



Williamwood High School

Mighty oaks from little acorns grow

SCHOOL HANDBOOK 2025-26



Respect * Ambition * Kindness

SECTION 1: INTRODUCTION

Content



SECTION 1: INTRODUCTION

Welcome to Our School
Meet the Senior Leadership Team
Williamwood High School
School Vision, Values & Aims

SECTION 2: THE CURRICULUM

Curriculum for Excellence
Broad General Education: S1-S3
S3 Experience
Senior Phase: S4-S6

SECTION 3: LEARNING, TEACHING & ASSESSMENT

Learning and Teaching
Assessment
Reporting

SECTION 4: TRANSITION TO WWHS

Transition from Associated Primaries
Transition at Other Times and Admissions

SECTION 5: SUPPORT FOR PUPILS

Here to Help / Extra Help Required?
Meet the Pupil Support Team
Support for Learning Team
Wider Support Team
Child Protection and Safeguarding

Mighty oaks from little acorns grow



Williamwood
High School

SECTION 6: PUPIL LEADERSHIP

Young Leaders of Change
Young Leaders of Learning
House System

SECTION 7: PARENTAL ENGAGEMENT

Keeping in Touch
Getting Involved
Parent Council
Parent Teacher Association

SECTION 8: POLICIES & PROCEDURES

The School Day / Year
Attendance and Timekeeping
Bullying and Anti-Bullying
Dressing for Excellence
Homework and Study
Library
School Canteen and Free Meals
ParentPay
Medical Matters / Emergency Procedures
Equalities and Social Justice / Data Protection
Religious and Moral Education / Religious Observance
Complaints

SECTION 9: USEFUL LINKS & WWHS POLICIES



SECTION 1: INTRODUCTION

Welcome to Our School

Williamwood High School is a very high performing school with excellent resources and very committed staff. We are all proud to be part of the Williamwood community. High expectations and the welcome support of our parents ensures that our school builds on our achievements and continues to improve.

Our school vision, **Mighty oaks from little acorns grow**, originates from our school badge, the oak tree, which our young people wear all day long on their blazer to remind them of what they can be in later life - a mighty oak.

In consultation with our stakeholders, we refreshed our school values in the session 2021-2022 and we now strive for **respect, ambition and kindness** in all that we do in Williamwood High School.

As young people progress through our school, existing skills will be further developed to enable them to fulfil our aim for them to become **confident individuals, successful learners, effective contributors and responsible citizens**.

We strive to provide an inclusive education which will provide opportunities to support and challenge all young people in their learning in order to fulfil their potential. We encourage wider achievement and promote equal opportunities by responding to the needs of individuals including their language, cultural and social backgrounds as well as previous educational experiences and achievements.

Whether you read this handbook as a prospective parent or pupil, I am sure you will be impressed by the range and variety of experiences we offer at Williamwood High School.

Mrs Nicola MacGlashan Head Teacher

Mrs MacGlashan has overall responsibility for the school and its ethos, for initiating, monitoring and evaluating school policies. She has overall responsibility for staff management, staff development and for the strategies of participation, consultation and quality assurance. She is the school's external representative and correspondent and is adviser to the Parent Council. She is also responsible for health and safety and publicity.



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Meet the Senior Leadership Team



Mrs Laura Miller Depute Head Teacher

Mrs Miller has responsibility for all matters relating to S1. She leads support in the school and has responsibility for all matters relating to pupil wellbeing, inclusion, equity and equality. Mrs Miller is responsible for the continuous journey of self-evaluation and self-improvement across the school. Mrs Miller is also the Child Protection Co-ordinator.



Mr Christopher Mutch Depute Head Teacher

Mr Mutch has responsibility for all matters relating to S2. He is also responsible for the continuous journey of self-evaluation and self-improvement across the school. Mr Mutch oversees the curricular pathways for the BGE and Senior Phase managing subject specific transitions between key stages in our school. The overview of whole school attainment also lies with Mr Mutch.



Mr Grant Maybury Depute Head Teacher

Mr Maybury has responsibility for all matters relating to S3. He also manages the timetable and is responsible for co-ordinating SQA Examinations. The responsibility for ICT and digital learning also lies with Mr Maybury as well as skills for developing learning, life and work. Mr Maybury is responsible for liaising with external partners to enhance our existing curricular provision.



Mr Ross McLeish Depute Head Teacher

Mr McLeish has responsibility for all matters relating to S4. He also oversees the curricular pathways for the BGE and Senior Phase managing subject specific transitions between key stages in our school. Mr McLeish has responsibility for all matters relating to Primary/Secondary Transition and tracking, monitoring and reporting across the school. He is also responsible for celebrating wider achievement and the many successes across our school.



Mr Ryan McAllister Depute Head Teacher

Mr McAllister has responsibility for all matters relating to S5. He has ongoing responsibility for leading pupil voice across the school, ensuring that all young people have their say in the improvement agenda within our school. Mr McAllister also manages the timetable and is responsible for the wellbeing and continued professional development of staff as well as leading learning, teaching and assessment.



Miss Laura Ferguson Depute Head Teacher

Miss Ferguson has responsibility for all matters relating to S6. The overview of whole school attainment lies with Miss Ferguson as well as leading learning, teaching and assessment. She is the School Regent with responsibility for Newly Qualified Teachers and student teachers.

SECTION 1: INTRODUCTION

Williamwood High School

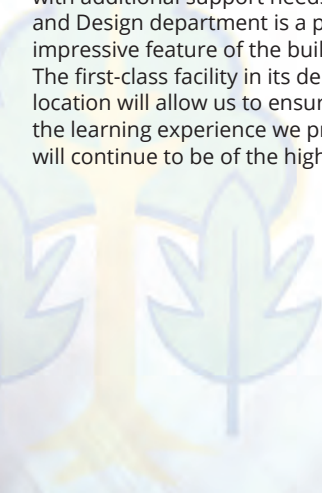
The new Williamwood High school opened in August 2006 in private partnership with BAM. The school is situated on Eaglesham Road between Clarkston and Waterfoot in the south side of Glasgow. The Street forms the central part of the school and is used as a communal area for dining and socialising. The building is equipped to the highest specification throughout. All classrooms have quality ICT facilities and there is a high number of dedicated ICT rooms.

The library is also well-resourced with ICT equipment. The music and drama facilities in our Performing Arts Faculty are of the highest contemporary standard and we also have first class physical education facilities, both indoor and outdoor. We have a well-equipped Pupil Support Suite and a range of specialist rooms for pupils with additional support needs. Our Art and Design department is a particularly impressive feature of the building. The first-class facility in its delightful green-belt location will allow us to ensure that the learning experience we provide for our pupils will continue to be of the highest quality.

Williamwood High School is a six year, non-denominational, comprehensive school serving the town of Clarkston. It has three associated primary schools: Carolside Primary School, Netherlee Primary School and Busby Primary School.

It has a current roll of approximately 1670 pupils and a teaching staff equivalent to 119 full-time teachers. There are 6 Depute Head Teachers, 14 Curricular Principal Teachers, 10 Pupil Support Principal Teachers and a Communication Support Service.

The school is also fortunate to have strong parental support. The Parent Council plays an active role and helps shape and drive school improvement. The school has developed good links with the local community. Many local employers have offered work placements to pupils and some local business contacts have come into school to share their expertise with our pupils.



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School Vision, Values and Aims

The school promotes high expectations and standards for all in an inclusive environment and all are encouraged to strive to achieve their full potential. There is a positive ethos across the school and a high degree of commitment is shown by staff, pupils and parents, as well as the wider community.

Staff expect pupils to achieve their full potential, both academically and socially. Our pupils respond positively in the classroom and in whole school activities. There is a wide range of activities, sporting, cultural and educational, which the staff provide. Relationships between staff and pupils are excellent.

Williamwood High School is noted for its caring and inclusive ethos. All pupils are respected and supported. Strong staff teamwork is a feature. Pupil support staff, office staff, catering staff, technicians, cleaning and janitors are important members of the team and make significant contributions to our school ethos. Close working relationships within the staff are a strength of the school.

Our aim is for young people to progress through our school, where existing skills will be further developed and enable them to become

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

Our Vision & Values

Our School Vision relates to the meaning behind our school badge:

Mighty Oaks from Little Acorns Grow

Our school values underpin this vision, and they are:

Respect
Ambition
Kindness

SECTION 2: THE CURRICULUM

Curriculum For Excellence

Our vision is to provide a curriculum which enables all pupils to achieve their potential; to allow them to fulfil their aspirations within and beyond school. We aim to deliver a curriculum which allows for breadth and depth of learning, offering challenge and enjoyment. Our curriculum will offer choice and specialisation as well as progression through levels, allowing the opportunity for attainment at the highest level. This will be achieved through excellence in learning, teaching and assessment.

At every level, ambition is encouraged and attainment and achievement are recognised and celebrated through our House System.

The Curriculum for Excellence documentation offers advice and establishes principles for the design of the curriculum. This guidance identifies four contexts in which learning takes place, seven principles for curriculum design and eight curriculum areas in which learning is organised. These contexts, principles and curriculum areas are at the heart of decision making regarding our curriculum rationale.

The school website also contains further information relating to the particular curriculum arrangements, pathways and the subject departments within Williamwood High School.



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Broad General Education S1-3

In Scotland the period of education from pre-school to the end of S3 at secondary has been developed to ensure that each pupil is provided with a broad, general education. All pupils are entitled to experience this Broad General Education (BGE) which will include delivery of the experiences and outcomes across all curricular areas, up to and including, the third level, as far as this is consistent with their learning needs and prior achievements. Almost all pupils will progress into the fourth level in many aspects of their learning before the end of S3 (and indeed S2 for some pupils), laying strong foundations for more specialised learning en route to qualifications and lifelong learning.

BGE Curricular Areas:

- Languages (English and Modern Languages) and Literacy
- Mathematics and Numeracy
- Social Studies
- Sciences
- Expressive Arts
- Health and Wellbeing
- Religious and Moral Education
- Technologies

S1 – S3: Structure and Aims of the Broad General Education

The S1 and S2 curriculum offers a broad range of subjects covering all curricular areas and offering diversity and a rich variety of learning experiences. In S1 and S2 the school operates rotations for all practical subjects and social subjects. All pupils receive 3 periods of P.E. to meet the national target of 2 hours of physical activity a week.

Time allocation varies across curricular areas and all courses are planned around the Experiences and Outcomes and skills. The Experiences describe the learning activities and the Outcomes state what the pupil can explain, apply or demonstrate. It is expected that all pupils will have covered the skills within each subject area through the subject specific Experiences and Outcomes at third level by the end of S2. For some pupils, there are modified expectations based on their learning profile.

SECTION 2: THE CURRICULUM

Broad General Education S1-3

Skills Development

Skills for life, learning and work will be developed across all years through the delivery of experiences and outcomes and qualification delivery.

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

All teaching staff, across all subject areas, have responsibility for the cross-cutting themes of Literacy, Numeracy and Health and Well-Being. At Williamwood High School, we have added Information Technology to support learning as a fourth cross-cutting theme, given the importance of digital technology in education and the wider world. Whilst it is anticipated that aspects of these themes will be delivered by key subjects, all departments will provide meaningful opportunities to deliver experiences and outcomes across these themes within their courses.

S3 Options Programme

In S3, learners will follow a blended curriculum which they will study over the next two sessions.

S3 in particular will act as a bridge between completing the Broad General Education phase, described in terms of Experiences and Outcomes, that they have followed up to this point, and preparing for certification through the Nationals in S4.

Pupils will choose their subjects through an options process taking into account their progress and achievements to date and their career intentions beyond school. They will be supported in making these choices by their Pupil Support Teacher. Further details can be found on the school website. Parents will have a vital role to play in supporting and helping their child to make the right choices. Information evenings are arranged at this time which are specifically aimed at families to assist with curricular pathways decisions.

S3 Experience

By the end of S2, pupils will have been exposed to the Third Level skills and will be offered the opportunity to introduce specialisation to their learning to pursue interests and personal preferences within the phase of Broad General Education. Pupils will then move on to National courses and to follow a suitable and appropriate level of challenge as they experience S3 and S4. This will allow for depth of learning and the opportunity to further increase pace and challenge. At the end of S2, pupils will make choices of courses to study from each of the 8 curricular areas. We are keen to give pupils as much breadth as possible in S3 and S4, so we have a column structure that ensures all the key areas of the BGE are still studied to give our pupils wider choices for courses in the senior school and to allow further time to decide on higher and further education courses and careers. English and Mathematics are compulsory in S3, as are core entitlements of Physical Education, Religious Education and Personal, Social and Health Education. At Williamwood High School, a Modern Language is also compulsory given the national impetus of support for the young people of Scotland to study Modern Languages. In addition to this provision, pupils select 5 other subjects. If a pupil, or a group of young people, has specific needs which are best addressed by following an appropriate learning pathway, opportunities will be provided.

In S3, the blended programmes of work are matched around the Experiences and Outcomes at Fourth Level and the new National Courses at Level 4 or 5, although some pupils may still be consolidating work at Level 3. It is possible that many of our pupils may stretch beyond Level 4 work into National 5 work dependent on their progress in S2. Subject areas will focus in S3 on richer, deeper learning within their subject, offering opportunities for personalisation, project work, added value skills, independent learning and research and collaborative tasks. This will provide a good foundation for qualification success in the Senior Phase. In situations where a subject has been discarded at the end of S2, work related to skills based learning may be undertaken in order to address any third level Experiences and Outcomes which still require coverage.



SECTION 2: THE CURRICULUM

Senior Phase S4-6

In S5/S6, pupils can continue their studies from S4, progressing on to various level 7 opportunities including NPAs, Highers and Advanced Highers or continuing at National levels as appropriate. Pupils will normally focus on 5 subjects in S5.

In addition to P.E. and PSHE, all S5 pupils will also choose an elective subject from an extensive list, some of which are enrichment courses and some are subject specific additional support time. A large number of pupils choose to achieve a Leadership award as part of their S5 elective subject.

In S5 all pupils are expected to have a full timetable. In the Senior Phase pupils may experience an increasing range of delivery methods including: in-school provision, partnership arrangements with other schools and colleges, community and youth work delivery, work experience, volunteering, community service and pupil-centred learning.

East Renfrewshire Council also offers an extensive programme of vocational courses in conjunction with the local colleges which can supplement or take the place of some of the school options. Pupils are supported and encouraged to make use of any appropriate vocational options.

As pupils move into S6, a further review of learning takes place to consider learning pathways to support pupils into a positive destination post-school. In S6 pupils are expected to focus on 4 subjects. This allows them some freedom to have an involvement in the wider life of the school – for example the S6 committees, volunteering or peer mentoring as well as relevant work experience.

Our Personal, Social and Health education programmes for S4 and S5 contains important careers information to support this subject choice exercise and information about the range of courses available in Williamwood High School. Our school Skills Development Scotland (SDS) officers are available to help pupils at this time, as well as being available on a regular basis throughout the school session.



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SECTION 3: LEARNING, TEACHING & ASSESSMENT

Learning, Teaching and Assessment

Williamwood prides itself on being PROACTIVE and working in partnership with all stakeholders to provide highly effective Learning and Teaching which meets the needs of all learners. We create courses and learning pathways appropriate to the needs and interests of all our young people. Our vision for Learning and Teaching is rooted in our principles of PROACTIVE which all members of the Williamwood community worked collaboratively to create.

Learning and Teaching is a key priority of all practitioners across the Williamwood community. In addition, staff representatives from across the Williamwood community are involved in the Learning and Teaching School Improvement Network, working in collaboration with our S1-S6 Leaders of Learning. We continue to strive to meet the needs of all of our learners and close the attainment gap between the most and least disadvantaged young people by ensuring that teachers become more effective through improved knowledge and understanding of high quality learning and teaching. In addition to high quality learning and teaching, assessment, moderation, tracking and monitoring is robust and rigorous resulting in detailed analysis of all data which enables targeted interventions.



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WILLIAMWOOD HIGH SCHOOL'S CORE PRINCIPLES OF LEARNING AND TEACHING

PROACTIVE

PLANNING

Planning backwards, we create inclusive, purposeful lessons which meet the needs of all learners and inform next steps.

RIGOUR & ROUTINE

Rigour and routine are prominent features throughout the range of stimulating, well-paced learning experiences.

ORGANISATION

By delivering well-planned, well-paced lessons, we collaboratively build a nurturing environment to allow learning and kindness to flourish.

AUTONOMY

By taking responsibility for their own learning, learners demonstrate resilience, ambition and a growth mindset in developing skills for learning, life and work.

CHALLENGE

All learners fulfil their potential through participation in, and reflection on, stimulating and engaging lessons which are matched to their needs and interests as well as providing meaningful feedback.

TRACKING

Rigorous tracking ensures that planning builds on prior learning. Staff and learners use tracking during learner conversations to reflect on progress and ensure continued progression.

INTERVENTION

Staff use knowledge of all learners to create appropriate and nurturing interventions to allow barriers to learning to be overcome.

VARIATION

Through differentiation, staff ensure personalisation, challenge and choice are regular features of classroom practice and whole school experiences.

ENGAGEMENT

Staff foster nurturing learning environments through positive relationships and ambitious and creative lessons, resulting in a lifelong love of learning.

RESPECT — AMBITION — KINDNESS

KINDNESS — AMBITION — RESPECT

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SECTION 3: LEARNING, TEACHING & ASSESSMENT

Learning, Teaching and Assessment

Assessment is an integral part of learning and teaching. It helps to provide a picture of a pupil's progress and achievements and to identify the next steps in learning. As pupils move through the curriculum, they will experience a range of approaches to assessment.

A pupil's progress will be assessed in ways and at times appropriate to their learning needs. Judgements about learning will be based on evidence from a broad range of sources, over time and across a range of activities, both in and out of school. Pupils at all stages will be involved in planning and reflecting on their own learning, through formative approaches, self and peer assessment and personal learning planning.

Assessment in the Broad General Education (S1-S3)

Assessment data is gathered via a wide range of methods which demonstrates breadth, challenge and application. There is an appropriate balance between ongoing, periodic, high stakes and standardised assessment. This information is used by PTCs and PTPS to advise pupils on next steps in learning as well as curricular pathways.

All pupils are familiar with their levels and these are discussed during learner conversations.

Standardised Assessments (SNSA)

As part of the National Improvement Framework, these assessments have been designed to provide teachers with information about children's progress. As such, they should help inform professional judgements. The SNSA will be undertaken by all children in S3 and assess aspects of reading, writing and numeracy.

Assessment in the Senior Phase

During the senior phase, young people will experience assessment practices which lead to qualifications. There will be a variety of internally and externally assessed items, including SQA exams. These will be appropriate to the subject and level pupils are studying.

A range of methods are used to assess and attain in SQA and SCQF courses. The assessment method is determined by course outlines and specification; as well as, in some instances, the needs of the learner. For example, assessment for courses at level 5, level 6, level 7 and level 8 can assume a variety of forms e.g. open book question paper, ongoing project work, one-off tasks, written exam and oral evidence.

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Reporting

Reporting has two main purposes. Firstly, it provides clear, positive and constructive feedback about young people's learning and progress, looking back on what has been achieved against standards and expectations. Secondly, it creates an agenda for discussions between pupils and those teaching and supporting them about their next steps in learning.

Parents will get regular information about their children's strengths, progress and achievements. They will be informed about any gaps in their children's progress and ways that they can help. To help parents support their children's learning, it is important that teachers share full and open accounts of each pupil's progress. Teachers will report to parents on their child's progress in planned learning across the curriculum areas and in different contexts. They will do this in terms of levels (CfE levels or National Qualification levels) as well as using brief qualitative comments. Reporting will note particular strengths, areas for development and achievements in challenging aspects and in the application of learning.

We will send home a report for each pupil at an appropriate time each year. The timing of these reports varies by year group and are issued at the start of each session. More information on the dates can be found in the school calendar on the school website.

Parents' Evenings

In addition to the written reports, there will be parents' evenings for individual year groups each session. Where possible this is held at a different point in the session from the report to increase the quantity and value of communication. Parents will have an opportunity to speak to the specific subject teachers as well as a member of the senior leadership team if they have any additional questions.



SECTION 4: TRANSITION TO WWHS

Transition from Associated Primaries

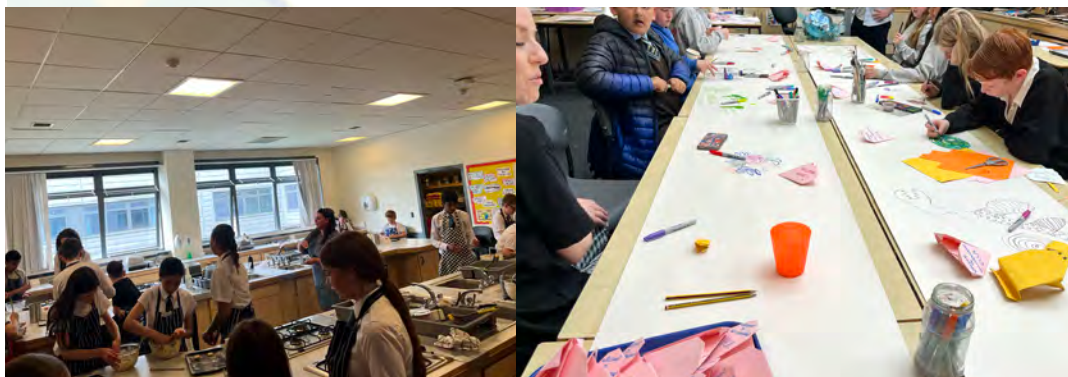
Arrangements are in place to facilitate a smooth transition for pupils in P7 to Williamwood High School.

By the time your child joins S1, information will have been passed on by their primary school to make sure that learning is continuous, and that any additional support needs are also known through our Joint Support Team meetings and various visits.

We maintain close links with all our cluster primary schools through an extensive transition programme which involves P7 pupil attending events in Williamwood, such as the cluster ceilidh which is delivered by our senior sports development class. Teachers across all curricular areas also visit our cluster primaries and deliver lessons.

Pupil Support staff and the Senior Leadership Team will visit your young person's school and talk to them about the transition. Your young person will also have had at least two induction days to give them an opportunity to get to know the secondary school and its way of working. Parents will also have had the opportunity to visit Williamwood High School and hear more about the transition process.

At Williamwood we have a targeted Enhanced Transition programme which is organised in collaboration with our associated primary schools. A small number of pupils will engage in this programme which sits out with the extensive transitions programme which runs for the whole of P7 for the pupils.



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Transitions at other times

Pupils may join Williamwood High School at times other than the start of S1 and from schools other than our associated primaries.

Before a young person enrolls in Williamwood High School, the Education Department will seek documentary evidence to validate a young person's entitlement to a catchment place at this school. If appropriate evidence is not submitted, the Education Department will withdraw the offer of a place.

When a young person who was enrolled in the school as a catchment pupil ceases to reside within the Williamwood High School catchment area and his/her parents wish the young person to continue to attend the school the parent must submit a request to remain as per East Renfrewshire's Admissions policy which is available online.

Where it is found that a young person is no longer entitled to a catchment place in Williamwood High School since they no longer reside in a property in the delineated catchment area associated with the school and a placing request to remain has not been submitted and approved, the Council may seek to exclude that young person from the school.

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

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

Post school transition programmes

Our aspirational goal of 100% of our young people getting into positive destinations is supported by a comprehensive programme of support for all young people in our school.

We track the aspirational post school destinations of young people starting from S1 and revisit this plan annually to ensure we support young people through our DYW activities, for example our trips, careers fair, employer visits and departmental links.

We focus on our senior phase pupils for targeted supports such as our college application day, bespoke PSHE programmes with a focus on pathways, winter leaver employability input and our interview support for fast track UCAS applicants.

Our PT DYW links closely with our East Renfrewshire post school team with our monthly Opportunities for All meeting, where we discuss supports for our negative destination post-school young people, but also those we feel may require additional support in their transition.

SECTION 5: SUPPORT FOR PUPILS

Here to help

At some point during your child's time at Williamwood High School, you may have a question needing answered or a concern needing addressed. Whatever the concern, we have a number of staff who are there to help you and your child resolve any difficulties or queries before they become bigger issues.

Office Staff

Many questions on day-to-day procedures can be answered by one of our office staff who will answer the phone on: **0141 577 2500** or via email: **schoolmail@williamwood.e-renfrew.sch.uk**

Principal Teacher of Pupil Support (Head of House)

The best person to talk to about issues relating specifically to your individual child will usually be their Principal Teacher of Pupil Support.

If they do not have the answer to your query to hand, they will know who to speak to and can act as a go-between yourself and the teaching staff.

You can contact them on the phone number above or via email at: **schoolmail@williamwood.e-renfrew.sch.uk**

Depute Headteacher

For more serious issues, you may require to speak with the Depute Headteacher for your child. You can contact them as above.

Extra help required?

Many children need additional support at some point in their school career. Some pupils will have specific needs communicated to us when they transfer to Williamwood High School - like dyslexia or dyspraxia, a hearing or visual impairment. Other pupils may develop a need at some point - they may have a loss of some kind, through bereavement or divorce which makes it difficult to concentrate on learning for a while; they

may feel they are being bullied; there may be difficulties in the community which affect them; they may have emotional or behavioural difficulties. Anyone can need a bit of extra help at some time, and at Williamwood High School, we have an extended team to offer help - meet them over the next 4 pages. Please feel free to contact the Principal Teacher Pupil Support or the appropriate person listed.

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Meet the Pupil Support Team

The Pupil Support Team is a young person's and parent's first point of contact for all social, emotional and personal matters pertaining to their wellbeing and achievement in school. Pupils are allocated a Pupil Support Teacher in alignment with their house group. The Support Team are committed to ensuring that Williamwood provides a safe, nurturing and purposeful learning environment for all young people in line with the school's values.

Support staff provide universal and targeted support for young people; communicate with parents; lead support groups; facilitate interventions from partner agencies; plan and deliver the PSHE curriculum; and support the choosing for success agenda.

Support Staff also have a teaching commitment as subject specialists in their curricular area. Staff endeavour to respond to all parental queries as quickly as possible, but please allow five working days before re-contacting the school.



Mr Marc Falconer - Aspen House

Mr Falconer is Head of House for Aspen and is a teacher of Mathematics. He leads on the Health and Wellbeing and pastoral matters of pupils in Aspen house. He is responsible for S5 PSHE, S5 Health and Wellbeing check-ins and the S5 into S6 Choosing for Success process, alongside Mr Allan. Mr Falconer oversees the MVP (Mentors in Violence Prevention) programme in the school and chairs the school's Joint Support Team meetings, working closely with our Educational Psychologist. Mr Falconer also arranges Headstrong appointments to support staff, pupils and parents.



Mr Alex Muirhead - Birch House

Mr Muirhead is Head of Birch House and is a teacher of Business Management and Accounting. He leads on the Health and Wellbeing and pastoral matters of pupils in Birch house. He is responsible for S2 PSHE, S2 Health & Wellbeing check-ins and the S2 into S3 Choosing for Success process, alongside Mr Andreucci. Mr Muirhead oversees pastoral support for Care Experienced young people and Young Carers. The overview of wellbeing planning and youth counselling for the Pupil Support team lies with Mr Muirhead.



Mr Callum Hodgart - Cedar House

Mr Hodgart is Head of House for Cedar and is a teacher of Mathematics. He leads on the Health and Wellbeing and pastoral matters of pupils in Cedar house. He is responsible for S4 PSHE, S4 Health and Wellbeing check-ins and the S4 into S5 Choosing for Success process, alongside Miss Smith. Mr Hodgart is the overall strategic lead for the school's PSHE programme. Arrangements for pupils to attend vocational courses as part of their senior phase curriculum lie with Mr Hodgart. He links with local colleges in order to provide these opportunities.



SECTION 5: SUPPORT FOR PUPILS

Meet the Pupil Support Team



Mr Aaron Thomson - Hawthorn House

Mr Thomson is Head of Hawthorn House and is a teacher of Physical Education. He leads on the Health and Wellbeing and pastoral matters of pupils in Hawthorn House. Mr Thomson also has responsibility for S6 PSHE and S6 Health and Wellbeing check-ins. Mr Thomson oversees the UCAS process and the House system.



Mrs Nichola Penman - Hazel House

Mrs Penman is Head of House for Hazel and is a teacher of English. She leads on the Health and Wellbeing and pastoral matters of pupils in Hazel house. She is responsible for S3 PSHE and S3 Health and Wellbeing check-ins. Mrs Penman is the strategic lead for Parental Involvement and supports intergenerational links. Mrs Penman is responsible for Mental Health and Wellbeing, working alongside other members of the pupil support team to achieve whole school accreditation. The co-ordination of the Support Faculty Improvement plan for the Pupil Support team lies with Mrs Penman.



Mrs Kirsty Macphee - Maple House

Mrs Macphee is Head of House for Maples and is a teacher of Physical Education. She leads on the Health and Wellbeing and pastoral matters of pupils in Maple house. She is responsible for S1 PSHE and S1 Health and Wellbeing check-ins. Mrs Macphee oversees Health and Wellbeing, including the Health and Wellbeing Questionnaire, and the wellbeing of staff. She also leads the school EBSA team in supporting young people who are not attending school. Mrs Macphee is also the lead of the school 'Check and Connect' programme.



Mr Ross Allan - Pine House

Mr Allan is Head of House for Pine and is a teacher of Chemistry and Science. He leads on the Health and Wellbeing and pastoral matters of pupils in Pine house. He is responsible for S2 PSHE, S2 Health and Wellbeing check-ins and the S2 into S3 Choosing for Success process, alongside Mr Muirhead. Mr Allan oversees pastoral support for pupils who use English as an Additional Language. The overview of Quality Assurance for the Pupil Support team lies with Mr Allan.



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Miss Sophie Smith - Willow House

Miss Smith is Head of House for Willow and is a teacher of Business Management. She leads on the Health and Wellbeing and pastoral matters of pupils in Willow house. She is responsible for the PSHE Newsletter, S4 PSHE, S4 Health and Wellbeing check-ins and the S4 into S5 Choosing for Success process, alongside Mr Hodgart. Miss Smith is the lead for our P7 Transitions programme working closely with our 3 cluster primary schools.



Support for Learning

Pupils may require support to help them learn across the various stages of their education. Our Support for learning department works with teachers from across our faculties to ensure that all pupils get the support they need, whenever they require it.

With respect to support in the senior phase the department works closely with class teachers, pupils and parents to ensure that any Alternative Assessment Arrangements are put in place as required, following SQA guidelines.

The support we provide will predominately occur within classes. This might be by ensuring a student has access to particular support resource, or by ensuring there is an adult on hand to offer support. At other times, students may require interventions out with their classroom. This might be via one-to-one tutoring, small group teaching, or mentoring.

If a pupil feels that they need additional support for learning, the first person to speak to is their Head of House. In consultation with parents, they will make appropriate enquiries and referrals, then refer onto the Principal Teacher of Support for Learning.



Miss Chloe Smith

Principal Teacher
Support for Learning

SECTION 5: SUPPORT FOR PUPILS

Wider Support Team

Your child can also be supported by our Campus Police Officer, Education

Psychologist, Healthier Minds, the Youth Counselling Service, the School Nurse and many other partners.

All of these supports are available for any pupil who needs additional help, and we hope that parents will work with us all to make sure learning is fully supported. Please contact the Principal Teacher of Pupil Support with any concerns.

Joint Support Team

The work of coordinating the different support agencies is often carried out through the Joint Support Team. It is made up from representatives of the school's Senior Leadership Team, Pupil Support staff and teaching staff. It allows us to bring together the experience and specialist knowledge

of the different agencies to find the best solutions for the individuals being discussed. We would always seek a parent's permission first before involving the JST.

Enquire

The Scottish Advice Service for Additional Support for Learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- A telephone helpline: 0345 123 2303
- An email enquiry service:

info@enquire.org.uk

Enquire also provide a range of clear and easy to read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Educational Maintenance Allowance

An Education Maintenance Allowance (EMA) is a weekly allowance to support young people in education beyond the statutory school leaving age of 16.

The EMA application form is available from the school office or to download from <https://www.eastrenfrewshire.gov.uk/ema>.



Mighty oaks from little acorns grow

Child Protection and Safeguarding

At Williamwood High School we take the care, welfare and protection of our children very seriously. We believe all children have a right to feel safe within the school, home and community.

Within our school we strive to provide a safe, secure and nurturing environment for our pupils, which promotes inclusion and achievement.

All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.

Our child protection policy and procedures set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. The policy is designed to ensure that children get the help they need when they need it.

Every staff member undergoes a minimum of one child protection training activity every session. Many of our staff are more extensively trained in specific areas of child protection and safeguarding to support and identify potential concerns.

All schools in East Renfrewshire have comprehensive pupil support systems in place and we work closely with our partners in Social Work, Health and the Police. The school operates a multi-agency joint support team to ensure that the best possible supports are available to pupils when they need them.

The Child Protection Co-ordinator for the school is Mr Maybury, one of our Depute Headteachers. The Headteacher, Mrs MacGlashan, is the Child Protection Officer. If you wish for any further information or a copy of the school policy, please contact the school office.

SECTION 6: PUPIL LEADERSHIP

Leadership

Leadership at all levels is integral to continuous improvement at Williamwood High School. As a school, we have invested in a leadership programme through Education Scotland, Young Leaders of Learning (YLLs), to allow positive collaboration between young people in the school, staff, cluster primaries and our community. Our Leaders have responsibility and an overview for five themes to improve our school Relationships, Learning & Teaching, School & Community, Health & Wellbeing and Successes & Achievements.

These leaders work collectively to represent the views of all in the Williamwood community to promote change and improvement in the school. Our leaders are the driving force within our school to ensure all views are represented fairly and equally.

Young Leaders of Change (LoC)
We proudly have LoCs who have received training from Education Scotland. These young people are graduates from the Young Leaders of Learning (LoL) programme and will work with LoLs in each year group bringing voices of the Williamwood community together as one to continue to display the school values of Respect, Ambition and Kindness in all that we do.

Young Leaders of Learning
Our LoLs are responsible for working closely alongside Senior Leadership Team to make recommendations of change and act upon these. They also have the unique opportunity of participating in reciprocal visits with other schools. On hosting visits, the LoLs are responsible for showcasing the excellent practice taking place in our school under themes of How Good is OUR School and work alongside visitors in self-evaluation activities to support improving our school.



Mighty oaks from little acorns grow

House System

House System Rationale

At Williamwood we foster a sense of belonging to our community, rooted in positive relationships to support, encourage and care for our ambitious learners.

Our house system gives everyone in our Williamwood community an identity, purpose and an opportunity to develop relationships whilst upholding our school values.

As a result of being aligned with a house our young people will be confident individuals, effective contributors, responsible citizens and successful learners. Our young people join Williamwood to learn and leave ready to achieve.

The Houses will provide opportunities for all of our young people to engage in leadership, collaboration and responsibility through promoting competition and activities across all curricular areas.



SECTION 7: PARENTAL ENGAGEMENT

Parental Involvement

Parents, carers and families are by far the most important influences on children's lives. Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. Their support can play a vital role at all stages of education.

The support of parents is vital to the success of Williamwood High School. As such, high levels of care and attention are given to providing parents with regular and valuable information as well as offering frequent opportunities to visit the

school and learn about, and contribute to, their children's experiences. Parents are invited to get in touch with us about any matter concerning their child's education and will find staff highly motivated to support and resolve any queries.

We understand that our pupils and their families have busy lives and, as such, we consider carefully the ways in which we communicate and work with parents to maximise our effectiveness.

KEEPING PARENTS UP TO DATE	OPEN EVENINGS	SUPPORTING PUPILS' PROGRESS	PARENT PARTNERSHIP
• Monthly parent newsletter • School X Account Feed • School website	• Family learning events • Careers fair • Steam fair • September Showcase	• Pupil reports • Parents' evenings • Bespoke texts and communication • Curricular pathways & transitions evenings	• Parent Council • PTA • School Improvement Networks • Self-Evaluation Activity

Keeping parents up to date

We recognise the importance of keeping parents up to date with the broad and exciting opportunities afforded to their children. Parents who are better informed about the life and work of the school are better placed to support their children's participation. Engaged parents are more likely to understand and communicate the value of learning but are also more willing to participate in activities and events that enrich the range of skills and experience from which the school can draw upon.

Mighty oaks from little acorns grow

Getting Involved

Parental Newsletter

Our monthly parent newsletter provides parents with a regular snapshot of the life and work of the school, straight to their inbox. In addition, we make extensive use of our website and Instagram account to provide daily updates. These resources contain a wealth of information about the school as well as important links to other sites of interest to parents.



Open Evenings

Research consistently demonstrates that where parents are involved with their children's education and learning, both at home and in partnership with the school, their children do better and achieve more. These benefits can be long-lasting and extend to better health and relationships, and improved employment prospects. An important part of embedding parents in the work that we do is providing regular and meaningful opportunities for parents to visit the school to participate in workshops and activities.

SECTION 7: PARENTAL ENGAGEMENT

Parent Council

School Boards were replaced in August 2007 by a system of Parent Councils. The Act makes provision for all parents to be members of the Parent Forum at a school, and to have their views represented to the school, Education Authority and others, through a representative Parent Council for the school.

The legislation supports parental involvement in a much wider sense than before. It aims to help all parents to be:

- involved with their child's education and learning
- welcomed as active participants in the life of the school
- encouraged to express their views on school education generally and work in partnership with the school

The Parent Council also has a role in the appointment of Headteachers and Depute Headteachers.

The Parent Council for our school is known as **Williamwood High School Parent Council**

We have more than 20 Parent Council Members who meet regularly. The Council has its own section on the school website. Parents can contact the Parent Council through the school office or by email to the school email address.

Chair: Donald Simpson

The Headteacher will, and local Councillors may, attend all meetings as advisors to the Parent Council and have the right to speak although, not being members of the Parent Council, no right to vote.

Meeting dates will be advertised on the school website at:

Williamwood school website - Parent Council section

The main focus of the Parent Council is to work in partnership with the school to decide on key priorities to take forward; provide a voice for parents in schools on issues that are important to them; support the school in developing strong home/school partnerships; and capture the unique and varied skills, interests, knowledge and experience that parents can offer.

Joining the Parent Council is a good way to contribute to the life of the school and parents of new pupils who are interested in doing this will be made most welcome.

If you are interested in joining or have any questions, the Parent Council can be contacted by email at:
williamwoodparentcouncil@gmail.com

Parent Teacher Association

Williamwood High School PTA is a very active group made up of volunteer parents and teachers. It is a recognised Scottish Charity, SC036644.

The PTA raises money to help school subjects and clubs purchase a wide variety of different resources and equipment to enhance the experiences of the pupils. Recent purchases have included football and netball strips, digital cameras, books by local authors, interactive boards and musical instruments.

The PTA raises funds through a variety of different means.

The PTA provides tea, coffees and snacks at events such as Parents' Nights and Information Evenings.

The dates of the PTA meetings can be found on the school calendar.

If you are interested in joining or have any questions, the PTA can be contacted by email at: williamwoodpta@gmail.com



SECTION 8: POLICIES & PRACTICES

The School Day

Period 1	8.45 - 9.35
Period 2	9.35 - 10.25
Interval	10.25 - 10.40
Period 3	10.40 - 11.30
Period 4	11.30 - 12.20
Lunch	12.20 - 1.05
Period 5	1.05 - 1.55
Period 6	1.55 - 2.45
Period 7	2.45 - 3.35 (M, T & Th)



Attendance & Time Keeping

If pupils are not in class, they will not learn. It is vital therefore that parents work with the school to maximise the opportunities to learn (for their children) by encouraging good attendance and timekeeping.

East Renfrewshire has a clear policy on attendance, which is set out below: "Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon."

In Williamwood High School, electronic registration is now recorded for all classes on a period by period basis.

There are very strict guidelines governing the absence codes that can be used by schools. Most normal absences will be classed as authorised (e.g. sickness confirmed by parental note, medical appointments, bereavements). Other absences (e.g. those unexplained by parents, truancy, most family holidays in term time) are classed as unauthorised. If you have a question about the categorisation of attendance or absence please contact the school. Attendance email address:

attendance@williamwood.e-renfrew.sch.uk

East Renfrewshire Council asks parents to avoid taking family holidays during term time if at all possible. At a school level we are very conscious of the disruptive effect on a pupil's learning, so we would support this stance and ask for your support in this matter. Holidays taken during term-time will normally be classed and recorded as unauthorised absence.

The Pupil Support team investigates all unexplained absences. If unexplained or unjustified absences persist, the matter is then referred to the Reporter to the Children's Panel, which is made up of members of Parent Councils in the area.

If parents believe that their child may be truanting from school, they should not hesitate to contact us. Early contact may remove the parent's fears and may help us to catch a problem at an early stage. Pupil absence is monitored each period and parents may be contacted by the school via a telephone call or text message to confirm pupil absences.

The Pupil Support team monitors the attendance of their caseloads on a daily basis and will contact home in the event of any pupil being absent if we have received no information regarding the absence. **We would ask all parents and carers to notify the school of daily absence as early in the day as possible. Following an absence, parents should provide a written note detailing and explaining the absence on the day of return, which the child can deliver to the school office.**

When pupils are at school, it is vital that they arrive on time for classes. Otherwise not only is their education disrupted but so is the education of others in the class. Your assistance in ensuring your child arrives at school on time is appreciated.

SECTION 8: POLICIES & PRACTICES

Behaviour and Anti Bullying

In Williamwood High School, we are conscious that effective learning and teaching will only take place in a calm and ordered environment, characterised by respect for self and respect for others. We expect very high standards of behaviour and we have agreed a code of conduct, based around our school values, with our pupils to help maintain good order so that effective learning and teaching may take place.

The school policy on dealing with bullying is based very firmly on this agreed code of conduct and on achieving good relationships between pupils and staff. Teachers are experienced in dealing with incidents of bullying when they occur, ranging from a quiet word of censure to potential exclusion from school. All incidents are recorded by staff members initially and a six-week check-in is also carried out after each incident and recorded on the school system. A copy of the updated school policy on experiencing bullying

behaviour and displaying bullying behaviour is available to parents on request. This was also recently shared with parents via parent council and group call which allowed us to make changes to the policy following feedback.

In dealing with repeated bullying, the support of parents is vital. Should a pattern of misconduct emerge, parents will be invited to discuss the situation with a member of staff.

Much attention has been focused in recent times on bullying and is often a concern for parents of children moving to a new school, although, in practice, it is not as prevalent as some might fear. Schools throughout the country have been required to create a climate in which bullying is frowned upon and to take firm action when bullying occurs. We have pupils who work closely on bullying speaking at assemblies and delivering PSHE lessons supported by staff leads.



Mighty oaks from little acorns grow

In recent years, many pupils now have easy access to mobile phones, social networking sites and the internet. There has been an increase nationally in incidents of cyber bullying. Internet safety measures are in place by the provision of the ERC firewall, ensuring the safety and protection of our pupils within school. However, many incidents of this nature occur out of school and we would encourage parents to be aware of their child's phone and internet usage. While we may have limited jurisdiction over what happens out of school, in many instances these things carry over into school as well, so it is helpful for us to know about them.

Any parent who believes that their child is being bullied should contact us immediately, confident that the matter will be dealt with firmly, sensitively and at the highest level in the school.



SECTION 8: POLICIES & PRACTICES

Dressing for Excellence

Given that there is substantial parental and public approval of uniform, schools in East Renfrewshire expect the wearing of full school uniform. This is outlined in East Renfrewshire's "Dressing for Excellence: A Policy on School Uniform".

Uniform sets a standard and at Williamwood High School we set very high standards for all. Wearing a uniform presents a much higher image of the school in the community, avoids inequalities in terms of possessing the latest designer fashions, and allows us to identify quickly who should, and who should not, be in our campus.

Pupils, staff and parents working together can maintain excellent standards in uniform.

In promoting the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals should be the subject of widespread consultation with parents and pupils. In addition, as a Rights Respecting and LGBT Charter school, our uniform affirms the gender expression of all young people. At Williamwood, we understand that discrimination based on the equality Act 2010's protected characteristics is unacceptable.

We do not discriminate in our dress code on the basis of: Disability, Gender reassignment, Race Religion or belief, Sex, Sexual Orientation or Pregnancy and Maternity.

As a school, we have an extensive supply of additional uniform items in a variety of sizes. Pupils will be able to borrow items if they do not have appropriate and acceptable uniform. A text message will be sent to parents for information.

We are confident that the pupils and parents of Williamwood High School support the wearing of our uniform. It is both practical and economical and brings a sense of common identity and pride. The uniform has been enthusiastically endorsed by the parent representative groups, the Parent Council and PTA. More information on our school uniform can be found on the school website.

Parents can support us by ensuring that their child is wearing:

- Black blazer with badge
- Black smart trousers
- Black skirts (knee length)
- White school shirt (buttons to the neck)
- Black v-neck jumper / cardigan
- Black shoes (all black)
- School tie
- Black outdoor jacket (as required)
- Shalwar Kameez (black)
- Headscarf (black)
- S6 Tartan Skirt

As we are preparing our young people for the world of work, parents can support us by ensuring pupils do NOT wear the following items of clothing:

- Leggings, jeggings, shorts
- Jeans (including black)
- Skirts of an inappropriate length, also no lycra skirts
- Hooded or casual tops (any colour including black in classes)
- Shirts that do not button to the neck
- White or coloured trainers or shoes, including black trainers and canvas shoes
- Items with logos and football colours

All outdoor jackets and other coloured tops, other than blazers, will require to be removed inside the building.

For physical education, the following kit is required:

- Plain sky blue polo shirt or t-shirt
- Navy or black shorts
- Appropriate training shoes (clean footwear for indoor use)

Pupils should not wear:

- Items with large logos
- Football colours
- Plimsolls (i.e. converse)

All the above are obtainable from local school outfitters.



SECTION 8: POLICIES & PRACTICES

School Canteen and Free Meals

Pupils in S2 and above are allowed to go out of school at lunchtime, however, we encourage parents and pupils to make full use of the on-site facilities. Our cafeteria is safe, supervised and offers a wide range of healthy eating options. S1 pupils are required to stay in school at lunchtimes.

Williamwood High School operates a cashless cafeteria. Pupils and staff have an account which is accessed by entering their individual code number. Purchases are then debited from the account.

Money can be credited to the account by inserting cash into the machine in The Street. However, we would encourage parents to make use of the online payment facility ParentPay to add money to the pupil's card.

If pupils require special diets, their parents should obtain a diet sheet from their doctor or the hospital dietician and send it to the school meals supervisor. The supervisor will then contact the catering manager at the school and the matter will be dealt with discreetly.

Pupils who bring packed lunches to school may use the cafeteria and The Street to eat them.

Free School Meal Entitlement

Some pupils may be eligible for free school meals. This is a means-tested benefit dependent on parental income. Pupils are given a daily allowance which is automatically added to each pupil's account every day. If it is not used, it is then lost and cannot be cashed or built up.

Information and application forms for free school meals can be obtained online via ERC website. Although application may be made at any time, it is helpful if forms are completed in

April for applications which are to take effect from the beginning of the following session. Please note that a new application must be made each session. We would encourage parents who are eligible to apply for this.

Parent Pay

East Renfrewshire Council operates a service that allows parents/carers to pay for their child's school excursions/visits and schools meals online, via the council's ParentPay system.

By paying online, parents no longer have to send their young person to school with money to pay for excursions/visits or meals.

The system is also more cost-effective and avoids the amount of cash that has to be handled by staff.

It is also hoped that, due to ease of use, there will be an increase in the number of pupils taking school meals.

You can get more information and log on at: www.eastrenfrewshire.gov.uk/learning or access it directly from the school website.

Using ParentPay

- Access the ParentPay facility at www.parentpay.com (You can go directly to the site from the Quick Link on the school website.)
- You will first need to create an account using the account activation letter provided by the school and set up a new password.
- Log on with your username (email address) and password.
- You can now use the facility to pay for dinners, school trips and much more.



SECTION 8: POLICIES & PRACTICES

Medical Matters

We do not have a nurse on campus, although we do have trained first aiders. For pupils who are ill during the day there are strict regulations limiting the first aid we are allowed to provide. We are unable to administer medicine unless the relevant pro-forma has been completed, signed by a parent/carer and returned to the school office along with the medicine, stored in its original packaging. The pro-forma is available from the school office.

In cases of serious illness or accidents, every effort is made to contact the parents and, if necessary, arrangements are made to have the pupil taken to hospital. In cases where a pupil is not able to remain in school, contact is made with the parents with a view to having the pupil taken home. Fortunately most cases are straightforward and the pupil returns to classes as soon as possible after receiving first aid.

We would request all parents to inform us of any medical matter or condition affecting their child. Such information is helpful, for example to teachers of Physical Education, and enables us to take prompt and appropriate action if a pupil is suddenly taken ill. Details of this nature are of course handled with sensitivity and in confidence.

Routine medical examinations or immunisations are carried out from time to time by the education doctor and nursing staff. Parents are informed when these examinations are to take place.

Pupils with medical/dental appointments during the school day should bring the appointment card to the school office to be recorded. Alternatively the parent/carer can email details of the appointment to the school office. As much notice as possible of appointments should be given.

Emergency Procedures

As with all schools in East Renfrewshire Council, we make every effort to maintain a full educational service, but on some occasions circumstances may arise which lead to disruption. Schools may be affected by, for example, severe weather, dislocation 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 as soon as possible. In any decisions taken, the safety and welfare of both pupils and staff will always be paramount. We shall keep in touch by using email, social media, text - messaging and our school website. We shall also use the ERC website, local radio and notices in the local community.

Equalities and Social Justice

East Renfrewshire Council Education Department is committed to ensuring equality and fairness for all. In accordance with the requirements set out by the Equalities and Human Rights Commission, we seek to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2012
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

As a school, we have a commitment to equality of opportunity and to social justice. This commitment is extended to all members of the school community, pupils, parents and staff, irrespective of social background, creed, disability or race.

The school community has recently achieved the Rights Respecting School Gold Award, which confirms that such values are embedded into our values, policies and procedures.

At all stages in the curriculum, all courses are made available to all pupils. No distinctions are made on the basis of gender. We hope that in this way we can help to remove stereotypes and prejudices.

Williamwood High School has clear guidelines and procedures for dealing with incidents of inequality, as advised by the Education Department. We encourage that any concerns be raised with us. Our Equalities Coordinator is Mrs Laura Miller (DHT) and can be contacted by email or by telephone.

Data Protection

Information on parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the General Data Protection Regulation 2018 and may only be disclosed in accordance with Codes of Practice. For further information please contact the school.

SECTION 8: POLICIES & PRACTICES

Religious and Moral Education

In line with our statutory duty, the school includes a period of religious, moral and philosophical studies (RMPS) within the curriculum for S1 - S4. Relevant issues are examined in a meaningful and progressive way, using a context of Christianity, other religions or other belief systems.

Within the curriculum, pupils also have the opportunity to study religious, moral and philosophical studies, offering certification at National and Higher level.

Further relevant issues in relation to moral education will be addressed through our programme of Personal, Social and Health Education (PSHE) for all year groups, operated mainly by the Pupil Support teachers.

Similarly issues of this nature may be addressed within the programme of regular assemblies held with each year group.

The issues addressed, and the manner in which they are dealt with, make them relevant to all pupils and we encourage all pupils to participate fully in these programmes.

At times throughout the session, again in line with our statutory duty, we offer opportunities for religious observance. The programme for this is designed to provide a meaningful experience for all, regardless of personal faith.



Mighty oaks from little acorns grow

Complaints

As a school, we pride ourselves in offering a first class service to all stakeholders - pupils, parents and the community.

We encourage our pupils to show respect for each other, our neighbours and the local community. For example, our pupils have been involved in a highly successful intergenerational project which involves older members of the community which has attracted numerous positive comments from various sources.

Our staff are recognised and respected for their willingness to go the extra mile - many will be found at intervals, lunchtimes and after the school day offering additional help to their pupils in their own time.

However, we do understand that sometimes things can go wrong. We value feedback and use the information from concerns and complaints to help us improve our services. If you have a concern, we would welcome hearing from you at an early stage, before it develops into a more serious concern or complaint. We will attempt to deal with all issues at the lowest level possible and often a quick call to the Pupil Support Teacher or even the year head will be enough to resolve the issue.

In line with Council policy, and following statutory direction from the Scottish Public Services Ombudsman (SPSO), there is a Complaints Handling Procedure with a two stage approach to handling complaints:

Stage One - Frontline Resolution:

We will use this to deal with issues that are straightforward and easy to resolve. We will give you our decision in five working days or less, unless there are exceptional circumstances.

Stage Two - Investigation:

For complaints not resolved at Stage 1 or those that are complex and require detailed investigation, we will:

- acknowledge receipt of your complaint within three working days
- give you a full response to the complaint as soon as possible and within 20 working days.

If you are still unhappy with the response, after going through all the stages, there is still the option of taking your complaint to the Scottish Public Services Ombudsman (SPSO). We would expect however that we would be able to resolve most issues at an earlier stage.

SECTION 9: USEFUL LINKS

Williamwood High School website:

www.williamwoodhighschool.co.uk

Williamwood High School Instagram account:

www.instagram.com/Williamwoodhighsch

ERC Website:

<https://www.eastrenfrewshire.gov.uk/>

ERC Complaints:

<https://www.eastrenfrewshire.gov.uk/make-a-complaint>

ERC Admissions:

<https://www.eastrenfrewshire.gov.uk/admissions>

ERC Facebook account:

<http://www.twitter.com/EastRenfrewshireCouncil>

Parents Portal:

<https://parentportal.scot/pportal/>

ParentPay:

<https://www.parentpay.com/>

Williamwood Shop:

<https://app.parentpay.com/ParentPayShop/Uniform/Default.aspx?shopid=581>

Healthier Minds:

<https://blogs.glowscotland.org.uk/er/healthierminds/>

UCAS:

<https://www.ucas.com/>

Qualification Scotland:

<https://www.qualifications.gov.scot/>

My World of Work:

<https://www.myworldofwork.co.uk/>

East Renfrewshire Local Improvement Plan 2025-2028
East Renfrewshire Local Improvement Plan Pupil version 2025-2028
East Renfrewshire Standards & Quality Report 2024-25

Williamwood High School Policies:

Learning, Teaching and Assessment

Family Learning

Anti Bullying

Attainment and Achievement

Child Protection and Safeguarding

Curriculum

Equality and Diversity

Inclusion

Mental Health and Wellbeing

Promoting Positive Attendance and Timekeeping Promoting Positive Behaviour

Positive Destinations

Williamwood High School Policies can be found on the school website

Follow the link: www.williamwoodhighschool.co.uk/school-policies/





Williamwood High School

Mighty oaks from little acorns grow

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www.williamwoodhighschool.co.uk

Respect * Ambition * Kindness