The Glasgow Gaelic School
Handbook 2016/2017

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FÀILTE

Fàilte gu Sgoil Ghàidhlig Ghlaschu, an aon sgoil Ghàidhlig ann an Alba le Sgoil Àraich, Bun–sgoil agus Àrd–sgoil anns an aon togalach. Chaidh an leabhran seo a dhealbhadh gus cothroman a gheibh ur cuid chloinne còmhla rinn.

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

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

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Le gach deagh dhùrachd,
An Dr Donalda T NicComb
Ceannard
WELCOME

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

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

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

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

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

With every good wish,
Dr Donalda T McComb
Head Teacher

FIOSRACHADH NA SGOILE
SCHOOL INFORMATION

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

| Seòladh/Address: | Sgoil Ghàidhlig Ghlaschu  
|                 | 147 Berkeley Street  
|                 | Glasgow  
|                 | G3 7HP |
| Àireamh Fòn/Phone Number: | 0141 276 8500 |
| Post–dealain/E–mail: | headteacher@glasgowgaelic.glasgow.sch.uk |
| Làrach Lin/Website: | www.glasgowgaelic.glasgow.sch.uk |
| Gnè na sgoile/Type of school: | Sgoil Ghàidhlig Ghlaschu is a non–denominational, co–educational 3–18 school with Primary stages 1 to 7, Secondary S1 to S6 and a Nursery class provision. |
AR LÈIRSINN, AR LUACHAN AGUS AR N–AMASAN
OUR VISION, OUR VALUES AND OUR AIMS

Ar Lèirsinn:
Ann an Sgoil Ghàidhlig Ghlaschu bidh sinn ag obair còmhla nar coimhearsnachd ionnsachaidh gus cànan is cultar na Gàidhlig a ghleòidheadh, agus a’ bhròsnachadh gach neach gus a bhith nan tosgairean pròiseil don Ghàidhlig agus a’ solarachadh chothrom an fein–fhiosrachadh a bhios:
• a’ beathachadh, a’ gabhail cùram do agus a’ leasachadh ar daoine òga gus a bhith nas urrann dhaibh a bhith;
• a’ cur taic ri ionnsachadh ùd–beatha;
• a’ leasachadh chom–pàirteachasan;
• a’ spreagadh agus a’ comharrachadh buadhachas.

Ar Luachan:
Tha sinn a’ creidsinn agus a’ bhròsnachadh gach neach an taobh a-staigh na coimhearsnachd ionnsachaidh againn gu bhith a’ coileanadh nan aon luachan:
• Urram – airson nan uile sa choimhearsnachd eadar–mheasgta againn;
• Uallach – ann an gùlain, seasamh agus ann an obair;
• Mòr–intinn – do dhaoinne fa leth agus don sgoil.

Ar n–Amasan:
Tha sinn a’ solarachadh àrainneachd Ghàidhlig a tha a’ cur taic ri agus ag uidheamachadh ar daoine òga anns na ceithir raointean den Churraicealam airson Sàr–mhathais.
• Luchd–ionnsachaidh Soirbhheachail – tro ìrean teagaisg is ionnsachaidh àrdra ann an curraicealam farsaing cothromach;
• Daoine Misneachail – tro bhith a’ solarachadh taic is stiùireadh do sgollearan gus a bhith earbsach ann an stiùireadh an cùid ionnsachaidh fhèin agus a’ coileanadh an comais;
• Saoranaich Chìallach – tro bhith a’ leasachadh chom–pàirteachasan, gnàth–eòlasan saoranachd agus ceanglaichean coimhearsnachd;
• Com–pàirtichean Eifeachdach – tro bhith ag ìrachadh cudromach cànan is cultar na Gàidhlig an taobh a-staigh na coimhearsnachd sgòile, tron choimhearsnachd sgòile agus taobh a–muigh na coimhearsnachd sgòile.

Our Vision:
At Sgoil Ghàidhlig Ghlaschu we work together in our learning community to preserve the Gaelic language and culture and provide opportunities and experiences which:
• nurture, care and develop our young people to be all they can be,
• support life–long learning,
• develop partnerships,
• inspire and celebrate achievement.

Our Values:
We believe and encourage all within our learning community to have the same shared values.
• Respect – for all in our diverse community
• Responsibility – for behaviour, attitude, and work
• Ambition – for individuals and the school.

Our Aims:
We provide a Gaelic environment that supports and equips our young people in the four capacities of a Curriculum for Excellence.
• Successful Learners – through high standards of teaching and learning in a broad and balanced curriculum
• Confident Individuals – through providing support and guidance for pupils to take responsibility for leading their own learning and achieving their potential
• Responsible Citizens – through developing partnerships, citizenship experiences and community links
• Effective Contributors – through enhancing the importance of the Gaelic language and culture with the school community, through the school community and outside the school community.
BUANNACHDAN DÀ–CHÀNANACHAS
THE ADVANTAGES OF BECOMING BILINGUAL

COTHROMAN CONALTRAIDH
COMMUNICATION ADVANTAGES
2. Biliteracy: different world views and values; gives language more functions; links to increased achievement.

COTHROMAN CULTURACH
CULTURAL ADVANTAGES

BUANNACHDAN CHNUASACHAIDH
COGNITIVE ADVANTAGES
5. Thinking benefits (e.g. creative thinking, sensitivity to communication).

BUANNACHDAN PHEARSANTA
CHARACTER ADVANTAGES

BUANNACHDAN THAOBH CHURAICEALAIM
CURRICULUM ADVANTAGES
8. Increased curriculum achievement.
9. Easier to learn a third language?

COTHROM COSNAIDH/EACONAMAIGEACH
CASH ADVANTAGES

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

See also research on Gaelic Medium Attainment by Edinburgh University at www.ed.ac.uk
FIOSRACHADH NA SGOILE
GENERAL SCHOOL INFORMATION

Emergency Contact Information

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

Roll (Secondary) 2015 – 2016

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<th>Year</th>
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<td>S2</td>
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<td>S5</td>
<td>29</td>
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<td>S6</td>
<td>24</td>
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GOIREASAN COIMHEARSNEACHD
COMMUNITY FACILITIES

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

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

Tel No: 0141 302 2814
Fax No: 0141 287 3558
E-mail Address: communityletting@glasgowlife.org.uk

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

STAFF

Uallach/Responsibilities
The Head Teacher is in overall charge of the school. She decides general policy and sets the standards expected from pupils and staff.
The Depute Head Teachers are responsible for the day to day management of the secondary along with other whole school responsibilities.

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

SMT
Ceannard/HT Dr D McComb
Iar-Cheannard/DHT AS Ms C Chainbeul
Iar-Cheannard/DHT AS Mr S Duddy

SLT
PT Cùram Treudach/Pastoral Care Mrs J MacNeil
PT Cùram Treudach/Pastoral Care Mr D J Smith
FH Àireamhachd/ Numeracy Mr D I MacAulay
FH Cànanan/Languages Mrs E MacKenzie
FH Iomairt is Cruthachalachd/Creativity and Enterprise Mrs K Morrison

ÀIREAMHACHD
FH Àireamhachd/ Numeracy (Matamataig) Mr D I MacAulay
Matamataig/Mathematics Miss D McSherry
Matamataig/Mathematics Mr D J Smith
Bith-Eòlais/Biology Ms K Campbell
Bith-Eòlais/Biology Mrs C Thomson
Ceimigeachd/Chemistry Mrs M Molloy
Fiosaigs/Physics Mr G Shand
Coimpiutaireachd/ICT Mr C Combe

CÀNANAN
FH Cànanan/Languages (Beurla/English) Mrs E MacKenzie
Beurla/English Mr M Graham
Beurla/English Ms S McFarquhar
Gàidhlig Mrs M MacDonald
Gàidhlig Ms J Burgess
Gàidhlig Mr K Rodgers
Nuadh-chànanan/Modern Languages Mme M Jebbari
Nuadh-chànanan/Modern Languages Ms H MacLeod
IOMAIRT IS CRUTHACHALACHD
FH Iomairt is Cruthachalachd (Cruinn-eòlas)  
Mrs K Morrison
Ceòl/Music  
Mrs J Pearce
Ceòl/Music  
Ms F McEachen
Ealain/Art  
Ms L MacAulay
Ealain/Art  
Mr L Taylor
Ealain/Art  
Ms B MacLeod
Oide Ciùil/Music Instructor Piobaireachd  
Mr P MacInnes
Oide Ciùil/Music Instructor Clàrach  
Miss E Brzozowska
Oide Ciùil/Music Instructor Druma  
Mr J Collins
Oide Ciùil/Music Instructor Fidheall  
Ms L Tait
Spòrs/PE  
Mr I MacCorquodale
Spòrs/PE  
Mr C MacKay
Dràma/Drama  
Ms M Campbell

TEICNEÒLAS IS CUSPAIREAN SÒISEALTA
FH Teicneòlas is Cuspairean Sòisealta  
Mr S Duddy
Creideamh/RE  
Ms M Campbell
Cruinn-Eòlas/Geography  
Mrs K Morrison
Eachdraidh/History  
Mrs J Little
Eaconamas Dachaigh/Home Economics  
Miss B Sweeney
Grafaics/Graphics Teigniceadh/Technical  
Mr C Pendergast
Grafaics/Graphics Teigniceadh/Technical  
Mr C Morrison

OIFIS
Neach-taic Rianachd/Admin assistant  
Miss C Beggs
Neach-taic Rianachd/Admin assistant  
Miss K Cunningham
Neach-taic Rianachd/Admin assistant  
Miss M MacLennan
Neach-taic Rianachd/Admin assistant  
Mrs C MacLeod

DORSAIREAN
Dorsair/Janitor  
Mr D McJimpsey
Dorsair/Janitor  
Mr W Munro

TEICNEÒLAICHEAN
Teicneòlaiche/Technician  
Mr J Bhumbra
Teicneòlaiche/Technician  
Mr A McFarlane
Teicneòlaiche/Technician  
Mrs F McLean

A full staff List is available on the school website and parents will be updated on any changes as required.
UAIREAN NA SGOILE
SCHOOL HOURS

Àrd-sgoil/Secondary

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

School day begins 9:00am
Morning interval 10:50–11:05
Lunch 12:45–1:25

Club Bracaist/Breakfast Club

The Breakfast Club is open to all pupils from 8.15am till 9am. The breakfast available costs £1 and includes a choice of fruit juices, cereals, toast, hot rolls, tea and coffee.

Àm Taoitear/Tutor Time

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

Once a week, pupils attend Assembly - S1 Tuesday, S2 Wednesday, S3/4 Thursday, S5/6 Friday.
LÀITHEAN SAORA 2016-2017
SCHOOL HOLIDAYS 2016-2017

Teachers Return  Thursday 11 August 2016
Pupils Return  Monday 15 August 2016

September Weekend  Friday 23 & Monday 26 September 2016
In-Service Day  Friday 14 October 2016
First Mid-Term  Monday 17 October to
                   Friday 21 October 2016 (inclusive)
Christmas/New Year*  Thursday 22 December 2016 to
                      Wednesday 4 January 2017 (inclusive)

Return to School  Thursday 5 January 2017
Second Mid-Term  Friday 10 February 2017 to
                  Tuesday 14 February 2017 (inclusive)
In-Service Day  Wednesday 15 February 2017
Spring Holiday*  Monday 3 April 2017 to
                 Friday 14 April 2017 (inclusive)
Easter Monday  Monday 17 April 2017
May Day Holiday  Monday 1 May 2017
In-Service Day  Thursday 4 May 2017
May Weekend  Friday 26 May and
             Monday 29 May 2017
School Closes**  Tuesday 27 June 2017

* Please note that schools will close at 2.30pm on the last school day before the holiday

**Please note that schools will close at 1pm on the last school day before the holiday

Please note that in-service days are subject to change or addition throughout the year.
CLÀRACHADH / EADAR–GHLUASAD
ENROLMENT / TRANSITION

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Expressive Arts</th>
<th>Health and Wellbeing</th>
<th>Languages</th>
<th>Mathematics</th>
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<tr>
<td>Religious and Moral Education</td>
<td>Sciences</td>
<td>Social Studies</td>
<td>Technologies</td>
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There is also a focus on developing literacy and numeracy skills across every subject area as well as Skills for Learning, Life and Work as young people prepare for their adult lives. In addition, learning takes place in the following ways:

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

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

The Senior Phase S4-S6

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

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

- The range of courses available
- The pupil’s own aptitudes, interests, strengths and weaknesses
- The importance of individual subjects
- Entrance qualifications and career opportunities
In advising pupils about course choices, we adhere to national guidelines and ensure that pupil choices result in their best chance of success. As a Gaelic school, we also ensure that Gàidhlig is a core subject.

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

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

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

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

Courses available in S5 and S6

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

Encouraging excellence is central to our aspirations and expectations for all young people.
OBAIR–DACHAIGH ANNS AN ÀRD–SGOIL
HOMEWORK IN THE SECONDARY

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

What type of homework will pupils get?

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

How long should pupils be spending each night on homework?

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

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

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

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

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

Senior pupils can also find additional subject support on the BBC Bitesize website and by using their password for the SCHOLAR website.
<table>
<thead>
<tr>
<th>Day</th>
<th>Matamataig*</th>
<th>English</th>
<th>Gàidhlig</th>
<th>Matamataig*</th>
<th>French</th>
<th>Gàidhlig</th>
<th>Technical</th>
<th>Music</th>
<th>Creideamh****</th>
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<tr>
<td>Dìobhain</td>
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<td>Dìdòdòr</td>
<td>Saidheans****</td>
<td>English</td>
<td>Art</td>
<td>Nuadh-eòlas</td>
<td>French</td>
<td>Gàidhlig</td>
<td>Technical</td>
<td>Music</td>
<td>Creideamh****</td>
</tr>
<tr>
<td>Dìdòdòr</td>
<td>English</td>
<td>Drama</td>
<td>Gàidhlig</td>
<td>Matamataig*</td>
<td>French</td>
<td>Gàidhlig</td>
<td>Technical</td>
<td>Music</td>
<td>Creideamh****</td>
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<td>Dhìnaire</td>
<td>Saidheans****</td>
<td>English</td>
<td>ICT</td>
<td>Physical Education</td>
<td>French</td>
<td>Gàidhlig</td>
<td>Technical</td>
<td>Music</td>
<td>Creideamh****</td>
</tr>
</tbody>
</table>

* Mathematics through the medium of Gaelic
** Geography through the medium of Gaelic
*** History through the medium of Gaelic
**** RE through the medium of Gaelic
***** Modern Studies through the medium of Gaelic
****** Science through the medium of Gaelic
DÒIGHEAN-OBRACH OBAIR-DACHAIGH
FLOWCHART FOR HOMEWORK PROCEDURES

Homework issued by teacher

Homework completed?

Yes
Mark homework and give timely feedback

No

Issue Homework sticker into diary to be signed by parent/guardian. Tell pupil homework must be done for next school day.

Yes
Sticker signed and homework completed?

Yes
Logged by teacher and homework marked

No
Referral to Faculty Head. Inform Pastoral Care if pupil a repeat offender. Letter sent home and homework to be completed for next day.

Referral to Deputy Head Teacher.

No

Homework completed and letter signed?

Yes
Class teacher makes comment on homework SATISFACTORY or UNSATISFACTORY before sending pupil to PT with homework to be checked off.

No

Note: A punishment exercise should not be issued for non–completion of homework and homework should not be done in class. Instead, a withdrawal of rewards or a ban from school trips/disco/sport/music may be more appropriate.
Cùram Treudach
Pastoral Care

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

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

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

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

All staff in Àrd-sgoil Ghaidhlig Ghlaschu have a clear responsibility for the welfare of young people. In addition, all young people are given a Pastoral Care teacher on entering the school. This provides a vital link between home and school as the pastoral care teacher has an ‘all-round’ point of contact with the school will be the pastoral care teacher.

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

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

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

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

Pupil Support Policy within Pastoral Care

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

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

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

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

Getting it Right for Every Child (GIRFEC)
The GIRFEC approach is about how staff in all children’s services meet their needs by working together where necessary to ensure that children reach their full potential.

www.scotland.gov.uk/gettingitright
EÒLAS CREIDEAMH AGUS MORALACHD
RELIGIOUS AND MORAL EDUCATION

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

CUMAIL CREIDEAMH
RELIGIOUS OBSERVANCE

The aims of religious observance are:

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

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

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

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

Useful Websites
www.curriculumforexcellencescotland.gov.uk
www.educationscotland.gov.uk/parentzone/index.asp
COMHAIRLE NAN SGOILEAR
PUPIL COUNCIL

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

Our school is committed to Glasgow City Council’s aims of the promotion of social justice and equal opportunity for all their schools.
Every child is important and will be accepted and integrated as they are!
The Education Authority requires every school to produce its own Race Equality Policy to comply with the Race Relations (Amendment) Act 2000.
A copy of the policy is held in the school office.

Anti–bullying Policy
Bullying at school can have a profound effect on pupil’s lives and can have a lasting effect on them into adulthood. It can undermine their self-esteem and self-confidence and often result in them becoming bullies themselves. The policy on Anti–Bullying has been drawn up within the school’s ethos of promoting positive behaviour.

Aims:
• To create within our school community, an atmosphere/ethos of trust, which values, respects and protects the rights of each of its members to be within a safe and secure environment.
• To develop within the ethos and curriculum of our school, attitudes, skills and activities to prevent all aspects of bullying.
• To foster trust among members of the school community so that bullying incidents can be reported, discussed and dealt with appropriately.
• To encourage and foster active parental support in achieving these aims.
• To follow the guidance laid down in the “Anti–Bullying Policy”.

The School Community includes: pupils, all teaching staff, auxiliary staff, kitchen staff, cleaning staff and visitors to the school.

What is Bullying?
Bullying is repeated behaviour which uses power to hurt, frighten or cause unhappiness to another.

This behaviour includes:
- Name calling
- Hitting, kicking, punching
- Damaging or stealing property
- “Ganging up” on people
- Teasing about personal of physical differences
- Teasing about family/domestic/cultural situations
Threatening
Shouting, swearing, verbal abuse
Extortion
Malicious gossip
Forcing someone to do something they do not wish to do
Isolating someone
Sending offensive notes

What can we do about it and how can we achieve our aims?

The underpinning values held at our school are found in our Promoting Positive Behaviour Policy and are set within our whole school aims. These aims develop self-esteem, self-respect, self-control, caring and respect for others. We also discuss many of these values in other curricular areas like Health, Citizenship and Religious and Moral Education. We study bullying within our Personal and Social Education programme and it is discussed within each class and can feature in our whole school assemblies.

As part of our strategy for promoting positive behaviour, we look at attitudes, skills and activities to prevent bullying:

- We value and listen to pupils’ contributions
- We help pupils learn and practise the skills required to build good relationships with other pupils and adults within the school and the wider community.

Raising Pupil Awareness:
Activities through which this can be developed:

- playing games
- role-play/simulations
- stories, poems, media
- poster campaigns
- play situations
- writing
- behaviour problem solving scenarios
- Pupil Council meetings
- Participating in drawing up agreed whole school rules
- Whole school assemblies
- “Buddying” and “monitoring” systems
- Citizenship activities

Pupils share experiences, think of other people’s feelings, share opinions, explore difficult feelings and emotions, put themselves in other people’s shoes, develop self-respect, assertiveness, co-operation, independence and interdependence.
Where does bullying occur?
Most bullying occurs on the way to and from school, including trips in school transport, in the playground and in the toilet areas.

Practical Advice to Share with Pupils:
1) If you are bullied, tell a member of staff.
2) Try to ignore silly comments or teasing – don’t say anything back – try to walk away.
3) Tell people who are bullying you to “buzz off”, shout “NO!” or “GO AWAY!”. You must say it loudly and walk away immediately. Practice this in the mirror.
4) Stay with friends when playing – you are more likely to be bullied if you are on your own.

What should pupils do if they SEE Bullying?
1) When you see someone being bullied, take action – tell someone. Watching and doing nothing can suggest you are supporting the bullying.
2) You should inform an adult immediately if you do not wish to become involved yourself.
3) Do not tolerate bullies in your group of friends. Only accept people who do not bully others – bullies will soon stop if they are left out.

Practical Advice for Parents:
1) Encourage your child to talk about what has been going on in school, and talk through any incidents calmly to ascertain what has happened.
2) Inform the school immediately if you feel there may be a bullying problem.
3) Encourage your child to tell a teacher or the playground supervisor if they or any of their friends are experiencing difficulty in or out of school.
4) Watch out for signs of stress in your child – headaches, sore stomachs, reluctance to come to school – they can be indications that all is not well.
5) Investigate if toys/money start to go missing.
6) Take an active interest in friendships and out-of-school activities.
7) Supervise situations where bullying may occur e.g. walking to and from school.
8) Avoid unsupervised exposure to violence on television/videos/computer games. Spend some time discussing the different forms of violence – reality versus fantasy.

What to do if you think your child might be a bully.
This is a difficult thing for parents to accept – it is not pleasant to find out that your child has been bullying others. Bullies need help too though and research has shown that people who were bullies in their youth often develop into unhappy adults, unable to form good relationships with people at work or socially in the future.

If you think your child may be bullying others, please let us know so that we can work together to solve the problem.

We have to work together to support all pupils.

www.respectme.org.uk Tel: 0844 800 8600
Scotland’s Anti-bullying Service will also provide useful advice.
RIATANAS BARRACHD TAIC/RO-INNLEACHD RUIGSINNEACH
ADDITIONAL SUPPORT NEEDS/ ACCESSIBILITY STRATEGY

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

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

Further information relating to Additional Support Needs is also available on the Glasgow City Council website www.glasgow.gov.uk/index.aspx?articleid=8627

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

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;
(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.
TAIC IONNSACHAIDH
SUPPORT FOR LEARNING

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

Pupils who require Support for Learning will be referred by their class teacher to Ms M Doyle, PT Support for Language learning, who will assess their individual needs. Appropriate strategies and resources will be discussed and progress will be closely monitored and reviewed. A meeting with the parents will be arranged to discuss difficulties, the support needed and also their role in the process. A suitable timetable of support will be organised to facilitate the pupils’ needs in close contact with the Class Teacher. The progress made will be monitored and the parents kept informed.

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

Our area psychologist is: Eilidh Corral, Anderston Primary School, 3 Port St, Glasgow, G3 8HY.

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Further information relating to Additional Support Needs is also available on the Glasgow City Council website – www.glasgow.gov.uk/index.aspx?articleid=8627

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

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

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

*The Secondary Bulletin – Dè tha dol?* – will be posted on the website at the beginning of each week to keep parents and carers informed about the work of the school. Any parent or carer who requires a paper copy, just let the school office know.

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

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

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

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

Parents and carers are welcome at other events throughout the school year e.g. workshops, information evenings, class performances, award ceremonies, religious and other assemblies. The school bulletin and website will keep you informed.
Strong communication links between home and school ensure parents and carers are confident to address any concerns they may have about their child’s education with pastoral care staff and the senior leadership team.

**LEASACHADH SGOILE**  
**SCHOOL IMPROVEMENT**

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

Useful addresses:
Education Services  
City Chambers East  
40 John Street  
Glasgow G1 1JL

Tel: 0141 287 2000  
www.glasgow.gov.uk

Add local information as required.

**MEASADH AGUS AITHISGEAN**  
**ASSESSMENT AND REPORTING**

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

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

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

Progress reports are provided at the following times.  
S1  November and June  
S2  February  
S3  November and May  
S4  November and February  
S5/S6  November and March
Parents’ Evenings for each year group will take place at the following times:
S1: June
S2: February
S3: May
S4: November
S5/S6: December but parents may make an appointment at any time to discuss progress.

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

Weekly information is available on the school’s website, www.glasgowgaelic.glasgow.sch.uk entitled “Bulletin”. Any urgent messages to parents are normally texted to the pupil’s main contact’s mobile telephone.

FRITHEALADH
ATTENDANCE

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

Section 30 of the 1980 Education Act lays a duty on every parent of a child of “school age” to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (School and Placing Information)(Scotland) Amendment, etc Regulations 1993 requires each child’s absence from school to be recorded in the school register as “authorised”: i.e. approved by the authority, or “unauthorised”: i.e. unexplained by the parent (truancy) or temporarily excluded from the school.

Within Àrd-sgoil Ghàidhlig Ghlaschu attendance is encouraged at all times to ensure pupil success. Parents are asked to contact the Pupil Absence Reporting Line if their son/daughter is going to be absent. This should be done before 9.30 on the first day of absence. If the child is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school uses daily text messaging to inform parents of their child’s absence if no contact is made. All unexplained absence is investigated by the school and appropriate action taken. The Pupil Absence Reporting line telephone number is 0141 287 0039.

Sickness Absence: If the absence lasts more than one day, parents and carers are required to call on subsequent days to provide an update. A letter should be provided to the school when the child returns from their absence. Medical or dental appointments: Parents and carers can notify the pupil absence reporting line of Medical and Dental appointments in advance between 10:30 and 15:30.
To make sure you receive the right support you require, parents and carers should still contact the school directly to report absences of a sensitive or personal nature, for example: Bereavement, serious illness, for example, an absence which is going to last more than one week, Injury, for example broken limb, contagious disease or illness.

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

Exceptional circumstances include:
- short-term parental placement abroad;
- family returning to its country of origin for family reasons;
- the period immediately after an illness or accident;
- a period of serious of critical illness of a close relative;
- a domestic crisis which causes serious disruption to the family home, causing temporary relocation.

Time off during term time for the following reasons is not acceptable and will be recorded as unauthorised absence:
- availability of cheap holidays or desired accommodation;
- holidays which overlap the beginning or end of term.

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

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

**SUIDHEACHADH RÈ ÀM SGOILE**

**APPOINTMENTS DURING SCHOOL HOURS**

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

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

Pupils are expected to behave in a manner which allows the learning process to take place for themselves and for others in the school. Pupils and staff were consulted on the creation of the following code of conduct.

Còd Modh/Code of Conduct
1. This is a Gaelic school – we do our best to speak Gaelic to everybody.
2. We always give respect to teachers, pupils and their equipment.
3. We are well behaved, friendly and helpful to people around us.
4. We are punctual in the morning and return from lunch in time.
5. We are prepared to learn and have all the correct equipment for each class.
6. We are proud of our school so we adhere to the School Dress Code.
7. We attend school unless we are ill or have good reason. Good attendance is important if we want to be successful.
8. We do our homework to the best of our ability. We use our homework diary effectively and ask our parents or guardians to have a look at it and sign it at the end of every week.
9. We like to work in a safe, happy and clean environment. We do not do graffiti or litter and we look after our surroundings.
10. We walk calmly and quietly in the corridors and behave ourselves between classes.

Every classroom has a poster on display with the expected behaviour in class. This is reinforced with pupils and also rewarded with the use of stickers, praise postcards and written comments. Disruptive behaviour can result in loss of privileges, detention, written exercises and a referral to the Senior Management Team. Where those measures prove unsuccessful, parents are asked to come to the school to discuss the situation and to guarantee good behaviour. If this fails exclusion from school for varying periods may result.

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

In certain cases exclusion procedures (as described in Standard Circular 8 – Exclusion of pupils from schools) are necessary when

(i) all or most of the previous steps have been taken and a pupil fails to respond
(ii) a serious one–off incident occurs and to allow the pupil to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the well–being of the pupils there.

The behaviour of the pupils at Sgoil Ghàidhlig Ghlaschu is of a very high standard indeed and we all take pride in the whole school effort to create such a safe, happy and well–behaved school community.
AN SGOIL AGUS A’ CHOIMHEARSNEACHD
SCHOOL AND THE COMMUNITY

As the first 3–18 Gaelic School in Scotland, not only do we play an important role within our new community in Anderston but also throughout Glasgow City.

We hope to continue to develop our work in the community and create new links with the various organisations in our area.

It is very important to us that we share and celebrate the diversity of cultures that exist in Scotland and we annually join the Bangladeshi Community on “Mother Language Day” to promote both our cultures and enjoy the comparisons and traditions through dance, music, song and poetry.

During Celtic Connections we have a community concert featuring our own children along with well–known Gaelic artists.

TACHARTASAN A BHARRACHD AIR A’ CHURRAICEALAM
EXTRA–CURRICULAR ACTIVITIES

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

We also have a range of lunchtime and afterschool activities. Information about activities and sports is available in the weekly Bulletin on the website, on blogs and on the pupil information board.
Pupils are often requested by Gaelic radio and television companies to contribute to programmes. Their musical talents do not go unnoticed either with requests to sing at concerts or appear at public launches.

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

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

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

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

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

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

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

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

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

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

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

SCHOOL DRESS CODE

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

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

The uniform dress code is as follows:

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

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

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

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

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,050*), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at www.glasgow.gov.uk/index.aspx?articleid=8629

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

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

PE KIT

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

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

- Potentially encourage factions (such as football colours)
- Could cause offence (such as anti-religious symbolism or political slogans)
- Could cause health and safety difficulties (such as loose fitting clothing, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils

BIADH

MEALS

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

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

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

Children and young people of parents/carers receiving Income Support, Income based Job Seekers Allowance, Working Tax Credit (where income is less than £6,420), Child Tax Credit only (where income is less than £16,010*) and income related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at www.glasgow.gov.uk/index.aspx?articleid=8629
CUIBHREANN GLÈIDHEADH FOGLAIGHM

EMAs (Education Maintenance Allowance)

- EMAs are available to eligible 16–19 year olds, if born between 1 March 1993 and 28 February 1997.
- You cannot get an EMA until you have reached your school leaving age (Age 16)
- EMAs can be paid for up to 3 years and up to 4 years for students with additional support needs, if in full–time education.

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

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

<table>
<thead>
<tr>
<th>Income</th>
<th>No. of dependent children in household</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>£0 – £20,351</td>
<td>1</td>
<td>£30</td>
</tr>
<tr>
<td>£0 – £22,403</td>
<td>2+</td>
<td>£30</td>
</tr>
</tbody>
</table>

* Dependent children are all those up to the age of 16 and those over the age of 16 and up to the age of 25 if they are in full–time education and training.
EMA students are monitored carefully especially their attendance, latecoming behaviour and progress. If for any reason the student causes concern in any of these areas then their payments can be suspended or even stopped.
The EMA is issued by the authority, they alone make the decision according to SEEMIS records whether a student is entitled to this or not. The authority is also responsible for the issuing of the allowance to students. This is **NOT** the responsibility of schools.

CÒMHDHAIL
TRANSPORT

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

Arrangements for travel to our school is organised by SPTE (Strathclyde Passenger Transport Executive) – **0141 333 3360/3362** – who supervise contracts to several bus and taxi companies.
Behaviour on buses and taxis should be as at the school and both drivers and pupils are encouraged to report unacceptable behaviour. Parents will be informed of incidents and their full support and co-operation in ensuring the behaviour does not re-occur is desired. Transport is a privilege and should not be taken for granted.

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

**CùRAM MEIDIGEACH IS SLÀINTE**

**MEDICAL AND HEALTH CARE**

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

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

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

Our school nurse is based at the Community Centre for Health, 547 Dumbarton Road, Glasgow, G66 6HU and can be contacted on 0141 232 9245. The nurse is also available to come into both the Primary and the Secondary school to discuss specific Health issues with pupils. Parents will be kept informed of any plans or activities and can discuss the content with either the nurse or school staff.

**FIOSRACHADH ANN AN SUIDHEACHADH ÈIGINN**

**INFORMATION IN EMERGENCIES**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, school’s website, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio.
COMHAIRLE NAM PÀRANT
PARENT COUNCIL

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

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

Neach Cathrach/Chairperson
Douglas Morrison

Riochdairean nam Pàrant/Parent representatives:
Rona MacDonald
Iain MacKinnon
Martin MacGriogair
Bruce Whyte (Vice–Chair)
Johanne Bowman (Treasurer)
Fiona MacIntyre
Deirdre O’Henley
Sara MacDonald
Pamela Graham
Siobhan Campbell
Elaine MacLeod

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

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

Ciamar as urrainn fios a chor thugainn? How to get in touch?
Comhairle nam Pàrant has a dedicated email address: comhairle.nam.parant.sgg@gmail.com Please use this email to contact Comhairle nam Pàrant if there are any issues that you wish to raise. Comhairle nam Pàrant is here to act on your behalf. As well as dealing with problems, we would also like to hear your suggestions on how to improve the school and the learning experience for our children.
Ciamar a tha sinn diofraichte bho Chomann nam Pàrant? How do we differ from Comann nam Pàrant?

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

FÒRAM NAM PÀRANT AGUS COMHAIRLE NAM PÀRANT
THE PARENT FORUM AND THE PARENT COUNCIL

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

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

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

- Supporting the work of the school;
- Gathering and representing parents’/carers’ views to the Headteacher, Education Authority and HMIE;
- Promoting contact between the school, parents/carers, young people and the local community;
- Fundraising;
- Involvement in the appointment of senior school staff.

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect young people’s education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. Every school’s Parent Council will be different because it will be parents/carers in each school who make the key decisions. The Parent Council is also entitled to support from the education authority in fulfilling its role.
CUNNTAS DÌOMHAIR IS DÌON FIOSRARACHAIDH
PRIVACY STATEMENT AND DATA PROTECTION

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

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

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

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

Public authorities have to allow access to the following information:

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

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

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

Internet facilities are provided at all Glasgow City Council Public Libraries and Real Learning Centres.
CHILD SAFETY AND CHILD PROTECTION POLICY

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

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

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

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

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

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race and nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination.
In 1999, the guidelines “Dealing with Racial Harassment” were issued to assist all teaching staff in dealing with such incidents.
The adoption of an anti–racist approach should be seen as one part of the continuing attempt to improve the quality of education.
Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at school.

SEÒLAIDHEAN
ADDRESSES

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

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

Skills Development Scotland, 3 Byres Road, GLASGOW, G11 5RD
BEACHDAN AGUS GEARAINLEAN
COMMENTS AND COMPLAINTS

In Àrd-sgoil Ghàidhlig Ghlaschu we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures are available:
www.glasgow.gov.uk/educationcomplaints

Customer Liaison Unit
Education Services
Glasgow City Council
City Chambers East
40 John Street
Glasgow G1 1JL

Tel: 0141 287 5384
e-mail: education@glasgow.gov.uk

The above website also includes information on data protection and freedom of information.
Although this information is correct at the time of printing, it should not be assumed that there will be no change affecting any of the matters dealt with in the document:

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

CITY OF GLASGOW COUNCIL
Department of Education
MISSION STATEMENT

We aim to offer Education of the highest quality
We will seek to
• provide a full range of courses and services;
• enable all individuals to reach their potential;
• supply suitable premises and resources;
• encourage access to education throughout life;
• foster genuine partnership in education;
• promote equal opportunity and social justice;
• support economic growth and prosperity

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

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

ARD-SGOIL GHÀIDHLIG GHLASCHU HANDBOOK
Any enquiries regarding this handbook should be directed to Dr D T McComb, Head Teacher.

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

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