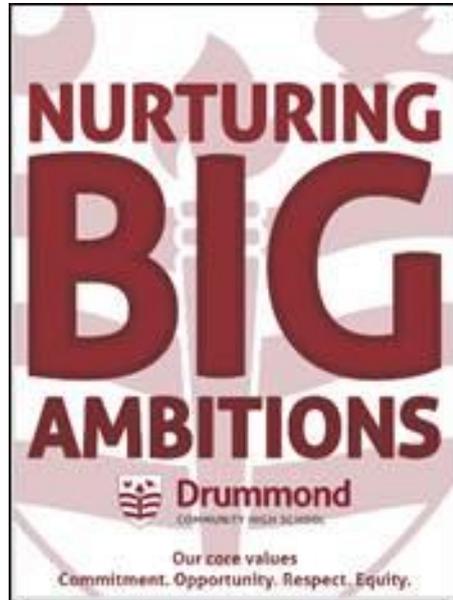


WELCOME TO DRUMMOND COMMUNITY HIGH SCHOOL



Handbook for Parents

2018/19

◆ EDINBURGH ◆
THE CITY OF EDINBURGH COUNCIL

Children and Families

DRUMMOND COMMUNITY HIGH SCHOOL PARENTS' HANDBOOK

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A Foreword from the Director of Children and Families

Session 2018 / 19

Dear Parents

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

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

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

I am pleased to introduce this brochure and hope that it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the brochure, please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Alistair Gaw

Director of Communities and Families

Children and Families Vision

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

We believe that children and young people do best when:

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

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

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

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

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

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

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

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

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

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



Alistair Gaw

Executive Director for Communities and Families

Welcome from the Headteacher

Dear Parent/Carer,

Our overall aim at Drummond Community High School is to provide all opportunities we can for every pupil to reach their potential and develop his or her individual talents and abilities. As parents you will naturally wish for the best for your child, and we share that wish. Our efforts are directed towards your child's education in the widest sense. We want to provide the best possible academic education, but we are also concerned with developing a wide range of personal qualities and skills. Above all, we seek to encourage and support your child's development into a socially responsible and independent young person.

School will play a major part in achieving these aims, but effective education depends on a partnership between home and school. To realise this partnership, we actively encourage you as parents to take a full and positive interest in your child's education and to pursue this interest through events such as Parents' Evenings or direct personal contact.

We encourage our pupils to identify with the school, to be proud of who we are and what we do and to be involved in the life of the school. We hope that you as a parent will also take an active interest in the life and affairs of the school.

You will naturally have a range of questions and anxieties concerning your child's transfer from primary to Drummond and we hope that this handbook will help to address some of these questions. In line with other Edinburgh schools, our handbook has information about educational provision in Scotland and Edinburgh generally, as well as in Drummond, although we have tried to provide as much practical information about the school as possible. We hope that you find it useful, but if you have any questions, or would like any further information on any aspect of the school or the education of your child, please do not hesitate to contact me.

We hope that your child will enjoy the years that are ahead and that he or she will gain much both academically and socially from being a pupil with us.

Finally, you will find after this introduction, a welcome to Drummond for your child. Please read this over with your son/daughter and discuss any points or questions he or she may have.



Yours sincerely,

A handwritten signature in black ink that reads "Jodie Hannan".

Jodie Hannan
Headteacher

WELCOME TO DRUMMOND COMMUNITY HIGH SCHOOL

Dear Pupil,

You will no doubt feel a little nervous about leaving Primary School and coming to the “big school”. Our first aim when you come to Drummond, however, will be to make you feel as much at home as possible. We are sure that, as well as the friends you have from your own primary, you will soon make new friends with pupils from other schools and with older pupils. In addition to the help and assistance you will get from staff, you will also find that our Sixth Year students, acting as buddies, will be very keen to help you settle into school life.

You will find that life at Drummond is different from your life at Primary. Instead of one teacher, you will have many – a different teacher for each subject. You will study new subjects. You will have a timetable to follow. You will, however, soon get used to these differences. Your Tutor Teacher, whom you will meet each morning, will help you with any problems you have and one particular member of staff – your Pupil Support Leader (Guidance) – will play an important role in your school life. Your Pupil Support Leader will help you throughout your first year and will stay with you as you progress through school, helping you with problems or questions to do with your subjects, your reports, your future career choices and with any personal difficulties you may have. Your Pupil Support Leader is there to help you. Please do not feel worried or frightened about approaching him or her for advice or help.

School is, of course, not just about subjects, homework and examinations. These are very important and we hope that you will gain excellent examination grades during your time with us. School is also a place where you learn other skills, however, such as how to make friends, how to get on with adults, how to work with others and on your own, and above all how to prepare yourself for life when you leave school.

We hope that you are proud to become a pupil at Drummond and that you will always behave in a way which will add to the good reputation of the school. We hope also that you will involve yourself fully in the life of the school, in the clubs and in the activities which it offers.

I look forward, as do all the staff and pupils, to meeting you when you come to Drummond.

Yours sincerely,



Jodie Hannan
Headteacher

The following information has been organised into four sections:

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

Section One – Practical Information about the School

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

- registration and enrolment
- contact details for the school
- the Drummond cluster
- the school day
- term dates
- reporting absence
- uniform
- financial assistance with school clothing, transport and school meals
- school meals
- travelling to and from school
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- communication in the event of unexpected closure
- security
- equality
- health and safety
- school health service and administration of medicines
- how to complain if you are not happy about something.

Registration and enrolment

The date for registration of new school entrants is advertised in the local press and on the council's website www.edinburgh.gov.uk. Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area.

Parents will be provided with information about the school, when they register their child. Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

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

Contact Details

Name of Headteacher: Jodie Hannan

Name of School: Drummond Community High School

Address: 41 Bellevue Place, Edinburgh, EH7 4BS

Telephone Number: 0131 556 2651

Website: www.drummond.edin.sch.uk

E-mail Address: admin@drummond.edin.sch.uk

Twitter: @Drummond_CHS

Headteacher twitter: DrummondHT

Keep up to date with school news and information by downloading our app: search 'SSA' in the Apple or Google play app stores, or scan the QR code (right).



About the school

Stages of Education provided for: S1 – S6

Present Roll: 360

Denominational Status of the School: Non-Denominational

Drummond draws its students mainly from the areas served by the following primary schools: Abbeyhill, Leith Walk and Broughton, though a significant number of children 'opt in' from other schools. We work closely with all three primaries across the year so that the transition from primary to secondary is smooth.

The Drummond Cluster

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

The parents of Primary 7 pupils are warmly welcomed to our Information Evening in June after the transition days: there are presentations from the Headteacher and Depute Headteachers for S1-S3 and an opportunity to discuss any issues.

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

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

If you have any questions about the transition process please contact our school office and ask to speak to Mrs McLean, Depute Head Teacher, who leads the transition process.

Organisation of the School Day

	Tutor	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Monday-	8.32 – 8.40	8.40 – 9.30	9.30 – 10.20	10.35 – 11.25	11.25 – 12.15	12.15 – 13.05	13.45 – 14.35	14.35 – 15.25
Thursday								
	Tutor	Period 1	Period 2	Period 3	Period 4			
Friday	8.32 – 8.50	8.50 – 9.40	9.40 – 10.30	10.45 – 11.35	11.35 – 12.25			

School begins each day at 8.32am and ends at 3.25pm. This is 12.25pm on a Friday.

Agreed Term Dates for Session 2018/19

Autumn

Term starts Wednesday 15th August 2018

Mid-term holidays

- Monday 17th September 2018, Autumn holiday
- Monday 15th October – Monday 22nd October 2018, mid-term break

Term ends Friday 21st December 2018

Christmas holidays

Monday 24th December 2018 - Tuesday 8th January 2019

Spring

Term starts Wednesday 9th January 2019

Mid-term holidays

- Monday 11th February 2019 - Friday 15th February 2019, mid-term break

Term ends Friday 5th April 2019

Easter holidays

Monday 8th April 2019 to Monday 22nd April 2019

Summer

Term starts Tuesday 23rd April 2019

Mid-term holidays

- Monday 6th May 2019, May Day
- Tuesday 7th May 2019, staff only in service day
- Monday 20th May 2019, Victoria Day

Term ends Friday 28th June 2019

Attendance and absence

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

Absence from school is recorded as “authorised”, that is, approved by the Children and Families Department, or as “unauthorised”, that is, unexplained by the parent (truancy).

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

If we have not received notification of an absence, you will receive a text message from the school to let you know that your child is not in school.

We would highlight the importance of full attendance at school as even ten minutes per day lost has a negative incremental impact upon attainment and settling in at school.

Please make every effort to avoid family holidays during term time as this will disrupt your child’s education and reduce learning time. It is possible to approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the Headteacher before the holiday. If permission cannot be given, it will be recorded as unauthorised absence. A holiday may be authorised if you can prove that work commitments (such as a tour of duty) make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Headteacher on this basis is regarded as authorised absence.

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

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

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

School Uniform

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

Wearing school uniform contributes to a positive school ethos, helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

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

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school and ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment, which are often lost.

Drummond Community High School is committed to a school dress code as we wish to have pupils who are proud to be identified with their school. We aim to prepare pupils for the world of work, where a

dress code is a common feature; to improve the image of the school in the local community; and, for purposes of security, be able to recognise who is a member of our school community.

Drummond Community High School Uniform

The school uniform is black and white and consists of the following:

- School Blazer for all S6 pupils, and S5 who wish to
- White shirt or blouse
- Black trousers/skirt
- School tie
- Cardigans and jumpers should be plain black, not spotted, lacy or embellished with sparkles
- Black shoes
- Black or white hijab (if worn)
- Tee shirts worn underneath the white shirt should be white
- Belts should be plain black
- Football strips are not acceptable in PE and pupils should have a change of appropriate footwear

In addition, and in line with council policy, pupils should not wear clothing which is so tight, so short or so revealing that it may give offence to others.

Please note our uniform does not include:

- Polo shirts
- Hoodies
- Leggings without a skirt over them
- Tight trousers or jeans
- Skinny jeans
- Hot pants (shorts)
- Skirts shorter than fingertip length
- Jeans

School Sport and Physical Education

Football strips are not acceptable

Pupils must remove any personal items, such as watches, rings, chains and piercings that will constitute a hazard if worn during an activity.

Security: Pupils should not bring any personal belongings of any value to PE and if they do, they do so at their own risk as the school carries no liability for any loss or damage to personal property. If you have any queries regarding the school's dress code, please contact the school office.

Free School Meal & Clothing Grant

Some families may be eligible for free school meals and a school clothing grant. Application forms are available from the school office. The forms have to be completed by the parent along with supporting documentation as detailed on the application form. Please be assured that the provision of free school meals is discreet and confidential. We would urge anyone who thinks they may be eligible to apply.

Grants for free school meals and clothing for children are available to parents receiving:

- Child Tax Credit, but not working tax credit, with an annual income of less than £ 16,105
- income support
- jobseekers allowance[income-based]
- support under Part V1 of the Immigration & Asylum Act 1999
- Income related element of Employment and Support Allowance
- Both Maximum Child Tax Credit and Maximum Working Tax Credit with an annual income under £6,420
- Universal Credit – with a maximum monthly income of £610

Information on free school meals and clothing grants is available on the www.edinburgh.gov.uk website. Applications for free school meals and clothing grants can be made by contacting School Grants, Transactions – Assessment & Finance, Level C3, 4 East Market Street, Edinburgh, EH8 8BG.

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and catering services.

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

Although pupils are allowed to leave the school grounds we would prefer that for safety reasons until more settled into the school community, S1 pupils did not, and that no pupils left at interval so that they are not late returning for class.

Parent Pay

Drummond is a cashless school. Parents will be issued with a username and password which will allow them to access their parent pay account. This will allow payment to be made online for the following:

- School meals
- Contribution to Food & Consumer Technology. Art and Craft Design & Technology lessons

Students will be given a six digit code in connection with ParentPay which they will use when paying for items at the school canteen. Biometrics is also in use at Drummond which identifies each pupil by finger registration using mathematical algorithms. This reduces opportunities for students to borrow or use credentials from each other. This is optional.

There are machines in school where students can also credit their school meal account with both notes and coins. No change will be given at the school office.

If your child is entitled to free school meals accounts will be credited automatically each day.

Travel to and from School

We ask you to co-operate with us to ensure that your child arrives at school on time in the morning and that for their own safety, they do not walk through the car park.

Supervision in the morning and at lunchtime

Supervision before school starts is very limited so whilst pupils are welcome to come into school from 8.00 am onwards, the highest standards of behaviour are expected. Drummond has a free daily breakfast club in the staffroom from 7.50-8.20am to which all pupils are welcome.

Similarly, at breaks and lunchtimes, pupils are welcome to stay in school, but they must behave in an appropriate manner for the safety of all. We prefer that S1 pupils do not leave the school grounds during the school day. If pupils behave inappropriately at social times they will be restricted to a particular area for closer supervision.

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour.

Communication in the event of unexpected Closures

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

Where possible, we will send out information texts using our Text Alert system and put an emergency notice on the school website.

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

School security

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

Security of Personal Items

We recognise that mobile phones and digital devices are an integral part of the culture of young people. The school therefore accepts that pupils are permitted to bring mobile phones and digital devices to school but that their use is subject to the school's mobile devices policy (see website). These items, however, can be quite valuable and pupils bring them to school at their own risk.

Pupils are discouraged from carrying to school large sums of money and/or expensive personal items. The school is not responsible for the loss or damage of personal items and neither the school nor the Authority carries insurance to cover any loss or damage. Pupils who bring personal items of a valuable nature to school do so entirely at their own risk.

Equality

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

Equality and inclusion are very important to us and we will do everything possible to promote these values in school. We have a zero tolerance to bullying behaviour.

English as an Additional Language

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

Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Communities & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the [Health and Safety at Work Act 1974](#). School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school.

School Health Service

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

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

An information booklet about the School Health Service is issued to all Primary 1 pupils and any new pupils coming from outwith the Edinburgh area.

Parents/carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3 and asked if they would like their child to have a medical consultation with the School Doctor.

Some of the staff concerned and the parts they play are as follows:

School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

The School Nurse reviews the notes of all children in Primary 1, 4, 7 and Senior 3 as well as those of all new entrants. The School Nurse may be helped by a **Health Assistant**.

The School Nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school.

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

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

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

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

The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667-7114).

We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development. Please do not hesitate to arrange through your child's PSL to see the School Nurse should you require any further information.

Medical care & the Administration of Medicines

A Welfare Assistant is in attendance from 08.30am to 12.30pm (Monday-Thursday). Outwith these hours we have alternative first aid provision. Cases of illness or accident affecting pupils are referred to her. Where possible the pupil is taken to the Welfare Assistant. If that is not possible the Welfare Assistant is called to the pupil. It is her duty to decide what action is required and to make the necessary arrangements. In cases where the child needs simply rest, quiet and supervision, or treatment of superficial wounds, she will provide it. Where, however, the pupil needs to be sent home or to the hospital, she will contact one of the parents. If the parents cannot be reached immediately, and hospital attention is deemed necessary, the child will be taken to hospital without delay whilst efforts to locate a parent continue. No child will be allowed to go home unless a parent can collect them. If a parent cannot be reached, the person designated by the parents as the emergency contact will be contacted.

Parents should be aware of the limitations under which the Welfare Assistant works. Non-prescribed medication of any kind cannot be administered by her or any member of the school staff.

If your child takes prescribed or un-prescribed medicine or has any other medical need, the school should be made aware and you should contact your child's Guidance teacher. It is incumbent on parents to inform the school of any special medical condition or requirements pertaining to their child so that the school staff may exercise proper supervision and care and ensure that the correct paperwork can be completed.

Pupil Equity Fund (PEF)

The Scottish Government provides all schools in Scotland with additional funds for literacy, numeracy and health & wellbeing to close the poverty related attainment gap. The amount that each secondary school receives is based on the number of young people in S1-S3 who are registered for free school meals.

Each school has autonomy on how it uses PEF and Drummond spends it on providing a daily breakfast club free for all S1-S6 pupils; purchasing additional Support for Learning resources and staffing for vulnerable pupils; additional resources for classrooms to support existing good learning and teaching practice; youth workers to support young people at risk of disengagement from school or requiring emotional and mental health support; widening the participation of children affected by poverty in excursions and the curriculum; buying uniform; purchasing educational placements out with school to engage vulnerable pupils.

The amount of PEF given to school varies year on year depending upon how many families register so we encourage all families who think they may qualify for free school meals to apply as it supports the work of the school. Please contact Ms L Doyle in the school office for advice if necessary.

Complaints, Comments and Suggestions Procedure

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

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

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

Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.

The Headteacher will try to respond promptly, but often issues are complex and time is required to investigate.

If you are still unhappy with the service or with the response from the school, then you have the right to take the matter further and contact Advice and Conciliation [0131 469 3233].

If you are still unhappy following your approach to Advice and Conciliation, you can take the matter up with the Scottish Public Services Ombudsman. The written response from Advice and Conciliation will contain contact details for this service.

Section Two – Parental Involvement in the School

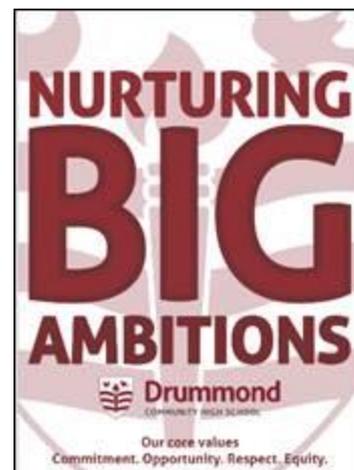
Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership. You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success. Links we have with partner organisations and the wider local and national community are also described in this section. Lastly, it includes information on our Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Ethos

Drummond Community High School - Vision & Values

Drummond Community High School supports every young person to achieve and attain their very best. We **respect** individuality and celebrate diversity. We provide **opportunities** for success through a variety of curricular and extra-curricular options and pathways. We encourage our young people to be **committed** to their success and support our young people to build the skills and resilience they need for the future. We promote **equity** in all we do, and **nurture all our pupils' ambitions**. We belong to our school.



Promoting Positive Behaviour

We know that better behaviour means better learning. Pupils in Drummond Community High School are expected to observe the highest standards of behaviour and conduct all times. Positive and mutually respectful relationships with staff and with other pupils are promoted as the basis on which good behaviour is established. Sanctions are used sparingly and appropriately. We rely on the partnership with parents to ensure the best possible standards of pupil behaviour.

Anti-bullying Policy

Bullying is an unacceptable form of behaviour through which an individual or group of individuals are or feel threatened, abused or undermined by another individual or group of individuals. Please report this at once to a teacher. It will **always** be followed up.

Partnership with Parents

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

Parents are welcomed in a variety of different ways, not least through parent information evenings, parent consultation evenings and individual visits. These meetings provide opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. The school makes contact with parents through email, website, text messages, letters, newsletters and phone calls.

The Parent Council is an official body, which you may also join. Please see below.

Parent Council

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

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

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

Parents/carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

Drummond Community High School Parent Council

Drummond Community High School's Parent Council is the parental representation body of the school. It was established in October 2007 and replaced the School Board. All parents and carers of Drummond pupils are automatically members of Drummond's Parent Council. The Parent Council works with the whole school community as a strategic body and is always pleased to hear comments and suggestions from parents and carers. Our meetings are open to all and are usually held in the Staff Room. Details of future meeting dates will be posted on the website. Minutes are also posted on the school's website which is our main method of communication with parents/carers.

Current Parent Council Chair is David Sterratt, and Vice Chair is Deirdre Henderson

We very much look forward to welcoming you to Drummond. For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

Pupil Voice

Pupil Voice at Drummond comes in a variety of formats including Year Councils and a School Parliament. In S1-S5 students elect representatives from their form to sit on the Pupil Voice. S6 are represented by the House Captains and Heads of School each of whom also chair.

Pupil Voice meets once every half term to discuss issues affecting their community, whilst planning for improvements and discussing action. The discussion points are then relayed back to the rest of the pupil body at regular House Assemblies. These House Assemblies are run by each House Captain and the Heads of School.

Each meeting is attended by the Headteacher and a PSL.

Section Three – School Curriculum

The curriculum in S1-3 provides a broad general education that focuses not only on subject knowledge but skills for life, learning and work. Students engage in a range of experiences and outcomes across all 8 curricular areas - Expressive Arts, Health & Wellbeing, Languages, Mathematics, Religious & Moral Education, Sciences, Social Studies and Technologies. We plan learning experiences that provide breadth, depth, support, challenge and opportunities for students to demonstrate knowledge and skills beyond the classroom. In S4-6 students are coursed into National and Vocational Qualifications and opportunities.

Staff use a range of teaching approaches, including active & collaborative learning and where appropriate, the use of ICT. Opportunities for improving literacy, numeracy and health & wellbeing are taken where appropriate, across the curriculum. Students are encouraged to be critically aware of what they are learning, how well they are doing and what they need to do to improve.

We have high expectations of our students in every curricular area and staff and parents/carers and strive to ensure all of our students achieve positive destinations beyond Drummond. This may be in Higher Education, Further Education, Employment or in Voluntary Work. We are always planning for improvement for the young people at Drummond and go beyond to ensure they are all included, respected and achieving.

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

Introduction

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

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

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

S1-S3 Curriculum

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

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

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

Our S1 and S2 provision ensures pupils have access to all curricular areas in S1 and S2. Pupils narrow their choice to 8 in S3 and choose 7 at the end of S3.

The Senior Phase Curriculum (S4,5,6)

Our Senior Phase comprises S4,5 and 6 who are considered as a cohort during their senior years. This means they will be offered the same subjects to choose from and will be timetabled together.

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

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

Our Senior Phase course choice form can be found on our website www.drummond.edin.sch.uk

Learning & Teaching

Quality Learning & Teaching is our core business and fundamental for pupils to be successful. Drummond staff continuously evaluate their Learning & Teaching practice to ensure they are using the most beneficial methodologies for the pupils to learn effectively. This has included the continued development of Active Learning, AIFL strategies and learning through ICT.

iPads

We invest in iPads, along with chargers and cables, for all S2-S6 pupils and this is significant funding. We expect that all pupils, who have been loaned an iPad, to bring it into school fully charged every day, ready for use. Any damage incurred is the responsibility of the pupil/ parents to pay for and a school contract must be signed to this effect.

Skills Development

The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.

Building the Curriculum 4

Skills will be developed across all years through the Outcomes and Experiences. Opportunities will be provided in the curriculum as part of departmental planning.

Active Learning

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

Planning Children's and Young People's Learning

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

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

Home Learning

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it.

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

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

Religious Instruction and Observance

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

Parents are encouraged to let the Pupil Support Leader know if there are topics or issues which their child may find sensitive. We can then plan how to proceed in consultation with you.

Extra-Curricular Activities

In addition to the formal curriculum, in The Royal High School the informal curriculum is extremely important for enhancing learning and providing opportunities for personal achievement.

It has always been the School's policy to promote and encourage a wide programme of extra-curricular activity and a substantial number of sporting and cultural opportunities are offered. Please see the website for an up to date list of clubs on offer.

Details of venues and meeting times are on notice boards.

We take full advantage of our city centre location and organise numerous trips, visits and experiences throughout the year to enhance learning. In recent years these have included visits to museums, galleries,

theatres, cinemas, and castles. Visitors into school are frequent and also add to the learning experience. Opportunities to perform and engage with competitions or other opportunities are actively sought.

Active Schools

Active Schools is the national programme, funded by *SportScotland* and City of Edinburgh Council, designed to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. At Drummond these opportunities are available before, during and after school, as well as in the wider community. Our Active Schools Co-ordinator, Jess Lambson, manages our extra-curricular sports programme and is the main point of contact for sport in the cluster.

Assessment

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

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

Assessment and Reporting

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

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

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

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

Section Four – Pupil Support

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

Getting It Right for Every Child

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

Getting It Right for Every Child aims to improve outcomes for all children and young people. It promotes a shared approach that:

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

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

Protecting Children and Young People

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

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at www.edinburgh.gov.uk/InOnTheAct

[In on the Act - Supporting children and young people with additional support needs provides the following information](#)

specified by the Education (additional Support for Learning) (Scotland) Act 2009 which includes –

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

(b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.

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

- i) have additional support needs,
- ii) require, or would require, a co-ordinated support plan,

d) the role of parents, children and young persons in the arrangements referred to in paragraph (b),

e) the mediation services provided

f) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

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

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

Enquire: www.enquire.org.uk 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk 0131 667 6633.

At Drummond, we seek to support young people and remove barriers to learning. Many pupils require support at some point in their school career. We employ a range of assessments and consult with experts in different fields in order to best identify needs and solutions. We will always consult with parents and take the young person's views into account in order to develop an appropriate plan and pathway.

If you have any queries at all about Additional Support Needs, please contact Mrs E McLean, Depute Headteacher, at school.

Secondary Resource Provision (SRP)

Drummond is one of four secondary schools in Edinburgh to provide an Inclusion Resource. The Inclusion Resource supports up to five students in every year who have significant additional support needs, arising from moderate learning difficulties and/or language communication difficulties. These students are supported to participate fully in school life.

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

SRP places are secured via a submission to the Case Management Review Group (CMRG) process, not by applying to us directly. Please contact your child's Guidance teacher at their current school for further details.

Pastoral Support

All staff have a responsibility to ensure individual pupils work are supported towards meeting their full potential. Additional Support for Learning is led by the Integrated Support Team (IST), which consists of Pupil Support and Support for Learning staff. IST staff co-ordinate the support strategies for all learners and liaise with partner agencies where required. IST staff support Key Adults (Form teachers) to provide universal support entitlements for all learners while ensuring the provision of appropriate targeted supports.

Pupil Support structures

Every pupil is allocated to a Tutor group in one of the three Houses, Annandale, Bellevue or Claremont and each House has a Pupil Support Leader (PSL). The PSLs are;

Mr M Paley	Annandale
Mrs M Rawluk	Bellevue
Ms L Rankin	Claremont

PSLs see their classes once per week for PSE (Personal Social Education) classes.

There are two Depute Headteachers:

Mrs E McLean has responsibility for all S1-3 pupils across all Houses, and Pupil Support

Mrs P Sharp has responsibility for all S4-S6 pupils across all Houses, and Curriculum

Mrs Mclean is also responsible for pastoral primary secondary transition arrangements and our Support for Learning Leader is Mrs S Barraclough.

SLT, PSLs and a number of Curriculum Leaders (CLs) work closely with primary schools throughout the school year, strengthening curricular and pastoral links within the cluster.

Support for Learning and PSLs continue to work with a learner throughout his/her time at Drummond, ensuring a skilled, trusted and specialist member of staff supports a young person and his/her family in partnership throughout their learning journey at Drummond, from S1 to their point of exit from school.

Learners are supported with their pathways at all course choice stages by a team of professionals within the school who know them, and their families, extremely well. This continuum of support assists every learner.

Sensitive Aspects of Learning

As part of our curriculum young people will learn about some issues which they or their families will regard as sensitive issues. These include topics such as mental health and wellbeing, sexual health, drugs awareness, and relationships. Pupils are encouraged to speak with their Pupil Support Leader if they are uncomfortable so that they can be supported appropriately; this could involve being excused from the lesson.

Parents are encouraged to let the Pupil Support Leader know if there is an area of the guidance curriculum in which they do not wish their children to participate. The topics covered in each year group are outlined on our website.

Transitions – Moving to a New School or Leaving School

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

Primary to Secondary Transfer

There are a number of transition events for Primary 7 pupils throughout the school session as well as year-long links between Drummond and our cluster primaries. Visits to the local secondary school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and will be given an overview of school life.

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

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

Catchment Secondary School

Drummond Community High School

The primary schools in our catchment area are:

LEITH WALK, ABBEYHILL, BROUGHTON

Although most of our pupils transfer from the three associated primaries above, a number of pupils join us from other primary schools.

Our three associated primary schools have close contact with us throughout the academic year. This contact includes:

- Open Mornings in October
- Health and Wellbeing breakfast and treasure hunts led by the S6 Leadership class
- Active Schools sports events every term
- Christmas Ceilidh
- STEM (Science, Technology, Engineering and Maths) events
- Cluster Numeracy and Literacy strategies
- Three-day visits by all primary pupils to Drummond in the June preceding August transfer
- P7 Parents' Evening held in Drummond in June
- Coordinated joint professional learning and development between primary and secondary teachers.

A range of other activities throughout the year. This programme changes on an annual basis.

Placing Requests

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

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

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

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

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

Transport for Placing Requests

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

Section Five – School Improvement

The section gives an overview of how the school evaluates progress and plans for improvement.

Raising Attainment

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

Standards and Quality Report

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

A copy of our Standards and Quality Report can be found on the school website or a hard copy can be obtained on request to the school. Faculties also publish a Standards and Quality report to give a more detailed look at our achievements and forward plans.

School Improvement Plan

Each year we also set out our priorities for development as a school to mirror the Scottish Government's National Improvement Framework (NIF) priorities. These are detailed in our Improvement Plan which is also available on our website www.drummond.edin.sch.uk

Key priorities of the National Improvement Framework

The National Improvement Framework and Improvement Plan is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. The priorities for 2018 will remain as:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Transferring Educational Data about Pupils

The Scottish Government – Education and Training has asked that the undernoted advice be included in our school brochures. We will follow the General Data Protection Regulation (GDPR) from 25 May 2018.

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

What pupil data is collected and transferred?

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

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify ‘localities’ rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

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

Why do we need your data?

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

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

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998) and the General Data Protection Regulation (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website (www.scotxed.net).

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

Concerns

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

Websites

You may find the following websites useful.

www.edinburgh.gov.uk - contains information for parents and information on Edinburgh schools.

<http://www.parentzonescotland.gov.uk> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.

www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.

<http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.

<http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.

<http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying

<http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland

<http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

<http://www.educationscotland.gov.uk/Parentzone/getinvolved/forumscotland/index.asp>

http://www.edinburgh.gov.uk/info/20229/getting_it_right_for_every_child/1733/getting_it_right_for_every_child/3 - the Getting it right for every child in Edinburgh approach outlines how we work within a multi-agency team to support children, young people and families.

www.myworldofwork.co.uk – the Skills Development Scotland web service provides excellent advice and support for learners, parents and carers regarding course choices, career planning and learning pathways.

www.bbc.co.uk/scotland/learning - provides a range of learning resources, including study support and revision materials for the new National Qualifications.

<https://www.npfs.org.uk/downloads/> provides detail on the range of National Qualifications that a pupil can study in Senior Phase

<https://www.gov.scot/binaries/content/documents/govscot/publications/report/2017/12/2018-national-improvement-framework-improvement-plan/documents/00528872-pdf/00528872-pdf/govscot%3Adocument> The Scottish Government's National Improvement Framework

Glossary

CFE - Curriculum for Excellence

ASN – Additional Support Needs

EMA – Education Maintenance Allowance

ASL – Additional Support for Learning

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

CLD – Community Learning and Development

GIRFEC – Getting it Right for Every Child

CL – Curricular Leader

PSL – Pupil Support Leader

SRP – Secondary Resource Provision

SLT – Senior Leadership Team

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

I hope you find all of the information included in this handbook helpful and informative. If you have any queries, please do not hesitate to contact me.



Jodie Hannan
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The information in this school handbook is considered to be correct at the time of publication (November 2018), however, it is possible that there may be some inaccuracy by the start of the new school session in August 2019.