



Education Resources

# RUTHERGLEN HIGH SCHOOL

## SCHOOL HANDBOOK 25/26



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## RUTHERGLEN HIGH SCHOOL 2025/26



If you need the School Handbook in another language or format, please contact the School to discuss how we can best meet your needs.

Telephone 0303 123 1023

Email [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk)



Recognition of Commitment



## ***Section 1 – Introduction***

Dear Stakeholders

I am delighted to welcome you to Rutherglen High School. This handbook provides you with key information in relation to all aspects of the School including School procedures and personnel. I hope it also gives you a flavour of our culture and ethos.

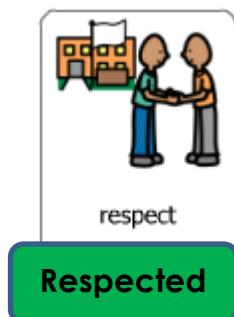
We aim to provide a range of learning experiences, which meet the needs of all our learners. Working together in partnership: school staff, parents and our partner agencies can help us achieve this goal. As a School, we value your involvement, support and partnership with us in providing your young person with the highest level of education/support.

Communication is essential and we would welcome you to contact Rutherglen High School with regards to any aspect of our learner's education.

I look forward to working with you over the coming years to ensure that all our learners enjoy a happy and successful time at Rutherglen High School.

**Richard Millar  
Head Teacher**

## Vision, Values and Aims



### Our Vision

This session we updated our school value to:-

At Rutherglen High School we work together to create high quality, inclusive learning experiences which leads to sustained and positive outcomes for our pupils.

### Our Values

In Rutherglen High School our values are:

- mutual respect and understanding
- kindness and trust
- empathy and tolerance
- inclusion and cooperation
- encouragement, support and valuing everyone

### Our Aims

In Rutherglen High School we aim to:

- provide a safe and nurturing environment
- provide a positive, inclusive and holistic educational experience
- encourage pupils to achieve their full potential
- work in partnership with the wider community to ensure support and access for all pupils

Please note we will be reviewing our Values and Aims for next session.



South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Ruther Glen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council's Plan Connect sets out the Council's vision which is, "to improve the quality of life for all within South Lanarkshire".

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families and communities in most need. The priorities for Schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people.

## **National Priorities - Key priorities of the National Improvement Framework**

Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in skills and sustained, positive school-leaver destinations for all young people. Improvement in attainment, particularly in literacy and numeracy.



## ***Section 2 - About Our School***



## RUTHERGLEN HIGH SCHOOL 2025/26



Rutherglen High School is one of only two standalone Additional Support Needs (ASN) secondary schools in South Lanarkshire. It is situated within a wider educational campus of Cathkin High School, that includes a mainstream secondary school with an Additional Support Base, an outreach service for S1–S6 learners with social, emotional, and behavioural needs, and an early year's nursery.

The school supports a diverse cohort of 120 secondary-aged ASN learners drawn from across South Lanarkshire, including areas such as Hamilton, Blantyre, East Kilbride, Cambuslang, Rutherglen, and Cathkin. Allocated placements are determined through South Lanarkshire Council Inclusion Team's allocation forum process. All pupils attending Rutherglen High School have a range of Additional Support Needs and have an Additional Support Plan or Coordinated Support Plan to assist the school in planning a curriculum which supports pupils in achieving their potential. Support for pupils is provided in the form of smaller class sizes (maximum 10) with allocated staff to provide continuity and security. Pupils are supervised at the morning interval and lunchtime and are provided with assistance with personal care, if required.

Rutherglen High School works in close partnership with a range of statutory services to meet the holistic needs of its learners. These include:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nurse Service
- Educational Psychology
- ASN transport

In line with Scottish Government guidance all learners are supported through individual Additional Support Plans. These plans inform detailed Pupil Profiles, which guide the delivery of tailored learning experiences and specialist support. The school adheres to the principles of Getting It Right For Every Child (GIRFEC), fostering collaborative working with partners to ensure the wellbeing and progress of all learners.

A notable trend has emerged in recent years, with an increasing number of placements being allocated to learners with a Complex Needs Learner (CNL) profile. This shift necessitates further ongoing evolution of the school's curriculum framework and Learning, Teaching, and Assessment (LTA) approaches to meet the entitlements of:

- Pre-milestone and milestone learners
- Learners with life-limiting and complex medical conditions
- Learners requiring significant personal care and physiological support
- Learners using complex total communication devices
- Learners at high risk of distressed behaviours
- Learners facing complex post-school transitions requiring adult ASN services

Simultaneously, the school continues to support learners with a range of profiles, including those:

- Working from Pre-Early Level to National 5
- With varying degrees of medical and personal care needs
- Using a range of communication aids or communicating independently

- Displaying a spectrum of emotional and behavioural regulation
- Transitioning to supported ASN destinations or mainstream college, apprenticeships, and employment.

We aim to provide a range of learning experiences, which meet the needs of all our learners. Working together in partnership: school staff, parents and our partner agencies can help us achieve this goal.

Rutherglen High School has a strong link with Glasgow Clyde College (Langside and Cardonald Campus), New Lanarkshire College, New College Lanarkshire (Motherwell Campus) and City of Glasgow College (Riverside and John Wheatley Campus). Through our extensive Work Experience programme, good partnership has been established with local employers.

We are a Rights Respecting School, a Health Promoting School and an Eco School, fund raising for charity and the promotion of Fairtrade are an integral part of the school Ethos. To date we have gained our Gold Award in Health Promoting School Awards and have maintained Eco School status since 2006. We are also a Rights Respecting School (Level 1) and have a Bronze Level of the Enhanced Visual School Award.

**Official Address**

Rutherglen High School  
Langlea Road  
Cambuslang  
G72 8ES

Telephone 0141 643 3480

Email [office@rutherglen.s-lanark.sch.uk](mailto:office@rutherglen.s-lanark.sch.uk)

Website [www.rutherglenhighschool.co.uk/](http://www.rutherglenhighschool.co.uk/)

X (previously Twitter) <https://mobile.twitter.com/RutherglenHigh>

Instagram <https://www.instagram.com/rutherglenhigh/>

**Current Roll August 2025/26 – 113 pupils**

S1	18
S2	18
S3	21
S4	19
S5	19
S6	18
<b>Total</b>	<b>113</b>

## School Admission Arrangements

Before a young person enrolls in Rutherglen High School, the Education Department will seek documentary evidence to validate their entitlement to a catchment place. If appropriate evidence is not submitted, the Education Department will withdraw the offer of a place. Documentary evidence can be submitted to the Education Department via the School office.

Further detail on required documentary evidence and change of circumstances is available in the Education Department's school admission policy which is accessible on the Council's website via the web address below:

[https://www.southlanarkshire.gov.uk/info/200187/additional\\_support\\_needs\\_schools\\_information/248/additional\\_support\\_needs\\_schools\\_and\\_basesdepartments](https://www.southlanarkshire.gov.uk/info/200187/additional_support_needs_schools_information/248/additional_support_needs_schools_and_basesdepartments)

A child's parents(s)/carer(s) is/are responsible for providing the Education Department with full and correct information about their child(ren) and any changes to that information which may affect their status as a catchment child. If parent(s)/carer(s) fail to do this, the Education Department will view this as a refusal to comply with the rules and regulations of the school; this lack of cooperation will result in the Council seeking to exclude the child(ren) from Rutherglen High School.

If information that is submitted is found to be fraudulent, the Council may pass the matter to the Procurator Fiscal's Office. The Council will use all means available in order to investigate suspicions or allegations of fraud, including but not limited to, surveillance in cases where it is necessary and proportionate to do so.

## Transitions into School

Prior to School placement, a full assessment is carried out by members of a multi-disciplinary team. Parents/Carers are involved and kept informed at all stages. The professional opinions are then collated by Psychological Services and the recommendations discussed with the parents/carers. Parents/Carers and children may visit Rutherglen High School prior to beginning their School placement. We have strong links with our feeder Primary Schools and actively work together to ensure that the transition to High School is a smooth and happy event.

We offer a full programme of transition activities to support our groups of young people become familiar with their new school environment, to build relationships with each other, and recognise staff around the School. We do this both virtually, independently, as a class and also with regular transition visits.

## The Staff of Rutherglen High School

### Head Teacher

Mr Richard Millar is responsible to the Executive Director of Education Resources for the overall management of school, timetable, curriculum, child protection, Look After and Accommodated Children (LAAC) and Pastoral Care.

Curricular areas:

- Learning, Teaching and Assessment and Curriculum
- Expressive Arts and PE

Email: [headteacher@rutherglen.s-lanark.sch.uk](mailto:headteacher@rutherglen.s-lanark.sch.uk)



### Depute Head Teachers

*Mrs Geraldine Johnston (0.8)*

Curricular areas:

- Raising Attainment
- English, Home Economics, Languages and Social Subjects

Email: [gw07johnstongeraldin@glow.sch.uk](mailto:gw07johnstongeraldin@glow.sch.uk)

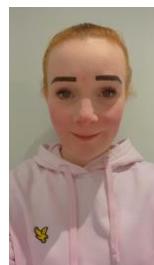


*Miss Lauren Cuthbertson (0.2)*

Curricular areas:

- Raising Attainment
- Mathematics
- SQA Coordinator

Email: [gw21cuthbertsonlaure@glow.sch.uk](mailto:gw21cuthbertsonlaure@glow.sch.uk)



*Mr Peter Mulvey (0.2)*

Curricular areas:

- Cathkin High School inclusion programme
- Caritas involvement
- Technical

Email: [gw21mulveypeter@glow.sch.uk](mailto:gw21mulveypeter@glow.sch.uk)



## Principal Teachers

Mr Guto Williams

Curricular areas:

- Outdoor learning
- First aid
- Wider achievement
- Duke of Edinburgh
- Pastoral care for S3 and S4

Email: [gw07williams@glow.sch.uk](mailto:gw07williams@glow.sch.uk)



Mrs Heather Haggarty

Curricular areas:

- Base classes
- Science
- P7/S1 transition
- Attendance
- Chaplaincy team
- Pupil council
- Pastoral care for S1 and S2

Email: [gw20haggarty@glow.sch.uk](mailto:gw20haggarty@glow.sch.uk)



Mrs Rebecca McFarlane (Maternity)

Curricular areas:

- Base classes
- Nurture interventions
- Health and wellbeing
- Anti-bullying
- Pastoral care for S5 and S6

Email: [gw20mcfarlanerebecca@glow.sch.uk](mailto:gw20mcfarlanerebecca@glow.sch.uk)



Mrs Caroline Perston (0.8)

Curricular areas:

- Base classes
- Parent council
- School website



- Post school transitions
- Pastoral care for S5 and S6 supported classes

Email: [gw10perstoncaroline@glow.sch.uk](mailto:gw10perstoncaroline@glow.sch.uk)



Miss Lauren Cuthbertson (0.2)

Curricular areas:

- Mathematics
- Social media
- Cost of the School Day (CoSD)
- Attainment
- Pastoral care for S5 and S6 base classes

Email: [gw21cuthbertsonlaure@glow.sch.uk](mailto:gw21cuthbertsonlaure@glow.sch.uk)



## Home School Link



**Veronica McBride**

Home/School Support for Parents  
Email [gw12mcbrideveronica@glow.sch.uk](mailto:gw12mcbrideveronica@glow.sch.uk)

- Pupil Attendance
- Support for Parents
- Parent Support Group



## Teachers

### Art & Design

- Ms L Robertson (0.8)

### Supported Classes

- Mrs C Perston (Acting Principal Teacher) (0.8)
- Ms S Cumming
- Miss L Cuthbertson (Depute Head/Acting Principal Teacher)
- Mrs H Haggarty (Principal Teacher)
- Mrs R McFarlane (Principal Teacher)
- Mr Ms AM Hastie
- Mrs C Coutts (0.8)
- Ms R Fox (0.6)
- Mr A Clemente
- Miss N Clements

### Drama

- Mr B Reavey (0.2)

### English

- Ms L Coyle (Literacy co-ordinator)
- Mr W McEvoy
- Mrs Robertson (0.6)

### Home Economics

- Mrs S McGowan (0.6)
- Mrs M Martin (0.2)

### ICT

- Mr M Dornan (ICT Co-ordinator)

### Mathematics

- Mrs Y Nandi (0.2)
- Mrs S Walker (0.6)
- Mrs A Paul
- Mrs K Cooper
- Miss L Cuthbertson (Numeracy Coordinator)



### **Modern Languages**

- Ms AM Hastie
- Mr W McEvoy

### **Music**

- Mrs B Steel (DYW Coordinator) (0.8)

### **PE**

- Mrs M Cresswell (DYW Coordinator)
- Mrs E Devlin (0.8)
- Mrs K Sclater (0.8)

### **Health & Well Being**

- Mrs H Haggarty
- Mrs R McFarlane
- Mr G Williams

### **Science**

- Mrs L Clark

### **Social Subjects**

- Mrs G Rosenberg

### **Technical Education**

- Mr A Campbell

### **Developing the Young Workforce**

- Mrs M Cresswell (DYW Coordinator)
- Mrs S McGowan
- Mrs B Steel (DYW Coordinator)
- Mr G Smith

### **Outdoor Learning/Wider Achievement**

- Mr Williams (Principal Teacher)



### Cluster Support Services Co-ordinator

- Mrs L Seenan

### Team Leaders

- Mr P Eunson
- Mrs V McBride
- Mrs M Muir
- Mrs M Naismith

### Office Staff

- Mrs KA Whyte

### Support Staff

- Mrs E Ahern
- Ms C Esler
- Ms H Matheson
- Mrs L Balfour
- Mrs H Gemmell
- Miss Z Sabeen
- Miss R Webster
- Miss M Pert
- Mrs J Anderson
- Mrs A Thorpe
- Ms S Bell
- Mrs J Griffin (0.8)
- Mr J Paterson
- Mrs A Bennie
- Mrs M Kalsi Gray (0.6)
- Mrs F Pert
- Mrs A Kirkland
- Mrs M Scott
- Mrs E Larkins (0.4)
- Mrs L Carroll
- Ms H Tsiolis
- Ms E J Currie (0.8)
- Ms K Black
- Ms L Moyles
- Ms R Devine
- Mrs A McLaughlin
- Mrs L Watson
- Mrs A McNulty
- Ms L McNeish



### Instrumental Instructors

- Mr E Murray (Woodwind)
- Mrs A McKirdy (Voice)
- Mr B Payne (Percussion)

### Extended Support Team

Educational Psychologist – Mr Craig Thomson

Physiotherapist – Mrs Julie O'Donoghue

Speech and Language Therapist – Mrs Philippa Watters and Ms Amy Ritchie

Additional Needs School Nursing Team:

- Marie Watts
- Morag Alexander
- Jacqueline Johnstone
- Allison Young (link nurse)

Social Worker – Ms Seonaid Robertson

Skills Development Scotland – Mrs Jennifer Latime

## Section 3 - Parental involvement

Parents and carers play a vital role in their child's learning. Research shows that when families are involved, children do better at school and beyond. South Lanarkshire Council values parents as partners and works closely with schools to make this happen.

### Why Parental Involvement Matters

- Strong partnerships help schools understand children's needs and help parents feel informed and supported.
- Parents can reinforce learning at home, making schoolwork more meaningful and connected to everyday life
- Parental involvement can help children develop a love of learning and resilience when facing challenges
- When parents work with school and take an interest in learning, children often achieve more academically and feel more confident.

### Our Commitment

We want parents and carers to:

- Feel welcome and involved in school life.
- Be well informed about their child's learning.
- Have opportunities to support learning at home.
- Share views and take part in discussions about education.

### Parent Forum and Parent Council

- Every parent with a child at school is part of the Parent Forum.
- Each school has a Parent Council, a formal group that represents parents' views and works with the school to improve learning and experiences.

### Connect – Supporting Parent Councils

All Parent Councils in South Lanarkshire are members of Connect, Scotland's national organisation for parent groups. Connect offers:

- Free training and advice for Parent Councils.
- Resources and guides to help parents support learning. · Insurance cover for Parent Council activities. Find out more at <https://www.connect.scot>.

### Other Helpful Resources

- Parentzone Scotland – Practical advice and information about learning, additional support needs, and how to get involved: [Parentzone Scotland | Education Scotland](https://parentzone.education.gov.uk)
- National Parent Forum of Scotland – Guidance and updates for parents: <https://www.nfps.org.uk>.

### Getting Involved

Interested in joining the Parent Council or helping in school? Contact the school office or visit the Council website for details.



## Home School Link

At Rutherglen High School, we believe that children learn best when school and home work together in partnership. We place great value on the strong links established between the school and families and recognise the vital role that parents and carers play in supporting learning, wellbeing and positive attitudes to school. By maintaining open communication, sharing successes and addressing concerns together, we aim to create a supportive environment in which every young person can thrive.

Formal parents' and carers' evenings are held twice each year, and parents/carers are also invited to attend annual review meetings. At other times, appointments to meet with staff should be arranged through the school office. If the enquiry relates to a young person's general progress or wellbeing, a meeting will be arranged with the appropriate Pastoral Care Link. For other matters, school administrative staff will direct parents and carers to the most suitable member of staff.

Parents/carers who arrive at the school without an appointment may not always be able to meet with the teacher best placed to address their enquiry due to teaching commitments. However, every effort will be made to arrange an appointment with an appropriate member of staff as soon as possible.

Informal school events such as the School Café, Christmas Coffee Morning, Spring Coffee Morning, Summer BBQ and Macmillan Coffee Morning provide valuable opportunities to strengthen relationships between staff and families. We warmly encourage parents and carers to support and attend these events whenever possible.



## ***Section 4 – School Ethos***

### **Rights Respecting Schools**

Rutherglen High School pupils are encouraged to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site. In the preparation for the Rights Respecting School Award and in consultation with pupils and staff at all levels, our

school rules and expectations were re-written to form charters, which outline expectations in the classroom. These are displayed throughout the School.

There are four key areas of impact for children at a Rights Respecting School; wellbeing, participation, relationships and self-esteem. The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.

- Children are healthier and happier.
- Children feel safe.
- Children have better relationships.
- Children become active and involved in school life and the wider world.



## Promoting Positive Behaviour

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe in.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

In addition, our Promoting Positive Behaviour policy has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

## Equal Opportunities and Social Justice

Rutherglen High School aims to provide equality of opportunity as a fundamental principle governing all school activities and within an ethos of achievement. Pupils are given equal access to the opportunities provided and we encourage the personal development of every individual within the school.

Any prejudice and injustice are treated seriously and dealt with in line with South Lanarkshire policy.

Rutherglen High School takes seriously any reports of racist incidents. As part of the school's approach to promoting positive behaviour, a record of all racist incidents is maintained and each incident fully investigated. We are required to notify the local authority of any racist incident.

Schools and education establishments have a legislative duty to undertake an assessment of equality and diversity. This is the process of systematically assessing and consulting on the effects that a policy, process or strategy is likely to have on different groups in the community who might experience disadvantage/ barriers in accessing services. The process includes monitoring the actual effects of the policy once it is put into practice. Policies do not affect everyone in the same way. By assessing in the early stages, any adverse impact can be identified and minimised.

## Recognising Achievement

All children and young people are entitled to have the full range of their achievements recognised, and to be supported in reflecting and building on their learning and achievements.

As a school we recognise that learning takes place not only in the classroom but also at home and in the wider community. As such, we wish to recognise the achievements of our young people in this important aspect of their school journey. Learner achievements are valued and

celebrated in several ways throughout the year. By making a conscious effort to celebrate and share student accomplishments, we can improve morale and motivation, encouraging a positive educational journey for all.

We host S1-3 and S4-6 award ceremonies at the end of each year to celebrate learner success as follows:-

- Excellence Across the Curriculum
- Skills Achievement
- Personal Achievement

S6 also have an individual ceremony to celebrate their achievements prior to leaving school.

We also celebrate learner success widely through X (formerly known as Twitter), local media and newspaper and the South Lanarkshire Newsletter.





## Eco Schools

Eco-Schools is the largest sustainable schools programme in the world with 19.5 million children, young people and educators engaged worldwide in 74 different countries. It is one of the five programmes operated internationally by the Foundation for Environmental Education (FEE) and delivered by Keep Scotland Beautiful in Scotland.

Rutherglen High School is proud to have been a Green Flag holder since 2006- a visible indication of our school's commitment to Learning for Sustainability and an internationally recognised accreditation for excellence in sustainable education.

As part of the Eco Schools Programme, pupils take part in a wide range of environmental projects and were awarded our most recent green flag in May 2024. Our key focus was on climate action, litter and waste. As a school, we have made links with outside agencies that have provided invaluable support to us. In addition, we are grateful to parents and friends who have assisted at our Eco Days.



## Spiritual, Social, Moral & Cultural Values

It is the policy of the school to provide in the curriculum a compulsory element of Religious and Moral Education. This is based on the policy on religious education and religious observance (1993). Although the study of Christianity is a main component of the Religious and Moral Education syllabus, it does also involve the study of beliefs and customs of a number of world religions.

We value the links with our school chaplaincy team who contribute to both the formal and informal life of the school. The roll of the chaplains is divers and includes:-

- Assisting the school to provide young people with opportunities for reflection, both individual and collective
- Providing pastoral care and support for staff, pupils and their families, where appropriate
- Having a key role during times of extreme difficulty or crisis
- Supporting school community events
- Visiting classes to complement the curriculum
- Leading or helping pupil groups with a particular religious, moral or citizenship interest
- Providing a link between the school and local community
- Addressing the school community at end of term services.

The school chaplaincy links are:-

Rev John Sanderson	United Reformed Church
Deacon Michael Ross	St Columbkilles Church
Ross Murray	Outreach Trust



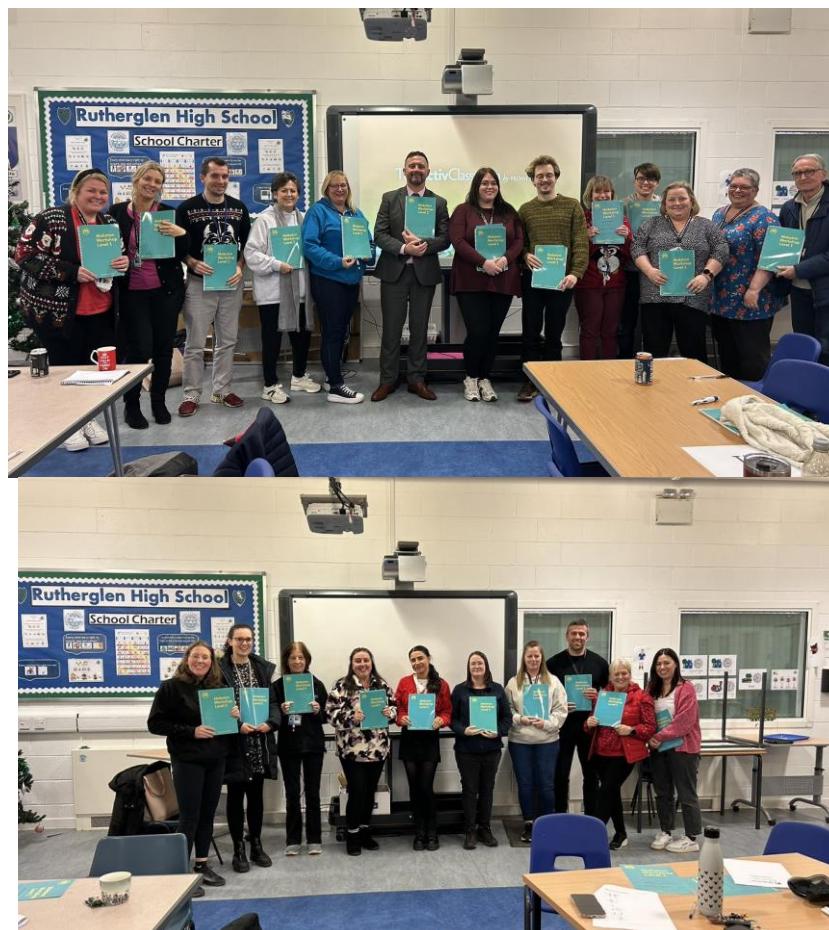
## Makaton

Today over 100,000 children and adults use Makaton symbols and signs, either as their main method of communication or as a way to support speech.

In addition to children and adults with communication and learning difficulties and the community around them – for example, teachers, health professionals, friends, public service bodies etc., Makaton is increasingly used by the public to aid communication.

Makaton has been shown to be useful for all sorts of people including those who struggle with understanding concepts, those who have poor literacy skills, including grammatical knowledge, and those with English as an Additional Language. By using Makaton, children and adults can take a more active part in life, because communication and language are the key to everything we do and learn.

This year we have trained a further 23 staff to Level 1 standard. We support all pupils and staff to use Makaton as a method of supporting communication. We host a Wednesday morning Makaton choir in our street area to encourage Makaton for all.



## Rights of Parents/Carers

Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

Parents have a statutory right to withdraw children from participation in religious and moral education. However, national guidance also indicates that without this aspect of their education, learners will not enjoy the full benefits of Curriculum for Excellence since this area of their education contributes to pupils thinking for themselves and making their own decisions about what they believe to be true and about human living.

This right of parents' wishes will be respected. Where a child is withdrawn from religious observance, we will make suitable arrangements for the child to participate in a worthwhile alternative activity.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

## School/Community Links

We aim to extend the learning experiences of our pupils beyond the confines of the classroom by means of various educational visits and excursions not only within the local area but also further afield.

The school is very conscious of its role in the wider community, and every effort is made to foster links. We currently have close links with several of the local churches, representatives from St Columbkilles and the United Reformed Church participate in the school's Chaplaincy group. Young people from the school work with these churches and churches within their own community as part of the Caritas programme.

Some of our senior pupils' volunteer in Cathkin Community Nursery. The Nursery is a popular choice for participants volunteering for the Duke of Edinburgh's Award scheme.

Groups from Rutherglen High regularly take part in projects at Camflen Radio, Lifestyles Sports Centre, Universal Connections and Holmhills Wood Community Park. The school has good links with many local employers – most senior pupils have a work experience placement at a variety of local businesses.

Young people have regular opportunities to access the community to enhance their social and communication skills. Recent outings have included National Museum of Rural Life,

Caulderglen Country Park and Zoo, local shops, Glasgow Science Centre and East Kilbride Shopping Centre.









## ***Section 5 - Attendance***

### **Encouraging School Attendance**

We believe that regular school attendance is key to raising attainment and achievement. It's a shared responsibility among parents/carers and the school to emphasise the importance of attending school.

For your convenience, school holiday dates and in-service dates can be found on the council's website: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk).

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school. It is important for the school to work with parents/carers in encouraging children to attend school. All absences are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence. It is vital that parents/carers work with the school to maximise the opportunities to learn for their children by encouraging good attendance. If your child is not attending school it is requested that parents/carers phone the school on the first day of pupil absence and report the absence and expected date of return.

Requests for your child to be absent from school to make an extended visit to relatives either in the UK or overseas must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an unauthorised absence.

Parents/carers may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted, and the pupil noted as an authorised absentee in the register. (See section 7).

### **Family Holidays During Term Time**



Family holidays taken during school term time will be recorded as unauthorised absences in line with Scottish Government and South Lanarkshire Council policy. The school is not required to provide work during this period, and parents are asked to avoid arranging holidays that disrupt their child's learning.



## Emergency Information

We strive to keep the school open during term-time. However, there may be instances such as severe weather or power failures that could affect the school day. In such cases, we will inform you as soon as possible through text messages and our social media channels.

### Severe Weather Protocol

In the event of severe weather like snow or heavy frost, if the school cannot open at the usual time, we will delay the start until 10 am. Notifications will be posted on social media and the council's website.

### Communication

The Council's website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) will be used to let you know if the school is closed or has a delayed start. Further information will be provided later in the day as to whether the school will be open as normal the next day.

### Things we need you to do:

It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.

If for any reason, you are unsure if the school is open visit the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or email [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk)

## Section 6 - The Curriculum

Curriculum for Excellence (CfE) is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is a forward looking, coherent, flexible and enriched curriculum that provides young people with opportunities to engage with the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery and school. In a secondary school setting the Broad General Education (BGE) will provide them with opportunities to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21<sup>st</sup> century. The Senior Phase that follows on from the BGE will provide learners with the opportunity to achieve a wide range of qualifications to recognise their learning.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enrich the curriculum, to provide the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. There are eight curriculum areas within CfE. Literacy, numeracy and health and wellbeing are recognised as being particularly important – these areas are seen as being the “responsibility of all” staff. The are 8 key curricular areas are:-

- Languages – includes modern languages, classical languages and Scots
- Expressive arts – including support and resources for art and design, dance, drama and music
- Health and wellbeing – includes mental, emotional, social and physical wellbeing; planning for choices and changes; physical education, physical activity and sport; food and health; substance misuse; relationships, sexual health and parenthood
- Numeracy and mathematics – includes number, money and measure; shape, position and movement; and information handling
- Religious and moral education – includes RME (non-denominational)
- Sciences – includes planet Earth; forces, electrical and waves, biological systems; materials; and topical science
- Social studies – includes people, past events and societies; people, place and environment; and people in society, economy and business
- Technologies – includes digital literacy; food and textile technology; technological developments in society and business; craft, design, engineering and graphics; and computing science.

If you want to know more about CfE, please visit website [www.curriculumforexcellence.gov.uk](http://www.curriculumforexcellence.gov.uk) or [www.parentzonescotland.gsi.gov.uk](http://www.parentzonescotland.gsi.gov.uk)

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for CfE.

Level	Stage
<b>Early</b>	The pre-school years and Primary 1 or later for some.
<b>First</b>	To the end of Primary 4, but earlier or later for some.
<b>Second</b>	To the end of Primary 7, but earlier or later for some.
<b>Third and Fourth</b>	Secondary 1 to Secondary 3, but earlier or later for some. The Fourth Level broadly equates to Scottish Credit and Qualification Framework

	level 4. The Fourth Level experiences and outcomes are intended to provide possibilities for choice and young people's choices will not include all of the Fourth Level outcomes.
<b>Senior Phase</b>	Secondary 4-6 and college or other means of study.

## Aims

The CfE places learners at the heart of education. At its centre are four fundamental capacities which reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:-

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors



## Purpose of the Curriculum 3-18

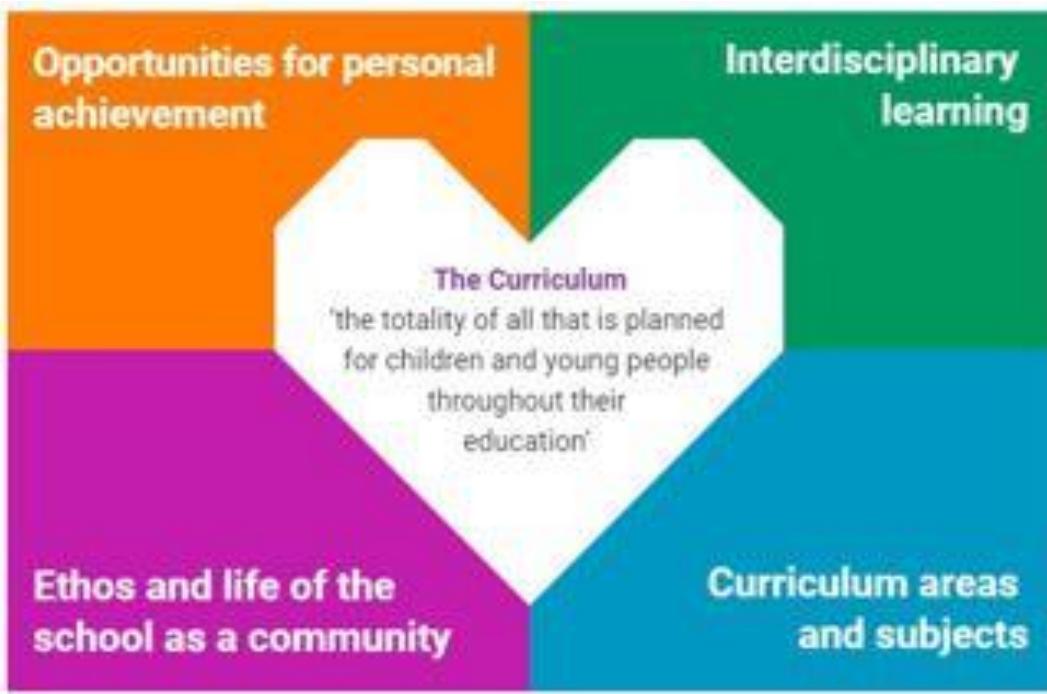
As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and fl

d young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across:-

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

The curriculum provides the structure and support in learning which will develop the four capacities listed above. Our approach has been to alter the balance between a process that is heavily dependent on content, providing learning and teaching approaches that improve the pupils' understanding of what is being taught. This is not a one-off change but the start of a continuous process of review to ensure that the curriculum remains up to date.





Further information about CfE can be found at:-

<https://education.gov.scot/curriculum-for-excellence/about-curriculum-for-excellence/what-is-curriculum-for-excellence/>



## Principles for Curriculum Design

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

## Curriculum Strategy – Base Classes

Our base classes follow a framework based on a multi-sensory approach with highly individualised teaching and learning opportunities to support young people with a range of individual needs. The curriculum in the base classes incorporates follows Milestones for Complex Learners, CfE and Scottish Qualifications Authority guidelines and is designed to offer young people learning experiences tailored to meet their specific needs. The curriculum is underpinned by lifelong learning skills and a focus on promoting positive outcomes for young people with individual needs. We do this by linking closely with business and academic partnerships to support our young people to become a valuable part of their community.

In S1-S3, pupils follow a broad general education working at Milestones for Complex Learners and Pre-Early, Early and First level of CfE. The base class teacher is responsible for teaching Numeracy, Literacy and Health and Wellbeing. Pupils also have daily access to a wide range of other subjects delivered by specialist subject teachers.

### What do we do?

- We enjoy communication circle time. We use interactive resources and focus on pupil interests.
- We use songs, drums and Makaton.
- We familiarise ourselves with the day by using daily sensory orientation materials and also by use of board maker symbols for the timetable.
- Each pupil has a highly individualised curriculum and materials.
- We all use structured routines.
- Pupils have their sensory feedback needs met by the use of therapeutic resources.
- Staff are trained in multiple disciplines such as intensive interaction, talking mats, autistic spectrum disorders and early years pedagogy. This allows the support given to each pupil to be tailored to their needs.



## Milestones For Complex Learners

Milestones are important points in development and demonstrate progression. Young people who are not able to achieve any of the benchmarks within Early Level still require tracking and monitoring of their progression. Whilst many young people will move on to work at Early Level, some will continue to make progress at the pre-early stage. Milestones for complex learners support teachers to track the progression of young people with severe and complex needs.



## Senior Phase - National Qualifications

In S4 – S6, pupils undertake a range of SQA units specific to their needs. Scottish Qualifications Authority (SQA) is one of the four partner national organisations involved in the Curriculum for Excellence. It works with partners on all strands of the development. SQA has joined with Universities Scotland, QAA Scotland and the Scottish Government to create the Scottish Credit and Qualifications Framework or SCQF.

Every Scottish qualification is allocated a level and credit value within this framework, which all partners have agreed to recognise. There are the many qualifications often imperfectly referred to as vocational, though these are frequently stepping-stones for students at Scottish Colleges of Further Education to pursue one- or two- year programmes tailored from a wide-ranging catalogue of National Units. The actual programme may be very rigidly prescribed or be entirely freely chosen by the young people to meet individual needs.

The SQA have recently produced new qualifications which have clearer focus on skills development and a greater emphasis on deeper learning by encouragement for young people to think for themselves; to apply and interpret the knowledge and understanding they have developed and to demonstrate the skills they have learned.



## Options

Options are an integral aspect of curricular provision for all students from S4 onwards. Options allow pupils to pursue courses in which they have a personal aptitude/interest. Prior to choosing options, pupils will have the opportunity to take part in an Induction programme. This will involve input from subject specialists, Skills Development Scotland and Colleges. As part of this process an option information booklet will be issued to all pupils/parents.

Options are chosen at the end of S3 and pupils follow their chosen courses for two years.

### Options:

- Art
- Music
- Drama
- ICT
- Technical
- Science
- Social Subjects
- Duke of Edinburgh Award
- French
- Spanish
- DIY
- Horticulture
- Health & Wellbeing
- Home Economics (S6)

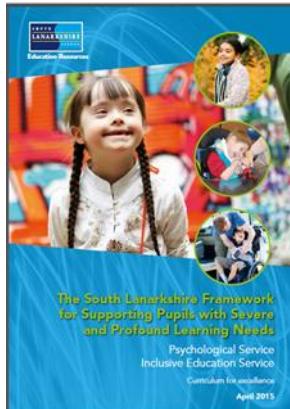
In S4, pupils choose 4 subjects from the above list and in S5 & S6 this reduces to 3 subjects. Pupils study the subject for 2 periods a week. For more information regarding the S4/5 /S6 curriculum please see the S4/S5/S6 Curriculum Handbook.

## Severe and Profound Needs

Rutherglen High School's provision for learners with Severe and Profound Needs follows the guidelines as set out in the South Lanarkshire document "Framework for Supporting Pupils with Severe and Profound Learning Needs"

Young people who would benefit from a highly support learning environment are identified at transition through consultation with Primary Headteachers, Educational Psychologists and parents. Pupils in supported classes benefit from an adapted secondary school curriculum with emphasis on supporting communication and promoting daily living skills. Provision is also made to incorporate the daily exercise programmes in response to physical and sensory needs of the individual pupils, under the direction of physiotherapists and occupational therapists, where appropriate.

While the core subjects (English, Maths, Health & Wellbeing and Independent Living Skills) are delivered in the same classroom, pupils also access a secondary school timetable in various practical classrooms around the school. Opportunity is also given in many areas of school life for all pupils to socialise and work together.



## Developing the Young Workforce

Work Experience is an important part of the S4-S6 curriculum. In S4, some pupils will have the opportunity of a work experience placement. In S5 & S6 some pupils will have the opportunity to further work experience placements.

Rutherglen High has a full Developing Young Workforce (DYW) Programme which allows for individual progression at each stage for every pupil. Rutherglen high has built up excellent links with many businesses. We believe that DYW has a very important role to play in preparing pupils for post-school life.

DYW is a core subject from S1-S6. It begins in S1 when pupils visit a place of business/college to learn more about the working environment. They also learn about the jobs that people in the school do and the types of skills and qualifications required to do these jobs. In S2 and S3 pupils visit places of work and explore their own interests. The preparation for these visits takes place in World of Work. These visits help pupils to prepare for work experience, giving them important information about what they can expect in a workplace.





## Work Experience

Some pupils from S4-S6 have the opportunity to participate in a work experience placement. All placements are agreed upon after discussion with pupils, parents and staff and are dependent on individual pupil's needs, abilities and interests. College placements and possible career choices are also taken into consideration when choices are being made about work experience placements.

The Work Experience programme is overseen by the Principal Teacher (S5 and S6). This involves making new links with businesses and maintaining links with existing participating businesses, keeping pupils and parents informed of opportunities for placements, talking to pupils about career choices, arranging any Health & Safety checks wherever necessary and arranging the necessary paperwork. Preparation for work experience (Health & safety, dress code, career choices, etc) takes place at allocated times throughout the year with the school's World of Work teacher during DYW class. During their work experience pupils keep a record of their activities through a Work Experience Diary. This provides useful feedback to school and parents about the placement and also serves as a valuable source of self-evaluation for each pupil to reflect upon both during their placement and on their return to school.





## College

Rutherglen High has a full college programme which begins in S1 and continues through to S6. The school has strong links with a range of colleges: New College Lanarkshire (Motherwell Campus), South Lanarkshire College, Glasgow Kelvin College (Easterhouse and Haghill) and Glasgow Clyde College (Langside and Cardonald). Rutherglen High believes that college is an integral part of a student's whole education. College provides students with important skills and qualifications that will help them in post-school life. College is also a very successful destination for many of our students when they leave Rutherglen High.

As soon as pupils begin Rutherglen High they have the opportunity to experience a flavour of college with visits to some of the colleges we work with. This allows pupils to become familiar with college life and all it has to offer from a very early stage. This continues into S2 where pupils plan their journey to college and carry out research into each college and what it has to offer. In S3 our college programme continues to progress and pupils have the opportunity to engage in some lessons at college with college staff. By the time pupils begin their schools-link programme at college in S4 they know a great deal about college and are happy and relaxed to attend.

Most pupils from S4 – S6 have the opportunity to attend one of the college campuses mentioned above. Programmes are dependent on individual needs, aspirations and abilities and decisions are made after discussion with pupils, parents and staff. There is careful consideration given to progression of skills and certification prior to allocation of placements. Possible future post school placements are also given consideration when advising pupils on college choices.

Management of college provision is the responsibility of the Principal Teacher (S5 and S6). Parents are contacted to update on concerns or issues which arise throughout the year. The Principal Teacher is available to discuss reports and options at Parents evenings throughout the year.

Currently we have pupils who attend Motherwell Campus, Langside Campus, Cardonald Campus, Easterhouse Campus and Haghill Campus.

Independent travel is encouraged but is not a pre-requisite of college placement and lunch is either purchased in the college canteen or packed lunch is provided by the school.

Pupils in S5/6 who have demonstrated a responsible and mature attitude are allowed to leave Langside Campus at lunchtime – after parental permission has been given and after an initial settling in period.



## Experiential Play

Play often stems from curiosity and a desire to understand the world. This curiosity-driven exploration can spark new ideas and interests, fuelling the creative process. The act of playing provides a holistic approach to developing creativity. It engages the mind, encourages exploration, fosters social skills, and creates a positive and enjoyable environment that is conducive to innovative thinking.



Our curriculum offers authentic and real-life experiences that follow young people's interests and encourage independence and exploration. It is designed to encourage young people to connect with nature and develop both care and respect for the environment.

At Rutherford High School, a variety of play opportunities are available throughout all subjects. The setting provides lots of messy and open-ended play experiences using natural materials and resources, which young people can access independently throughout the day. This supports them to develop confidence and follow their own interests. Young people learn, investigate, explore, develop, grow in confidence, build relationships, improve physical and mental health and learn moral and spiritual awareness all whilst playing in a homely, safe and happy environment.

We have had strong community links and good relationships with young people and their families, which support them to engage in successful learning and become responsible citizens. Our staff team pride themselves on promoting active experiential learning. Teaching teams plan and deliver a wide range of engaging and interesting learning activities that support the development of young people's skills while ensuring opportunities for them to follow their own fascinations and interests. Learning about different seasons and the weather is very important to young people navigating time as part of their world. This is enhanced by exploring books and stories, bug hunts, collecting leaves, and noticing changes in the environment around us.



Staff believe that encouraging communication is crucial and concentrate on asking questions that encourage young people to make purposeful decisions about their play. Staff provide young people with exciting opportunities to explore and problem solve. They encourage communication skills with processing time. Play resources are equally important as they enhance investigation and imagination. Young people have opportunities to use interesting and challenging resources to develop their learning, such as magnifying glasses to look at seeds, and a pestle and mortar to grind and mix seeds and fresh herbs from the garden. Having access to natural materials such as stones, wood, bamboo, beads and real-life objects like seasonal flowers, fruits and vegetables greatly enhances their learning through tactile play.



At Autumn time, the setting includes lots of conkers, pine-cones, leaves, pumpkins and other root vegetables in most planned activities throughout the season. These objects provide young people with opportunities to be creative and use them in a variety of imaginative ways. Staff provide resources such as magnifying glasses, cameras, clip boards and mark making tools to encourage young people to think in new ways and problem solve, exploring cause and effect. Through trial and error, they gain confidence in expressing themselves and process the world around them.

We provide a rich learning environment where young people have autonomy to make decisions, communicate and problem solve. Observations of each young person's interests and fascinations are included in planned activities with lots of responsive planning that is young person led. Observations around experiential play interactions ensure that staff respond to young people's individual needs. Young people have the opportunity to enjoy cooking skills and are supported to prepare their own snack, where appropriate, to developing their fine motor skills and independence.



Young people have access to the outdoor resources and areas throughout the day and are encouraged to develop their physical skills through a range of natural outdoor learning activities. They play on a bikes or scooters and have a go at growing their own plants. For young people to become confident explorers, staff plan opportunities to allow them to make choices and decisions about their learning to enhance confidence and independence, in addition to supporting individual well-being. Promoting and encouraging independence and confidence within young people creates a sense of belonging. Modelling good practices and behaviour by adults encourages young people to act in a similar way. Staff support young people to interact with each other, sharing attention, turn taking and showing kindness and trust with peers, friends and family.



## Edible Curriculum

Rutherglen High School pupils are offered a sensory based edible curriculum which allows all learners to engage in learning whilst taking into account their sensory needs. Many of our learners are oral sensory seekers and require safe and appropriate resources. Our curriculum offers authentic and real-life experiences that follow young people's interests and encourage independence and exploration.





## Animal Assisted Therapy – Gus

We have recently introduced animal assisted therapy on a Friday afternoon with Gus who is a gorgeous Border Terrier. He is a full pedigree Border Terrier and is registered with the Kennel Club. His legal owner is Mrs Lynn Blair, Depute Head at Cathkin High School. Mrs Blair has full responsibility for the welfare of Gus ensuring that he is vaccinated, wormed and flea treated. The day-to-day care and welfare of Gus is overtaken by a team of staff who ensure that Gus is fed, watered, taken for toilet breaks, given play time, appropriately trained and is well rested throughout the day. Cathkin High's liability insurance covers the school for risk related to a working dog on site. Training for Gus to be a Reading and Therapy dog will be ongoing. Team Gus staff will receive dog handling training by a trainer fully qualified and approved by The Institute of Modern Dog Trainers (IMDT), The Dog Training College, Licensed Canine Body Language and Pet First Aid. Only named staff trained to handle Gus in pupil sessions will have permission to do so.



The benefits of a school dog have been proven to help develop learners' reading skills, improve behaviour, attendance and academic confidence, as well as increasing learner understanding of responsibility and develop empathy and nurturing skills. Gus will support our staff team in bringing all of these benefits to our learners. Gus will be trained as a therapy dog and a reading dog. The plan is to register Gus as an Emotional Support Animal and once he has passed through adolescence and completed accredited behavioural trainings. Animal assisted therapy can:-

- Teach empathy and appropriate interpersonal skills
- Help individuals develop social skills
- Support emotional regulation through the positive impact on the autonomic nervous system
- Increase motivation for learning, resulting in improved outcomes
- Support children with social and emotional learning needs, which in turn can assist with literacy development.

Research into the effects of therapy dogs in schools is showing a range of benefits including:-

- Increase in school attendance
- Gains in confidence
- Decreases in learner anxiety behaviours resulting in improved learning outcomes, such as increases in reading and writing levels
- Positive changes towards learning and improved motivation
- Enhanced relationships with peers and teachers due to experiencing trust and unconditional positive regard from a therapy dog. This in turn helps students learn how to express their feelings and enter into more trusting relationships.





## Section 7 - Assessment

In Rutherglen High School we believe firmly in continuous assessment. Class work, homework, project work etc. are all considered when deciding how pupils are progressing. It is more important for pupils to know if they are working to their own capacity than to compare them with others. Self-Assessment is also important. We try to give pupils some responsibility for their own learning, and we hope that the work done in primary is carried on into S1 as part of the Curriculum for Excellence programme. In our school, assessment will focus on:-

- Strengths
- Development Needs
- Next Steps

Assessment is important in giving pupils feedback on how well they are doing, and it helps teachers to judge how effective their teaching is or how appropriate the lessons/resources are. We try to train pupils to look positively at their work, sometimes with others in the class - always looking for ways to improve.

Most S3 pupils participate in Scottish National Standardised Assessment (SNSA). Pupils complete online standardised assessments in literacy and numeracy as part of everyday learning and teaching. The assessments help to identify individual's progress, providing diagnostic information to support teachers' professional judgement. Children and young people do not have to revise or prepare for these assessments and there is no pass or fail. The assessments are as inclusive as possible to accommodate the needs of pupils who require additional support with their learning.

The SNSA was introduced as part of the National Improvement Framework for Scottish Education to provide teachers with objective, comparable information about progress, to help improve outcomes for all pupils. Assessment is a central part of everyday learning and teaching for every pupil and the SNSA assessments have been specifically designed to reflect the way we deliver education in Scotland. It is aligned with Curriculum for Excellence.

Ongoing and periodic assessments are, and will continue to be, the main basis upon which teachers make their professional judgements about learners' progress. Teachers continue to draw on all of the assessment information available to them when considering children and young people's progress and planning next steps in learning.

For our senior pupils we engage in both internal and external moderation and have formed strong links with both Cathkin High School and Sanderson High. The moderation process ensures that the way the "standard" is applied in one school is similar to the way it is applied in other schools. This can be particularly useful in single form entry schools where there is no-one else teaching a particular age group. We also have a successful SQA external verification every year and there is planned moderation throughout the year.

Over the last few years we have been working hard to improve our recording of assessment and have introduced the use of "B-Squared" to assess, engage and graph individual pupil progress. The assessment software focuses on continuous assessment to help pupils achieve their full potential. B-Squared allows staff to record smaller steps of progress and show pupils progressing towards a number of benchmarks from the Curriculum for Excellence. As a result, staff can show progress, plan next steps and give



the whole school picture around assessment and progress. The software also encapsulates Milestones for Complex Learners and SQA National Qualifications.



## Section 8 - Reporting

Reporting will be ongoing and comprise of a range of activities which can include children presenting their learning, newsletters, and ongoing oral discussions.

We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents' meetings which offer you the opportunity to discuss how your child's progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can have a discussion about your child's education.

Our pupil reports will help you to get to know more about the curriculum which each child follows and will describe their strengths, achievements and areas for development so you know what encouragement and support you can give.

<b>S1-S6</b>	<b>Interim Reports</b>	<b>November</b>
<b>S1-S6</b>	<b>Final Reports</b>	<b>May</b>

We welcome any comments or additional information from parents to help us provide the best possible education for your child. In addition, all pupils will have an annual review to update their Additional Support Plan/Coordinated Support Plan.

We are currently reviewing our reporting procedures and are piloting a new and exciting way to update parents through photographs via the EviSense app. Communication is a fundamental skill that transcends the classroom, influencing and empowering every aspect of a young person's life. Rutherglen High School is committed to regular communication with parent/carers which is personalised, linked to learning, framed positively and promotes parent efficacy and partnership with the school. The app has been successfully implemented in one of our senior phase base classes and feedback was very positive. In the coming term we will be moving into the second phase of our pilot to include all base classes which will provide families with continuous visibility into their child's learning experience to support and celebrate their learning.



## Section 9 - Transitions

If your child currently attends a South Lanarkshire Council primary school, your local secondary school is determined by your permanent home address and your chosen denomination. We expect your child to transfer to your local secondary school in the same denomination. Transition information will be issued by your child's current school in December of each year.

### Secondary Enrolment Form

You should use the online secondary school enrolment form below if:

- You are new to the area and wish to enrol your child in your catchment secondary school
- You are moving house within South Lanarkshire and wish to move your child to the catchment secondary school for your new address

You should not use the secondary school enrolment form in the following circumstances:

- If you are staying at your current address and wish to move your child to a different secondary school. To do this you should make a placing request.
- If you move address within South Lanarkshire and wish your child to remain at their current secondary school. In this situation, you should complete a Request to Remain form at your child's school.
- You do not need to complete this form if your child is transferring to an SLC secondary school in August and currently attends an SLC primary school. Transition information will be issued by your child's current school by December of each year.

### Enrol Online

To enrol your child for school you should complete our online secondary school enrolment form below. You must identify the catchment school for your permanent home address by using the school catchment checker. This will give you information on both primary and secondary schools. The link to the online form will be given when you select your catchment school. It is only the parent the child ordinarily stays with who is authorised to register them. This includes the guardian or any person who is liable to maintain or has parental responsibilities. For more information see the Children (Scotland) Act 1995. If you have any difficulty in identifying your catchment school, please email us at [edsuppserv.helpline@southlanarkshire.gov.uk](mailto:edsuppserv.helpline@southlanarkshire.gov.uk)



## Submit Your Documents Online

The online registration form will ask you to provide each child's full birth certificate and two pieces of recent official documentation both containing your permanent home address for example a utility bill, Council Tax statement, housing rent card, Child Benefit documentation. Proof of where the child lives may also be needed. Please note that a separate registration is required for each child therefore twins for example will require a registration each.

## The Transition Process

We endeavour to ensure a smooth transition for pupils. All pupils who attend Rutherglen High are involved in a comprehensive induction programme where regular liaison takes place with the sending primary school and units. The Principal Teacher with responsibility for S1, works closely with the sending schools.

Throughout the school year, subject teachers visit schools to get to know the pupils. In addition to the Induction programme, P7 pupils are encouraged to visit the school café, which provides them with the opportunity to become familiar with their new surroundings and to meet staff and pupils.

An information session is held for new S1 parents in January. School staff visit all associated schools to talk and get to know the pupils prior to transfer to Rutherglen High. Our S4 & S5 pupils receive "buddying" training. On arrival at Rutherglen High, each new first year is teamed with senior pupils who will support the pupil in transition. All Primary 7 pupils attend a two-day induction in June. An extended transition programme also takes place from March through to June with parents and teachers. Throughout the year pupils are invited to various events held within Rutherglen High, including:-

February / March	Café Visits
March	Health & Wellbeing
April	Literacy & Expressive Arts
May	Numeracy & Technologies
June	Two day Induction

We will also provide you with information at this time and on events designed to support P7 children before they move onto secondary school.

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school then you may make what is known as a "placing request". If you live in South Lanarkshire and decide to submit a placing request, we are unable to reserve a place in your local school until the Council have made a decision on the placing request. Please note if your placing request application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School. Furthermore, if an application for a placing request is successful then school transport is not provided.

If you move out with your catchment primary school a "request to remain form" must be completed. If you move out with your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on [edauppserv.helpline@southlanarkshire.gov.uk](mailto:edauppserv.helpline@southlanarkshire.gov.uk) or 0303 123 1023.

## Placing Requests



Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your catchment school until the Council have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Please note that if an application for a "placing request" is successful then school transport is not provided.

### **Request to Remain**

If you move outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note that the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on [edsuppserv.helpline@southlanarkshire.gov.uk](mailto:edsuppserv.helpline@southlanarkshire.gov.uk) or phone 0303 123 1023.

Pupils who have made a placing request to secondary school will not be permitted to attend any transition events until confirmation of the acceptance of the placing request is given.



## ***Section 10 - Support for Pupils***

### **Getting it Right for Every Child**

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s), wider family and community but sometimes, perhaps unexpectedly, they may need a bit of extra help. GIRFEC is a way for families to work in partnership with people who can support them, such as teachers.

If you have any concerns about your child's wellbeing you can speak to the named person who will work with you to provide support and decide how to move forward.

In Rutherglen High School the named people are:

S1 & S2      Mrs H Haggarty (Principal Teacher)

S3 & S4      Mr Guto Williams (Principal Teacher)

S5 & S6      Mrs Rebecca McFarlane/Mrs Caroline Perston/Miss Lauren Cuthbertson

**More information can be found on: [www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)**

## Reach Forward

The Reach Forward groups are an initiative within Rutherglen High School which provides a nurturing and supportive environment where our pupils can thrive. The Reach Forward groups support a significant number of our young people who have had early adverse experiences, specifically trauma. These young people can show signs of secondary traumatic stress and insecure attachment patterns have led to a difficulty regulating emotion and therefore struggle to manage traditional classroom settings successfully.

At the core of the Reach Forward programme is the health and wellbeing of the pupils through a varied and structured programme, through which we believe that their physical and mental health can be enriched. The programme is based on the evidence now widely accepted, of Bruce Perry and the development of the brain and its optimal functioning. Bruce Perry's particular focus in his research is children and young people who have experienced trauma and neglect.

The specific outline of the programme is a 6 week blocks in which we have:-

- Circle time – a chance for the young people to discuss particular issues that they wish to raise or a topic is picked for them to discuss.
- A craft orientated task is undertaken - we have found that the craft materials not only allow the young people to relax, but the physical action of painting, constructing a model, making sculptures, etc. allow the young people to focus and articulate their experiences.
- A paperwork exercise – the pupils undertake a solution focused approach where they are asked a question or given a scenario where they rate their answer on a scale of 1 to 10.

## Extra - Curricular Activities

As a school, we strongly believe in the importance of extra-curricular activities and we offer a range of activities out with normal classroom work which help to widen the experience of all pupils. Extra - curricular activities can relieve some of the pressures of academic work and assist pupils to develop their talents and use leisure time effectively. These activities mainly take place during lunchtime. Activities which have recently been available to pupils include:-

Reading	Football
Hama Beads	Craft
Karaoke	Sports
Dance	School Band
Warhammer	Maths club
Weaving club	Chat and chill club

There is also a well-developed house system which encourages healthy competition between the houses, and which helps to foster good relationships between pupils and staff. Many pupils participate in the Duke of Edinburgh Award Scheme, John Muir Award, Caritas and Youth Achievement Awards.





Recognition of Commitment

## RUTHERGLEN HIGH SCHOOL 2025/26





## Support for All (Additional Support Needs)

GIRFEC is a partnership commitment to ensure that your child has the best possible start in life, based on a shared understanding of their wellbeing. Most of the time, most children get all the support they need from their families, with help from universal education and health services. When needed, the named person in education can offer help and support to children and families to make sure that the child's wellbeing is developing and that any issues are being addressed.

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to ensure that your child gets the right help from the right person at the right time. In the first instance, this would be your child's principal teacher. More information can be found on: [www.girfecinlanarkshire.co.uk](http://www.girfecinlanarkshire.co.uk) and [www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

## Additional Support for Learning and Additional Support Needs

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts. These are available through the school or on the South Lanarkshire Council website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) . The leaflets available are:-

- The Additional Support for Learning Act
- Requesting an Assessment
- Planning for Learning – ASP
- Planning for Learning – CSP
- Transitions
- Future Planning
- Information for Parents and Carers about moving on from school
- Inclusive Education
- ICT Assessment
- Visual Impairment Support
- Early Years Specialist Support
- Independent Adjudication

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support. Enquire – the Scottish advice service for additional support for learning Enquire offers independent, confidential advice and information on additional support for learning through:-

Phone Helpline: 0845 123 2303

Address: Enquire Children in Scotland Rosebery House, 9 Haymarket Terrace, Edinburgh EH12 5EZ

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information are also available at [www.enquire.org.uk](http://www.enquire.org.uk)

Enquire provides a range of clear and easy-to-read guides and fact sheets including the parents' guide to additional support for learning.

In Rutherglen High School we support the above policies and try to ensure that the individual needs of each pupil are met through an appropriate and rewarding curriculum.

We believe that every pupil will require support at some time. Consequently, we offer co-operative teaching with Additional Support Needs staff working alongside the subject teacher in



class. Some pupils are given additional support through small group tuition. If pupils feel that they are having difficulty with their work, they should consult with their class teachers. It is important that if pupils are off ill that they catch up with any work missed. Extended absence should be discussed with their principal teacher who will ensure that appropriate work is sent home.

Additional information can be found at the following web addresses:-

For links to relevant legislation and guidance including the arrangements that should be in place to support pupils with additional support needs:-

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

For information about the universal entitlement to support that underpins Curriculum for Excellence:-

<http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp>

For statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004:-

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

## **Attachment – what we do to support children and young people**

South Lanarkshire Council Education Resources is committed to improving outcomes for children and young people by creating emotionally supportive learning experiences in our nurseries and schools.

The Education Resources Attachment Strategy was launched in March 2019 and supports the action in the GIRFEC in South Lanarkshire's Children Services Plan 2017-20 – “Develop an attachment strategy and to inform training for staff working with early years to secondary aged children and young people on attachment-informed practice”. The aim of the strategy is to promote better experiences of attachment for South Lanarkshire's children and young people and to ensure that all education practitioners understand the importance of attachment theory and its application and how positive relationships can make a difference to outcomes. South Lanarkshire Council Education Resources have published a series of leaflets and posters for establishments and for parents/carers which aim to share information on attachment theory and on how this can inform the ways in which we support children and young people. These are available from the school office.

South Lanarkshire Education Resources have published a series of leaflets which cover information for parents and carers about Additional Support for Learning Acts.

In keeping with duties set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) the guidance states that handbooks should specifically mention Enquire, the Scottish advice for additional support for learning.

## **Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB)**

PPRUDB is South Lanarkshire's framework for understanding and managing behaviour in schools. It emphasises that all behaviour is a form of communication, often indicating unmet



needs, and stresses the importance of building positive relationships as a fundamental skill for teachers and a preventive approach to distressed behaviour. The guidance aligns with key Scottish Government policies and legislation and supports the development of safe, inclusive, and nurturing school environments.

Children and young people who feel safe, healthy, respected, and included are more likely to develop self-confidence and resilience. South Lanarkshire Council's attachment-informed, trauma-sensitive approach, aims to create a secure base and safe haven to reduce the impact of adverse childhood experiences. School staff recognise that distressed behaviour can stem from disrupted attachment, anxiety, and other complex needs, including neurodevelopmental conditions and limited communication skills.

When incidents of distressed behaviour arise in schools, staff will use a range of strategies to de-escalate situations and prevent re-occurrence. Strategies include structuring the environment with consistent routines and quiet areas, adapting communication to accommodate speech and sensory needs, and building positive relationships based on shared values. Setting clear limits with dignity, active listening, and inclusive teaching practices support behaviour management. Planning for transitions and using support plans like Additional Support Plans (ASPs) and Behaviour Assessment and Support Plans (BASPs) assist in addressing individual needs.

Each educational establishment should use the PPRUDB framework to develop and implement a relationships and behaviour policy through consultation with staff, pupils, and parents, reviewing it every three years.

Further information is available from the Headteacher of the establishment your child attends.

## Section 11 - School Improvement

Our School Improvement Plan sets out our priorities for continuous improvement and reflects our shared commitment to ensuring excellence and equity for all learners. Informed by ongoing self-evaluation using *How Good Is Our School? (4th edition)*, the plan builds on our strengths and identifies key areas for development in learning and teaching, wellbeing, inclusion, and attainment and achievement.

The plan is shaped through consultation with pupils, parents and carers, staff and partners, ensuring that improvement is collaborative and focused on the needs of our school community. Progress towards our priorities is monitored and reviewed regularly to ensure that our actions lead to improved outcomes for all young people.

Priority	Description	Rationale	What will the impact be?
1	Improve the quality of learning, teaching, and assessment across the school.	Staff are working together to create a shared understanding of high-quality LTA that reflects the needs of all learners, including pre-milestone and complex learners.	<ul style="list-style-type: none"> <li>Increased staff confidence in all aspects of LTA with a key focus on planning, delivering, and assessing all learners, including pre-milestone and complex learners.</li> <li>Improved learner progress and engagement through personalised, high-quality teaching and assessment.</li> </ul>
2	Improve pupil attainment, achievement and identification of individualised learner journeys.	Attainment strategy implemented to ensure all learners' progress is tracked more robustly, ensuring equity of access to pathways and timely interventions.	<ul style="list-style-type: none"> <li>Improved attainment data for literacy, numeracy, and accreditation.</li> <li>Stronger tracking of learner progress and interventions.</li> <li>Clearer and more ambitious learner pathways.</li> </ul>
3	To improve our approaches to wellbeing, equality, and inclusion to meet the needs of all learners at Rutherford High School.	Continue to ensure all learners feel safe, respected, and included, by implementing personalised and whole school strategies in place to support distressed behaviours,	<ul style="list-style-type: none"> <li>Reduction in violent incidents.</li> <li>Increased learner voice and participation.</li> <li>Consistent safeguarding practice across school.</li> </ul>

		communication needs, and pupil wellbeing.	
4	To improve our curriculum structure and to develop a clear and ambitious progression pathway for all of our learners.	The curriculum must be ambitious, inclusive, and flexible, meeting the needs of both complex learners and those progressing to accreditation and post-school destinations.	<ul style="list-style-type: none"> <li>• Create new and relevant curriculum rationale</li> <li>• Create new curricular structure based on CIC.</li> <li>• Increased access to accredited learning experiences.</li> <li>• Reduced transitions and improved engagement.</li> </ul>
5	Improve our approaches to pre and post school transitions.	Improve our transition support for all learners, including our pre-milestone and complex learners. All our learners require highly personalised support to ensure smooth transitions into, throughout, and beyond school. Families and partners have identified the need for clearer communication and planning.	<ul style="list-style-type: none"> <li>• Improved learner confidence and wellbeing during transition periods.</li> <li>• Stronger family engagement and satisfaction with transition processes.</li> <li>• Clearer post-school pathways supported by partners.</li> </ul>
Pupil Equity Fund (PEF)	Close the poverty related attainment gap and Improve Wellbeing, Attendance and Attainment for All.	Pupils, staff and Parent Council will be involved in deciding how to spend 5% of overall PEF funding.	<ul style="list-style-type: none"> <li>• Improved literacy and numeracy attainment for targeted pupils.</li> <li>• Increased attendance and family engagement.</li> <li>• Greater equity of access to learning.</li> </ul>

## ***Section 12 - School Policies and Practical Information***

### **School Meals**

Healthy eating is something that the school supports and a range of meals are available at lunchtime that meet the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020

The secondary school menu includes a range of options available from breakfast, mid-morning and lunchtime.

- A meal deal for £2.83 consisting of a choice of main meal served with two portions of vegetables/salad and seasonal fresh fruit selection.
- A selection of Grab 'n' Go snacks that are individually priced including panini, pizzini and freshly prepared baguettes and sandwiches with a selection of fillings.



Recognition of Commitment

## RUTHERGLEN HIGH SCHOOL 2025/26



- "Beat the Queue" use our new Pre-order Fusion Mobile App where mid-morning snacks and lunches can be ordered via mobile phone and pick it up during mid-morning and lunch break avoiding the queues.

Please follow this QR code to find out further information on how to access the app.



Fresh drinking water is also available with all meals.

**NB** - School Meal prices are reviewed annually and may be subject to change.

Free School meal Eligibility – if you receive certain benefits you may be entitled to access Free School meals. Please follow the QR code below which details information on eligibility and how to apply. Free school meal entitlement can be used throughout the school day to access meals for breakfast, mid-morning or lunchtime.





## Special diets

If your young person requires an adapted diet for medical reasons, please speak to the school office who will provide the request form for you to complete. In addition, if you have a halal or vegan diet request for your young person, please speak to the school office who will provide you with a request form.

## Free School Meals

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Scottish Child Payment (P6 and P7 pupils)
- Scottish Child Payment (S1 to S3 pupils only) (For Calderglen HS, Trinity HS, Lesmahagow HS and Larkhall Academy ONLY)
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (and your earned income is less than £850 as assessed by the Department for Work and Pensions in the assessment period immediately preceding the application for free school meals)

If you are in receipt of Housing Benefit and/or Council Tax Reduction from us there is no need for you to apply online, we will use the information we hold to automatically award free school meals (P6 to S6) and/or school clothing grants (P1 to S6) to eligible families.

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place to ensure anonymity is protected of children who receive free meals and we encourage all children to remain in school at lunch time.

**Currently all pupils at Rutherford High School receive a free school meal irrespective of income.**

## Education Maintenance Allowance

EMA is available to young people between 16 and 19 years of age and is awarded depending on your household's gross taxable income and the number of other dependent children living with you.

The online application form and information is available from South Lanarkshire Council website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or via this link Education Maintenance Allowance - financial help for senior pupils - South Lanarkshire Council

If the online form is not an option, please contact your school office for assistance.

## Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Applications can be made online at [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or via this link Clothing grants - South Lanarkshire Council



If you are required to submit evidence of your Tax Credit income it is important that a copy of this evidence is attached to your online application. Should you require further information, or you are unable to submit an application online then please contact the helpline number 0303 123 1011 (option 5).

## School Uniform

We ask all parents/carers to support the school by encouraging your child (ren) to adhere to the agreed dress code and the wearing of our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff.

There are forms of dress which are unacceptable in all schools such as:

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so
- footwear that may be deemed to damage flooring.

**The uniform for all Rutherglen High pupils is:**

- White shirt with school tie
- White school polo shirt
- School sweatshirt
- Black jumper / cardigan
- Black trousers / skirt

**Order forms are available from the school office.**



## Allergies

Many children in our schools have allergies, and it is crucial for parents to keep the school informed about these conditions.

### Health Care Plans

- Allergies can manifest at any time with symptoms ranging from mild to severe.
- Children with moderate to severe allergies often have a Health Care Plan from the NHS, detailing symptoms and interventions.
- Parents must share this plan with the school and provide updates as necessary.

### Mild Symptoms

- Even without a Health Care Plan, parents should regularly update the school on any new triggers, medications, or actions required.

### Employee Training

- School staff need to know your child's symptoms, treatments, and actions required to prevent exposure and minimise the risk of reactions.
- Employees receive training on allergies and will consult with parents and the NHS for any additional specialist training needed.

### Policy Adherence

In supporting children and young people with allergies, school staff will follow South Lanarkshire Council's Safe Systems of Work, risk assessment process, and national guidance on the administration of medicines.

### Mobile Device Policy

Our school follows South Lanarkshire Council guidance on mobile device use, which is rooted in Scottish Government policy. Mobile technology can support learning and communication, but it can also disrupt lessons and affect wellbeing if misused. To maintain a safe, respectful, and inclusive learning environment, pupils are expected to use mobile devices responsibly and in line with school rules.

Devices should not be used during class unless specifically permitted for learning purposes.

The policy has been developed in consultation with pupils, parents, and staff to balance the benefits of technology with the need to minimise distractions and protect privacy. We ask parents to support this approach by reinforcing responsible use at home and ensuring that devices are used appropriately.

### Support for parent/carers

#### Clothing Grants

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Applications can be made online at [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). If you are required to submit evidence of your Tax Credit income it is important that a copy of this evidence is attached to your online application. Should you require further information or you are unable to submit an application online then please contact the helpline number **0303 123 1011** (option 5).

**School hours/holiday dates**

School opening hours and class hours are displayed in the following tables.

Monday	08.50	15:45
Tuesday	08.50	15:45
Wednesday	08.50	14:55
Thursday	08.50	14:55
Friday	08.50	14:55

Day/ Time	8.50- 9.00	9.00- 9.50	9.00 – 10.40	10.40- 10.55	10.55- 11.45	11.45- 12.35	12.35- 1.15	1.15- 2.05	2.05- 2.55	2.55- 3.45
Monday	Reg	Period 1	Period 2	Interval	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
Tuesday	Reg	Period 1	Period 2	Interval	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
Wednesday	Reg	Period 1	Period 2	Interval	Period 3	Period 4	Lunch	Period 5	Period 6	
Thursday	Reg	Period 1	Period 2	Interval	Period 3	Period 4	Lunch	Period 5	Period 6	
Friday	Reg	Period 1	Period 2	Interval	Period 3	Period 4	Lunch	Period 5	Period 6	



**School Holidays**  
**School holiday Dates Session 2025/2026**

Type of Holiday	Dates
In-service days	Tuesday 12th and Wednesday 13th August
Pupils return	Thursday 14th August
September weekend	Friday 26th and Monday 29th September
October break	Monday 13th to Friday 17th October
In-service day - all schools	Monday 10th November
Christmas/New Year	Friday 19th December (schools close at 14:30) Monday 22nd December to Friday 2nd January Pupils return Monday 5th January 2026
February break	Monday 16th and Tuesday 17th February
In-service day - all schools	Wednesday 18th February
Spring break/Easter	Thursday 2nd April (schools close 14:30) Friday 3rd to Friday 17th April Pupils return Monday 20th April
May Day	Monday 4th May
In-service day – all schools	Thursday 7th May
Local holiday	Friday 22nd and Monday 25th May
Summer break	Schools close at 13:00

Good Friday falls on Friday 3<sup>rd</sup> April 2026.

Pupils attend school for 190 days and teachers attend for 195 days.

School holiday dates and in-service dates are available from the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk).



Recognition of Commitment



## Transport

All of our pupils are provided with free transport from home to school.

ASN Transport provide school buses. Each bus has one escort who is advised by school staff and partners on:

- Physical management of pupils with complex difficulties
- Health and wellbeing support
- Management of specific behaviours that may be distressing

Details regarding transport are discussed with parents and carers prior to admission. The name and telephone number of the bus escort will be provided, and parents/carers are asked to contact them directly if transport is not required due to pupil illness. Parents/carers should inform the escort directly when the pupil will be returning to school and requiring transport. Any medication being sent into school should be handed directly to the escort to be transferred to school staff upon arrival at school. Parents/carers are requested to be punctual at all times to avoid disruption to the transport schedule.

## Insurance for Pupils' Personal Belongings

### *Personal Items*

- The Council cannot accept responsibility for the loss or theft of personal belongings, including mobile phones, tablets, or other valuables. These are brought to school at the pupil's and parents' own risk.
- To reduce the chance of loss, please avoid sending expensive or unnecessary items to school.
- School staff are not permitted to look after pupils' personal belongings.
- This policy also applies to musical instruments and equipment used for school activities. If these items are left at school, it is at the pupil's and parents' own risk. For valuable items such as musical instruments, parents should make sure they are covered by their own household insurance.

### *Clothing*

- The Council will only consider claims for damage to pupils' clothing if the damage was caused by negligence on the part of the Council or its employees.
- Claims for any other reason cannot be accepted by the Council's insurers.

## Child Protection

All staff in educational establishments in South Lanarkshire Council receive an annual Child Protection update and are required to follow the advice and guidance contained within relevant Education Operating Procedures. They must also complete a mandatory Learn on Line Course "Child Protection in Education".

South Lanarkshire's children's services partnership works together to support children, young people and their families so that children grow up in communities where they are safe, healthy, active, achieving, respected, responsible and included, and have the opportunity to achieve their full potential. They are committed to continuously improve our services to ensure children, young people and their families get the right support at the right time.

Sometimes children and young people need additional help to make sure that they are *"cared for and protected from abuse and harm in a safe environment in which their rights are respected"* (CPC South Lanarkshire Child Protection shared vision). The Child Protection Committee has the overarching responsibility to ensure that agencies individually and collectively work to protect children and young people as effectively as possible.

All staff have a responsibility to report any suspicions that a child has been abused or is at risk of harm, abuse, or neglect. Robust procedures and guidance are in place to support education staff to: -

- be alert to signs that a child may be experiencing risks to their wellbeing,
- report concerns to the head of establishment or the child protection coordinator without delay.
- be actively engaged in support and protection and development of wellbeing.

If you would like more information, or if you have a concern of a child protection nature, please contact the head of the educational establishment which your child attends.

The Child Protection Committee's website has a range of useful information for parents/carers on how to help them keep their children safe. [www.childprotectionsouthlanarkshire.org.uk](http://www.childprotectionsouthlanarkshire.org.uk)

## Our Commitment to Children's Rights

In line with the United Nations Convention on the Rights of the Child (UNCRC), our school is committed to respecting and promoting every child's rights. We believe that children have the right to express their views on matters that affect them, and we will actively listen and take these views into account when making decisions.

To achieve this, we will:

- Create opportunities for pupils to share their opinions through class discussions, pupil councils, and consultation activities.
- Ensure that decisions about school policies and practices consider the voice of the child.
- Promote an inclusive, rights-respecting environment where every child feels valued and heard.

This approach supports our aim to empower learners, strengthen partnerships with families, and uphold equality and participation for all.

## Section 13 - Foundation Apprenticeships

A Foundation Apprenticeship is a new nationally recognised qualification, which has been designed to provide learners with knowledge and skills, relevant to occupations in thriving



industry sectors, such as engineering/civil engineering, social & health care, creative design & media, finance/ accountancy/ business, scientific technologies, ICT hardware/ software and food & drink technologies. The SCQF Level 6 courses combine classroom and work- based learning delivered in partnership with employers and specialist learning providers or colleges. Foundation Apprenticeships are the same level as Higher qualifications and can be used as entry requirements for Modern and Graduate Apprenticeships, college and university courses. Pupils gain a valuable insight into the workplace by attending work placements during the Foundation Apprenticeship.

Senior phase pupils can participate in Foundation Apprenticeships as part of their S4-S6 curriculum over one or two years. Available options have been agreed on a local basis. More details can be found at [www.southlanarkshire.gov.uk/foundation-apprenticeships](http://www.southlanarkshire.gov.uk/foundation-apprenticeships)

## General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the GDPR, with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its school.

Education Resources has also prepared a privacy notice (below) which sets out how we will deal with personal information as part of our statutory function as an education authority. For more information please contact the school.

### Privacy Notice

#### Introduction

In line with the General Data Protection Regulation (GDPR) we have produced this privacy notice to inform you how we deal with personal information as part of our statutory function as an education authority.

The Council has a legal obligation to deliver effective education services to children, young people and adult learners in South Lanarkshire. In order to do this we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

#### Using your personal information

The Council is a “controller” of the personal information you provide when enrolling for a nursery or school, applying for an education service or participating in groups or activities provided by Education Resources.

#### Information we collect from you about you and your child at enrolment

When you enrol for a nursery or school, we ask for the following information:

- parent/carer contact details (name, address, phone, email);
- the child’s name, date of birth, gender and address;
- information about medical conditions, additional support needs, religion and ethnicity;
- any information you may wish to provide about family circumstances.

#### Information we collect at other times

We will also collect information at other times such as when you apply for a benefit, request a service or other support. We will provide an additional privacy notice at these times.

- If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.
- If you make a request for additional support such as an educational psychologist or other support for learning we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.
- If there are concerns about your child’s wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information to enable us to help you get the right support at the right time in line with the Getting it right for every child approach.



We require this information to ensure that children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. We will also ask you to update this information annually and to tell us when there are changes to your details.

### Information that we collect from other sources

As an education authority and as part of our statutory function in accordance with our legal obligations, we receive information from other sources such as the SQA, the NHS or Social Work about you or your child, this includes:

- exam results and assessment information;
- information about health, wellbeing or child protection.

### Why do we need this information?

We need this information so the Council can ensure it is delivering education services appropriately to all learners:

- for the education of children, young people and adult learners
- for teaching, enrolment and assessment purposes and to monitor the educational progress of children, young people and adult learners.
- to keep children and young people safe and provide guidance services in school;
- to identify where additional support is needed to help children, young people and adult learners with their learning;
- to maintain records of attendance, absence and behaviour of children and young people (including exclusions);
- to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;
- to help us develop and improve education services provided for young people, adult learners or families
- In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

### We will share your information with:

As an education authority and as part of our statutory function in accordance with our legal obligations we will share information with other bodies or parts of the Council, including:

- The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning.
- Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social Work in connection with any child protection concerns we become aware of.
- The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland Act 1978)
- South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities.
- Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

You have the right to access your personal information as well as the rights of rectification, erasure, restriction and the right to object. For information on these rights and how to exercise them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website:

([https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general\\_privacy](https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy)).

Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.



## RUTHERGLEN HIGH SCHOOL 2025/26





## The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 came into force on 1 January 2005 and gives a person the right to request information held by Scottish public authorities.

The act refers to information held in a 'recordable' format and relates to information held within documents, not the documents themselves.

Parents wishing to make a request for information under the terms of the Freedom of Information (Scotland) Act 2002 should submit their request in writing to:

Freedom of Information Officer  
Education Resources  
South Lanarkshire Council  
Council Offices, Almada Street,  
Hamilton, ML3 0AA

Or email: [foi.request@southlanarkshire.gov.uk](mailto:foi.request@southlanarkshire.gov.uk)

Requests for information can also be submitted using the online form available from the South Lanarkshire Council website (Request it section) ([www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk))



## Appendix A

For a comprehensive list of useful information, please visit the Council's website:

[http://www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/1264/curriculum\\_for\\_excellence/3](http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3)

## Additional Information

**Education Scotland's Communication Toolkit:** A resource for engaging with parents.

- **The Scottish Government Guide Principles of Inclusive Communications:** Offers information on communications and a self-assessment tool for public authorities.
- **Choosing a School: A Guide for Parents:** Provides information on choosing a school and the placing request system.

**A Guide for Parents About School Attendance:** Explains parental responsibilities regarding children's attendance at school

## Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others

Parentzone provide information and resource for parents and Parent Councils

National Parent Forum for Scotland; [www.npfs.org.uk](http://www.npfs.org.uk)

## School Ethos

Supporting Learners - guidance on the identification, planning and provision of support

Journey to Excellence - provides guidance and advice about culture and ethos

Health and wellbeing guidance on healthy living for local authorities and schools

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education

## Curriculum

Information about how the curriculum is structured and curriculum planning

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing

Broad General Education in the Secondary School – A Guide for Parents and Carers

Information on the Senior Phase

Information on Skills for learning, life and work

Information around the Scottish Government's 'Opportunities for All' programme

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning

## Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework

Information about Curriculum for Excellence levels and how progress is assessed

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting and profiling

The Scottish National Standardised Assessment- in Scotland, pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of their everyday learning and teaching.

## Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy

Choices and changes provides information about choices made at various stages of learning

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition



Enquire is the Scottish advice service for additional support for learning

Parenting Across Scotland offers support to children and families in Scotland

## Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

Information about the universal entitlement to support that underpins Curriculum for Excellence

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers

## School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports

Education Scotland's Inspection and review page provides information on the inspection process

Scottish Credit and Qualifications Framework (SCQF)

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education



## School Policies and Practical Information

**Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.**

National policies, information and guidance can be accessed from the Scottish Government website on [www.gov.scot](http://www.gov.scot)