



**WELCOME  
TO  
HYNDLAND  
SECONDARY  
SCHOOL**



Last updated 2023

## AN INTRODUCTION FROM THE HEADTEACHER

Dear Parents / Carers and partners of our school,

I feel very honoured and privileged to be giving you information about our school through the Hyndland Secondary School Handbook for Parents & Carers, which is published in keeping with the Council's guidelines.

Our school aims to provide a happy, healthy and safe environment in which every pupil can fully develop her or his talents and abilities. We hope that our pupils will be active and responsible members of the wider community served by the School. Together, we aim to achieve the best possible education for every individual, regardless of gender, race, religion or background.

In Hyndland we have high expectations of our pupils. We require that every member of the school works hard - and achieves to the highest level possible. We aim to combine these high expectations with a sympathetic, supportive nurtured approach to the needs of the individual, all within a culture of mutual respect.

At Hyndland, education is seen as a partnership - of school, home and community. Teachers, support staff pupils and parents working in co-operation, each group and all individuals assuming responsibility for their contribution, can create a positive atmosphere and ethos and bring out the best version in all. As part of Hyndland Learning Community we work even more closely together with the other educational establishments and partner agencies, to support our young people in achieving their best.

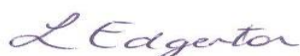
What follows in this handbook is information about many aspects of education at Hyndland. We hope that this information is of interest and of use to you. We encourage parents to take an active interest, not just in the progress of their own child, but also in the life of the school as a whole.

We welcome enquiries, suggestions, comments, compliments and concerns.  
We value partnerships at all levels.

Visitors to our school regularly comment on the happy, purposeful atmosphere that they find in Hyndland. What we can promise you is a complete dedication from a talented group of staff and pupils who believe passionately in giving the very best opportunities to all young people in our school. Our vision has been strengthened through the work of the Rights Respecting School Group, fully accredited with gold and working towards sustaining this accreditation. We are also proud to be a LGBT Gold Charter school and inclusion for us is a priority. Please feel free to contact us at the school if you wish to find out more or would like to arrange a visit.

Our traditional school motto is, 'Spero Meliora': 'I (we) hope for better things'.  
We do; however, we also work very hard to achieve them.

We have translated this more recently into being the best version of ourselves, this is true of our entire community.



Louise Edgerton (Head Teacher)  
Hyndland Secondary School

## THIS SECTION CONTAINS SOME BASIC FACTS AND FIGURES ABOUT HYNDLAND

Hyndland Secondary School is a six-year comprehensive school providing the full range of secondary education for girls and boys. It is non-denominational and welcomes pupils of all religions

### Our Name and Address

Hyndland Secondary School  
Lauderdale Gardens  
GLASGOW  
G12 9RQ

### Our Capacity

950 (Nominal) 1035 (Actual)

### Our Telephone Number

0141 582-0130

### Email

headteacher@hyndland-sec.glasgow.sch.uk

### Website

www.hyndland-sec.glasgow.sch.uk

### Glasgow City Council Going to School Website

[www.glasgow.gov.uk/en/residents/goingtoschool](http://www.glasgow.gov.uk/en/residents/goingtoschool)

### Useful Address

Education Services, Glasgow City Council, City Chambers, GLASGOW, G2 1DU Tel: 0141-287-2000

### The Number of Pupils In Each Year Of The School Are -

First Year	180	Second Year	180	Third Year	180
Fourth Year	180	Fifth Year	175	Sixth Year	139
				TOTAL	1035
Our likely S1 intake over the next three years is					
2024	180*	2025	180*	2026	180*

\*including placing requests

### Our Accommodation Includes

Six ICT rooms, nine Science laboratories (with a recent refurb to create 2 additional labs), four Technical Education rooms, two Music rooms, three Art and three Health & Food Technology areas, Learning hub, Nurture area, as well as twenty-three general purpose classrooms. We also have a games hall, a gym, a dance studio and a floodlit all-weather Astroturf sports field. In addition, we have a large modern library, a performance space - The Airlie Theatre also recently refurbished with new seating and soon to be fitted with a new sounds system, a drama studio, a cafeteria and some pupil social space with benches all around our ground floor and first floor including our relationship corridor.

All teaching areas are fully networked with secure access to the internet.

Although we still have two buildings, they are connected by an enclosed link corridor. There is disabled access to all areas of the building.

### **Our Associated Primary Schools that we were closely with are:**

Broomhill Primary  
12A Victoria Park Drive South  
Tel. 0141-959-6665

Hyndland Primary  
44 Fortrose Street G11 5LP  
Tel. 0141-339-7207

Thornwood Primary  
11 Thornwood Terrace G11 7QZ  
Tel. 0141-334-4271

Whiteinch Primary  
56 Medwyn Str G14 9RP  
Tel. 0141-959-3271

(Hyndland also receives each year pupils by placing request from several other Primary Schools.)

### **The School Day at Hyndland Secondary**

Pupils enjoy a six-period day (Wed–Fri) and a seven-period day on a Monday and Tuesday at Hyndland. Currently our hours are: -

Opening	08.45am
Morning Interval	11.15am - 11.30am (Monday & Tuesday)
Morning Interval	10.25am - 10.40am (Wednesday, Thursday & Friday)
Lunch	13.10pm - 13.50pm (Monday & Tuesday)
Lunch	12.20pm - 1.00pm (Wednesday, Thursday & Friday)
Closing Time	15.35pm (Monday & Tuesday)
	14.45pm (Wednesday, Thursday & Friday)

### **The School Year at Hyndland 2023/2024 Term Dates**

Re-opening	Teachers:	Monday	14 August 2023
	Pupils:	Wednesday	16 August 2023
September Weekend		Friday	22 September 2023 to
		Monday	25 September 2023 (inclusive)
1st Mid Term		Monday	16 October 2023 to
		Friday	20 October 2023 (inclusive)
Christmas/New Year		Monday	25 December 2023 to
		Friday	5 January 2023 (inclusive)
2nd Mid Term		Monday	12 February 2024 and
		Tuesday	13 February 2024
Spring Holiday (Easter)		Friday	29 March – Friday 12 April 2024 (incl)
May Day		Monday	6 May 2024
May Weekend		Friday	24 and Monday 27 May 2024 (inclusive)
School	Close	Wednesday	26 June 2024 at 1.00 pm

**Please note that schools will close at 2.30pm before the Christmas break and Spring holiday break.**

**Schools will close at 1pm on the last school day before the summer holiday.**

#### **In-service days**

Day1	Monday	14 August 2023
Day 2	Tuesday	15 August 2023
Day 3	Friday	13 October 2023
Day 4	Wednesday	14 February 2024
Day 5	Thursday	2 May 2024

## **The Leadership Team**

### **HEADTEACHER – MRS LOUISE EDGERTON**

#### **Pupil Support Structure**

Katrine House	Mr Squire / Mrs Forrester
Lomond House	Mrs Black (Monday – Thursday) Mr Greer (Friday) / Ms Stewart
Rannoch House	Mrs Mills / Ms Letford
Torridon House	Mr Carstairs / Mrs Hayes

**Principal Teachers (Curriculum)** are the Heads of Hyndland's subject departments and subject faculties. They lead the staff in ensuring effective learning and teaching and performance in their particular curricular areas.

**Deputy Head Teacher** – lead on Curriculum, Student Welfare and Performance as detailed below:

<b>Ms Vicki Letford</b>	overview of S1 Aug 23 - Jun 24, S2 Aug 23 - Dec 23
<b>Mrs Clare Hayes</b>	overview of S3 Aug 23 - Jun 23, S2 Jan 24 - Jun 24
<b>Mrs Laura Forrester</b>	overview of S4 Aug 23 - Jun 24, S5 Aug 23 – Dec 23
<b>Ms Jodie Stewart</b>	overview of <b>S6</b> Aug 23 - Jun 24, S5 Jan 24 - Jun 24

**The pupil support team (Pastoral Care and Support for Learning, including English as an Additional Language support)** is made up of Principal Teachers (Pastoral Care and Support for Learning) and our EAL Specialist who look after the general welfare and learning needs of individual pupils. As part of this team, we have a Principal teacher of Equity and Attainment, a Principal Teacher of Raising Attainment and Developing Young workforce co-ordinator. A full list of staff is available on the school website.

## **Communication with Parents & Carers**

At Hyndland Secondary School we strongly encourage all parents to become involved in the education of their children. We are always ready to listen to suggestions for new ways of stimulating parental interest. We contact and involve parents in many ways.

Further information which requires a response may be sent out in letter form by email.

School website/Twitter - [www.hyndland-sec.glasgow.sch.uk](http://www.hyndland-sec.glasgow.sch.uk) – will contain a great deal of information about the school. It is a good idea to check this regularly and follow us.

E-mails & Texts– You will receive e-mails about events/school closures etc. Texts are also sent out informing parents of correspondence issued to pupils and updates to website/twitter.

Meetings – Parents and carers are welcome in the school to discuss any aspect of their child's development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child's progress with school staff.

PT Pastoral Care is routinely the first point of contact.

Parents and carers are welcome at other events throughout the school year e.g. workshops, information evenings, class performances, award ceremonies, celebrating success events. Our sway newsletter, HT update and website will keep you informed.

There is an active parent council for parents and carers to join too.

Strong communication links between home and school ensure parents and carers are confident to address any concerns they may have about their child's education with pastoral care staff and the senior leadership team.

### How to Enrol at Hyndland

We recognise that the move from primary to secondary is a very important event for young people. We have a close and effective partnership with each of our 4 associated primary schools. This ensures that the move from primary to secondary is as smooth as possible for young people.

We welcome families from out with our area. Families living out with the school catchment area are welcome to make a placing request to attend Hyndland Secondary. Prospective parents are welcome to visit the school and should contact the school office.

Further information is available on [www.glasgow.gov.uk/index.aspx?articleid=8629](http://www.glasgow.gov.uk/index.aspx?articleid=8629)

### Attendance

Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child or young person of 'school age' to ensure that their child attends school regularly. Attendance will be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each young person's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent/carer (truancy) or excluded from school.

If parents or carers are calling up to report an absence or appointment please call the absence line on 0141 287 0039. There is also the option to call the school on 0141 582 0130 and by selecting option 1 this will also take parents and carers through to the absence line. Parents and Carers can also record and absence / appointment online by selecting this link [Pupil Absence Reporting - Glasgow City Council](#)

If no telephone call is received then a text message will be sent to the parent / carer to inform them that their son / daughter has not arrived in school that day. **PLEASE ENSURE ALWAYS THAT THE CHILD IS GIVEN A NOTE TO BRING ON HIS OR HER RETURN TO SCHOOL, GIVING THE REASON FOR AND DATES OF THE ABSENCE. THE NOTE SHOULD BE SIGNED BY A PARENT OR CARER.**

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

#### Exceptional circumstances include:

- Short-term parental/carer placement abroad;
- Family returning to its country of origin for family reasons;
- The period immediately after an illness or accident
- A period of serious or critical illness of a close relative;
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

Time off during term-time for the following reasons is not acceptable and will be recorded as unauthorised absence:

- Availability of cheap holidays or desired accommodation;
- Holidays which overlap the beginning or end of term.

Clearly with no explanation from the parent or carer, the absence is unauthorised.

The school will work with families to support attendance

### **Absences**

We will be grateful for the co-operation of parents in observing the following procedures to do with leave of absence for medical or other reasons.....

- Pupils must not leave the School grounds during the course of the day except at lunchtime - unless they have been given permission to do so.
- The Absence Reporting line should be notified on 0141 287 0039 if a pupil requires leave of absence for part or the whole of a school day. (Such absences normally relate to religious festivals, medical appointments, children's hearing, law court, a funeral or wedding.) The Absence line is open between 08.00 – 15.30 Mon – Fri.
- Alternatively, you can use the online form on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18832>
- Where necessary the School Office staff will issue a note giving permission for absence and indicating the duration. On return to school, the note should be taken immediately to the Office where the time of return will be recorded.

### **SCHOOL MEALS**

Hyndland has a popular Fuel Zone system which promotes healthy eating. Pupils can choose from a wide range of items, ranging from a full two course meal to various kinds of snack. Pupils use swipe cards each day in the Fuel Zone. Those who are entitled to free meals have their cards credited each day to the value of the lunch meal deal.

### **Please Note the Following Advice from the Council**

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,900), Child Tax Credit only (where income is less than £16,105\*), Universal Credit (where income is less than £7,320) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at <https://www.glasgow.gov.uk/index.aspx?articleid=17885>.

### **EDUCATION MAINTENANCE ALLOWANCES (EMA)**

An EMA is a weekly payment worth up to £30 for young people who are planning to stay on at school in post-compulsory education and who are willing to participate in an approved learning agreement at school for a minimum of 21 guided learning hours per week. Further information on full eligibility criteria and application forms can be obtained from the school. (Note – the above figures may be subject to change)

## **PROMOTING POSITIVE ATTITUDES & WELFARE**

At Hyndland Secondary School our vision is for each and every student to achieve their very best in both attainment and achievement. A key strength of our school which has been identified and highlighted in many self-evaluation activities undertaken by our school community as well as visitors, is the positive relationships between staff and students.

Promoting positive relationships are an essential prerequisite for good learning. At Hyndland Secondary, we believe that each pupil has a right to the best education which can be provided in partnership between school, parents and the community.

As part of our school's Right Respecting Journey as well as work undertaken on the nurturing principles, we aim for all classrooms in the school to offer a safe base where relationships are built on trust, and our students feel safe, secure and relaxed in their learning.

As a Rights Respecting School, the rights of our young people are enshrined in everything that we do in our school. Below are some of the rights that our young people are entitled to which should be considered in our approach to Promoting Positive Relationships in our school:

### **Article 12**

I have the right to be listened to and taken seriously.

### **Article 28**

I have the right to an education.



## **Medical and Healthcare**

The health team liaises with the school at various times during the year. Parents and carers are kept informed by e-mail and updates.

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

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

## **Clothing and Kit**

Hyndland Secondary School wishes to encourage in pupils' habits of good routines. This goes with pride in themselves and in the School. It is not the policy of the Education Committee to insist on pupils having school uniform or specialised clothing. However, parents are encouraged to clothe their children in suitable clothing appropriate for a learning environment.

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

- Potentially, encourage faction (such as football colours);
- Could cause offence (such as anti-religious symbolism or political slogans);
- Could cause health and safety difficulties, such as dangling earrings in PE etc
- Carry advertising, particularly for alcohol or tobacco; and
- Could be used to inflict damage on other children and young people or be used by others to do so.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy.

## **Free School Meals, Clothing & Footwear Grants and Financial Support**

Eligible for Free School Meals:

You may be eligible for Free School Meals if you have a child that attends our school, and you receive any of the following benefits:

Universal Credit (UC), and your monthly take home pay is £726 or less.

Income Support/Income based Job Seeker's Allowance (JSA) or any income related element of Employment and Support Allowance (ESA)

Child Tax Credit (CTC), but not Working Tax Credit, with an annual income of less than £18,725

Both Working Tax Credit and Child Tax Credit with an annual income of less than £8,717

Asylum Seeker receiving support under Part VI of the Immigration and Asylum Act 1999

Families on low incomes may be eligible to receive a School Clothing Grant award of £150 for a Secondary-aged child. The award is given annually to assist with the cost of purchasing essential school clothing for families who are on a qualifying benefit.

You may be eligible for a Clothing Grant if you have a child that attends our school, and you receive any of the following benefits:

- Housing Benefit / Council Tax Reduction (this is not Council Tax single person's discount or student discount)
- Universal Credit (UC), and your monthly take home pay is £726 or less.

- Income Support/Income based Job Seeker's Allowance (JSA) or any income related element of Employment and Support Allowance (ESA)
- Child Tax Credit (CTC), but not Working Tax Credit, with an annual income of less than £18,725
- Both Working Tax Credit and Child Tax Credit with an annual income of less than £18,725
- Asylum Seeker receiving support under Part VI of the Immigration and Asylum Act 1999

The link from Glasgow City Council is:

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>

This is updated every June.

The most important things about the online form – need to send in all pages of benefit award letter. The claim starts when the form gets submitted – no backdates. As soon as the form is submitted take a screenshot of the reference number – that's proof that the form has been submitted. You should be getting a confirmation email after sending the form however, that email does not have your reference number.

Education Maintenance Allowance is for 16 to 18 year olds who are staying in full time (minimal 21 hours per week) non-advance education (some college courses as well) who's household income and residency meets the criteria (<https://www.glasgow.gov.uk/CHttpHandler.ashx?id=60223&p=0> )

**To complete the form the pupil needs a mygov account – no paper forms.**

#### **EMA criteria:**

##### Date of birth

1 March 2004– 30 September 2007

anyone born between those date of birth should of already applied for EMA

##### Eligible From

August 2023

1 October 2007 – 29 February 2008

January 2024

anyone born between those date of birth will be eligible from January 2024 – no back dated payments to their 16<sup>th</sup> birthday.

#### **Personal Nationality & Residency Details – Student's Address Details**

If you have lived at your current address for less than 3 years, please supply your previous address(es) in Section 1B.

Please note that for session 2023/2024 if you were born in the UK, we do not require to see your birth certificate or passport. If you have not been resident in the UK for 3 years you must provide evidence of your residency e.g. your original passport or proof from the Home Office regarding your residency status.

The Income Threshold for the EMA Programme, Academic Year 2023/2024

Household Income	No. of dependent children in household	Award
£0 - £24,421	1	£30
£0 - £26,884	2+	£30

**The most important things about the online form – need to send in all pages of benefit award letter <https://www.glasgow.gov.uk/index.aspx?articleid=17025>. The claim starts when the form gets submitted – no backdates. You will receive confirmation email that the form has been submitted – save that email until EMA payments start**

<https://www.glasgow.gov.uk/CHttpHandler.ashx?id=60224&p=0>

EMA updates their criteria every July.

If there are issues with the forms or need help to complete them please don't hesitate to get in touch with Marija Financial Inclusion Support Officer (FISO) who can provide support. Her direct contact details [fiso@bridgetoncab.org.uk](mailto:fiso@bridgetoncab.org.uk) and mobile 07564 726 309. She is based in 6 schools across Glasgow, therefore if you want an appointment with her you need to make an appointment with her yourself.

### **Data Protection – Use of Information about Children and Young People and Parents/Carers**

As a local authority our schools and early years establishments process information about children and young people in order to provide education and care. In doing so we must comply with the Data Protection Act (1998). This means, amongst other things, that the data held about children and young people must only be used for specific purposes.

However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other public bodies or where otherwise required by law. We may also use any information for research purposes. However, all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council.

For further information please see our full privacy statement at

<https://www.glasgow.gov.uk/index.aspx?articleid=22069>

### **Get in Touch**

In Hyndland Secondary School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance. [Headteacher@hyndland-sec.glasgow.sch.uk](mailto:Headteacher@hyndland-sec.glasgow.sch.uk)

Contact Claire Minor for office enquiries. [cminor@hyndland-sec.glasgow.sch.uk](mailto:cminor@hyndland-sec.glasgow.sch.uk)

Glasgow City Council complaints procedures are available:  
<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team  
Customer & Business Services  
Glasgow City Council  
City Chambers  
Glasgow G2 1DU

Tel: 0141 287 0900

e-mail: [customercare@glasgow.gov.uk](mailto:customercare@glasgow.gov.uk) or [education.customerservices@glasgow.gov.uk](mailto:education.customerservices@glasgow.gov.uk)

The above website also includes information on data protection and freedom of information.

## **Information in Emergencies**

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio.

Information will also be made available to parents/carers via email, our school website and Glasgow City Council Website.

Remote learning can continue with the use of I-pads.

## **The Pastoral Care Team**

**Hyndland** has a team of teachers who are known as **Pastoral Care** teachers. They are there to give advice, support and encouragement to pupils, so that each individual sets appropriate targets for her/himself and achieves as well as possible.

## **The Aims of the Pastoral Care System**

- To make sure that each pupil knows and is known personally and well by at least one member of staff
- To maintain an overview of pupil progress and to intervene appropriately to support pupils in achieving their potential.
- To provide curricular advice and support in particular at course choice time
- To identify and respond to the needs of individual children
- To foster good relations between teachers and pupils
- To work with the home regarding all aspects of a pupil's development
- To help each pupil be aware of his or her own personal development and to accept responsibility for it
- To work with the support and welfare services where necessary
- To keep a record of information relevant to the welfare of individual pupils


## **THE ROLE OF THE PASTORAL CARE TEACHER**

**Pastoral Care** staff monitor the progress and welfare of individual pupils. They provide a special link between the Home and the School. They play a crucial role in assisting pupils with advice about the most suitable courses for them to follow - given their ambitions, abilities and parental wishes. The Pastoral Care Team operate on a house system and deliver Personal & Social Education on a weekly basis.

## Whom Should You Contact?

Parents should feel free to contact Pastoral Care staff about any matters which concerns them. The Pastoral Care Team currently comprises, Mr Carstairs - Torridon House, Mr Squire - Katrine House, Mrs Black & Mr Greer - Lomond House and Mrs Mills - Rannoch House.

If you wish to enquire about how your child is getting on at school, Pastoral Care staff will be pleased to see you to discuss welfare and progress. We do ask that you contact the School in advance to make a suitable appointment because these teachers have a teaching load as well as their support role. Thank you!



<b>Pastoral Care:</b> Mr Squire gw10squiretorgbor@glow.ea.glasgow.sch.uk
<b>House Depute:</b> Mrs Forrester gw09forresterlaura@glow.ea.glasgow.sch.uk


<b>Pastoral Care:</b> Mrs Black gw21blackwendyjane@glow.ea.glasgow.sch.uk
<b>House Depute:</b> Miss Stewart gw13stewartjodie3@glow.ea.glasgow.sch.uk

<b>Pastoral Care:</b> Mrs Mills gw09millscatherine@glow.ea.glasgow.sch.uk
<b>House Depute:</b> Ms Letford gw10smedleyvicki@glow.ea.glasgow.sch.uk

<b>Pastoral Care:</b> Mr Carstairs gw09carstairsraymond@glow.ea.glasgow.sch.uk
<b>House Depute:</b> Mrs Hayes gw09hayesclare@glow.ea.glasgow.sch.uk

### Hyndland Houses

As a school we know the importance of building healthy and reliable relationships. We want to make sure our families know who to contact when they need help and support. Please use these contacts in the first instance when making contact with the school. Thank you



Ph: 0141 582 0130

**SPERO MELIORA - I HOPE FOR BETTER THINGS**

## Child Protection and Safe Guarding

At Hyndland Secondary, we strive to create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- ensuring that children are respected and listened to
- ensuring that programmes of health and personal safety are central to the curriculum
- ensuring that staff are aware of child protection issues and procedures, and are updated on a regular basis
- ensuring that all children are aware of their rights with regard to their own personal safety and that they know what to do if they have any concerns
- establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children

We acknowledge that all staff have a responsibility to recognise and actively consider potential risks to a young person. All staff have a crucial role in the support and protection of young people as well as the development of their wellbeing and know that they are expected to identify and consider the young person's needs, share information and concerns with other agencies in order to improve outcomes for the young person.

Any member of staff who has concerns regarding the welfare or safety of any young person, would report these concerns to the Child Protection Officer, Mrs Edgerton, Head Teacher or to Deputy Child Protection Officer, Laura Forrester, Depute Head Teacher (Pupil Support). If neither of these members of staff are available, any concerns should be passed on to any other member of the Senior Leadership Team.

After judging that there may be grounds for concern regarding the welfare or safety of any pupil, the school would advise the duty senior social worker at the local social work services area office of the circumstances.

If any member of our wider school community, has any safeguarding or child protection concerns about a young person attending the school, they should follow the same procedure.



**It is everyone's job to keep all of our young people safe.**

**If you have any child safe guarding concerns, please report these to our Child Protection Coordinator, Louise Edgerton, Head Teacher.**

**Please report any concerns immediately.**

*"Everyone has a responsibility to protect young people and protected adults".  
Child Protection and Safeguarding Policy,  
Education Scotland 2021*

## Support for Learning

### Additional Support Needs/Accessibility Strategy

The school has a duty to ensure that all our young people have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of young people with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access; provision of an interpreter for people who have a hearing impairment; agreeing a phone contact system to provide direct feedback to parents and carers.

Interpreters are available to assist at Parents Evenings.

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

Further information relating to additional support needs is available on the Glasgow City Council website –

[www.glasgow.gov.uk/additionalsupportneeds](http://www.glasgow.gov.uk/additionalsupportneeds)

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at

[www.glasgow.gov.uk/index.aspx?articleid=8642](http://www.glasgow.gov.uk/index.aspx?articleid=8642)

### Getting it Right for Every Child (GIRFEC)

The GIRFEC approach is about how staff in all children's services meet their needs by working together where necessary to ensure that children reach their full potential. Our own values are centred around the indicators as below. [www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)



## **Curriculum for Excellence**

### **Bringing learning to life and life to learning**

Curriculum for Excellence is well established across Scotland for all 3-18-year olds - wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast-changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents/carers across the country to have access to Glow. Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There are ways of assessing progress and ensuring children achieve their potential. National 3, 4, 5, Higher and Advanced Higher qualifications are in place.

There's personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

### **From Primary to Secondary**

Pastoral Care, Support for Learning and Subject staff work with the associated Primary Schools to smooth the transition from Primary to Hyndland. Exchange of information about pupils and courses takes place. Primary pupils visit Hyndland on a number of occasions to participate in various subjects. Our staff in all schools regularly share practice and standards.

In May, as part of the culmination of the session-long programme of Primary Liaison, all pupils who will be starting at Hyndland are invited to follow a First Year Induction timetable for two days, during the Summer term.



Health & Wellbeing & Rights	Curriculum Area & Subjects in S1	Time Allocation	Opportunities for Personal Achievement	
Maths / Numeracy		5 periods: Maths X 4 and Numeracy support 1	Significant programme of events – Target to join one club	
Languages / Literacy		7 periods: English x 4 and Literacy support 1 / Modern Languages French x 2	Interdisciplinary Learning (IDL)	
Health & Wellbeing & Rights		7 periods: PE X 3 Health and Food Technologies 1 Personal & Social Education 1 Friday Finishers 1 Rights Respecting 1	IDL approaches within the curriculum which serve to connect learning across subject areas.  Lockerbie Outward Bound Experience August 2023  John Muir Award Sustainability May 2023	
Social Studies & RME	Curriculum Area & Subjects in S1	Time Allocation	Opportunities for Personal Achievement	
Sciences	Maths / Numeracy	5 periods: Maths X 4 and Numeracy support 1	Significant programme of events – Target to join one club	
Expressive Arts	Languages / Literacy	7 periods: English x 4 and Literacy support 1 / Modern Languages French x 2	Interdisciplinary Learning (IDL)	
Technologies	Health & Wellbeing & Rights	7 periods: PE X 3 Health and Food Technologies 1 Personal & Social Education 1 Friday Finishers 1 Rights Respecting 1	IDL approaches within the curriculum which serve to connect learning across subject areas.  Lockerbie Outward Bound Experience August 2023  John Muir Award Sustainability May 2023	Active Pupil Activities, and
RME	Social Studies & RME	3 periods: Geography / History / Modern Studies	Rights Respecting Learning about articles Health and Wellbeing themed	
	Sciences	3 periods Biology / Chemistry / Physics		
	Expressive Arts	3 periods: Art 1 Music 2	Ethos and Life of the school community	
	Technologies	3 periods: Computing and Business 1 Technology 2	Assemblies planned around the school values, Active Pupil Forums, Captains' work charity <u>Refugee</u> work, performances, leadership opportunities, House Activities, Community Activities, debating, public speaking and sporting events	
	RME	1 period of core RME		
	Curriculum Area & Subjects in S2	Time Allocation	Opportunities for Personal Achievement	
	Maths / Numeracy	4 periods	Significant programme of events on offer to all learners. Target to join one club eg Cyber girls, Digi inventors, Eco committee	
	Languages / Literacy	6 periods: English x 4 / French & Spanish 2	Interdisciplinary Learning (IDL)	
	Health & Wellbeing & Rights	7 periods: PE 3 Personal & Social Education 1 Monday movers 1 Rights Respecting 1 Health and Food Technologies 1	IDL approaches within the curriculum which serve to connect learning across subject areas.  Health and Wellbeing Themed activities	
	Social Studies	3 periods: Geography / History / Modern Studies	Rights Respecting Global Goals  London and Blairvadach.	
	Sciences	3 periods Discreet Units on Biology, Chemistry and Physics	IDL Experience in March – Employability / Careers	
	Expressive Arts	5 periods: Art 2, Music 2, Drama 1	Ethos and Life of the school community	
	Technologies	3 periods: Business and Computing 2 Technical 1	Assemblies planned around the school values, Active Pupil Forums, Captains' work charity <u>Refugee</u> work, performances, leadership opportunities, House Activities, Community Activities, debating, public speaking and sporting events	
	RMPS	1 period of core RME		

In third year, pupils will still be following the broad general education as described earlier but will have the opportunity for personalisation and choice towards the end of S2. Most pupils will continue with these subjects in S4 as they work towards National Qualifications.

Pupils in Third and Fourth Year are strongly advised to follow a broad, balanced curriculum as recommended in the broad general education. This includes English, Maths, Modern Languages, Social Subjects, Science, Technology and Creative and Aesthetic. Every reasonable effort will be made to provide a curriculum that meets the needs and aspirations of the individual pupil.

The provision of courses (dependent on pupil uptake) in Third and Fourth Year includes the following.

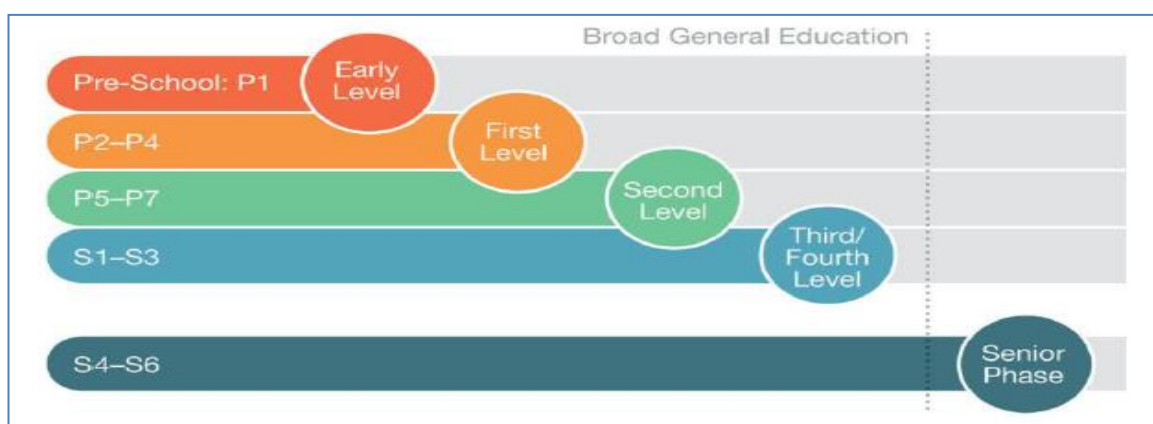
English	Drama	Geography	Business Management
Mathematics	Physical Education	History	Computing
Media Studies	Music	Modern Studies	
French	Biology	Design Manufacture	HFT
Spanish	Chemistry	Engineering Science	Practical Fashion
Art	Physics	Admin and IT	Dance

### Assessment

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

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

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





Curriculum Area & Subjects in S3	Time Allocation	<p><b>Opportunities for Personal Achievement</b>  Significant programme of events on offer to all learners. Target to join one club.  Saltire Award for Volunteering  S3 Wellbeing personalisation and choice</p> <p><b>Interdisciplinary Learning (IDL)</b>  IDL approaches within the curriculum which serve to connect learning across subject areas.  Duke of Edinburgh offer  Youth Philanthropy Initiative offer for all</p> <p><b>Ethos and Life of the school community</b>  Assemblies planned around the school values, Active Pupil Forums, Captains' work charity Refuweegeee work, performances, leadership opportunities, House Activities, Community Activities, debating, public speaking and sporting events</p>
Maths / Numeracy	4 periods	
English / Literacy	4 periods	
Modern Languages	3 periods of Modern Languages. (Achieve an option in some cases)	
Core support Literacy / Numeracy	1 period	
Health & Wellbeing	4 periods 2 periods PE, 1 period PSE, 1 period of wellbeing	
Social Studies	3 periods of a Social Study	
Sciences	3 periods of a Science, Biology Chemistry, Physics or Applied Science	
Expressive Arts	3 periods of an Expressive Art	
Technologies	3 periods of a Technology Subject	
Languages, Social Studies, Sciences, Expressive Arts or Technologies	3 periods of free choice – students select additional choices within the curriculum areas as per the S3 specialisation and choice form.	
RMPS	1 period of core RME	

## Other Certified Courses – NPA (National Progression Award)

Digital Media, Lab skills, Computer Games Development

### Glasgow Vocational Option

Some Hyndland pupils opt to take the Curriculum for Excellence Vocational opportunities Senior Phase. Details of the courses will be made available.

### Courses Undertaken by All Pupils

Physical Education, Personal and Social Education, Religious and Moral Education

**PUPILS entering Fifth and/or Sixth Year** now are able to choose from a very large number of courses available at Hyndland including recent additions Digital Media, Cyber Security, Lab Skills, Health Sector, Photography.

In Fifth Year, pupils will be studying **five** subjects the levels of study will usually be National 3 - 5, and Higher. Although some pupils may study Progression Awards.

Young people will still have an additional 'core' period, during which allows further support for studies.

Teachers will make recommendations about an appropriate level of study. We want young people to achieve their very best and always recommend choosing the five strongest subjects.

In Sixth Year, pupils will study up to **five** subjects. A minimum of four subject choices is expected.

- Our expectation is that everyone in S6 fulfils community involvement: All S6 will be involved in leadership across the school, they also may have Citizenship roles, helping with Scotland Reads or Numeracy recovery programmes, or initiatives like Mark Scott Leadership or Duke of Edinburgh Award.

We will try our best to enable you to follow the subject you have chosen, but there are limits imposed by maximum class sizes, by the numbers of teachers we have, and by enough students enrolling in the subject to make that subject or combination of subjects possible for us to run.

Therefore, on occasion, students may be required to revise their original choice.

The SQA website [www.sqa.org.uk/cfeformparents](http://www.sqa.org.uk/cfeformparents) contains useful information to help you understand National qualifications.



## Senior Offer at Hyndland Secondary

### Curriculum Areas and Subjects

Students at Hyndland will have access to undertake a range of courses that allow them to deepen their knowledge and understanding and to achieve qualifications at the highest level they are capable of, at the most appropriate time. A range of courses from National 4 to Advanced Higher are available to study at Hyndland. A number of National Progression Awards & Skills for Work courses also form part of the Senior Phase suite of qualifications.

A wide range of courses from SCQF level 4 to 7, which are aimed at preparing young people for the world of work, will be offered to our pupils in the Senior Phase in collaboration with local colleges. Provision of these courses is focused upon supporting young people through vocational pathways in various employment sectors.

**Wider Achievement Opportunities** Students at Hyndland will be provided with the opportunity to participate in volunteering experiences – these will include both school based and community based initiatives.

Wider achievement opportunities are built into the senior phase course choice form which include; National Progression Awards and Various Leadership Courses.

Students will be offered the opportunity to undertake the Employability, First Aid, Mental Health First Aid, Career Ready as well as volunteering.

**Personal Support towards securing a positive, sustained destination** Hyndland Secondary supports all our young people to move into a positive and sustained destination from school and our support delivered underpins this aim. Students will receive appropriate, targeted information, and personal support throughout the Senior Phase to secure a positive destination. An in-school employability programme which will be delivered by our SDS Careers Advisor, Pastoral Care, Employment, FARE Youth worker and DYW Staff as well as other partners, will provide a wide range of opportunities for students to develop their awareness of the labour market and opportunities available. Events will include; workshops, careers events, visits to and from employers, training events and employability training.

### Work Related Opportunities

Pupils in the Senior Phase at Hyndland can experience work related opportunity at a time best suiting their needs, and which supports the skills development required for post school learning pathways.

Some students will be provided with an opportunity to experience the world of work through a work placement prior to them leaving Hyndland. Work related opportunities will vary dependent upon the need of each student and may include; one day shadowing experience, two- or three-day placement or may extend to one full week of work experience. Staff at the school will provide help to students in sourcing suitable work placements outwith term time too if this is deemed more beneficial.

**Leadership Development and Financial Education** Students in the senior school will undertake a programme of studies aimed at raising their awareness of financial issues and challenges that they may have to deal with when they leave school.

In S5 and S6, students will be provided with a number of opportunities to develop their leadership capacity within the school and wider community. These will include; mentoring of younger students, leading study skills workshops to S4 students, Higher leadership, 'Values' Captains and participation in the Literacy and Numeracy recovery and other Ambassador Programmes to support younger students.

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## **Personal and Social Education**

Pupils are timetabled in all Years 1 to 6, for one period per week of Personal & Social Education. The PSE programme gives pupils the opportunity to deal with varied and relevant topics. The programme is written and delivered by the Pastoral Care Teacher.

Areas covered include learning styles, study skills, citizenship, health & safety, personal and social development, careers and education for enterprise and employability.

Specialists from out with the School are often invited to contribute to the work covered in the programme.

## **Religious Observance**

**Religious Observance is seen as something quite distinct from Religious Education. Major religious festivals are noted in the school calendar and awareness raised at the monthly school Assemblies. Christmas Celebrations and Concerts are held in Hyndland Sanctuary, in December.**

Care is taken, as far as possible, to avoid planning school events that conflict with religious festivals. During Ramadan, special arrangements are made to support those involved in fasting.

Parents and carers from religions other than Christianity may request that their child or young person may be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on no more than three occasions (days) in any one school session.

## **Useful Websites**

[www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)  
[www.educationscotland.gov.uk/parentzone/index.asp](http://www.educationscotland.gov.uk/parentzone/index.asp)

## **Parent & Carer Involvement in Learning**

Parents / Carers can become involved in their child's learning in a number of ways.

Homework is displayed through the use of teams.

Hyndland believes that homework is extremely important, and can be worthwhile AND rewarding. Homework serves the following purposes -

1. To follow up work done in school, for example, by doing further reading or by learning what has been taught in class.
2. To reinforce what has already been learnt, by giving further practice.
3. To enable pupils who have special aptitude to push their talents on or to enable pupils who are experiencing some learning difficulty to overcome the difficulty.
4. To give the pupils experience of working on their own.
5. To develop in pupils a sense of responsibility for their own learning, so that in appropriate cases, the transition from school pupil to student can be successfully made.
6. To allow pupils to follow up their special interests.

In First and Second Year the normal amount of homework should not exceed one hour per evening. Of course, the amount will vary from night to night and from subject to subject.

In the Third and Fourth Years, where pupils follow certificate courses, the amount of homework will increase.

In the Fifth and Sixth Years it will increase again!

All classes have a dedicated team's group where a number of resources will be available. There is also a large range of resources that are available on the school website which will allow parents / carers to work with their young people at home to support their learning.

In addition, Hyndland Secondary School has produced a booklet outlining course content at each stage of the school. This booklet also provides information on resources that parents / carers can access to support pupils.

**IT HAS TO BE EMPHASISED THAT HOMEWORK MAY MAKE A CRUCIAL CONTRIBUTION TO A PUPIL'S SUCCESS, ESPECIALLY IN CERTIFICATE COURSES IN THE SENIOR SCHOOL.**

**THE ROLE OF PARENTS IN ENSURING THAT HOMEWORK IS DONE IS EXTREMELY VALUABLE - YOUR ASSISTANCE WILL BE MUCH APPRECIATED!**

### **Supported Study**

Supported Study is offered to S3 – S6 in the lead up to assessment periods in the year and we offer spring revision classes during the first week of the Spring holiday to support our young people in preparation for National Qualifications.

### **Taking Part / Getting Involved in the Life of the School**

Clubs \* Events \* Activities \* Outings

Extra-curricular activities make an invaluable contribution to the overall education of the individual.

Hyndland offers a range of clubs, events, activities, and outings, some of which include;

Football (Boys & Girls)	Orchestra String	Theatre/Cinema Visits
Rugby (Boys and Girls)	Choir	Drama club
Badminton	Guitar ensemble	Eco School club
Futsal / Volleyball	School Theatre Production	Chess
Netball	Discos eg Halloween	Debating club
Basketball (Boys and Girls)	Art Club	Mark Scott Leadership
Table Tennis	Photography	Mathematical Challenge
Science Club	Windband	Film club
Duke of Edinburgh Award	Ensembles (various)	Community Involvement
Dance/Cheer Fitness	Young Enterprise	Film club



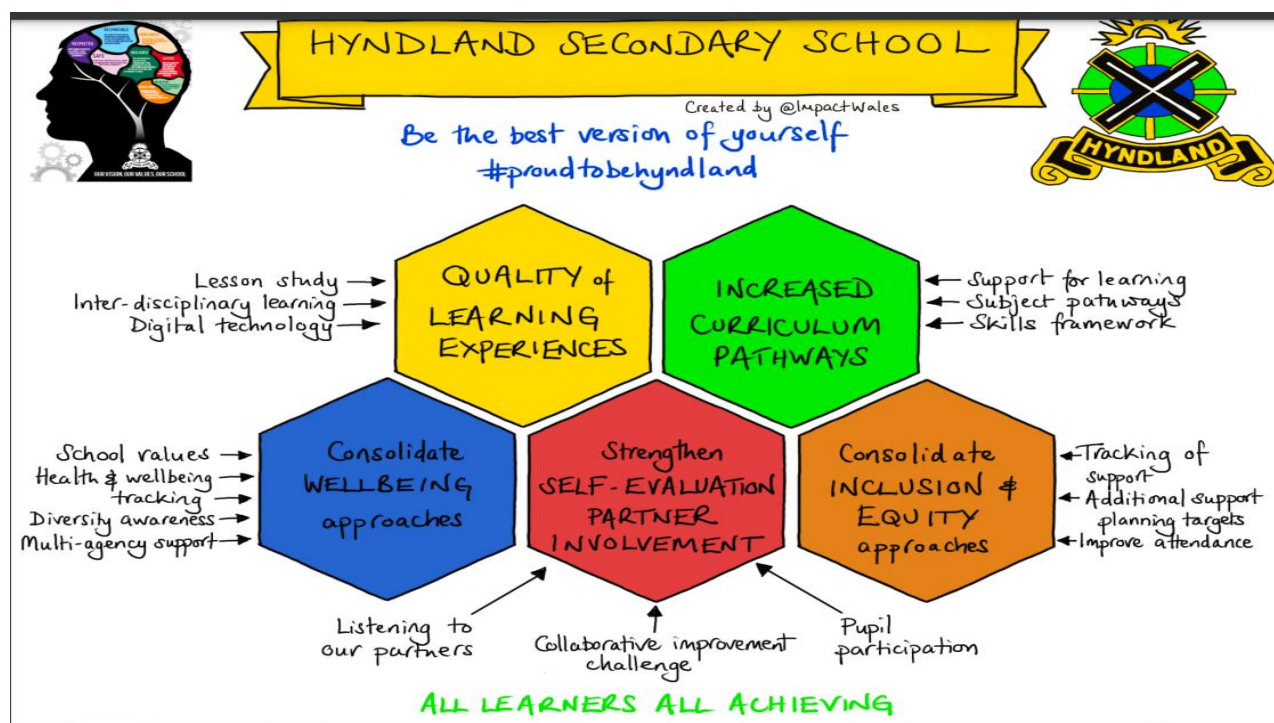
Pupils are encouraged to participate in clubs and activities, teams are entered in various competitions, and in a variety of fund-raising events.

Further details about these activities is contained in a special edition of our newsletter, available on request.

Some activities may require Parental Consent via Parent Pay.

### School Improvement Plan

On an annual basis, you will receive a copy of our Standards and Quality report. Copies from previous years are available on the school website. The Standards and Quality report will be used to share the overall exam performance of the school and highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing. Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Council. Please see the summary below.



**Parent Council 2023/2024 - [hyndlandsecparentcouncil@gmail.com](mailto:hyndlandsecparentcouncil@gmail.com)**

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

Chairperson: Alison Guthrie

Secretary: Alastair Dalton / Kirsty Greaves

## **Pupil Leadership Team**

Our Pupil Council is made up of the school captains (who all relate to a value in the school), the rights respecting team and the representatives from various steering groups and senior ambassadors. This is an important group which ensures that the views of pupils are heard in matters that are important to them.

Although the information in this handbook is correct at the time of printing, it should not be assumed that there will be no change affecting any of the matters dealt with in the book, either before the beginning or during the course of the school year in question, or indeed in relation to subsequent school years.

