

Handbook 2017







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Session 2017-18

Our vision is that Edinburgh's children and young people enjoy their childhood and fulfil their potential.

We believe that children and young people do best when they

- are able to live safely, happily and in good health within their families with the right kind of support, as needed
- attend first class, inclusive schools which meet their needs
- are raised within caring, supportive communities with access to a range of support and activities
- can play a full part within their communities.

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.







A Message from the Head Teacher

On behalf of all the staff of Holy Rood RC High School, I offer you a very warm welcome to this parent guide. At this important transition time, we know that you will have many questions about pupil life in High School. As you read through this booklet you will not only have your questions answered, but you will also begin to get to know our school, which we believe is quite special. We are very proud of Holy Rood, as we know it provides the highest quality educational experience you could wish for your child and you can be confident that your child's best interests lie at the heart of everything we do.

Like you, we want the best for all our pupils and we do our utmost to meet the needs of every single one of them. In this way we share your values and you will find that the school works hard to ensure that the wishes of pupils and parents are always carefully considered as pupils move through their High School years.

In Holy Rood you will discover we have a highly skilled and committed staff who often go beyond the call of duty for the benefit of pupils. Our teaching and support staff are talented professionals who work together as a unit to make sure that, with the help of parents, our young people give of their best. As a team we focus on learning and teaching and supporting pupils as they attain the best qualifications they can. However, just as important, is our focus on the wider achievement of pupils. We know our parents want their children to develop into happy, confident individuals who are fully prepared for their adult lives.

You will be happy to know that, in Holy Rood, we expect the highest standards from our pupils. We ask that parents help us to ensure our pupils rise to this challenge, especially in the areas of achievement, attainment, attendance, behaviour and dress code. As a Catholic school, our values are firmly based on 'A Charter for Catholic Schools in Scotland'. At the heart of these values lies a respect for the dignity of the individual and so we pride ourselves on being inclusive and respectful of all who form our community.

I look forward to meeting with you in the future and developing a partnership, which will achieve our shared aims of providing the best support possible for our children as they progress from childhood to young adulthood.

Lorraine F Legrix
Head Teacher

Mission Statement

We, the community of Holy Rood High School, Inspired and helped by the Holy Spirit, Aim to work together to build an inclusive community based on the Christian values of love, forgiveness and justice. In doing so, we hope to promote the spiritual, intellectual, moral, physical, emotional wellbeing and social development of everyone in our school community.

We aim in our relationships to show the highest level of care and compassion for one another based on mutual respect and support. We recognise, respect and celebrate the wonderful religious, cultural and social diversity we have within our school community. We will celebrate and give thanks for each other, especially in prayer and in the Eucharist.

We aim to deliver high standards of effective learning and teaching, in a supportive and nourishing environment to enable all pupils to develop positive attitudes towards learning, achieve their full potential, develop self worth and build the resilience and self awareness required for life. We will provide the pastoral and chaplaincy support which underpins academic achievement for all.

We aim to strengthen our relationships with the families, parishes, primaries and the local and global communities we are part of, to enable us to enrich the experiences that we offer our pupils and to celebrate and share our pupils' gifts, talents and successes for the benefit of others.

We aim to provide high quality leadership at all levels in our school community.

We aim to offer everyone who comes to our school generous hospitality and a welcome that reflects our vision of the God-given dignity of all.



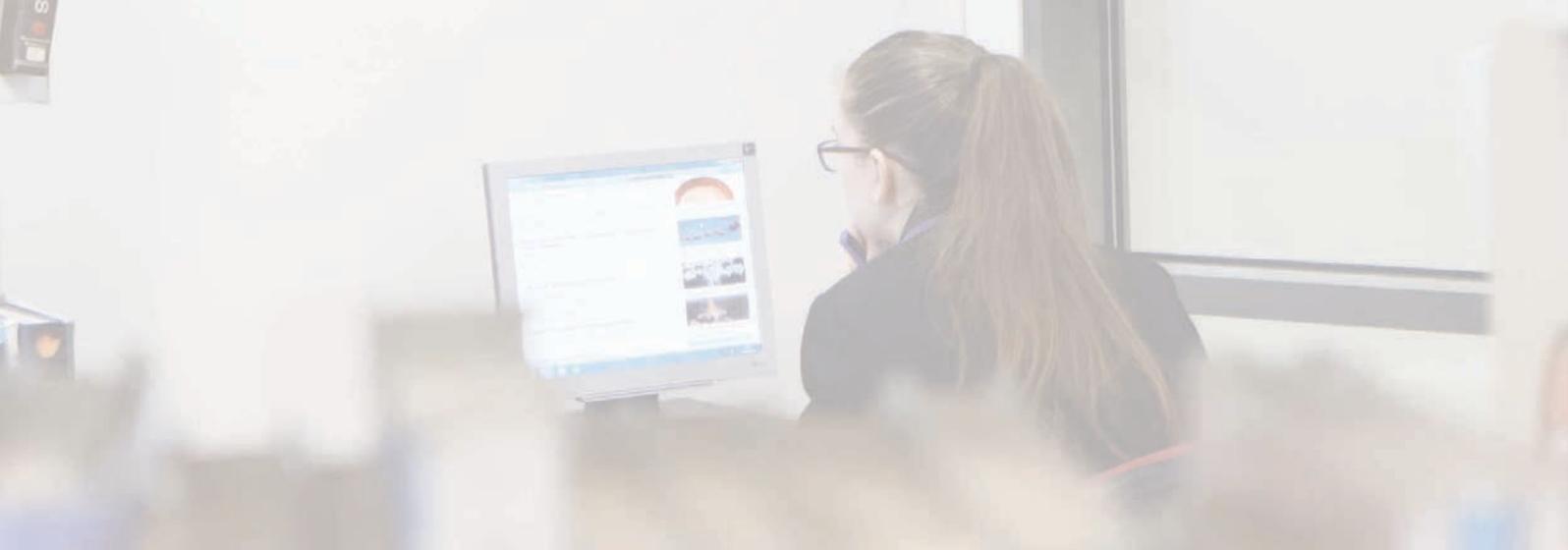
SCHOOL PRAYER

God, source of all life and goodness,
We place before you the concerns of our heart today.
Together, we look to your inspiration of love and forgiveness in all our relationships. May we see in ourselves and each other what you see in us.

Jesus, you triumphed over death
on the cross to new life.
Give us courage and strength to overcome
the personal challenges we face in life.

We give thanks for our school which unites
us in our differences and surrounds us with
the beauty of your creation and for the many
opportunities we have which allow us to commit
ourselves to bring justice to our world.

May we give our daily best to act justly, love tenderly
and walk humbly with you and trust that we will
forever have Spes Nostra.



Contact Details

Head Teacher **Mrs Lorraine F Legrix**
 Name of School **Holy Rood RC High School**
 Address **Duddingston Road West**
Edinburgh EH15 3ST
 Telephone Number **0131 661 5871**
 Website **www.holyrood.edin.sch.uk**
 E-mail Address **admin@holyrood.edin.sch.uk**
 Absence Line Number **0131 661 3247**

Wednesday 16 August
 Monday 18 September
 Tuesday 19 September
 Friday 13 October
 Monday 23 October
 Tuesday 24 October
 Friday 22 December

Pupils return
School closed
All resume
Mid-term, All break
Staff resume
Pupils resume
Term ends

About the school

Stages of Education provided for **S1 – S6**
 Present Roll **1030**
 Denominational
 Status of the School **Roman Catholic**

Spring term

Monday 8 January
 Tuesday 9 January
 Friday 9 February
 Monday 19 February
 Thursday 29 March

Staff resume
Pupils resume
Mid-term, All break
All resume
Term ends

The Easter break incorporates the following holidays:

Friday 30 March
 Monday 2 April

Good Friday
Easter Monday

Organisation of the School Day

Start Time **Monday – Friday 8.40**
 Morning Break **Monday – Friday 10.20-10.35**
 Lunch Time **Monday & Wednesday 12.40 – 1.20**
Tuesday & Thursday 12.15 – 12.55
 Finish Time **Monday & Wednesday 15.50**
Tuesday & Thursday 15.25
Friday 12.15

Summer term

Monday 16 April
 Tuesday 17 April
 Monday 7 May
 Tuesday 8 May
 Wednesday 9 May
 Monday 21 May
 Tuesday 22 May
 Friday 29 June

Spring Holiday
All resume
May Day, school closed
Staff resume
Pupils resume
Victoria Day, school closed
All resume
Term ends

Agreed Term Dates for Session 2017-2018

Autumn term
 Monday 14 August **Staff resume**
 Tuesday 15 August **Staff only**

Tuesday 20 June,
 Wednesday 21 June and
 Thursday 22 June **P7/S1 Transition Days**

Section One – Practical Information about Holy Rood RC High School

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

- travelling to and from school
- school meals
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- how the school communicates with parents
- how to complain if you are not happy about something

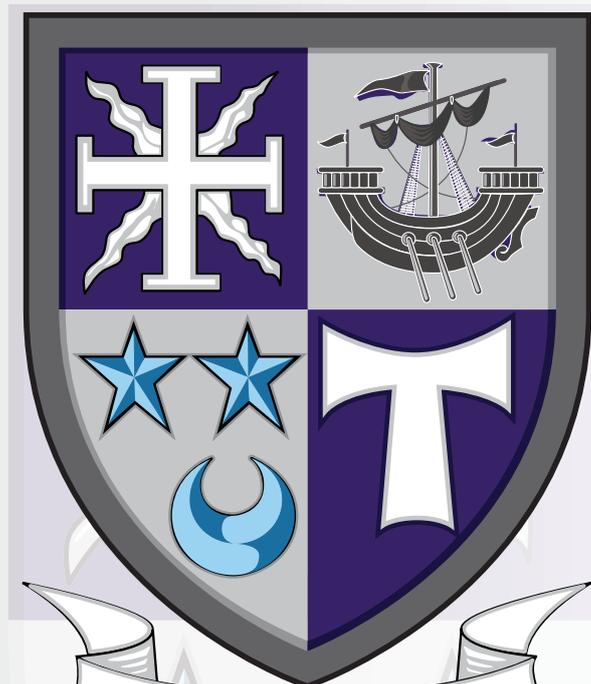
Communicating with the School

This section provides you with some background information on our school. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

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 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. If your son/daughter is a pupil of one of our associated primary schools, and lives within our catchment area, it is likely that she/he will be offered a place in our First Year. The primary school will work with us to ensure that all the necessary arrangements are made for her/him to transfer to Holy Rood.



SPES NOSTRA



Parents of children coming from primary schools other than our associated primary schools should as soon as possible contact:–

**Pupil Placement
City of Edinburgh
Council Waverley Court
4 East Market Street
EH8 8BG
Telephone 0131 469 3351**

All the necessary details will be taken and the parents will be informed in due course whether a place is available for their child.

If a child is at a later stage in secondary education, and the parents wish a transfer to Holy Rood, they should contact the school Admin Officer as soon as possible.

Parents of children wishing to transfer to Holy Rood will be made most welcome and should find our school website very helpful. Our website address is www.holyrood.edin.sch.uk. An appointment can be made to meet with a senior member of staff, who will provide all the information and advice required.

If you would like more information about Holy Rood, please contact:–

**Miss June Falconer
Holy Rood RC High School
Duddingston Road West
Edinburgh
EH15 3ST
Telephone 0131 661 5871**



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 (approved by the Children and Families Department) or as unauthorised (unexplained by the parent i.e. 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.

In cases of unsatisfactory attendance, an Education Welfare Officer may be asked to visit the home to discuss the problem. Parents will be contacted by our automated attendance call/text system if a pupil does not register with his/her teacher at the start of the school day.

We believe that good attendance is essential to success in school and to your son/daughter's personal development.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. Absence from school for a family holiday can be approved in certain situations, for example, in exceptional domestic

circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with your child's SPL before the holiday. If permission is not granted before the holiday, it will be recorded as unauthorised absence. Holidays can be authorised if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved 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. At Holy Rood, we take a pride in our school and expect our pupils to share that pride by wearing our school uniform. In this way, we show that the school is a place of work, that we are a community with a common purpose, and that our community has high standards. We want these facts to be visible to visitors, to employers, and to the community at large.



Our smart and simple uniform consists of:–

- White shirt/blouse
- School tie
- Black trousers or skirt
- Plain black jumper/cardigan
- Blazer for sixth year pupils
- Black shoes

There is also a practical and economical Physical Education kit:–

- Top with school badge
- Shorts
- Training shoes

We have been greatly encouraged by the positive attitude of parents and pupils to the wearing of school uniform in recent years. It is clear that the vast majority of parents support the wearing of uniform, and pupils are happy to identify with their school.

School ties can be bought from the school office throughout the year. The PE kit will be on sale from PE staff during the first week of term. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. School security will be improved as it will be easier to identify intruders. Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

If you have any queries regarding the school dress code please contact the school office.

Footwear and Clothing Grants

Grants for footwear 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 Par IV of the Immigration & Asylum Act 1999
- Income related element of Employment and Support Allowance
- Universal Credit

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 Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

School Meals

Menus offer healthy and tasty meal options which are in keeping with the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies can be accommodated subject to consultation with parents/ guardians and the school catering service.

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

Examples from recent menus include:–

- cheese, leak and potato pie
- chicken curry
- sweet and sour pork
- fresh fruit salad
- flavoured mineral water and fresh fruit juice
- and many other delights.

Your son/daughter will be issued with a cashless catering card which she will use in the school dining hall at break and lunch time. Pupils can also have access to a breakfast prior to the start of the school day from 8.00am. Toast, cereal, fruit juice and yoghurt are available from the menu.

As part of our drive to promote healthy life styles, we have installed a large number of chilled water fountains around the school. Pupils will be encouraged to drink water in class throughout the day. There are no fizzy sugar drinks, sweets or crisps available for sale in school.





Free School Meals

Some families may be eligible for free school meals. 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. An application is required for every school session.

Travel to and from School

Parents are requested, when dropping off/collecting children from school that they do not park near the pedestrian exit, bus parking areas or any location which causes an obstruction or safety concern to pupils or members of the public.

Transport for Primary and Secondary School Children (Excluding Placing Requests) –

Holy Rod draws its pupils from a very wide area. The new First Year contains pupils from no fewer than 28 primary schools.

Many pupils are dependent on special school buses to bring them to school. Pupils who live in the school's catchment area and more than 3 miles from Holy Rod are entitled to free travel. Application forms which are available from the primary schools, should be filled in well in advance of transfer to ensure that pupils have their passes in time for the start of the new session in August.

It is very important that your son/daughter looks after their bus pass and brings it with them every day. Pupils will not be allowed to travel on the school bus without showing their bus pass.

Any complaints or suggestions concerning the contractors should be directed to:–

Corporate Transport Unit
City of Edinburgh Council
173 Duddingston Park South
Edinburgh
EH15 3EG
Telephone 0131 657 0021

On very rare occasions we find it necessary to close the school unexpectedly. No classes are dismissed until we have arranged for school buses to come early to take pupils home.

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. All visitors are asked to report to Reception where the staff will sign them in and make the necessary arrangements for the visit.

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 communication channels are used to let parents know e.g. telephone calls, school website, letters etc.

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.

Equality

The Council has published an Equality Scheme, which can be viewed on its 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.

English as an Additional Language

The Children & 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.

Complaints, Comments and Suggestions Procedure

We hope that you will be completely satisfied with 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.

If, in particular, you have a complaint about the school, please let us know. It is better that these things 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. Our aim is to work in partnership with parents to ensure the best possible education and support for all pupils. Once your child is enrolled, if you have any concerns please contact your son/ daughter's SPL. If you have a complaint regarding the support your child receives and this has been unresolved with the Support for Pupil Leader, please contact Mr Connelly, DHT Pupil Support. All other complaints should be directed to a DHT or Mrs Legrix, HT.

There are some things which you should take note of in relation to making a complaint:

We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.

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

If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Children & 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 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. immunisation, are provided for all children and 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.

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.

If there are any possible problems, parents/carers and the family doctor are informed if any further action is considered necessary.

The School Nurse may be helped by a Health Assistant. School Nurses act as an important link between home and school. She/he visits the school and Support for Pupil Leaders may refer any pupil who has a health need that



requires to be addressed. School Nurses 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 pupils in Senior 3 as well as those of all new entrants.

An information booklet about the School Health Service is available to any new pupils coming from outwith the Edinburgh area. Parents/carers are also asked to complete a health questionnaire about their child in Senior 3 and asked if they would like their child to have a medical consultation.

The School Health Service may ask for your consent to examine your child if his/her medical records are incomplete or if the practitioner particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if your child is to be seen again, or thinks that he/ she should be seen by the family doctor or a specialist in paediatrics.



You can, if you wish, arrange for your family doctor to undertake the examinations instead of the School Health Service, but you may be charged a fee for this. In secondary schools the health professionals may consider whether any special information should be provided for the Careers Service.

School health professionals 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 check 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 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, support your child's overall well-being and development. Please do not hesitate to arrange, through your child's SPL, to see the School Doctor or School Nurse should you require any further information.

Medicine Administration

If a child has a health care need which involves medication, the child's parent/carer must complete the appropriate form which can be obtained from the school Reception. The completed form will be retained by the Welfare Assistant along with the medication. A record is kept of any medication which is given to the child. It is the responsibility of the parent/carer to ensure that any medication in school is in date and to renew the supply as required.

If a child needs emergency medication or has a complex, chronic condition that requires more in-depth planning and support, they require a School Health Care Plan. Pupils with asthma, epilepsy, diabetes or cystic fibrosis who require School Health Care Plans will have the completion of their plan facilitated by the appropriate clinic specialist nurse/consultant at the Royal Hospital for Sick Children or by the school nurse team.

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, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Holy Rood RC High School – Religious Observance

As a denominational school, Religious Observance and Organised Worship at Holy Rood play a crucial role in the life of our school. At Holy Rood RC High School, our policy and arrangements for Religious Observance are in accordance with guidance provided by the Scottish Government and are also in line with recommendations from the Scottish Catholic Education Service. The definition of Religious Observance for use in schools in Scotland is: 'Community acts which aim to promote the spiritual development of all members of the school community and express and celebrate the shared values of the school community.' In the case of Holy Rood RC High School, the shared values we hold are based on the Gospel Values of Christ. They are love, forgiveness, compassion, peace, justice and respect for the dignity and sacredness of all life. Scottish Government Ministers welcome the tradition that, in Roman Catholic schools, Catholic liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. Parents do have the right for their children to opt out of Religious Observance, however, The Scottish

Government recognises that: 'Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.' The frequency of Religious observance at Holy Rood is largely based on the Liturgical Calendar of the Catholic Church with additional times that arise from the needs and life of the school, the nation and world events.

The main dates for Liturgical celebrations are published on the school calendar. They include Lenten and Advent Liturgies for the whole school, The School Feast Day for the whole school, various Holy Days of obligation for specific year groups (with additional voluntary Mass to ensure that anyone can attend). In addition to these, there is a variety of Masses and Liturgies to celebrate specific events such as the P7 Transition visit, the city-wide Transition Mass, The S6 Leavers Mass/ ceremony etc.

Ethos

Gospel values underpin the life and work of Holy Rood. We pride ourselves on being a truly inclusive comprehensive school with a strong focus on the dignity of the individual. We aspire to support our pupils as they develop into resilient, well-rounded, caring and successful young adults who are well prepared for the next stage of their lives. In Holy Rood pupil achievement is recognized and celebrated so that our young people develop a sense of fulfilment that they can build upon in the future.

Values

As a Catholic school, Holy Rood aims to build a Christian community in which everything that we do promotes the spiritual, intellectual, moral, physical and social development of our pupils

We aim in our relationships to show the highest level of care for one another

We aim in the curriculum to set the highest standards of teaching and learning

We aim to ensure that the Christian community which we build and the full development of pupils which we promote are centred on Christ and on Gospel values

We aim to establish an effective partnership of school, home, parish and local community

We aim to seek and allocate resources which enable relationships to be developed and the curriculum to be delivered

We aim for continual improvement in every aspect of our work

When pupils are enrolled in Holy Rood, we make them aware of these aims and we encourage them to live out the aims of the school in their daily dealings with staff and with each other.



Promoting Positive Behaviour

We aim to develop a partnership with parents/ carers to achieve the best possible standards of pupil behaviour. Holy Rood pupils show respect for others, and high standards of behaviour are expected. In Holy Rood there is a Code of Conduct which has been developed to help pupils know and understand what is expected of them.

The main headings of the Code of Conduct are as follows:

Respect

We expect you to show respect for yourself and others

Safety

We expect you to show care for your own safety and the safety of others



Environment

We expect you to show care for the environment of the school and the neighbourhood

Opportunities

You are challenged to make the most of your opportunities at school. Be all you can be, and always help others to achieve.

Parents can be reassured to know that:

- Incidents of misbehaviour are dealt with promptly and appropriately
- There is an orderly atmosphere in classes
- Senior staff are available and visible at lunch time and intervals
- We work positively to address the causes of misbehaviour and so restore the good behaviour of individuals

Policy Statement on Bullying

Holy Rood High School is committed to ensuring that:

- Our school is a place in which everyone feels secure
- We all share the responsibility for promoting caring relationships
- We demonstrate that bullying is unacceptable to all pupils, parents and adults in the school

- Pupils are supported and protected, especially when they feel hurt, teased, frightened or isolated
- Pupils are encouraged to talk to someone if they feel they are being bullied
- Pupils are given the opportunity in the curriculum to discuss and explore the issue of bullying
- Pupils, parents and staff are given advice on how to deal with bullying

Parents Welcome

We welcome and encourage parental involvement for a number of reasons, but especially as research shows that when parents are involved children do better in school. A variety of methods are used to keep parents informed about the life and work of the school, e.g. letters, the school newsletter and website and various information and consultation evenings. Parents are also invited to attend events such as awards ceremonies, concerts and school shows.

Pupil Progress

Parents are provided with detailed information about their own child's progress via interim and annual reports, although they can also arrange an appointment with the appropriate SPL. When contacting the school via telephone, letter or e-mail, the school will endeavour to respond within 24 hrs.

As well as the written reports parents receive you will be invited yearly to Parents' Consultation Evenings where you will be given the opportunity to meet with teachers to discuss your child's progress and how best you can support them. Holy Rood will also provide

additional Information Evenings at important transition points. Dates and times for all events are published well in advance in the school's newsletters, website or by pupil post.

Our school takes an active approach to consultation with parents and regularly asks for feedback from parents. This is done by various methods e.g. parent surveys and questionnaires, discussion at the Parent Council, emailed comments via the school website etc...

The Parent Council

The Parent Council is the formal representative body for parents/carers and it works closely with the Parent Forum.



All parents/carers are automatically members of the Parent Forum. As a member of the Parent Forum 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
- enjoy taking part in the life of the school in whatever way possible

The Parent Forum decides how its representatives on the Parent Council are chosen and how the Parent Council operates. 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
- represent the views of parents promote contact between the school, parents, pupils and the community report to the Parent Forum
- be involved in the appointment of senior promoted staff
- help raise funds for the school
- for the benefit of pupils

The Parent Council meets regularly to discuss issues of importance to parents and the school. It works in partnership with staff for the good of the school and aims to achieve the support of all parents. The current chair of the Parent Council is Mr Simon Collins.

If there is anything you wish to raise with the Parent Council please contact the clerk: June.falconer@holyrood.edin.sch.uk or call

0131 661 5871. You can also visit the parent link on our website www.holyrood.edin.sch.uk. 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

Parents' Association

The school enjoys very valuable support from the Holy Rood Association, our PTA. Parents are encouraged to take an active part in the Holy Rood Association (HRA) and to participate in any events it organises. The HRA also organises the Unit Club which provides ongoing financial support.

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents. The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Pupil Council

The Pupil Council offers an excellent opportunity for pupils to have their say in the life and work of the school. Anything of importance to the pupils can be discussed in a meeting facilitated by the Support for Pupil Leaders. The Council's discussions and work will contribute significantly to developing a sense of citizenship as pupils have to consider their own needs and those of others.

Pupils participate annually in democratic elections to appoint their representatives. The purpose of the Council is to discuss issues considered important to the running of the school by either the pupils or the staff. It is split into different year groups consisting of a number of pupils elected from each Tutor Group along with an advisory member of staff (SPL) these groups have several meetings throughout the year.

Section Three

School Curriculum

Curriculum for Excellence

Bringing learning to life and life to learning.

Curriculum for Excellence (CfE) has now been introduced 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 the jobs of tomorrow in a fast changing world. CfE will be fully implemented by 2016.

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 each transition is smooth. They will ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Within CfE 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 the development of literacy and numeracy from Early Level through to Senior Phase.

CfE develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people

apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There are now new ways of assessing progress and ensuring children achieve their potential. There are qualifications for literacy and numeracy as well at National 4 and 5 levels. Our well regarded Highers and Advanced Highers have been updated to take account of and support the new approaches to learning and teaching.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that is needed. There is 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, CfE 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.



Years 1-3

THE BROAD GENERAL EDUCATION

First Year

In first year, pupils will see lots of apparently new subjects e.g. Computing, Craft and Design, Food and Textile Technology. However few subjects will be starting from scratch. Most subjects are a continuation of work begun in primary school and are based on the Learning Experiences and Outcomes outlined in a Curriculum for Excellence.

All pupils do the same subjects in First and Second Year. In First Year these are as follows:

- Art
- Craft and Design Drama
- English
- Food and Textile Technology French
- Information Technology Maths
- Music
- Personal and Social Education Physical Education
- Religious and Moral Education Science
- Social Subjects

In addition, as part of our CfE provision, pupils in S1 and S2 are given 1 period each week of Personal Choice, where they choose the activity. In this period they can select from a wide range of interesting options e.g.

- An African Experience
- Basic Media Production Dance Techniques Digital Photography Drama Production
- European Language and Culture Football Skills Development Jewellery making
- Learn Sign Language
- Reggae Music
- Street foods of the World Woodworking Skills
- And many others

Over the course of the year they mix with pupils from other classes and select 3 different activities from a menu of activities.

In all of the subjects, pupils will experience the wider themes of Literacy, Numeracy and Health and Well-Being.

Second Year

In second year, pupils continue with the Broad General Education. However, there are some changes to the subjects studied.

Instead of Science, pupils study the separate sciences: Biology, Chemistry and Physics.

Instead of the integrated Social Studies course, pupils study the separate Social Subjects: History, Geography and Modern Studies.

A new subject, Business Education, has now been introduced into the curriculum.

These changes are designed to help pupils progress more effectively, to increase achievement and to help pupils prepare for the Review of Learning that comes at the end of Second Year.

At the end of Second Year there is a Review of Learning for each pupil, where pupils, parents and teachers can look at progress in every subject and identify areas of strength. This Review allows pupils and parents to talk about personal strengths and preferences and identify subjects where the pupil is most motivated and most likely to succeed. This process helps prepare them for the Personalisation and Choice they are given in S3.



Third Year

In Third Year, pupils carry on with the Broad General Education. However, rather than carry on with every subject, they are given the opportunity to specialise within each curricular area and so achieve richness and depth in their learning.

There are 8 curricular areas in the Broad General Education: Languages, Mathematics, Science, Social Studies, Expressive Arts, Technology, Religious Education and Health and Well-being.

In Third Year, all pupils will study Languages, Mathematics, Religious Education and Health and Well-being. Within each of the other curricular areas above, pupils select one subject. This allows them to carry on with the Broad General Education, but also lets them specialise in areas of strength.

An additional column of subjects is offered so that pupils have an even wider choice. This additional column allows them to select and study a second foreign language, a second science, a second social subject, a second expressive arts subject or a second technology subject.

During the Third year, pupils will continue to cover the Experiences and Outcomes outlined in a CfE. However, pupils will also start preparatory work for National Qualifications, so that they build a solid platform of knowledge and skills for SQA courses in S4 and beyond.

At the end of Third year, there is another Review of Learning, to ensure all pupils are following the right course. Our experience is that most pupils want to carry on with the same choice into the Senior Phase. However, additional courses may be offered at this time for those who may not be on the most appropriate pathway.

Years 4-6

THE SENIOR PHASE

The Senior Phase is where pupils start building a portfolio of qualifications and experiences to equip them for the world of work, Further Education, Higher Education and also to continue to build their Skills for Life.

Fourth year

In S4 pupils follow courses leading to National Qualifications. In most cases pupils will continue with the same subjects they studied in S3. However, some will start new subjects after the Learning Review at the end of S3. Pupils will do a National Qualification in one subject from each of the following areas –

- English
- Expressive Arts
- Mathematics
- Modern Languages
- Science
- Social Studies
- Technology

In addition to this, the elective column will allow pupils to do one additional subject e.g. a second modern language, science or expressive arts subject.

Flexibility and choice will allow some pupils to follow an alternative curriculum in some areas e.g. skills based courses in partnership with college, work experience and vocational training.

Pupils will sit National Qualifications in all of their subjects at the end of S4.

Fifth and Sixth Year

S5/6 pupils will specialise further, depending on their potential career path, and select 5



options from the 8 subjects they studied in S4. They will follow courses providing them with progression to the next level e.g. NQ5, Higher, Advanced Higher. Additional "intensive" courses e.g. Photography, Engineering Skills, Enterprise and Leadership will also be available as National Qualifications.

In S5 and S6 pupils will experience a wider range of learning experiences e.g.

- In-school provision
- Partnership arrangements with other schools and colleges
- Community, Youth Work and Voluntary Work
- Work Experience
- Student Centred Learning
- Pupils will sit National Qualifications at the end of S5 and S6

Pupils who stay beyond the statutory leaving age of 16 are making a voluntary commitment to the school, and we expect

a great deal from them. They have to be an example to our younger pupils in the way they work, behave, dress and contribute to the wider life of the school. Our Senior School programme provides a wide variety of opportunities for pupils to develop skills or use their talent to support others.

The Four Capacities

The purpose of the curriculum is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

Developing the Four Capacities

The experiences and outcomes is a set of statements which describe the expectations for learning and progression for each of the eight curriculum areas.

The title 'experiences and outcomes' recognises the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An outcome represents what is to be achieved.

The experiences and outcomes for each curriculum area build in all the attributes and capabilities and so develop the Four Capacities.

Curriculum for Excellence – Useful links

Parents can get further information on Curriculum for Excellence from the following websites:

Parents/Carers - www.sqa.org.uk/cfeformparents

www.educationscotland.org.uk/parents

www.educationscotland.gov.uk/parentzone/cfe www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence
Young People - www.sqa.org.uk/cfeforyoungpeople

Homework

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, and 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.

At Holy Rood we offer parents the opportunity to attend an open evening at which the resources and teaching staff who deal with sensitive aspects of learning e.g. relationships, sexual health, parenthood, drugs awareness etc. are available to meet.

Religious Education and Liturgy

Parents are welcome to contact the school (Curriculum Leader RE and Chaplaincy) to discuss or receive further information relating to this aspect of their child's experience at Holy Rood.

Extra Curricular Activities

Pupils have the choice of a wide variety of extra-curricular activities on offer including:

- Badminton
- Basketball
- Boys & Girls Football
- Dance Workshops
- Drama
- Guitar Ensemble
- Junior Choir Master Chef
- Maths Club
- Orchestra
- Photography
- Science Challenge
- Volleyball

Every day at lunch-time there are activities provided by the PE and Music Departments for pupils. They attend in large numbers, with dancing particularly popular.

Many departments enrich their classroom courses with excursions and field trips. Recently, these have included:

- Art in the Botanic Gardens
- Careers conferences and seminars
- Drama workshops
- Edinburgh Zoo
- Geography field study to Grey Mare's Tail
- Many theatre trips around the country
- Modern Languages immersion day
- Musical events
- Outdoor Education
- Physics at Alton Towers
- Science Roadshow

We also organise foreign excursions which are always extremely popular with pupils.



Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator Pam Brown who can be contacted at pamela.brown@ea.edin.sch.uk or (07799 868 054)

Music Instruction

Holy Rood is most fortunate in having excellent music instructors. Your son/daughter will be given opportunities to learn a variety of instruments or continue their learning if they already play an instrument. The choice can include brass instruments, woodwind, guitar, piano, voice, violin and drums. Many pupils join the choir or orchestra and contribute to our splendid liturgies and musical evenings.

Assessment

As pupils progress through our school, teachers use a range of approaches to assessment including Assessment for Learning strategies as well as setting tests. 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.

Reports

Parents receive both Interim Summary Reports and annual Full Attainment Reports. The Interim Report contains information on your child's progress to date with specific details on Effort, Behaviour and Homework. The Full Attainment Report provides more detailed information on current progress within a subject and the next steps needed to help them reach their full potential. Some reports, depending on the level your child is studying, will also comment on specific areas unique to that year such as recommended level of study and prelim results.

Pupils from all year groups at Holy Rood are encouraged to reflect on their personal achievements and are given an opportunity to do this within Tutor Time. This supports the work completed in S3 where pupils are asked to produce a profile of their own achievements. This document is sent to parents at the end of the session to encourage discussion at home.

Holy Rood staff regularly review all attainment and achievement information. This allows all teachers to promote the positive work of the pupils as well as identifying support strategies for individual pupils to be undertaken by the Year Heads, Curriculum Leaders and class teachers.

Section Four – Support for Pupils

Your son/daughter will find that they see a lot of their Support for Pupil Leader (SPL). SPLs are at the very heart of our pupil support framework and they look after pupils in a wide variety of ways including by:

- getting to know their pupils
- establishing trust and confidence
- monitoring attendance and punctuality
- helping to overcome difficulties
- reviewing learning pathways
- monitoring and encouraging progress
- helping with careers advice
- encouraging strong links between home and school.



SPLs have a very important role in ensuring that pupils are making good progress and that they are happy at school. SPLs will visit your son/daughter in primary school and offer to meet with parents. The SPL will be available to provide support and information as your son/daughter moves up through the school.

At Holy Rood, we place a great emphasis on support for pupils. We try to ensure that each pupil stays with the same SPL throughout their school career. SPLs and pupils get to know each other well, and can together face issues which arise. Parents also find it easier to deal

with the same SPL on each occasion. This gives them more confidence in the school, and in the work of the Pupil Support Team.

The Support for Learning Leader and staff provide a significant contribution to our pupil support framework and will address any additional support needs a pupil may have.

The Pupil Support Team also includes appropriate contribution provided by our experienced Chaplaincy Team and a range of external partners including the Education Welfare Officer, Community Learning Development Worker, Educational Psychologist etc. The Depute Head Teacher Pupil Support, makes sure that all of the members of the Pupil Support Team work together to provide the best possible support.

Tutors

Your son/daughter will be told which Tutor Class they are in when they come to visit the school in June. The Tutor teacher meets his/her class twice a week. Usually the Tutor teacher remains with his/her class from S1 to S4 so that teachers and pupils get to know each other really well. That way the Tutor teacher is able to work closely with the Support for Pupil Leaders in supporting pupils through school.

The Tutor teacher takes a particular interest in members of his/her class and listens to their needs and concerns. She/he will encourage good behaviour and have high expectations of pupils. Tutor teachers are ideally placed to support and inspire pupils to contribute to the ethos and life of the school, they also encourage them to record and celebrate their individual wider achievements.



Getting It Right for Every Child

Taking care of our children's well-being and making sure they are alright - even before they are born - help us 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 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 well-being and safety of our pupils. To this end we have in place a personal safety programme delivered to pupils in Personal and Social Education classes (PSE) and Tutor Time. These classes are designed to give pupils knowledge and life skills to keep them safe from all forms 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. This sets out the specific duties and responsibilities towards the child and their his/her.

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's 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 arrangements for keeping under consideration the additional support needs of each such child and young person.
- c) the other opportunities available under this Act for the identification of children and young persons who -
- d) have additional support needs,
- e) require, or would require, a co-ordinated support plan,
- e) the role of parents, children and young persons in the arrangements referred to in paragraph (b),
- f) the mediation services provided
- g) 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.

Learning Support

Support for Learning (SfL) staff are also part of our Support for Pupils Team. If a class teacher finds a pupil experiencing difficulties in learning for any reason, she/he can be referred to SFL for individual attention. Some pupils have difficulties which arise in more than one subject and which need support for a longer period of time. For example a pupil may lack basic literacy skills. In this case the SfL staff will either join the pupil in class and try to help her/him there, or extract a small group for work in the Support for Learning base.

Subject teachers and SfL staff work together to devise teaching materials and methods to meet the demands of courses and the needs of pupils. All teachers regard it as their responsibility to help pupils with their additional learning needs and this is done in a number of ways:

- by finding time within classes to go around and discuss work individually
- by showing pupils how they can improve their work
- by developing a range of teaching materials so that pupils can do work which is appropriate to their stage and level of ability

It is not only pupils with additional learning needs who receive extra help. Often pupils who show an aptitude in a particular field can have support to further develop their talent. Whatever the nature of the learning need, our aim is to help all pupils to achieve their full potential. Parents who have any questions regarding their child's progress are welcome to contact either their child's SPL or Miss Stokes, Support for Learning Leader.

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 (Barnardos in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

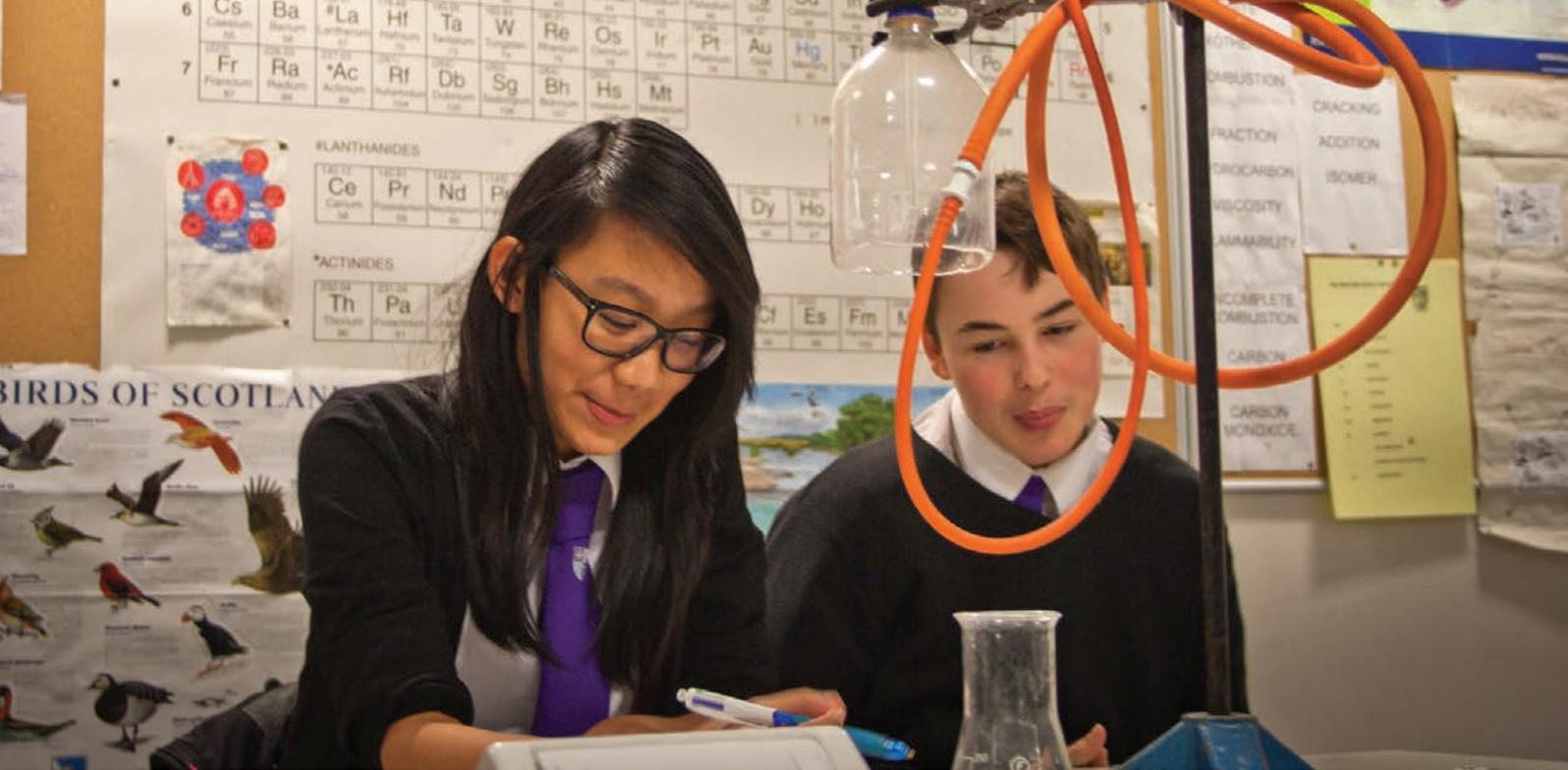
Transitions – Moving to a New School or Leaving School

A lot of work goes into preparing primary pupils for their move to Holy Rood. During Primary 7 pupils will meet with the SPL who will be responsible for them. Parents can be offered a family interview where they can raise any questions they may have. Samples of pupil work, including individual P7 profiles will be passed on from primary to secondary school. In February/March, Primary 7 pupils from our associated primary schools will be invited to meet with one another and start to build new friendships. Every effort will be made to ensure that there will be some pupils from the same primary school in each Tutor Class.

Finally, pupils will be offered three whole days in Holy Rood in the month of June, when pupils will meet their new class and their teachers, find out what their timetable is and work with the other new First Year pupils. Within the same week, there will be an information evening for all our new parents. Dates and details of these events will be published well in advance.

Most of our new pupils come from six schools, but we are pleased to welcome pupils from other schools whose parents have chosen to send them to Holy Rood. The number of these pupils has increased rapidly in recent years.

Pupils are supported throughout the transition process by both the primary and Holy Rood. It is important that all information is given by parents/carers relating to their child to the Primary school or Holy Rood



to ensure that each pupil's needs are met and the move from Primary school to Secondary school is a positive experience.

Arrangements to support any pupil with additional needs should be planned in advance, this is normally done via close working links between the Primary, the Support for Pupil Leader/Support for Learning Leader at Holy Rood, parents and the pupil.

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. 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

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.

Standards and Quality Report/ School Improvement Plan

Each year schools publish a Standards and Quality Report which highlights the school's major achievements along with details of how the school has improved standards in relation to literacy and numeracy. The School Improvement Plan gives details of the main priorities the school is focusing on over the next year. A summary of these documents can be found on the school website www.holyrood.edin.sch.uk or full copies can be obtained from the school.

Transferring Educational Data about Pupils

The Scottish Government – Education and Training has asked that the undernoted advice be included in our school brochures.

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). 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. This will ensure that no individual level data will be made public as a result of the data sharing and that this 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 hyperlinks 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.

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

HT/DHT/CL – Head Teacher/Depute Head Teacher/Curriculum Leader

SPL/SLL – Support for Pupils Leader/ Support for Learning Leader

CLD – Community Learning and Development

GIRFEC – Getting it Right for Every Child



Parent Feedback

The views of parents are very important to us and will be used to help us improve next year's hand book. If you do have comments you would like to make, please e-mail them to the school's address for the attention of Miss June Falconer, or contact us by any other suitable means. In particular, we are interested in how useful you found the hand book, is it easy to use and does it contain the information you expected? Of course any suggestions for improvement are very welcome.

Lorraine F Legrix
Head Teacher
Holy Rood RC High School





Holy Rood RC High School, Duddingston Road West, Edinburgh EH15 3ST Telephone 0131 661 5871 www.holyrood.edin.sch.uk