events from a particular time in the past were important, placing them within a historical sequence (SOC 2-06a)
- ⇒ Pupils will be able to gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives (SOC 2-16b)
- ⇒ Pupils will be able to discuss issues of the diversity of cultures, values and customs in our society. (SOC 2-16c)

What topics will students study?

- ◇ History of Broughton High School: Timelines, Chronology, Primary & Secondary sources
- ◇ The Romans
- ◇ Genghis Khan
- ◇ Indigenous American History
- ◇ Scottish Wars of Independence

What resources are used?

Pupils will be provided with jotters to take their notes in. Lessons are led by PowerPoint and specialist textbooks (all provided). iPad use will allow for Teams quizzes, kahoots, Gimkit, Quizlet and other memory-checking websites relevant to our topics in History.

How are students assessed?

Students are assessed through:

- End of topic tests
- End of topic projects
- Jotter work (handwriting, spoken answers, tables and timelines checked by the teacher)

How often will homework be issued?

Homework will be issued once per fortnight. This is usually in the form of a short written task or a digital multiple-choice quiz on Teams.

How can parents best support their child's learning in your subject?

You can encourage your child by speaking to them about their topics, sharing any of your knowledge and/or using BBC Bitesize History to add depth to their understanding of a topic.

Any additional information?

"Study the past if you would define the future' - Confucius (5th Century BCE)

Pupils should always bring the required equipment: pens, pencils, ruler, jotter, iPad

What are the key experiences and outcomes for learners?

The S1 Geography course aims to promote the learner's capabilities to make informed and critical decisions about the relationship between human beings and their environment. It has been planned to provide the pupil with a knowledge of places and regions, physical systems and the interactions of environment and society. An important part of the course focuses on teaching the pupil to map information and interpret maps (paper and electronic). Throughout the course, the units have been designed to develop skills in research, use of ICT, evaluating, forming opinions, discussing, decision making and presenting information in a variety of forms. Literacy and numeracy development has been embedded in all units. The work aims to provide a balance of independent and cooperative learning tasks. Geography lends itself well to active learning. The selected topics should provide wide scope for enjoyable learning.

What topics will students study and when?

Term 1

- Planet Earth
- Understanding Weather and Climate
- Extreme Weather Investigation
- Earth Forces (Volcanoes and Earthquakes)

Term 2

- Earth Forces Investigation and Model Making
- Energy
- Scotland's Geography
- A Study of a Scottish Island - project work

Term 3

- Settlement
- Megacity Case Study (Pupil power point presentation)
- Only One Earth (Study themes – Pollution, Deforestation, Climate Change, Protecting Our Local Environment)

What resources are used?

Text books used in class :

Exploring People and Place Social Studies Level 3 CfE

Author: Ollie Bray

Publisher: Hodder Gibson

New Key Geography Series

Authors: David Waugh and Tony Bushell

Publisher: Nelson Thorne

Texts

New Basics / New Connections / New Foundations / New Interactions / New Places / Skills

Department: Geography

Revision website: www.geography.learnontheinternet.co.uk/topics/

Pupils are given regular information on appropriate websites for the sections of work.

Pupils are also encouraged to keep up-to-date with media coverage of any current geographical event or issue.

How are students assessed?

Assessment is ongoing throughout the session.

Pupils are given good advance warning of formal assessments and the criteria for assessment is always clearly outlined.

Assessment takes the following forms:

- End of unit written tests
- Investigations/Project work – Independent
- Co-operative work
- Model Making
- Power point presentations
- The pupil's ability to contribute in class discussion and group activities – group research, planning, decision-making and problem solving

What kind of homework tasks will be given?

Investigations for at least 3 units of work, for example, Case Study of Extreme Weather, Case Study of Volcano or Earthquake, Megacity Project, Scottish Island Study, Project on chosen Environmental Issue such as Rainforest Destruction, Ocean Pollution or Litter Issues.

Research follow-ups to class lesson e.g. news items

Completion of class work tasks

Revision of factual information for unit tests

In S1 the pupil will be issued with a weekly homework task. When investigations are issued, a deadline date of approximately 3-4 weeks will be given.

Support is available at the weekly Homework Club in the School Library and a member of the Geography Staff can offer support at lunchtimes or after school.

How can parents best support their child's learning in your subject?

- Check completion of homework tasks
- Support child in learning new vocabulary
- Encourage their child to use the recommended research and revision websites
- Encourage their child to use media coverage of geographical events
- Ensure that child attends school with necessary writing equipment, folder and jotter

Any additional information?

The course aims to provide a wide variety of learning experiences to motivate the learner. This will include opportunities to learn in the local school environment and also from liaison with outside agencies appropriate to the study topics.

Curriculum Outline for S1

Department: RMPS

What are the key experiences and outcomes for learners?

Pupils will be introduced to a wide range of philosophical, religious and moral viewpoints covering experiences and outcomes for levels 3 & 4.

What topics will students study and when?

August – October: Who am I?

January – February: Inspire/Aspire Project

October – November: What is Religion?

March – April: Myths and Mysteries

November – December: Belief and Action

May: Religion and Music

What resources are used?

Course booklets

How are students assessed?

Self evaluation

Quizdom

Written tasks / assessments

What kind of homework tasks will be given?

One per month, usually given online

How can parents best support their child's learning in your subject?

Talking to pupils about course work / homework

Any additional information?

Trip to Rosslyn Chapel – summer time

Speakers from Interfaith Organisation, local chaplain visits classes

Equipment: pens, pencils, ruler

What are the key experiences and outcomes for learners?

Our major goal in S1 is for ALL students to enhance their natural curiosity about Science. Wherever possible, lessons will be active with as much practical work as is feasible.

In addition to learning how to carry out experiments safely we expect students to become increasingly accurate with experimental equipment and be able to hypothesise and evaluate before and after experiments. Students will be encouraged to reflect on their techniques and be able to write notes afterwards.

In addition to developing their knowledge and understanding of scientific concepts we will work with them to increase skill levels in areas such as practical work, online research, debating, graph drawing, report writing and many others.

What topics will students study and when?

A typical S1 class will follow a rotating timeline that will cover the following units:

- Introduction to Science (2 weeks)
- Model of Matter (6 weeks)
- Rocket Science (6 weeks)
- Cells (6 weeks)
- Periodic table (6 weeks)
- Heat (6 weeks)
- Energy in Ecosystems (6 weeks)

Science Expectations

- Bring a positive attitude and be prepared to learn and work hard
- Get involved in class discussions
- Be creative
- Take pride in your work and be responsible for your learning and conduct
- Follow science safety rules
- Treat all class members with respect

What resources are used?

[Mr McCondichie](#)

Grant McCondichie has been developing a website to support S1/2 classes. Students should also continue to use "Teams" to access work if they miss lessons.

Department: Science

How are students assessed?

At the end of every unit of work there will be an end of topic assessment which assesses Knowledge and Understanding of the topic and Problem Solving based on different aspects of the topic.

Examples of Formative assessment will be kept for each unit of work as well as project and investigative work.

What kind of homework tasks will be given?

Homework will vary:

- Worksheets to fill in at home
- Project work creating a poster or a presentation
- Essay writing from watching a video and taking notes
- Problem solving

How can parents best support their child's learning in your subject?

Parents could:

- Please ask about the topics being studied in class and encourage curiosity
- Help with research tasks
- Help students study

Curriculum Outline for S1

Department: Modern Languages

What are the key experiences and outcomes for learners?

In S1 pupils will learn French and develop the skills of speaking, reading, writing and listening. They will also learn through ICT. Collaborating and communicating with others is a very important part of learning a language.

Pupils will also learn Spanish for a term through interdisciplinary learning. The course is called **Enterprising Edinburgh** and the course combines language learning with Business and ICT skills.

What topics will students study and when?

August to December: Free time

January to March: Education and work

April to June: Home Environment

What resources are used?

We use many different resources. Key resources are:

Expo Pour L'Ecosse text book

Learning Log (to be provided in August)

Linguascope Website (username and password will be provided in August)

Language Nut Website

Sentence Builder Website

A range of apps

iPads

How are students assessed?

Assessment will be on-going throughout S1. Pupils are assessed on the 4 skills of talking, listening, reading and writing. They will also be assessed on their ability to work with others. They will have opportunities to assess their own and other pupils' work. At the end of November students will be asked to give a short presentation to their class and create a PowerPoint to illustrate it.

What kind of homework tasks will be given?

We ask all students to do 10 minutes of revision of new language after each lesson. We will tell students what to revise. Each term students receive a homework wall with a choice of home-learning tasks.

How can parents best support their child's learning in your subject?

The best way for you to support your child in S1 is to encourage him/her to use Linguascope/ Language Nut regularly to reinforce the topics being learned. It would also be useful if you could help your son and daughter learn new words and phrases. We will give your son/daughter some techniques for learning.

Any additional information?

We advise all s1 students to have access to a French dictionary. We would recommend the following:

Collins Pocket French Dictionary £7.99 or Collins Easy Learning French Dictionary £8.99.

However it is not essential to have these editions. Any French dictionary can be used.

We also have a large number of dictionaries which your child can use in school.

October – Celebration of Languages

This is a school-wide event where we celebrate the many languages which our students bring to Broughton High School. There will be an opportunity to be involved in this.

Many of our students have pen-friends in France. Your son/daughter will be given this opportunity at some point in S1/2.

Trips

We run trips to France, Spain and China. Hopefully your child will have the opportunity to take part in at least one of these while they are at Broughton.

Curriculum Outline for S1

Department: ICT

What are the key experiences and outcomes for learners?

There are two main aims in our S1 ICT course:

- Further develop ICT skills so that they can be applied in different learning contexts across the curriculum
- Provide an introduction to the various subjects available within the Technologies Faculty: Computing Science, Digital Media, Business Management, Admin and IT, Employability & Enterprise.

What topics will students study and when?

Autumn Term

- Computer use and presentation software
- Internet safety and effective use of internet resources
- Games Design

Spring Term

- General purpose packages (Word Processing, Spreadsheets, Graphics)
- Robotics & Robot Design
- Event Management

Summer Term

- Image Editing
- Mobile Technologies

What resources are used?

- Microsoft Office
- Photoscape
- Scratch
- www.getsafeonline.org

How are students assessed?

Students will be assessed in a number of different ways throughout the year. Most of the assessment will be formative, based on the work that pupils are producing week to week in class and how they communicate and collaborate with others.

Additionally pupils will complete practical assessments at the end of each unit to assess the practical skills they have developed.

There will be a variety of peer assessment tasks as well as self evaluation.

What kind of homework tasks will be given?

Our ICT course is mostly practical based, so homework is likely to be mainly research and dependent on our current focus in class.

How can parents best support their child's learning in your subject?

Parents can best support their child's learning in ICT by discussing practical progress with them on a regular basis.

Curriculum Outline for S1

Department: Art & Design

During your first year of Art & Design at Broughton you will experience a range of the following:

- Drawing, painting, printmaking and creating
- Experimenting with new techniques and materials
- Working in creative ways and solving problems
- Expressing your ideas visually

Researching, investigating and talking about artists and designers.

You will learn new creative skills, skills that are transferable across all subject areas at high school.



Art and Design is split in to 3 main areas:

Expressive

You will learn how to develop drawing and painting skills, collage and print-making. You will also begin to explore still life, landscape and portraiture and will start to build a better understanding of the visual elements; line, colour, tone, texture, form, pattern.

Design

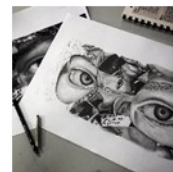
Through a range of themes, you will explore possible creative outcomes for graphic and textile projects. You will also explore 3D design using clay.

Learning about artists

You will study the work of important artists from the past and present. You will learn how to investigate and write about their work and life. You will also explore their style and technique to help you to develop new skills.

Throughout the year there will be additional opportunities to attend lunch clubs, take part in competitions and outdoor learning. We also run the annual BRO-Draws competition that you may have taken part in when you were at Primary school?

Don't hesitate to discuss ideas with your teacher!



What are the key experiences and outcomes for learners?

- Learning to work together co-operatively, games-based learning
- Movement and Voice skills
- Improvisation skills
- Creating characters
- Using conventions e.g. Narration, flashbacks etc.
- Using Theatre Arts, costumes/props/lights and music
- Mime skills- fixed point & slapstick
- Use of ICT- using I-pads with I-movie

What topics will students study and when?

- Team building and communication
- Storytelling
- Script work
- Mime and movement
- Sound and mask work

What resources are used?

- You tube
- iPads
- I-movie

How are students assessed?

- Practical assessment per unit
- Written assessment on storytelling unit.

What kind of homework tasks will be given?

One or more pieces of homework given per unit to consolidate learning. e.g. Imaginative story in response to 'Halloween' stimulus. Writing in role as character from Changeling Child story; Newspaper article on International tale - Grandfather's Story.

Individual research on Mime & Movement-slapstick elements for mime unit.

How can parents best support their child's learning in your subject?

Reminders for students to complete homework on time as it can be used in class for practical work. Allow/help pupils access to the internet for research purposes.

Any additional information?

Theatre companies (Catherine Wheels) come in to school to perform to students. All S1 students have the opportunity to attend. Youth Theatre (depending on availability of places).

Curriculum Outline for S1

Department: Music

What are the key experiences and outcomes for learners?

Experiences in the Expressive Arts involve Creating and Presenting and are practical and experiential, e.g. learning how to play an instrument, create a piece of music, etc.

Evaluating and Appreciating are used to enhance enjoyment and develop knowledge and understanding.

Learning in, through and about the Expressive Arts enables S1 pupils:

- to experience the inspiration and power of the arts
- recognises and nurture individual creative and aesthetic talents
- to develop skills and techniques that are relevant to specific art forms and across the four capacities
- to have opportunities to deepen their understanding of culture in Scotland and the wider world

What topics will students study and when?

The S1 Music curriculum is an integrated course consisting of three elements:

Performing, Listening & Composing

Listening Units (Instruments of the orchestra & Blues music)

The Listening element of the S1 course involves developing knowledge and understanding of musical concepts

Performing (tuned percussion, keyboard, drum kit & guitar)

Performing units allow pupils to develop performance skills in a wide range of styles, in solo or group situations.

Composing Unit

Theory of Music Unit

What resources are used?

All pupils have a personal course booklet for the *Listening, Composing and Theory of Music* elements. Classroom instruments are used when undertaking the performing element and pupils are encouraged to bring in their own instruments for use in the lessons if they wish.

How are students assessed?

Assessment of the course is continuous throughout the session.

Pupils will be assessed on their levels of solo performance on graded music and give written responses to music heard.

What kind of homework tasks will be given?

One or more pieces of homework is given to consolidate the learning of musical literacy.

Pupils are encouraged to use online resources to develop their knowledge and understanding of musical concepts for the Listening units.

Department: Music

How can parents best support their child's learning in your subject?

Parents and carers are asked to remind their child to undertake homework tasks on time and to allow internet access to learn listening online for revision of musical concepts.

Any additional information?

Throughout the session, opportunities to participate in extra curricular activities, concerts and theatre trips are announced in class and on the school website.

Instrumental Instruction is also available in school on a range of instruments. Places are offered on a trial basis after the selection process has been completed. Anyone considering applying should send a letter to Ms McLaren stating the preferred instrument and any other relevant information in support of the application.

Curriculum Outline for S1

Department: Health & Food Technology

What are the key experiences and outcomes for learners?

Health and Food Technology covers experiences and outcomes in both 'Health and Wellbeing' and 'Technology'. Pupils study this course for a double period for half the year. This is a very practical course with pupils taking part in practical food work almost every week.

What topics will students study and when?

There are three units of work:

- Keeping safe and Hygienic
- Food for Health
- Food Technology—Design and Make a Pizza

Practical Code

During practical lessons pupils are expected to:-

- remove sweatshirts
- wear an apron
- work hygienically and safely
- tie long hair back

What resources are used?

Food Ingredients / Food packaging: Pupils are encouraged to eat the food dishes that they prepare in class to avoid wasting food ingredients. Uneaten food products can be stored in a chiller, collected at the end of the school day and taken home.

Recipe Booklets are provided and can be taken home at the end of the course. We hope you enjoy trying some of the food made and will encourage your child to prepare food at home.

How are students assessed?

This is linked to the Experiences and Outcomes for Technology and Health and Wellbeing.

- Practical assessments observing food preparation techniques and skills
- Written assessments on 'Food Hygiene and Safety' and 'Healthy Eating'
- Problem solving, creativity and evaluation in a design challenge

What kind of homework tasks will be given?

Look out for the coloured homework booklet, which you are asked to check and sign.

Any additional information?

Money and Containers

Letters will be issued at the start of the course with details of money to provide for food.

Food made can be eaten for lunch or as part of the family meal.

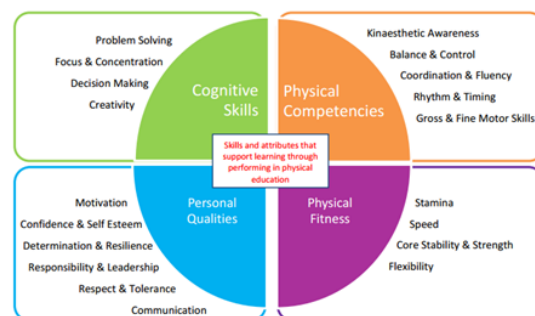
All pupils should bring a labelled box to take food home each week.

Curriculum Outline for S1

Department: PE

What are the key experiences and outcomes for learners?

All pupils are given the opportunity to engage in Physical Education (PE) from S1 up to S6. PE facilitates holistic development, with learning allowing pupils to develop physically, mentally, socially and emotionally. Thus, allowing pupils to enhance skills for work, learning and life after school such as: teamwork, communication, and decision making. During Core PE pupils gain an introduction to a diverse range of sports and activities. Pupils can develop a broad repertoire of skills in four fundamental areas; physical fitness; physical competencies; cognitive skills and personal qualities.



What topics will students study and when?

Students will cover a broad range of activities throughout the year focussing on the Curriculum for Excellence Experiences and Outcomes. These activities include basketball, badminton, volleyball, gymnastics, table tennis, dance, football, softball, and use of the fitness suite

How are students assessed?

Students are assessed on their practical performance and in relation to the Curriculum for Excellence Experiences and Outcomes. Assessment in S1 is carried out in every activity undertaken in order to inform learning and set appropriate targets for pupils.

Physical Education Kit

Pupils will be expected to change from school uniform into PE kit that is appropriate for the activity they are participating in.

Outdoor games:

- Black/Navy Tracksuit trousers/leggings or shorts (weather dependent)
- Red short or long sleeved t-shirt or top (weather dependant)
- Change of footwear which provide good traction and support
- Shin guards (Hockey/Football)
- Mouth Guard (Rugby/Hockey)

Indoor Activities:

- Black/dark Shorts/leggings and red t-shirt
- Change of footwear which provide good traction and support

Pupils who are injured are still expected to bring PE kit. It may be that they can join in the lesson in a capacity which does not affect their injury. If their class is outside, a change of kit will prevent their uniform from getting wet or dirty.

Personal Belongings

Bringing items of value to school is not recommended.

Changing rooms will be locked once all pupils are in their working area and only reopened when the lesson is finished. Teachers will secure small items for pupils if they are handed over at the start of the lesson.

What are the key experiences and outcomes for learners?

There are 2 aims in our S1 CDT course:

- To develop learners' confidence in an unfamiliar environment, as well as their CDT skills so that they are best placed to do well in the subject in the future
- Provide an introduction the various subjects available within the CDT: Graphic Communication, Design and Manufacture and practical woodwork.

What topics will students study and when?

Autumn Term

- Health and safety
- Design and construction of a tangram
- Introduction to freehand drawing – 2D & 3D

Spring Term

- Design and construction of The Tower of Hanoi game
- Introduction to rendering/shading techniques – pencil
- Introduction to manual board drawing

Summer Term

- Design and construction of a coat hook
- Introduction to rendering/shading techniques – ink marker
- Introduction to Computer Aided Design (CAD)

What resources are used?

- Drawing Classroom
- Basic drawing equipment
- CDT Workshop
- Various tools and machinery, including; steel rule, tenon saw, coping saw, hegnar saw, various files, band facer/belt sander, wood glue, vice
- Random name selection techniques.

How are students assessed?

Students will be assessed in a number of different ways throughout the year. Most of the assessment will be formative, based on the work that pupils are producing week to week in class and how they communicate and collaborate with others.

There will be a variety of peer assessment tasks as well as self evaluation.



Appendices

- **Equal Opportunities**
- **Dealing with Bullying**
- **First Aid**
- **Complaints Procedure**

Equal Opportunities

Policy Statement

At Broughton High School it is our aim to ensure that every individual in the school community is given the opportunity to develop and fulfil their potential, and that the varied cultures and experiences of all will be treated with respect. Discriminatory practice in any aspect of educational life curricular, administrative or social will not be tolerated. We are committed to addressing and changing any attitudes or behaviour which perpetuate discrimination within the school community.

Within the Senior Leadership Team there is a designated person who will deal with issues surrounding equal opportunities and any incidents which may occur.

The promotion of equal opportunity is a whole school responsibility. A positive attitude to equal opportunity is not merely for the benefit of minority groups but for everyone. All staff are responsible for transmitting City of Edinburgh Council Policy and are expected to execute the aims consistently.

Our Anti-Bullying and Equalities Policy can be viewed on the school website:

www.broughton.edin.sch.uk

How does Broughton High School foster Equal Opportunities?

We aim to achieve equal opportunities in these ways:

- We celebrate diversity and respect all students as individuals.
- Equal access to the curriculum
- In S1 and S2 all pupils sample the same subjects
- At the end of S2 pupils are encouraged to consider all subject areas for further study rather than traditional gender subjects
- Equal teaching time is given to all students irrespective of gender
- Inclusion of multi cultural cross gender education within normal subject teaching and within Personal and Social Education and Religious and Moral Education programmes
- Support for learning staff working with others to achieve the school's key objective of meeting the educational needs of each pupil
- Emphasis on the wearing of school dress
- Provision of facilities for pupils with additional needs when necessary

Dealing with Racism

Broughton High School's Anti Bullying and Equalities Policy follows the guidelines set by City of Edinburgh Council.

In Broughton we have:

- Designated staff to deal with racist incidents
- Staff awareness sessions in line with Council Policy
- Incident forms available to all staff to complete if a racist incident is reported or seen
- A reporting system to the authority to monitor levels of racist incidents
- Counselling for victims and perpetrators in the wake of a racist incident

We are strongly committed to Equal Opportunity for all

Making our School Safer

Dealing with Bullying

Making our school safer

Pupils and parents are entitled to expect that children can attend school without fear of being harassed, threatened or intimidated by other members of the school community.

Broughton High School takes very seriously its responsibility to provide each pupil with a safe, caring, healthy and supportive environment in which they are valued as an individual.

Within the context of this environment, staff, pupils and parents all have a part to play in promoting health and safety. It is important that all matters of bullying behaviour are detected and reported and that immediate, appropriate and considered action is taken to support the students involved and to prevent any further bullying behaviour.

Bullying behaviour is wrong

Nobody has the right to hurt other people by hitting them, kicking them, calling them names, sending them threatening text messages, spreading rumours about them or by doing anything else which is intended to be upsetting.

Any behaviour that is intended to cause harm to another person is wrong and unacceptable and it will be challenged.

If you are on the receiving end of bullying behaviour, please tell someone and know that it is not your fault, it is not okay and that it is the people who are bullying who need to change, not you.

Pupils

If you are being bullied here are some things you should do:

- Talk to someone you trust, such as a teacher, parents, older relative or friend.
- If you can, write down everything that has been said or done to hurt you. Try to write down how you feel.
- When you have found someone you can trust, discuss what you have written with that person. Be careful only to write down things that have really happened.
- Ask the person you talk to not to do anything without telling you about it first. You have a right to know what is being done on your behalf and to say whether you think it is a good idea or not.
- If you find it difficult to talk to an adult, ask one of your friends to come with you, or ask someone to talk to an adult on your behalf.
- You could telephone Childline (Freephone 0800 11 11).
- Their helpers provide a confidential counselling service for young people in trouble or danger.
- Most importantly, do something. Sometimes bullying stops quickly, but doing nothing means it may continue until someone is seriously hurt or upset. That could be you, or the bullies may find someone else to pick on. If their behaviour is not challenged they are unlikely to stop.

Here are some things you should NOT do:

- Don't try to deal with the problem on your own. There is nothing wrong with asking for help.
- Don't hit the people who are bullying you. You might end up being accused of bullying yourself.
- Always tell the truth about what happened. Don't exaggerate. If a small part of what you are saying is shown to be untrue then it throws everything else into doubt.
- Don't hide what is happening from the adults you trust. Keeping things secret is the bully's biggest weapon. That is why they go to so much trouble to stop you telling.

Respect others

It can be really difficult not to join in when a group of your friends is making fun of someone – but doing the right thing is rarely easy. Even if you don't join in when you see someone else being bullied you may be playing a part in the bullying. You see, part of the fun that people who bully gets comes from the reaction of bystanders. If you do nothing the bullies may think you approve of what they are doing.

Young people tell us that what they most want from adults is respect. In fact, all of us, however old we are, want our rights to be respected and none of us wants to be abused or picked on. We just want others to be fair to us. People who try to earn respect by frightening others or by being cruel to them end up being disliked. To earn respect we must show it to others.

You can help others respect you by:

- Challenging all bullying behaviour
- Avoiding racist or homophobic language
- Joining a "buddy" or peer support scheme
- Raising the issue of bullying with the pupil council or in class discussions, particularly in subjects like English, Drama, Religious or Social Education.
- Taking part in your school's anti-bullying activities such as MVP, anti-bullying ambassadors or student council.

If you know someone who is being bullied make sure that teachers know what is going on. If the bully is an adult, talk to a teacher you trust or to your parents.

DON'T JUST DO NOTHING!

IT IS EVERYONE'S RESPONSIBILITY TO HELP KEEP BROUGHTON "BULLY FREE"

Parents – What you could do

- Take an active interest in your child's school and social life. Discuss intervals, lunchtimes and what happens on the way home.
- Watch for signs of upset or distress in your child. An unwillingness to go to school, a pattern of headaches, stomach aches, equipment that has gone missing, requests for extra pocket money, damaged clothing, etc.
- If you think your child is being bullied, contact his/her guidance teacher or a member of senior staff.
- Please reassure your child that they are not alone and people will help.
- In the unlikely event of the bullying continuing contact the school again.
- Bullying can be complex and difficult to solve. Pupils on both ends of bullying need support and help and this takes time.

What teachers can do:

All teachers have a role in prevention and identification of bullying.

Teachers should:

- Promote an ethos of respect
- Provide positive role models of anti-bullying behaviour
- Make it clear bullying will not be tolerated
- Be willing to listen and take seriously any pupil who approaches them with concerns of bullying
- Take appropriate disciplinary action

The school

- Will investigate thoroughly all incidents of bullying
- Work with both parties in a supportive manner
- Provide ongoing support / counselling for pupils who are victims of bullying
- In some cases, contact parents of pupils involved in bullying allegations
- Record all action taken. The school database stores all incidents and data is centrally gathered by the authority

The school uses restorative practice to both resolve issues and to develop a shared understanding of the behaviours involved and their impact on all parties.

Through the school's personal and social education programme and through assemblies pupils are encouraged to see bullying as unacceptable behaviour and to report instances of bullying as they occur.

www.respectme.org.uk

www.childline.org.uk/bullying

www.beatbullying.org

www.antibullying.net

By working together, staff, parents and pupils can act positively to make Broughton High School a place where bullying is unacceptable and will not be tolerated.

First Aid

First Aid is the immediate assistance given to someone who is injured or has suddenly taken ill. In Broughton High School we have qualified first aiders and they provide the service noted above.

They will also store the pupils' self administered medication during the day if required.

The medication must be given to the first-aider before the school starts with clear written instructions and permission from the parent or guardian to the first-aider to supervise the treatment.

Where regular medication is required parents will be asked to complete a Consent Form. Information is available from the school.

The first-aider's work cannot include giving injections, diagnosis or providing any treatment. We have a room where pupils who require first aid can be treated but sadly we do not have facilities for pupils who become unwell during the day and require bed rest.

We therefore ask co-operation from parents in:

- Ensuring that pupils are fit to attend school before they embark on their journey to school
- Giving the school an emergency contact number
- Alerting school to any changes in the emergency contact number
- Ensuring that any medication is clearly labelled with the pupil's name, instructions on when the medication should be taken, dosage and written permission for the first-aider to supervise the pupil administering the medication.

Hopefully your child will not require medical assistance. However, if it is necessary parents should feel reassured that first aid will be carried out in line with council policy.

Complaints Procedure

At Broughton High School we endeavour to resolve all complaints in school as quickly as possible. We follow the authority guidelines which are set out in the School Prospectus.

All complaints should be recorded in writing and dealt with within agreed timescales. Those reporting a concern will be kept informed of progress and given an explanation if deadlines are not met. Complaints will be investigated in a full and fair manner. They will be treated as confidential with information limited to those directly involved. All complaints will be recorded centrally. We will try to resolve any difficulties within ten working days, or at least provide a response within that time.

Matters concerning free meals, transport and bursaries will be dealt with by staff at Headquarters, East Market Street.

If the situation is not resolved in school then parents are advised to contact the school's Neighbourhood Manager at the local area office.

If parents are still dissatisfied then they can write to the Advice and Conciliation Service or the Children and Families Department:

City of Edinburgh Council
Children and Families Department
Waverley Court
4 East Market Street
EDINBURGH
EH8 8BG

www.edinburgh.gov.uk/info/20014/schools_and_learning/193/ask_for_help_or_complain_about_education

The school will monitor complaints in order to adjust the service provided if this is considered necessary.

Guidelines and Procedures

Definition of a complaint

An expression of dissatisfaction about the standard of service, action or lack of action by Children and Families staff affecting an individual child or group.

A complaint may arise if an individual thinks the education service has:

- Done something wrong
- Failed to do something they should have done
- Acted unfairly or impolitely

Complaints should be dealt with in school wherever possible.

Complaints should be dealt with by guidance staff or the senior management team.

Action on receiving a concern

Record the complaint

Acknowledge that you have received the complaint and give a timescale in which we hope to resolve the situation

Investigate

We endeavour to promote conciliation rather than confrontation

Everyone should feel that the complaint has been dealt with timeously and in a fair and equitable manner. Following the investigation we will send a full response as quickly as possible. The investigation and any action to be taken or proposed and any further action the person who stated the concern may wish to take.

Confidentiality

The concern will be dealt with in a confidential manner and knowledge will be limited to those directly involved.

In limited cases, it may be necessary for third parties to be made aware of the complaint and possibly identify the complainant e.g. where the investigation brings to light the need to refer criminal offences to the police.

Anonymous complaints will only be considered in exceptional circumstances.

A record of all complaints will be held on a database in the office.

An annual report will be sent to the council. This will not identify anyone.

Any action to be taken against an employee as a result of a concern may be investigated under staff disciplinary procedures.

Finally

An effective system dealing with complaints and monitoring the results is significant in all quality assurance systems.

Effective communication throughout the whole process is essential. Monitoring the complaints could lead to an improved service.

SCHOOL DETAILS

Broughton High School
29 East Fettes Avenue
Edinburgh EH4 1EG
Tel: 0131 332 7805

Email: admin@broughton.edin.sch.uk

Further school information is available on:

www.broughton.edin.sch.uk
www.bhpc.org.uk - Parent Council website