

LOVE  
FAITH  
EQUALITY  
INCLUSIVENESS  
HOPE  
RESPECT



# ST. KENTIGERN'S ACADEMY HANDBOOK

2023 - 2024

# ST KENTIGERN



Like all Catholic schools our school is dedicated to a saint - in this case St Kentigern.

We owe our knowledge of St Kentigern's life to French monks in the Abbey of Kelso who wrote an account for the Bishop of Glasgow in the twelfth century. The complete work of Jocelyn, one of these monks, is in the British Museum. His source would be oral tradition, but oral tradition is in fact our source for most of the history of the period. No doubt facts had become liberally encrusted with legend, but where comparisons can be made with other sources, for example Bede's History of England and Anglo-Saxon and Welsh King lists, Jocelyn's account is accurate.

Kentigern was born in 518. He was the son of Tannoch, a princess of Lothian, who has given her name to St Enoch's Square in Glasgow, and to Tannochside near Uddingston. Tannoch's father was a pagan and when she adopted Christianity she was expelled from her home. During her wanderings she was raped, and her father ordered that she be set adrift in an open boat at Aberlady in order that her pregnancy should not bring a slur on the family name. The boat was washed upon the shore at the Christian settlement of Culross and there the infant Kentigern was born. He was christened Kentyern, British for "Great Chief". (The British form indicates that the 'g' should be soft. The hard 'g' perhaps arises from the fact that Jocelyn wrote in Latin). But within the community he was often referred to by the pet name of Myncho, which has become Mungo, and means "little dear". It is by this name that he is known as the patron saint of Glasgow.

Having been ordained priest, Kentigern set out to restore the faith at Glasgow. He crossed the Forth at Alloa and set up his church on the Molendinar Burn, where Glasgow Cathedral now stands at the top of the High Street. He was greatly aided in his work of conversion by the local chieftain Rederich, whose fortress was Dumbarton, the fort of the Britons. Rederich brought over a Bishop from Ireland to consecrate the 25-year-old Kentigern first bishop of Glasgow.

Trouble from the pagans led to the flight of Rederich and Kentigern to the South. They stopped for a short time near Penrith and established a settlement at Crossfield. After a brief sojourn there, Kentigern travelled to Wales where he founded a monastery in the Vale of Ciwyd. Meanwhile Rederich and allies had defeated the pagans near Carlisle and Kentigern was able to return to Scotland in 573.

He stopped at Hoddam, by Dumfries, and established missions throughout Galloway, which had been converted 150 years earlier by St Ninian.

After eight years Kentigern returned to Glasgow, where he died in January 603. In 1197, probably as a result of Jocelyn's writings, a church was built over the tomb, and his church was the beginnings of the present Glasgow Cathedral. In Glasgow he was known better by his pet name of Mungo, but dedications to St Kentigern are common throughout the South of Scotland, in the North of England, and in Wales.

Jocelyn's account informs us that Kentigern met many other saints - St Serf at Culross, Saints David and Asaph in Wales, St Columba in Glasgow. He also paid several visits to Rome, on the last of which the Pope gave Glasgow the title "Special Daughter of the Church".

St Kentigern was chosen as our patron firstly because of his connection with the old Kingdom of Lothian, his grandfather being Loth who ruled from the fort on Traprain Law near Haddington; and secondly because so many of the students here have Glasgow origins. Our school badge shows the saint, with on his right the Book of Knowledge and on his left an oak spray, representing both West Lothian and Glasgow. The wavy black line on a white background represents the Black Burn. Our school motto is 'Carissimus Deo' meaning "Dearest to God"



## OUR VISION:

We aspire to provide an education of the highest quality for all young people in our school community in order that they may achieve their fullest potential academically, personally and spiritually.

## OUR MISSION STATEMENT:

At St. Kentigern's Academy we are working together to:

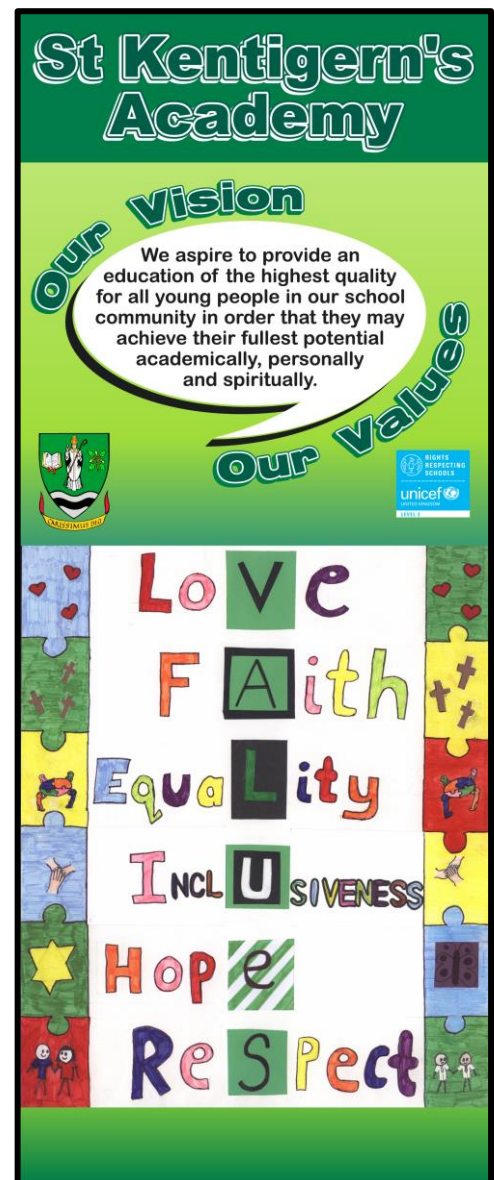
Provide a welcoming, safe and caring environment in which every member of the school community is valued and supported.

Foster a Christian community in which members demonstrate their Christian values through example, faith, love, mutual respect, justice and equality.

Develop in all students a strong sense of responsibility for their own learning and personal development whilst equipping them with skills and attitudes that provide a foundation for the world of work and for lifelong learning.

Support and develop all staff personally and professionally to enable them to provide the highest quality of teaching and learning.

Encourage the involvement of parents/carers in all aspects of their child's education.



## WE WILL DO THIS BY:

Providing a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences so that students enjoy their education and become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

Promoting and recognising achievement and excellence.

Providing effective support systems for all our learners, involving parents, external agencies and the wider community.

Ensuring that the school's promoted staff provide high quality leadership.



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# SECTION 1

## INFORMATION ABOUT THE SCHOOL

- ◆ **General Information**
- ◆ **Accommodation and Facilities**
- ◆ **Our Catchment Area**
- ◆ **The School Year**
- ◆ **Leaving Dates**
- ◆ **The School Day**
- ◆ **Registration**
- ◆ **Enrolment of Students**
- ◆ **Staff**





## SECTION 1: INFORMATION ABOUT THE SCHOOL

### 1.1 GENERAL INFORMATION

Head Teacher:	Mr Andrew Sharkey
School Address:	West Main Street Blackburn West Lothian EH47 7LX
Telephone Numbers:	(01506) 656404/5/6/7
Fax:	(01506) 651736
Website:	<a href="https://stkentigernsacademy.westlothian.org.uk/">https://stkentigernsacademy.westlothian.org.uk/</a>
E-mail:	<a href="mailto:wlstkentigerns-ac@westlothian.org.uk">wlstkentigerns-ac@westlothian.org.uk</a>

St Kentigern's Academy is a Roman Catholic, co-educational school which is organised as a six-year all-through comprehensive school. The student roll is increasing and stands at present (September 2022) at 1222 distributed as follows:

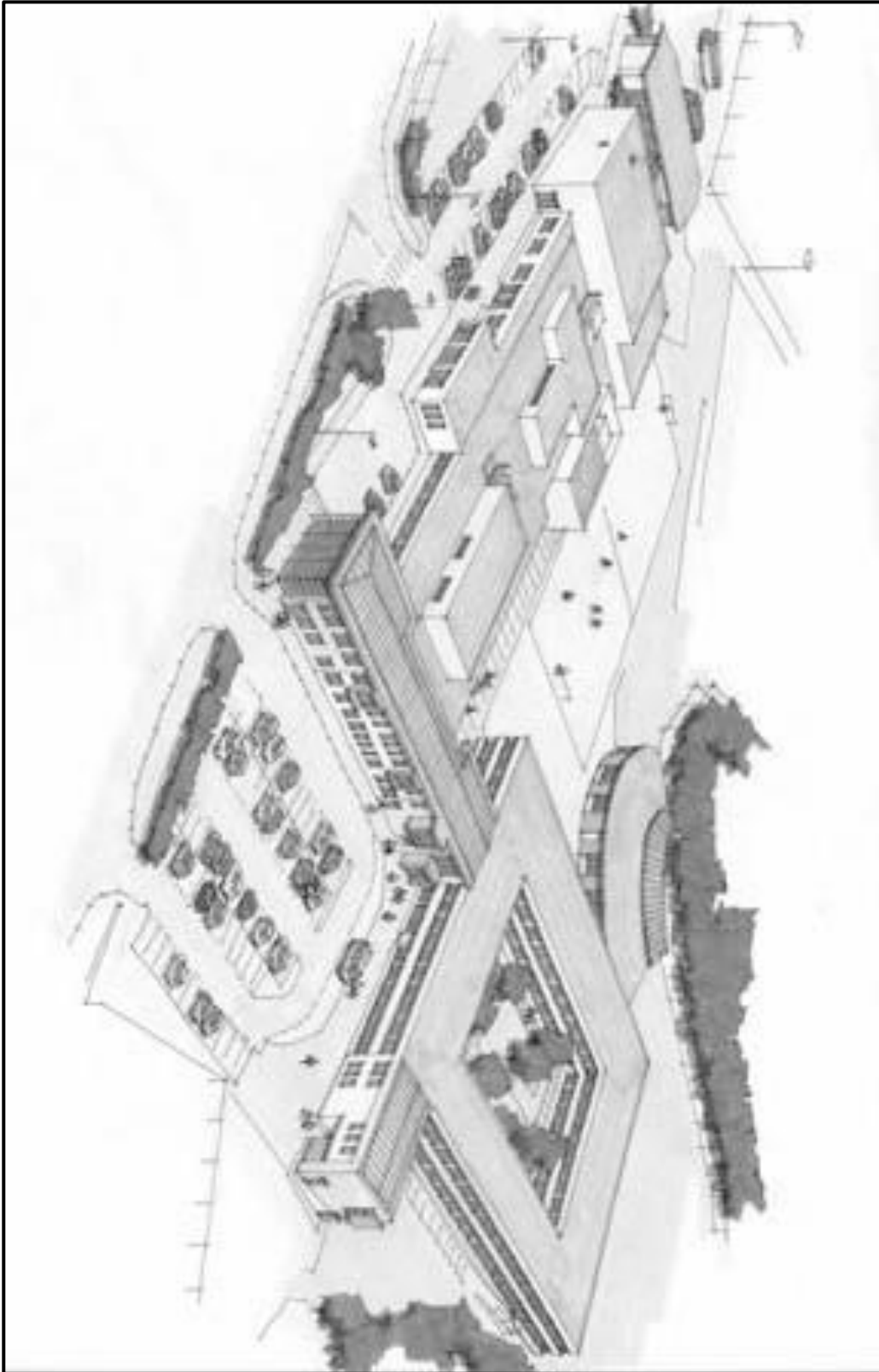
<b>S1</b>	<b>193</b>
<b>S2</b>	<b>227</b>
<b>S3</b>	<b>202</b>
<b>S4</b>	<b>246</b>
<b>S5</b>	<b>201</b>
<b>S6</b>	<b>153</b>

### 1.2 ACCOMMODATION AND FACILITIES

The school was built in 1973 and refurbished in 1995/6. An extensive refurbishment and modernisation of the school was completed in September 2009. The school is of modern design, further enhanced to meet the latest developments in education.

The refurbishment included:

- modernisation of all departments
- the Music department refurbishment includes new instrumental practice rooms and a recording suite
- the PE department having a large new state of the art Dance Studio
- an extensive student support wing built that includes classrooms for support for learning, behaviour support, autism support and student support interview and tutorial rooms
- modernisation of school office, administrative rooms, and senior management offices meeting rooms including a fully equipped conference room.
- building an indoor social area for students to access during interval and lunchtime
- upgrading the assembly hall and equipping it with the most up to date interactive technology
- all classrooms have the latest interactive technology, new furniture, and resources to enhance teaching and learning
- the school having a modernised security system in place, including CCTV.



## THE SCHOOL CAMPUS





### 1.3 OUR CATCHMENT AREA

## STRUCTURE OF SCHOOL PROVISION IN WEST LOTHIAN COUNCIL

West Lothian is divided into catchment areas for primary and secondary schools. Each home address has a catchment denominational school and a catchment non-denominational school, for both primary and secondary education. Although the Council aims to provide enough places for all children in the catchment area at a catchment school, living within a catchment area does not guarantee a child a place at a catchment school. Parents can request a school other than one of their catchment schools. This is known as a 'placing request'. Parents can request that their child go to any primary school in West Lothian regardless of their religion. The council must grant these requests unless there is a legal reason not to.

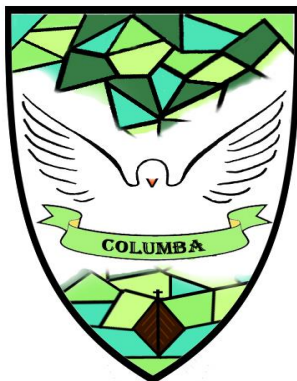
Further details of the policy and procedure for admission to primary and secondary schools, and pre-school education can be found here:- Secondary School Admission Policy:

[http://www.westlothian.gov.uk/media/2238/Secondary-School-Admission---Policy-and-Procedure/pdf/Secondary\\_School\\_Admission\\_-\\_Policy\\_and\\_Procedure.pdf](http://www.westlothian.gov.uk/media/2238/Secondary-School-Admission---Policy-and-Procedure/pdf/Secondary_School_Admission_-_Policy_and_Procedure.pdf)

St Kentigern's Academy has 9 associated primary schools, namely:

Our Lady of Lourdes	Blackburn
Our Lady's	Stoneyburn
St Anthony's	Armadale
St Columba's	Boghall
St John the Baptist	Fauldhouse
St Joseph's	Whitburn
St Mary's	Bathgate
St Mary's	West Calder
St Thomas's	Addiewell

Roman Catholic children attending primary schools associated with St Kentigern's Academy and living in the catchment area of the school would normally transfer to St Kentigern's Academy.





It is not possible to guarantee places at a secondary school for children from an associated primary school. Secondary schools have intake limits and where the applications for admission exceed this limit, it would be necessary to apply the “Placing in Schools - Guidelines” and refer all applications to the Special Sub-Committee on Student/Student Support.

## **P7 TO S1 TRANSFER ARRANGEMENTS**

During November 2023 parents of P7 students should receive a letter from the Student Placement Section at the Civic Centre (address below) indicating the catchment area secondary schools for their home address. The letter asks parents to confirm their transfer intentions.

The letter also advises parents of their right to make a placing request and how to do this. Information on placing requests is available from Student Placement Section in the Civic Centre.

## **TIME SCALE**

The deadline for an application for a placing request to an alternative secondary school is 31 December 2023. All applications will be acknowledged within 10 working days.

Enrolment will be confirmed as soon as possible before 30 April 2024 by letter from the Civic Centre. Where a school is oversubscribed, parents will be informed as soon as possible, in writing, that it is necessary to refer the application to the Special Sub-Committee on Student/Student Support with information on when the Committee will meet and when parents will hear the outcome of this meeting.

Enquiries to:

Student Placement Section, Education Services  
West Lothian Civic Centre,  
Howden South Road,  
Livingston,  
West Lothian  
EH54 6FF

Telephone: 01506 280000

## **TIMETABLE CHANGE IN JUNE**

Although the student school year begins officially on 15<sup>th</sup> August 2023, the practice followed in St Kentigern's is to introduce the timetable for the following academic year at the start of June. At that time first year students move into their second year, second year enter their third, and so on. This helps to ensure that students' interest in their studies is maintained right up to the end of the summer term, and gives more time for the students to study their new courses.



## 1.4 THE SCHOOL YEAR

			STAFF WORKING DAYS	TEACHING DAYS
<b>TERM 1</b>				
<u>Return after Summer</u>	Staff resume Pupils resume	* Monday, 14 August 2023 Tuesday, 15 August 2023		
<u>September Holiday</u>	All break Staff resume Pupils resume	Thursday, 14 September 2023 * Tuesday, 19 September 2023 Wednesday, 20 September 2023	24	23
<u>October Holiday</u>	All break Staff resume Pupils resume	Friday, 6 October 2023 * Monday, 16 October 2023 Tuesday, 17 October 2023	14	13
<u>Last day of term</u>	All break	Friday, 22 December 2023	50	49
			<hr/>	<hr/>
			88	85
<b>TERM 2</b>				
<u>Return after Christmas</u>	All resume	Monday, 8 January 2024		
<u>February Holiday</u>	All break Staff resume Pupils resume	Friday, 9 February 2024 * Monday, 19 February 2024 Tuesday, 20 February 2024	25	25
<u>Last day of term</u>	All break	Thursday, 28 March 2024	29	28
			<hr/>	<hr/>
			54	53
<b>TERM 3</b>				
<u>Return after Easter</u>	All resume	Monday, 15 April 2024		
<u>May Holiday</u>	All break	Friday, 3 May 2024	15	15
<u>May Public Holiday</u>	All off All Staff resume Pupil resume	Monday, 6 May 2024 * Tuesday, 7 May 2024 Wednesday, 8 May 2024		
1 day local holiday as detailed below #			38	37
<u>Last day of term</u>		Friday, 28 June 2024		
			<hr/>	<hr/>
			53	52
			<hr/>	<hr/>
			<i>totals</i>	<i>195</i> <i>190</i>
# a)	All schools except those at b) and c) below:	Victoria Day	Monday, 20 May 2024	
b)	Bathgate Academy cluster schools plus St Mary's, Bathgate & Columba's	Bathgate Procession	Monday, 3 June 2024	
c)	Linlithgow Academy cluster schools plus St Joseph's Primary School, Linlithgow:	Linlithgow Marches	Tuesday, 18 June 2024	
<b>SESSION 2024/2025</b>				
Staff resume		Monday, 19 August 2024 (to be confirmed)		
Pupils resume		Tuesday, 20 August 2024 (to be confirmed)		

The most up-to-date version of this is available at -  
<https://www.westlothian.gov.uk/article/74916/School-Terms-and-Holidays-2023-2024>



## 1.5 LEAVING DATES

A student who reaches the age of 16 between 1st March and 30th September ceases to be of school age after 31st May and may leave on that date; a student who reaches the age of 16 between 1st October and the last day of February ceases to be of school age on the first day of the Christmas holiday period and may leave school on that date. We have a full time careers advisor, Sam Morgan, in school and any student looking to leave school should ensure they have spoken with him. His email address is [Samuel.Morgan@sds.co.uk](mailto:Samuel.Morgan@sds.co.uk)

## 1.6 THE SCHOOL DAY

Timing of the school day is as follows:

<b>Monday, Tuesday, Wednesday, and Thursday:</b>		8.45 am - 3.30 pm
<b>Friday:</b>		8.45 am - 12.30 pm
<b>Interval (Mon/Tue/Wed/Thu):</b>	<i>S1/3/4 -</i>	10.25 am - 10.40 am
	<i>S2/5/6 -</i>	11.15 am - 11.30 am
<b>Interval (Fri):</b>	<i>S1/3/4 -</i>	10.35 am - 10.50 am
	<i>S2/5/6 -</i>	11.25 am - 11.40 am
<b>Lunch Break:</b>	<i>S1/4 -</i>	12.20 pm - 12.50 pm
	<i>S2/3 -</i>	12.50 pm - 1.20 pm
	<i>S5/6 -</i>	1.20 pm - 1.50 pm

The school operates a 32 period week, each day being divided into 7 periods, except Friday which has 4 periods. The school finishes to 3.30pm on Monday to Thursday and at 12.30pm on a Friday. In addition, there are 10 minutes of registration at the start of each day. ***Parents would be notified in advance of any changes to the above pattern.***

## 1.7 REGISTRATION

The school day begins with a registration period (10 minutes), during which absences are recorded, notes explaining previous absences are collected, school notices are read out, letters to parents circulated, medical appointments and careers interviews arranged and other information given. In addition, this period allows the register teacher to get to know the students and offer support and guidance where appropriate. Students are also registered at the beginning of every lesson.

## 1.8 ENROLMENTS OF STUDENTS

St Kentigern's has close contact with the students who will be transferring to us in August; this includes visits to the primary school by members of the Senior Leadership Team, and staff to speak to the students; visits of the students to St Kentigern's, and parents' evenings in St Kentigern's in November and June. Any parent who wishes to make individual contact is most welcome and a telephone call to the school will ensure a prompt appointment.

New arrivals in the area are accepted at any time, space permitting. Parents wishing to enrol children should contact Ms Lawlor, Depute Head Teacher, for information and to make an appointment.



## 1.9 STAFF

SENIOR LEADERSHIP TEAM	HEADS OF HOUSE	PTC CURRICULAR
Mr A Sharkey - HT	Ms A Sexton - PTC Columba House (acting)	Mr A McIntosh - PTC Maths, Business & Computing
Mrs C Gill – DHT (acting)	Mr D McLeish - PTC Ninian House	Mr A Jack - PTC Science
Miss L Lawlor - DHT	Mr M Reilly - PTC Margaret House	Mr B Johnstone – PTC Art, CDT & HFT
Miss S Murray – DHT	Miss L Quigley - PTC Additional Support Needs (acting)	Mrs C McDonald - PTC (acting) Social Subjects
Mr S Young - Business Manager		Mrs K Moore – PTC (acting) Music, PE & Drama
		Mrs M Porch - PTC English & Modern Languages
ART	CRAFT & DESIGN	HEALTH & FOOD TECHNOLOGY
<b>Mr B Johnstone – PTC</b>	<b>Mr C Swan PT (acting)</b>	<b>Miss L Grant - PT (acting)</b>
Miss G Bennett	Mrs K Kane	Miss A Collings
Mrs J MacKinnon	Mr J Hutchison	Miss C O'Keane
Miss K Snowdon	Mrs L Gracie	Miss R O'Connor - PT (acting)
	Mr M Scott	
ENGLISH	Mr M Simpson	SOCIAL SUBJECTS
<b>Mrs M Porch – PTC</b>		<b>Mrs C McDonald – PTC (acting)</b>
Mr A Kupfer	MODERN LANGUAGES	Mr A Silcock
Mrs C King	Ms A Gonzalez-Hynds	Miss C Caulfield (Probationer)
Miss C McVittie	Mr A McKenna	Mr C O'Gara
Miss E McElhinney	Mrs F Rennie	Mrs G Reid
Mrs E Murphy	Mrs I Glackin	Miss J Gray
Miss H Saunders	Mrs M Vallee	Ms K Pfeiffer
Mr L Martin		Mrs L Yule
Miss L Martin	RE	Mr L Hayes
Ms M Truesdale	Mrs A Doak	Mrs L Quigley
Miss M McMahan	Miss J Hillen	Miss M Ramsay
	Mrs M McKenny	
MATHS		COMPUTER STUDIES
<b>Allan McIntosh – PTC</b>	BUSINESS STUDIES	Mr C Delaney
Mrs C Warner	Mr A Menzies	Miss D Kennedy
Mr D McMillan	Mrs C McDonald	Mr G Partridge
Mr J Kane	Mrs F McKeon	
Mrs J Kaur	Mrs M Anderson	INSTRUMENTALISTS
Miss L Dickson		Mr A Farquhar
Mr R Carey	MULTI STUDY ROOM	Mrs C Gourdie
Ms S Elliot	Mrs A Brown	Mrs C Wilson
	Mrs L McBride	Mr P Devery
	Mrs R McWattie	Mr S French



<b>MUSIC</b>	<b>PE</b>	<b>DRAMA</b>
<b>Kirsty Moore – PTC (acting)</b>	Miss A Cowan (Probationer)	Mr A Kostis
Mrs A Cameron	Mrs B McDonald	
Mr B Strachan	Miss H Fowley	<b>NURTURE BASE</b>
Mrs C Stubbs	Mr M Lafferty	<b>Miss L Quigley – PTC (acting)</b>
	Miss R Downs	
<b>LEARNING BASE / HUB</b>	Mrs S Russell	<b>LEARNING SUPPORT</b>
<b>Mr M Brown – PT (acting)</b>	Mr T Cumming	Miss E Rossi
<b>Mr S Burrows - PT (acting)</b>		Mrs M Anderson
<b>SCIENCE</b>	<b>STUDENT SUPPORT WORKERS</b>	<b>ADMIN STAFF</b>
<b>Andrew Jack - PTC</b>	<b>Tracy Allan - Student Support Manager</b>	<b>Anne Marie Riley – Admin Officer</b>
Mr A Henderson	Mrs A Narojek-Pawlak	<b>Mrs L McKinven-Wood – Admin Assistant</b>
Mr A Gibson	Ms C Clare	Mrs A Luke
Mr A Wark	Mrs C Walker	Ms J Jack
Miss L Pang	Mrs C Timmins	Mrs L Drummond
Miss M Cairns	Mrs D Weir	Mrs M Allen
Miss M Martin (Probationer)	Ms D Aitchison	Mrs S McMullan
Mr P Maxwell	Mrs E Shade	
	Mrs G Allan	<b>SUPPORT STAFF</b>
<b>FACILITIES STAFF</b>	Miss K Heeps	Mr B Sim – CDT Technician
Mr A McAndrew	Mrs L Copland	Mr J Yearly – Science Technician
Mr D Johnstone	Mr O Calder	Mrs M McLean- Reprographics
Mr M Turner		Mrs P McGown – IT Manager
Mr J Meldrum		Mrs N Turner – HFT Technician
<b>SKILLS DEVELOPMENT SCOTLAND</b>	<b>SCHOOL CHAPLAIN</b>	<b>FAMILY LINK WORKER</b>
Mr S Morgan	Father P Owolabi	Ms L Reilly
<b>SCOTTISH ATTAINMENT CHALLENGE</b>	<b>COMMUNITY POLICE OFFICER</b>	<b>FINANCIAL INCLUSION TEAM WORKER</b>
Mrs G Urquhart	PC R McCartney	Ms J Fraser
<b>KITCHEN SUPERVISOR</b>	<b>ACTIVE SCHOOLS CO-ORDINATOR</b>	<b>SCHOOL NURSE</b>
Mrs L Green	Mrs S Benassi	Mrs A McLachlan
<b>EDUCATIONAL PSYCHOLOGIST</b>	<b>PARENT COUNCIL CHAIR</b>	<b>MORE CHOICES MORE CHANCES</b>
Dr S Morrison	Mrs K Binnie	Mrs M Sandilands

**Key:**

**HT**  
**PTC**

**Head Teacher**  
**Principal Teacher (Curriculum)**

**DHT**  
**PT**

**Depute Head Teacher**  
**Principal Teacher**





## SECTION 2

### THE CURRICULUM

- ◆ **Timetabled Courses**
- ◆ **Assessment and Self-Assessment**
- ◆ **Support for Learning**
- ◆ **Tracking and Monitoring**
- ◆ **Rewarding Achievement**
- ◆ **Reports and Parents' Meeting**
- ◆ **Presenting Students for National Qualifications**
- ◆ **School Improvement and Policies**
- ◆ **A Catholic School**
- ◆ **Equality and Fairness**
- ◆ **Personal-Social Education**
- ◆ **Homework**
- ◆ **S1 Buddy System**
- ◆ **Peer Mediation – For Students by Students**
- ◆ **Extra-Curricular Activities**
- ◆ **Parental Consent**
- ◆ **West Lothian Instrumental Music Service**





## **SECTION 2: THE CURRICULUM**

### **CURRICULUM FOR EXCELLENCE**

#### **BRINGING LEARNING TO LIFE AND LIFE TO LEARNING**

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

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

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

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

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

Ultimately, Curriculum for Excellence aims is 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.



## THE CURRICULUM

The curriculum of a school might be defined as 'all that is learned' by the students. This whole learning experience includes the:

- ◆ formal curriculum - the timetabled courses, classwork and homework;
- ◆ informal or extended curriculum-out-of-school activities, usually related in some way to the lesson;
- ◆ hidden curriculum - the knowledge, skills, values the purpose that young people learn through living in a school community and experiencing its ethos

Most of this chapter describes the formal curriculum at St Kentigern's. Section 2.14 gives details of the extracurricular activities. These are at the heart of all that we do as a school.

Although a High School feels very different from Primary School, and the methods of teaching and learning often appear different, in fact learning is a continuous process, and the courses we teach are geared to lead on naturally from the work at the Primary stage. We have very close links with all our associated Primary Schools: teachers meet regularly to develop a coherent curriculum, ensuring that the children receive a continuous education from P6 – S3 (see also Section 5.4)

In turn, as the students move up the school, the work they do in S1-3 links well with all courses studied in S4-6.

In recent years a number of new courses have been introduced, and existing ones enhanced, giving a greater emphasis to technology, the world of work, enterprise and personal and social education.



## 2.1 TIMETABLED COURSES

### S1 – S3

All students in their first three years follow a broad general education studying subjects in eight curricular areas:

- Expressive Arts
- Health & Wellbeing
- Languages (English and French) and Literacy
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Subjects
- Technologies



In addition, instrumental instruction is given by visiting specialists, and students follow courses in Spotlight on Skills (S2) and Developing the Young Work Force (S1).

Most classes are formed on a 'mixed ability' basis, i.e. each class is made up of students from all ranges of ability. However, there is some 'broad band setting' (students of similar abilities) in English, Mathematics and Modern Languages (S1-3). We also try to ensure that there is a gender balance in each class and that each class contains a number of students from the same Primary School. This means that students are familiar with at least some members of their new class. In S3 students will continue to study subjects from the above curricular areas but will be allowed to make personalisation choices.

### S4 / S5 / S6



In their senior years more personalisation and choice is introduced. Students will study fewer subjects but in more depth than in S1-S3.

The important decisions as to the subjects they will study in their senior years are made by students during their third year. They meet a member of the options team, along with their parents, to discuss which courses would be most useful and suitable for them and their preferred career path.

All students will follow a common core of two subjects in S4: Religious Education and PSE (In S5/6 only RE is core). The rest of a student's timetable is made up of optional subjects.



## 2.2 ASSESSMENT AND SELF-ASSESSMENT

Teachers assess students for a number of reasons. Assessment can help teachers to find out how well students are learning, how efficiently lessons are being taught and how appropriate teaching materials are. In S1-S3 the emphasis is on ways of assessing which will encourage successful learning and enable the teacher and student to understand and improve specific areas of learning. Student work is assessed on a continuous basis. This means that the class teacher builds up information about student progress from day to day using a variety of techniques:

- observation
- class tests
- practical tests
- examples of work
- student self and peer assessment
- formal examinations
- high level questioning and dialogue with staff and students

The results are recorded, and a profile of student performance is built up within each department. This profile is used to report to parents each year.

As well as assessing using tests, (summative) teachers use Formative Assessment strategies such as open ended questions, giving appropriate thinking time to answer, and using traffic lights to identify difficulties.



Teachers share the success criteria. This means that they explain how a test or homework is marked. They provide helpful comments on returning homework tasks.

Students are encouraged to discuss and assess each other's work providing a wealth of support and helping with understanding.

Lessons start with the teacher sharing the learning intentions at and lessons usually end with the teacher and students discussing the outcomes met and the next steps in learning.



Our students are given opportunities for self-assessment, at all levels but especially as they advance up the school. Self-assessment is used in many courses, and particularly in tutorial lessons. It helps our young people take responsibility in planning and organising their study, setting themselves targets and developing realistic ambitions.

### **2.3 SUPPORT FOR LEARNING**

West Lothian Council has a policy of inclusion, which promotes the placement into its primary and secondary schools of students with additional support needs (ASN) where appropriate. In some cases, additional support is given to schools to enable such placements.

Many children experience learning difficulties during their time in Secondary School. Sometimes these difficulties are in reading and number skills; often these difficulties can be temporary, involving problems with concepts or language in specific courses being taught.

There is a rigorous process of consultations between Primary staff and Secondary support staff during the P7 – S1 transition stage in terms of planning and supporting students with ASN. Through our tracking and monitoring procedures, moreover we are careful to observe any other students who seem likely to be having learning difficulties in the classroom.

When ASN students are identified and their needs assessed, the school can offer support in a variety of ways:





- Co-operative teaching, in which a teacher and learning support teacher work together to differentiate the work of class and plan together the most effective way to support learners individually. It is an important part of the work of the Learning Support department to advise all subject departments on suitable teaching methods, texts and work sheets, etc., to ensure that learning will be appropriate to ability and therefore minimise barriers to learning they may face in the classroom.
- Group work with students who have similar learning difficulties, and providing them with additional learning support to develop their literacy and/or numeracy skills to enable them to access the curriculum more effectively.
- The Employability Hub supports any students at risk of missing out achieve their potential.
- The Wellbeing Hub supports students with their social and emotional needs.
- The Support for Learning department serves the learning needs of all our students.

## 2.4 TRACKING AND MONITORING

Departments keep records of their assessment of students' work, for their own use and for discussion with students and parents. A whole school tracking, monitoring and target setting system in place for all year groups - S1-S6.

Tracking and monitoring allows class teachers, learning mentors, Student Support staff and the extended management team to discuss students' learning, achievements and set learning targets. Interviews take place at least twice throughout the session.





## 2.5 REWARDING ACHIEVEMENT

There are three annual Awards Ceremonies, held in September and based on a system of commendations. The system for awarding commendations allows the school to recognise fully the achievements of all students. Parents will be kept informed of the commendations process through termly newsletters and our school website. There are also awards presented to members of our school community as part of our St Kentigern's Day celebrations. These reward wider achievement, academic excellence and contribution to society. We would encourage anyone in our community who wishes to share any student success to email the school at [wlstkentigerns-ac@westlothian.org.uk](mailto:wlstkentigerns-ac@westlothian.org.uk)



## 2.6 REPORTS AND PARENTS' MEETING

Progress reports are issued at regular intervals throughout the student's school career. These reports provide information for parents on the progress of their children in their courses of study.

Reports are currently sent to parents as follows:

First Year	October / January / May (short reports)
Second Year	October / December / May (short reports)
Third Year	September / November / May (short reports)
Fourth Year	November (full report)
Fifth-Sixth Year	December (full report)

**In addition, S4/ S5/ S6 Tracking Reports** will be issued in Early October, Mid November, Mid December, Early February and Late March. All students also have regular learning conversations with their teachers.

## 2.7 PRESENTING STUDENTS FOR NATIONAL QUALIFICATIONS

### S4

In the case of National courses all students will be presented by the end of their S4. In discussion with students, parents and staff the level of course the students are presented may change over the course of the year. Students may be working at a lower level or moving to a higher level. This will be tracked and monitored closely as well as a lengthy consultation period before any final decisions are made.

### S5/6

Students will be presented at Higher or National level based on their S4 exam performance, career path and in consultation with the staff of the subjects they have chosen.

*Some students in the Senior Phase will also follow courses that are provided by external organisations. Presentation levels in these courses will again be determined by the students' ongoing performance over the duration of the course.*



## 2.8 SCHOOL IMPROVEMENT AND POLICIES

The main achievements of the school over the past 12 months can be found in our Standards and Quality Report. This report can be accessed via the school website.

Our plans for improvement are outlined in our annual school improvement plan. This document is organised under the five broad areas of Journey to Excellence. This plan can be accessed via the school website.

Information regarding St Kentigern's Academy's performance at local level and at national level can be obtained by accessing: <https://education.gov.scot/parentzone/find-a-school/west-lothian>

### POLICIES

Education Services policies can be accessed online at:

<http://www.westlothian.gov.uk/article/2607/Education-Policies-and-Procedures>

Hard copies of council policies are available from the school, West Lothian libraries and from the Civic Centre upon request.





## 2.9 A CATHOLIC SCHOOL

As a Catholic school we are a **Community of Faith** that tries to base everything we do and our whole day upon the teaching and example of Our Lord. We strive to follow the Gospel values of justice, equality and respect for one another.



Provision is made in the school for formal religious education and liturgical celebration. Each class from S1 to S6 receives almost two hours RE per week. Mass is celebrated in the school on Holy Days of Obligation and other occasions. The school has an Oratory which provides a place for prayer and reflection for all the school community. Regular liturgical services are held in the Oratory and the school chaplain, Fr. Peter, is

available for advice or a friendly chat.

A number of our students are non-Catholic, and they are very welcome in the school and encouraged to participate fully in all aspects of school life.

## 2.10 Equality and Fairness

All students have the right to enjoy opportunities and activities, regardless of their background, race, gender or religion, so that they will be given the freedom to develop their full potential without constraint.

Our aim is promote self-esteem and a positive self-image in every student. Self-respect and respect for others is a priority. We treat boys and girls equally and offer the same opportunities to all students by offering a diverse curriculum, which addresses the needs and opinions of all. We aim to maintain an environment which is free from bullying, racism and other forms of discriminatory behaviour.

We value your support in maintaining this ethos.





## 2.11 PERSONAL-SOCIAL EDUCATION

The school has a comprehensive Personal-Social Education (PSE) programme covering S1-S6, with the aim of supporting students in their education and giving them the opportunity to learn about and discuss issues relevant to their lives.

The programme includes

- Advice and discussion on making the most of their schooling, for instance, study skills, how to go about course choice, advice on careers and the opportunities and requirements of Higher Education.
- A major element is Health Education, which covers issues such as (Fitness, Healthy Living, Substance Abuse, Social Relationships and Social Concern).

### Citizenship Education

Our 'Called to Love' programme is planned and delivered by the RE Department for all students in S1-S6 with support from the wider school community, as well as visiting speakers. This follows on from the Primary programme God's Loving Plan. It is designed to support the work of parents and carers to provide a Christian vision of the vocation of love. It deals in depth with all issues that confront young people in society today. In addition to this, students are encouraged to consider the valuable contribution that they can make to the society/work in which they live.



Our Health Education and Sex & Relationships Programmes are based clearly on Catholic teaching, and emphasise Gospel values alongside chastity, fidelity and family life. This involves students in looking at the social, moral and cultural aspects of an individual's development as a male or female; personal relationships; responsible attitudes and appropriate behaviour within a Catholic context.

We aim to provide students with positive proactive attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills which enhance their personal and social development at each stage in their schooling.

## 2.12 HOMEWORK

Homework is a very valuable aid to learning and complementing classwork by:

- Reinforcing the prior learning in the classroom and bridging the gap between lessons
- Allowing opportunities to gauge the level of learning, working independently of the teacher
- An opportunity to develop independent learning resourcefulness, self-evaluation and reflection, allowing parents the opportunity to understand and support their child's progress



## 2.13 LITERACY AT HOME



One of our key drivers in St Kentigern's Academy is to create a reading culture for all young people. Reading is invaluable to academic success and to better outcomes in later life. Below are some suggestions, links, and resources for you to use in your home, with your child, to continue to foster a love of reading and to strengthen their literacy skills.

### Accessing Literature:

**Read sustainably:** use charity shops, second hand book shops or websites, free online resources, or your local library, to access literature.

**Encourage:** your young person to ask their English teacher for book recommendations—there are always books being swapped in the English department.

**Gift:** *if possible*, gift a book on special occasions.

**Listen:** use your Spotify subscription to access audiobooks and podcasts

### Resources to use:

<https://www.westlothian.gov.uk/your-library> — [WLC library home page](#)

[Wob.com](http://Wob.com) –reasonably priced second hand books

<https://www.gutenberg.org/> - free classical literature

<https://recommendmeabook.com/> - recommends different books by letting you see the first page

<https://etc.usf.edu/lit2go/> - free audio and/ or PDF copies of books

### Read

- Broadsheet newspapers (this is where the SQA, as well as all the English Teachers, get their articles from) and their online presence
- Monthly magazines – Vanity Fair, Time, Life, Tatler, Empire, Vogue, etc.
- Fiction Novels

### Watch

- The news
- Documentaries
- Films

Discussion is key! No matter what you are watching or reading, talking about it is the best way to improve literacy. Start with 'who, what, where and when' and see how the discussion opens up.





## 2.14 S1 BUDDY SYSTEM

All S1 students will have a senior student who will act as a Buddy offering support and advice on such things as managing homework and study or settling in to First Year.

Senior students have been fully trained and will work closely with Student Support in developing an effective system which supports all of our S1 students.

## 2.15 PEER MEDIATION – FOR STUDENTS BY STUDENTS

We have many students trained in Peer Mediation in S1-S3. Peer mediation allows young people to resolve conflicts they may have with friends or classmates in a non-confrontational manner.

### *Is there an issue that has come up?*

Peer mediation is here to make sure that you feel comfortable in school.

If you feel unsure about what is happening in your relationships, Peer Mediation is here to help.

No one should come into school feeling afraid or unhappy.

We should all enjoy school!

### *How can I get help?*

We have a mediation box in Pastoral Support. You can put your problem in the box and the Peer Mediators will come and talk to you about what is bothering you.

The Peer Mediators will get back to you as soon as possible and help you with your problem.

### *The Process*

First, the Peer Mediators will contact the person who has requested mediation.

They then meet with the person or people who are involved.

They meet separately at first to discuss the issue, then get together to try and come to a solution.



## 2.16 EXTRA-CURRICULAR ACTIVITIES

A range of out-of-class activities is offered at St Kentigern's. We actively promote these clubs through our annual Clubs Fair. These vary slightly from year to year with changes of staff but currently we offer:

Football (Male and Female)  
Basketball  
Badminton  
Volleyball  
STEM  
Table Tennis  
Athletics  
Drama  
Comic Book

Fitness  
Dance Club  
Art & Design  
Guitar Club  
SVDP Group  
Reading Club  
Netball  
Public Speaking  
Film Club

Choir  
Sci-Fi Club  
Cross Country  
Science  
Rugby  
Gymnastics  
Chess  
Debating Club  
Drumming





## 2.17 PARENTAL CONSENT

Parents' permission is required when groups of students are taken out of school for excursions whether these are for part of a day or residential excursions lasting several days. Where an excursion involves the loss of lessons one condition for students being chosen to take part is that they undertake to make up class work missed. Teachers leading excursions follow clear rules laid down by West Lothian Council and the school to ensure the safety and well-being of the party.

Parents are asked to stress to their children the importance of following instructions and arrangements carefully while on excursions.

Where an excursion takes place at a weekend we do everything possible to arrange for the children's attendance at Mass. If the activity and location are such as to make Sunday Mass attendance doubtful we inform families in advance so that they can seek advice before deciding on the excursion.

## 2.18 WEST LOTHIAN INSTRUMENTAL MUSIC SERVICE

West Lothian Council's Instrumental Music Service provides instrumental music lessons to primary and secondary school pupils and opportunities for these pupils to play in one of the many bands and ensembles that perform regularly at a range of venues and events locally, nationally and internationally.

The Service is delivered in schools by professional instrumental music instructors who provide a structured and progressive music curriculum which is encapsulated in the four capacities of Curriculum for Excellence - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

The Instrumental Music Service is managed by the Coordinator of Instrumental Music who is based within Education Services. Please visit the Instrumental Music webpage (link below) for more information on the service.

<https://www.westlothian.gov.uk/article/32397/Instrumental-Music-Service>

In St Kentigern's Academy we offer instruction in Brass, Percussion, Strings, Woodwind and Guitar. If you would like your child to be part of this, please contact one of the music staff in school or the Faculty Head.





## SECTION 3

### STUDENT SUPPORT

- ◆ **Student Support**
- ◆ **Organisation of Responsibilities Within Student Support**
- ◆ **Educational Support Services**
- ◆ **Additional Support Needs**







## **SECTION 3: STUDENT SUPPORT TEAM**

### **3.1 STUDENT SUPPORT**

Every member of staff in the school has a responsibility for the physical, social, spiritual and personal as well as the academic development of students. In this respect, all staff have a role to play in the school's Student Support system. They work closely with the Heads of House who hold promoted posts in this area.

As part of our student support system the overall task of the Student Support team is to take care for and help those in their charge, so that students will be happy, successful and fulfilled in their education. Their task includes providing support, monitoring, communicating with the home, as well as working in partnership with outside services including the Children and Young Peoples Service, Careers Office, Educational Psychologist, Social Work Department and Community Education.

In doing this, the team have a particular responsibility in matters of students' attendance, punctuality, progress and behaviour, and their personal and social development. The team also has an important role in co-ordinating and developing the school's Personal-Social Education (PSE) programme for S1-6.

Our Student Support system is organised on a "House" basis, meaning that the same Student Support teacher will follow students throughout their time at St Kentigern's. This ensures that Student Support staff come to know students well and are in a strong position to advise them when it comes to key points in their school careers such as option choices for S4, and S5/6. Student Support staff will also play a key role in monitoring student attainment along with subject teachers.

Student Support staff rely very much on close contact with, and the co-operation of, parents. Any parents seeking advice about any aspect of their child's behaviour or progress in school are encouraged, in the first instance, to contact the Student Support teacher to arrange an appointment. Parents are requested to give Student Support staff a few days' notice in order to allow them time to gather any necessary information from other teachers. On occasions, Student Support staff will ask parents to come into the school to talk about some aspect of student progress or behaviour which is causing the school concern. The co-operation of parents at times like these is invaluable. Student Support staff will also be present at all parents' evenings.

### **STUDENT SUPPORT AIMS:**

To ensure that each student knows and is known personally and in some depth by at least one member of the Student Support Team

- To help the student to be aware of his/her own development and to accept responsibility for it
- To support our students' personal, social, spiritual and intellectual development
- To identify and respond quickly and appropriately to the specific needs of individual students
- To foster the development of positive relationships between staff, students and parents



- To work in partnership with parents in all aspects of our student's development
- To liaise closely with support and partner agencies where appropriate
- To systematise and make effective the recording and communication of information relevant to the care, welfare, attainment and achievement of our students

### **3.2 ORGANISATION OF RESPONSIBILITIES WITHIN STUDENT SUPPORT**

Every student in the school has a support network available to them. This is in the form of a Student Support Teacher and a Pastoral Support Worker and Manager. They will be there to help students from when they first start St Kentigern's Academy until they leave. The Student Support Teacher students have will depend on the House they are in. All students and parents will have this member of staff identified to them at the start of the academic year.

Miss Laura Lawlor, DHT, has overall responsibility for the Student Support Team.

#### **THE HOUSE SYSTEM**

There are three Houses in St Kentigern's Academy: **COLUMBA**, **MARGARET** and **NINIAN** (all significant Scottish Saints)

Each House has a Head of House, a Student Support teacher and a Pastoral Worker.

- **COLUMBA HOUSE** is led by Miss Aine Sexton (acting PTC) and Mr Mark Simpson. Mrs Christine Timmins is the Pastoral Worker.
- **MARGARET HOUSE** is led by Mr Mark Reilly (PTC) and Miss Caitlyn O'Keane. Mrs Evelyn Shade is the Pastoral Worker.
- **NINIAN HOUSE** is led by Mr David McLeish (PTC) and Mr Simon Burrows. Mrs Lyndsey Copland is the Pastoral Worker.
- Miss Laura Quigley (PTC Additional Support Needs) has responsibility for students from all three Houses and responsibility for all of our additional support bases; ASN, SfL, Nurture, SEBN. Mrs Grace Allan is the Pastoral Worker.

Where possible, we try to keep families in the same House as this helps build good relationships and communication with parents and carers.

#### ***What does my Student Support Teacher do?***

They will be your key adult who will monitor your attainment, identify any issues that affect your learning and put in place strategies and support to ensure you work to your full potential. This teacher will be in contact with your teachers and home when required. If you or your parent/carer(s) have any concerns regarding any aspect of the teaching and learning, then this person is here to help. Your Student Support Teacher will be involved if issues outside the classroom which are having a serious and detrimental effect on your learning and overall achievement in school. Interviews can be arranged with the Student Support Team by telephoning the school. Parents must recognise that Student Support Teachers do, however, have a teaching commitment and they should not expect to see them without first making an appointment. Please do not hesitate, however, to seek their help.





### ***What does my Pastoral Support Worker do?***

The best time to find your Pastoral Support Worker is during morning interval and lunchtimes in the Student Support Base. Your Pastoral Support Worker will check on everything outside the classroom which may have an effect on you enjoying school to the maximum. They will help you settle in, monitor your attendance, late coming and help you deal with personal issues that are worrying you such as difficulties with friends, at home, bullying, etc. They will be able to access support for you out with the school and be a place to go and ask for personal advice at any time during the day. They may also contact home when required.

### **Family Link Worker**

Our Family Link Worker (FLW) is Ms Lynette Reilly and she supports pupils from across the three houses.

Our FLW provides support, including practical and emotional support, to families who have children in St. Kentigern's. She will listen respectfully and signpost possible supports for the family. The FLW acts as a link between home and school, including making home visits and supporting families through the school holidays.

Our FLW works to support young people and families with a wide range of issues and concerns including:

- Attendance
- Relationships
- Home circumstances
- Home-School relationships
- Emotional wellbeing
- Student attendance/engagement in class

The FLW role involves:

- Offering a range of services to young people and families requiring support and information;
- Helping young people and families to increase school attendance and minimise absences;
- Supporting young people in school and encourage them to be positive about their future;
- Supporting parents to develop and maintain a positive relationship with the school.
- Signposting families to a range of relevant supports as required i.e. financial support, clothing grants, foodbank etc.
- Attending Parents' Evenings and Child Planning Meetings, when appropriate
- Planning and organising family learning opportunities.
- Providing support and engaging with families/students over the school holiday periods



## **Financial Inclusion Team Family and Young People's Advice Worker**

Many families don't get all the financial assistance and benefits they are entitled to. This may be because they are unaware of their entitlement, the rules are complex or because they have been wrongly refused.

If you are on a low income you may be able to get some help even if you haven't claimed before or if you think you won't qualify.

If a member of your family has a disability or long term health condition, or is an unpaid carer for someone, you may be able to get some extra help – for example, parents of disabled children can get disability benefits without taking into account their income.

If you have a low income or are affected by or have a child or young person affected by disability or ill health or feel you would like some additional information regarding your financial situation at St Kentigern's we have Ms Jennie Fraser from the Financial Inclusion Team who can help you to access any financial aid you may be entitled to. She can be contacted by email or telephone as detailed below.

Email: [Jennie.Fraser@westlothian.gov.uk](mailto:Jennie.Fraser@westlothian.gov.uk) or [FYPAS@westlothian.gov.uk](mailto:FYPAS@westlothian.gov.uk)

Call: 01506 283 000 opt 4

Additional information about with help with School Costs is also available online at:

<https://stkentigersacademy.westlothian.org.uk/article/71418/Help-with-School-Costs>

[https://stkentigersacademy.westlothian.org.uk/Support\\_for\\_Parents](https://stkentigersacademy.westlothian.org.uk/Support_for_Parents)

## **SCHOOL COUNSELLING SERVICE**

The school has a full time counsellor available for students to access when they have the need.

Counsellors are professionally qualified and registered. They offer a confidential, one-to-one service in school with your child.

### **Why would my child see a Counsellor?**

Counsellors offer support for issues such as:

- Trauma
- Depression
- Anxiety
- Bereavement
- Loss and separation



## **How can my child access a Counsellor?**

If you feel that your child may benefit from seeing a counsellor, speak to them and the school about making a referral. Referrals can be made at <https://www.exchange-counselling.com/new-referral>

If the school feels that your child might benefit from counselling, they will speak to you and your child to discuss making a referral.

Young people 12 years and over can ask to see a counsellor themselves and do not have to have parental consent but consent must always be obtained for children under 12 years.

## **3.3 EDUCATIONAL SUPPORT SERVICES**

Within the school's arrangements for student support, co-ordinated by Miss Laura Lawlor, DHT, Student Support staff and Mrs T Allan (Student Support Manager) liaise closely with personnel from a number of partner agencies such as:

*School Medical Service/ Mental Health Link Worker*  
*Educational Psychologist*  
*Children and Young People's Team*  
*Social Work Service*  
*Skills Development Scotland*  
*Drug and Alcohol Service*

### **The Educational Psychologist**

Our Educational Psychologist is Dr Susan Morrison. She works to improve the well-being and educational achievements of children and young people. Susan will liaise with staff and partner agencies who are trying to help our young people make the most of their lives. Using her knowledge of psychology, child development, learning and education she provides support, training and advice.

### **Child Protection**

The safety of your child at school is a priority for the authority. All West Lothian schools follow the Lothian Child Protection guidelines, which all staff must follow to promote the welfare of children and to protect them from harm. All staff, because they are in regular and frequent contact with children, are required to report any concerns. Staff will treat the matter sensitively, and information will only be passed on to those who need to know in order to protect and support the child.

Any parent/carer wishing to discuss child protection and the safety of children is asked to contact Mrs Corrie Boyd, Depute Head Teacher (Acting), our Child Protection Co-ordinator, within the school. A copy of the A copy of the Lothian Child Protection guidelines can be found on [www.westlothian.gov.uk](http://www.westlothian.gov.uk).

## **3.4 ADDITIONAL SUPPORT NEEDS**

Delivering appropriate provision for students with additional learning needs is central to the national commitment to inclusion and is underpinned by legislation. West Lothian Council believes that all children and young people are entitled to learn together. This will help develop a culture of acceptance within which all children have a presumptive entitlement to mainstream education and services provided to facilitate this goal.



Focus on Inclusion is designed to help schools in partnership with parents/carers, students and partner agencies to evaluate effectiveness of provision in improving educational outcomes and opportunities for students with additional learning needs. The policy can be accessed online at: <http://www.westlothian.gov.uk/article/2250/Additional-Support-for-Learning>

If you feel that your child needs additional support, information and advice is available from our school in the first instance. Please call student support on 01506 656404.

Enquire is the Scottish Advice Service for Additional Support for Learning. Operated for Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- a telephone helpline - 0845 123 2303
- an email enquiry service - [info@enquire.org.uk](mailto:info@enquire.org.uk)
- an online enquiry service two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners) and [www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) (for children and young people)
- Enquire also provide a range of clear and easy-to-read guides and factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'

The Parents' Guide to Additional Support for Learning is now available to download at <http://enquire.org.uk> (new window).

The school has three support bases in school to work with a number of students who require additional support in terms of social, emotional and behavioural, communication or specific learning difficulties.

We have an excellent team of staff who work together to provide the appropriate support for each individual student who requires it.

In addition to this we have a team of student support workers whose main function is to support students accessing mainstream classes more successfully and improve the learning experiences and attainment of our students.

Students are also supported in class by their class teachers who have, over time, gained considerable experience in implementing the most up to date additional support strategies we offer as a school.



## SECTION 4

### MATTERS AFFECTING STUDENTS

- ◆ **School Uniform and Kit**
- ◆ **Assistance with Clothing, Footwear and Free School Meals**
- ◆ **Personal Possessions and Valuables**
- ◆ **Online Payments to School with Ipayimpact**
- ◆ **School Meals**
- ◆ **Transport Arrangements**
- ◆ **Positive Relationships Policy**
- ◆ **School Attendance**
- ◆ **Health and Safety**
- ◆ **Medical Care**
- ◆ **Severe Weather Conditions and Possible School Closure**
- ◆ **Textbooks and Equipment**
- ◆ **Lost Property**
- ◆ **Employment of Children**







## SECTION 4: MATTERS AFFECTING STUDENTS

### 4.1 SCHOOL UNIFORM AND KIT



We expect students to come to school dressed in the **full school uniform** and a survey of parents' views confirms that there is overwhelming support for uniform by parents. St Kentigern's excellent tradition of uniform has prompted many very supportive comments from visitors and members of the local community. It gives our young people a pride, a sense of community, and purpose. A school uniform is also a social leveller; it takes away the pressure of keeping up with the latest fashion items which can be an unaffordable expense to parents. It

prevents children 'competing' for fashionable wear, feelings of deprivation among those less well-off; and reflects fully our equality and inclusion policy. We would like to thank the parents and students for the real efforts they make to ensure such a high standard.

The uniform is as follows:

Shirt	plain white
Trousers	black (no denims, leggings, or 3/4 length trousers)
Skirt	black (approx. Knee length)
Jersey	black, long sleeves V neck (no hoods or zippers)
School Tie	black/green
Blazer	black/badge
Tights	black (no footless tights or leggings)
Shoes	black
Coat/jacket (optional)	Plain black with no writing, motifs, etc. <b>Not to be worn in school.</b>

Plain school uniform items can be purchased locally or items with the school logos can be purchased from Border Embroidery at <https://www.border-embroideries.co.uk/schools/st-kentigerns-academy.html>. Ties and blazer badges can be purchased from the school office.

### PE Kit (Option of purchasing St. Kentigern's Academy P.E. Kit)

Top	plain white or black
Shorts	plain black (black cycle shorts and tracksuit bottoms are allowed)
Footwear	trainers (boots only for the field)

### SOME "DONT'S"

Please note that the following **must not be worn**:

- Denim
- Leather
- Cord
- Jackets/coats with writing, pictures or motifs



- Club football jerseys (PE)
- Black soled gym shoes (these mark the gym floor)
- Hooded Zipper Tops
- Any garment with football colours and/or logos

The blazer completes the uniform and all students are asked to wear it. Blazers are suitable for wear throughout the year - in winter students may want to travel with a jacket over the blazer. Plain black winter jackets can be bought at the school office at a very reasonable price.

**Footwear:** both boys and girls should wear ordinary black shoes.

**Jewellery:** students may wear ear-rings (not pendant or hoop type for reasons of safety); eyebrow, lip or nose studs are not permitted.

Again for reasons of safety, students should wear shoes with a flat or low heel.

## 4.2 ASSISTANCE WITH CLOTHING, FOOTWEAR AND FREE SCHOOL MEALS

<b style="color: red;">CLAIM YOUR BENEFITS</b> <b style="color: blue;">Do you have a child at school?</b>	
<p style="text-align: center;"><b>SCHOOL CLOTHING GRANT</b></p> <p>If you are in receipt of:</p> <ul style="list-style-type: none"> <li>• Income Support / Pension Credit</li> <li>• Income-Based Jobseeker's Allowance</li> <li>• Employment &amp; Support Allowance (any income related element)</li> <li>• Working Tax Credit and/or Child Tax Credit, and your household income does not exceed £18,725</li> <li>• Universal Credit where monthly earned income does not exceed £1,560</li> <li>• Council Tax Reduction (not discount)</li> <li>• Support under Part VI of the Immigration and Asylum Act 1999</li> </ul> <p>.....you could get a school clothing grant</p>	<p style="text-align: center;"><b>FREE SCHOOL MEALS</b></p> <p>If you are in receipt of:</p> <ul style="list-style-type: none"> <li>• Income Support / Pension Credit</li> <li>• Income-Based Jobseeker's Allowance</li> <li>• Employment &amp; Support Allowance (any income related element)</li> <li>• Working Tax Credit and/or Child Tax Credit, and your household income does not exceed £8,717 (maximum WTC)</li> <li>• Child Tax Credit (but not Working Tax Credit) and your household income does not exceed £18,725</li> <li>• Universal Credit where monthly earned income does not exceed £726</li> <li>• Support under Part VI of the Immigration and Asylum Act 1999</li> </ul> <p>.....you could get free school meals</p>
<p>Applications can be made online at "<a href="http://www.westlothian.gov.uk/mealsandclothing">www.westlothian.gov.uk/mealsandclothing</a>"</p> <p>For further information please e-mail "<a href="mailto:EducationBenefits@westlothian.gov.uk">EducationBenefits@westlothian.gov.uk</a>"</p>	



To apply for this grant please click on - [Apply online for school clothing grant, free school meals and milk application form](#)



If you are having any issues with the online form please email [EducationBenefits@westlothian.gov.uk](mailto:EducationBenefits@westlothian.gov.uk) Alternatively, you can speak to Ms Jennie Fraser, our Financial Inclusion Team Worker (details on page 34) who is here to help families who need support to access financial support.

The school itself can also assist parents in different ways in the matter of dress. The School Shop stocks most items at competitive prices, and can also supply excellent near-new items (especially Blazers) at token prices. Items may also be bought or ordered at parents' meetings, or, if urgently required, at any time from the School Office.

### **4.3 PERSONAL POSSESSIONS AND VALUABLES**

Students must not leave their school bags unattended on the school premises. No responsibility will be accepted by the school if bags and/or their contents are lost or stolen.

Currently mobile phones are 'restricted use' in school. This will continue to be reviewed in light of West Lothian Councils Anytime, Anywhere Learning (AAL) strategy. If this changes all parents will be formally notified.

Parents should know that while West Lothian Council is insured against personal liability in respect of its schools, and students themselves, their possessions are not automatically insured while in school or on educational visits. Therefore, students are asked not to bring valuables (e.g. iPhones, iPods, and items of jewellery) to school. If any such personal items are lost or stolen, the school cannot accept responsibility.

### **4.4 ONLINE PAYMENTS TO SCHOOL WITH IPAYIMPACT**

West Lothian Council has a convenient way to pay for school meals, trips, activities and other significant school purchases, using a secure internet service called iPayimpact. Parents can 'top up' their child's meal account and pay other accounts directly instead of sending large amounts of cash to school in your children's pockets.

Parents will have a secure online account, creating their own unique username and password; with a secure activation via their email address. Once activated, parents should keep your username and password safe and secure. Making a payment is straightforward and iPayimpact holds a payment history for parents to view at a later date; no card details are stored in any part of the system. Once you've activated your account you can make online payments straight away.

If a family has more than one child at the same school or children at different schools in West Lothian, they will be able to connect all the children to your unique username and password and be able to make payments for all purchases in one single transaction.

Once your child starts at St Kentigern's you will get the information required to open your account. We hope you will support us in achieving our goal to become a cashless school. Introducing this system provides parents with the convenience of being able to pay at home whilst also removing potential risks to your children from carrying cash.



## 4.5 SCHOOL MEALS

St Kentigern's Academy operates a Cashless Catering System. This is a method of paying for food purchased in the school. No cash is handed over at any service point. All students are issued with a pin number or can use their National Entitlement/Young Scot Card. Our dinner hall is supervised by staff during breakfast service, morning interval and lunchtimes.

A breakfast service is provided which opens at 8.30am serving hot rolls, toast, tea, cereal and fruit juice and at morning interval, hot rolls, sandwiches and home baking, etc. are available.

There are 4 service points: 2 fast food and 2 healthy eating.

The Healthy Eating Bar serves a range of nutritious and attractive foods as an alternative to the Fast Service Bars which serve burgers, pizza, toasties, mineral water, milk, etc. The Healthy Eating Bar serves a choice of at least 5 main courses, as well as baked potatoes, toasties, cold rolls, baguettes, sandwiches and salads. A two-course lunch with a drink would currently cost £2.43.

There are 3 validator points where cash can be credited to accounts. Parents can also put money onto their child's card using the council's online system – IPAYIMPACT (*see section 4.4*).

Students who bring packed lunches eat them in the dining spaces. We also have a pre-order service which allows students to order lunch items such as filled baguettes, milk and fruit juice. Many students who attend lunch clubs make very good use of this express service.

Students receiving free meals may purchase food to the value of £3, which covers breakfast and lunch. Their cards will be automatically validated at 8.00 am each morning with the correct sum added. Any cash not used from their allowance will be removed at 2.00pm at the end of each day. However, students can also credit their card themselves at any time in order to purchase a snack at morning break.

With this range of facilities there is no need for students to leave the school for their lunch. For this reason, the school rule is that students stay on the premises at lunch time, unless actually going home. If students have permission to go home, they are issued with a special pass. If a student has a special reason for going out on a particular day, they must bring a note from home.

## 4.6 TRANSPORT ARRANGEMENTS

West Lothian Council pays for the transport of students within the school's normal catchment area who live more than two miles from the school. To access this all families **must apply each year to register their children for the service.**

In order to improve the application process, the Council have created a new online feature which allows students and parents to complete and submit transport applications from the council website making it much easier and quicker to apply for transport. The form can be found at the following web address: <https://www.westlothian.gov.uk/article/78510/Applications-for-Mainstream-School-Transport> and will be submitted to School Transport direct.

Students who misplace their bus pass must complete another application form and pay £2 for a new pass. Students not entitled to free travel may purchase tickets to travel on school transport if there is space.





Parents are asked to remind their children to take great care in the bus park because of the large number of buses arriving. Poor behaviour on buses cannot be tolerated because of the obvious danger factor. For the same reason students must not stand while travelling.

Students who, for whatever reason, miss their bus should report to the Office where arrangements will be made to get them home. They should never set off alone leaving school staff in ignorance of the circumstances and therefore unable to allay the natural fears of anxious parents.

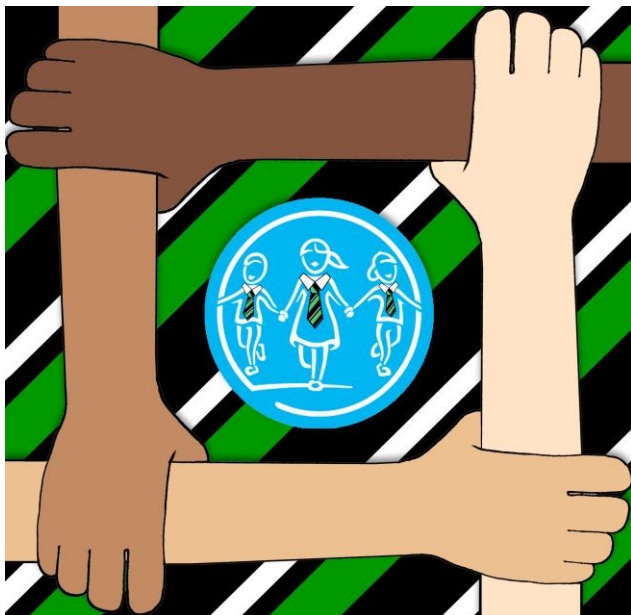
Parents who choose to send their children to a school other than the catchment school will not receive assistance in relation to travel to and from the school.

#### 4.7 POSITIVE RELATIONSHIPS POLICY

In a large community such as ours, with more than twelve hundred students and over a hundred adults, it is clearly necessary to have good order, rules and procedures that are understood and followed by all, to ensure the safety and welfare of our young people, satisfy their desire for uninterrupted learning, give them the best opportunity for success and honour the expectations of their families.

#### STUDENT RIGHTS AND RESPONSIBILITIES

We are accredited as a UNCRC Rights Respecting School, with a Silver Award which means that St Kentigern's Academy is:



- explicitly embedding the [UN Convention on the Rights of the Child](#) in its policy, practice and culture.
- promoting knowledge and understanding of the Convention throughout our school community.
- putting into action and developing the plans outlined on our Action Plan
- beginning to see the positive impact of these actions on children and young people, staff, and on the school's ethos, practice and environment.

Children and young people are also beginning to see themselves as rights respecting global citizens and advocates for fairness and children's rights, both locally and globally. We are working towards accreditation for our Gold Award in the coming year.

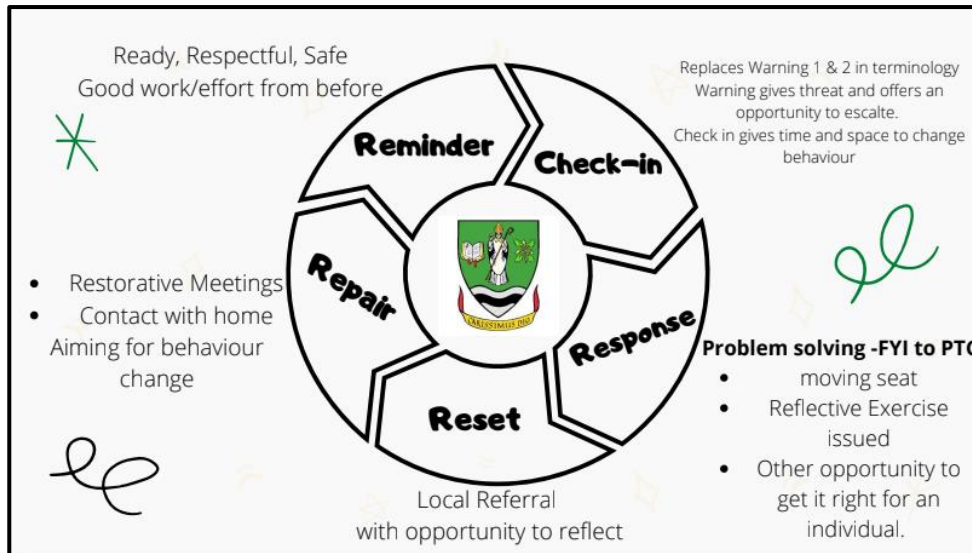




## THE ST KENT'S WAY

Our St Kent's Way ethos promotes our Rights Respecting status and asks our pupils to be 'Ready, Respectful and Safe'. We focus on a restorative approach to relationships and emphasise the 'check -in, response, reset, repair, reminder' cycle when approaching any behaviour that is not in line with our values.

This is underpinned by our school and Gospel values which promote compassion and forgiveness. Our House Points system recognises pupils who reflect the St Kent's Way in anything they do: whether in class, during extracurricular activities or by contributing positively to our school community.



## RULES AND PROCEDURES

Our Rules and procedures exist to:

- promote a well ordered and secure school environment, and the well-being health, safety and dignity of its members;
- encourage individual students to be mindful of their obligations to the school community and environment, and so contribute to their personal-social education and prepare them for adult life;
- reflect the values of the school and an ethos of justice, honesty, interdependence and compassion.

The rights of the individual are of high importance, but the rights and needs of the larger group and/or the whole school community are paramount.

The school rules concern matters of attendance, punctuality and proper conduct in class, on the school premises, and on the journey to and from school. Procedures concern classroom and out-of-class routines. They (and the reasons for them) are explained to students as follows:

- A copy of the rules negotiated jointly by staff and students is posted in every classroom
- PSE tutors remind students of the rules and procedures and explain them regularly, and especially at the beginning of the school session
- Depute Head Teachers and Student Support staff do the same during Assemblies



- Subject teachers inform students of the conduct expected of them in their lessons, and also of any specific health and safety regulations that apply to their particular subjects.

## CONSEQUENCES

A number of consequences are used in the school, to match the seriousness of an incident. These include target setting conversations, restorative conversations reflective exercises, detention, contact with parents, meeting parents, formal disciplinary warnings, and formal exclusions. The latter are very rare, and are likely to be invoked only where it is judged that the well-being and/or safety of the student or other students or the school require it.

## A POSITIVE APPROACH

Although this section has mentioned sanctions, the school in fact always tries to take a positive approach to discipline. The best discipline in a school community is based, whenever possible, on self-discipline, cooperation, respect for others, and motivation to learn. We try to promote this kind of ethos, by helping students to set and achieve their own targets, giving them every opportunity for success, recognising and rewarding their achievements and efforts, and stressing Gospel values.

### 4.8 SCHOOL ATTENDANCE

Please help us develop in your child a regular habit of good time keeping. If circumstances arise when your child will be unavoidably late please provide a note of explanation.

The school enters student absence electronically using codes for particular reasons for absence. To ensure an accurate record is kept it is important that, should your child be absent, you provide an explanation for that absence either by letter or by telephone. Our school has a '**GroupCall**' system which sends out an automated text message to a mobile telephone in cases of unexplained absence. The text is repeated regularly until answered. Parents/carers and schools must work in partnership in order to benefit from early notification of unexplained absence from school.

The Scottish government has issued a directive informing local authorities that, due to the impact absences during term-time have on children's learning, any such absences will be recorded as unauthorised. Family holidays should therefore be taken out-with term times. If, in exceptional circumstances, you wish to take your children out of school, you must make your request to the Head Teacher in writing.

If you become aware that your child may be absent from school for a considerable length of time, due to illness or admission to hospital, you are requested to inform the school as soon as possible.

Parents are responsible for ensuring that their child attends school daily. In cases of unsatisfactory attendance, the Family Support Worker will visit the home and discuss the problem with the parents. Where unsatisfactory attendance persists the Head Teacher, following discussions with the Family Support Worker and other interested parties, will decide whether the case should be referred to the local authority attendance group. This Panel has powers to carry out the statutory responsibilities of the Authority with regard to defaulting parents.

Whenever possible, parents should telephone the school in the event of genuine absence or the student must bring a note signed by the parent upon return to school.



It is sometimes unavoidable that family holidays clash with the school term, but parents should be aware of the effect such absences can have on progress at school, and are asked to arrange holidays during the official school holiday wherever possible. The school is not able to arrange and mark special extra work for students taking time off for holidays during the term.

It is important also that students arrive for school on time. The great majority of our students travel by bus, and missing a bus can make a student over an hour late. The school will alert parents when a student is persistently late. Obviously we rely on full support from parents in matters of attendance and punctuality.

One key area of the school's attendance policy is the electronic notification to parents/carers in cases of unexplained absence.

The school will attempt to alert parents/carers to the unexplained absence of their children using this automated telephone system as close to 9.30am as possible on the first morning of the unexplained absence. It is **extremely important** you respond promptly to contacts from the school. If the school doesn't receive a response within approximately half an hour the Headteacher will conduct a risk assessment. In cases where a child is known to have a Social Worker or known or suspected to be at risk, Social Policy will be informed and asked to contact the family through the appropriate Social Worker, Family Support Worker or Education Welfare Officer.

In cases where there is no reason to suspect that the student is at risk, the school will continue to attempt to contact the parent/carer through Group Call. If no contact with the parent/carer can be achieved by 2pm at latest, Social Policy will be asked to contact the parent/carer through appropriate Social Worker or Family Support Worker.

In cases where parents/carers repeatedly fail to respond to Group Call, the school in consultation with Social Policy may decide to take no further action in relation to non-response. This action may be necessary to ensure their scarce resources are used effectively. Parents and carers will be informed in writing of such a decision.

#### *Note*

**It is extremely important the school has your most up to date emergency contact numbers for this system to work. Please inform school immediately if these contacts change.**

## **4.9 HEALTH AND SAFETY**

Within the general policy laid down by West Lothian Education Service a series of statements of safety policy in accordance with the Health and Safety at Work Act 1974 have been prepared. School staff are well trained 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 students will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.

Regular fire drills take place and fire evacuation procedures are posted in every classroom in the school. Fire extinguishers are regularly checked.



## 4.10 MEDICAL CARE

### The School Health Service

During your child's years at secondary school, a team of specialist Health Service and Education Central staff will be seeing him/ her from time to time to make sure that s/he benefits as much as possible from all that school has to offer, and to help prepare him/her 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. Staff involved work closely with parents and with others who are caring for your child, both at school and in other branches of the Health Service.

With your consent, the Community Vaccination Team also carry out immunisations to protect against various diseases:

Age 12-14: Immunisation for Human Papiloma Virus (HPV).

Age 14-15: Booster immunisation against tetanus and polio.

If you prefer, you may ask you family doctor to immunise your child.

The speech therapist can provide assessment and, if necessary, treatment if you, a teacher or the school doctor feel that your child may have a speech or language problem.

### Medical Care at St Kentigern's

Our school auxiliary Mrs Anne McLachlan is on the premises for the whole of the student day. Students who become ill or are involved in accidents are dealt with by her in the first instance. If hospitalisation is envisaged, the parents are contacted. If we wish to send the student home, again we make sure that there will be someone at home. (In the event of both parents being out at work, the student will be left with a near relative or with a nominated neighbour). It is vital that parents inform the school of any special medical condition or requirements as regards their children.

Please note that the school auxiliary is not allowed to administer medication to children unless prescribed.

### Procedures for the Management of Pupils with Healthcare Needs

Apart from a few exceptional circumstances, all areas of the school curriculum, including school excursions and residential experiences, should be accessible to pupils with healthcare needs. Forward planning is required to accommodate these need and full information about West Lothian Councils approaches to planning for the healthcare needs of our pupils, including the associated paperwork, is available at <https://www.westlothian.gov.uk/article/68000/Procedures-for-the-Management-of-Pupils-with-Healthcare-Needs>

### Injury/Illness and P.E.

If a student is injured or has an ailment affecting participation in the PE lesson s/he should bring a note to explain this. There are a range of activities undertaken in a PE lesson and it is often possible for a suitable alternative activity to be undertaken without aggravating the ailment, while still allowing the student to



continue learning. A student may even be able to participate in part of a lesson. Students should therefore normally bring a kit as well as a note. There are, of course, occasions when a student must avoid participation altogether on medical grounds.

## **4.11 SEVERE WEATHER CONDITIONS AND POSSIBLE SCHOOL CLOSURE**

### **Communication**

In the event of severe weather conditions/building difficulties, the Headteacher will risk assess the situation and, in consultation with West Lothian Council, may make a decision to close the school. In the event of an early closure or a full day closure, parents will be informed at the soonest opportunity via the GROUPELL texting system. **Parents are asked to ensure that they provide the school with the most up-to-date mobile phone numbers.**

The school will also post information regarding closures on the school's website: [www.stkentigernsacademy.org](http://www.stkentigernsacademy.org)

Parents are advised to listen to Radio Forth and Real Radio regarding emergency closures and reopening information.

### **Home Study**

All St Kentigern's students have access to the online learning environment, GLOW. In the event of a closure, students can access learning materials, via the internet, on GLOW. These materials have been placed on GLOW by the teaching staff for student use. Each student has his/her own unique username and password and must retain these securely. If your son/daughter experiences any difficulty in accessing GLOW during a period of school closure, please send an e-mail to [wlstkentigerns-ac@westlothian.org.uk](mailto:wlstkentigerns-ac@westlothian.org.uk)

Our young people will be able to post a message for the teacher where he/she is encountering any difficulties with the course work available on GLOW. The teacher can then help the young person by posting a reply.

Please encourage your son/daughter to use other available facilities to enhance their learning e.g. school textbooks, course notes, local library (if open), other online study supports such as SCHOLAR (S5 and S6 students).

For students who do not have access to the internet outside school, teachers will provide study packs.

### **Getting to and from school**

In the event of severe weather conditions, alternative central pick up points may have to be used where the West Lothian transport manager decides that a bus on a particular route may be unable to travel along some of the smaller roads. These arrangements apply only to certain routes and the table below provides further information about which ones are affected.

The following arrangements for emergency pick up and drop off points in severe weather will be





implemented if normal school transport routes through minor roads in housing schemes are inaccessible as a result of either snow or abandoned vehicles.

Where an alternative pick up point is to be used, the procedure will operate as follows:

- 1) Education Services will aim to notify the Head Teacher by 7.30am
- 2) The school will then inform parents by Groupcall
- 3) As appropriate, the West Lothian Media team will publicise updates on the Council's website and social media sites, such as Facebook and Twitter, as well as inform media outlets.
- 4) If emergency pick up points are used in the morning, they will also be used to drop students off on that day
- 5) In the case of severe weather that starts during the day, emergency drop off points may be implemented during the course of the day. A decision on implementation of emergency pick up points for the following day will be made as early as possible
- 6) If severe weather causes disruption for an extended period, emergency measures will be reviewed on a day to day basis

In very severe weather, school hours may not be able to run and parents **must ensure** that their child has a backup plan of who to contact and where to go should the school bus not arrive in the morning to pick them up. With the parents' approval, this might involve a child spending the day with a neighbour or friend if parents are at work.

## 4.12 TEXTBOOKS AND EQUIPMENT

Students should be provided with a strong school bag of suitable size and shape to carry large books, preferably with a separate waterproof compartment for games clothes, in order that books are given maximum protection.

All students will need to be equipped with a pen, pencil and ruler, as a minimum, but in order to make the most of their lessons most children prefer to bring more than this. A pencil case with rubber, colours, calculators are useful, as are a pocket English and foreign language dictionary.

Care of school equipment is the student's responsibility.

### **Note**

Students must not leave their school bags unattended on the school premises.  
No responsibility will be accepted if bags and their contents are lost or stolen.



## **4.13 LOST PROPERTY**

Property lost in the school is stored in the Facilities Manager's (Janitor's) Office. Students finding items are therefore asked to hand them to a member of the Janitorial staff. Students losing property should enquire at the Janitor's Office as soon as possible. If the item has not been found, the student should then report its loss to a member of the Student Support team

We find a lot of lost property is not claimed and it is therefore our practice to dispose of it at the end of every term. (Items lost during the last week of term are held over till the end of the next term). This is another reason why students should enquire about lost property as soon as possible.

Students are reminded to take care of any valuables or money that they may be carrying. Students should not bring large sums of money or valuables to school unless this is unavoidable.



#### **4.14 EMPLOYMENT OF CHILDREN**

There are certain laws concerning the employment of children:

- no child under the age of thirteen may be employed;
- there are strict limits on the hours and type of employment permitted;
- the parent and employer must complete an application form for an employment permit for the child. This must be presented to the student's Student Support teacher.

Further details are available from the school office.



## SECTION 5

### PARENTAL AND COMMUNITY INVOLVEMENT

- ◆ **Partnership with Parents**
- ◆ **Parent Council Constitution and Functions**
- ◆ **Liaison with Primary Schools**
- ◆ **School and Community**
- ◆ **Data Sharing**
- ◆ **Feedback, Concerns and Complaints**
- ◆ **Accuracy of Information**





## **SECTION 5: PARENTAL AND COMMUNITY INVOLVEMENT**

### **5.1 PARTNERSHIP WITH PARENTS**

The school believes a positive partnership with parents is essential for the support and well-being of students. We welcome contact from parents, who should never feel that this is an imposition. The first port of contact for parents is your son/daughter's Student Support Teacher who will deal with any enquiry or concern which you may have (a list of Student Support personnel is contained in Section 3: Student Support).

In addition, the school has an ongoing programme of events with parents:

- Parental/Community Newsletter.
- Our Twitter feed at @StKentAc
- Specific purpose letters.
- Student progress Reports
- Parents' Evenings
- Parents' Open Evenings
- The Standards and Quality Report and Summary Report is issued once per year
- Group Call System

Details of dates and times of parents' evenings will be issued to you in the form of a Calendar of Events and letters to remind parents of dates will be sent home with students.

### **Parental Involvement**

Details of how the school involves a student's parent in the student's education including how information, support and advice is given to a parent to help the parent support the student's learning and help the student at key stages, particularly when choices are being made.

Please refer to the council's Parental Involvement Strategy for further information





## 5.2 PARENT COUNCIL CONSTITUTION AND FUNCTIONS

The parents of St Kentigern's Academy students form the school's parent forum. The Scottish Schools (Parental Involvement) Act 2006 gives a school's parent forum the right to form its own Parent Council.

St Kentigern's Parent Council consists of parents whose children range from first year to sixth year and co-opted members. Council members will serve a period of three years.

The functions of a Parent Council fall broadly within the following 4 areas:

- supporting the school in its work with students and parents
- representing the views of parents
- promoting contact between the school, parents, students and the community
- reporting to the parent forum

In addition, Parent Council members are involved in the appointment process for senior teaching staff.

Parent Councils operate in accordance with a local constitution. Parents can put themselves forward to be members of the Parent Council in accordance with that constitution.

Want to know more about Parent Councils, then click on Scottish Parent Teacher Council website at <http://www.sptc.info> or contact the Clerk to the St Kentigern's Academy Parent Council on 01506 656404

## 5.3 LIAISON WITH PRIMARY SCHOOLS

Over the years' close links have been built between St Kentigern's and its associated Primary schools. Such links are valuable in that they give the schools a clearer understanding of aims, curriculum and methods, so that for the children the transfer to Secondary School will be a smooth and happy one. Primary-Secondary liaison was always important, but it is now essential in that Curriculum for Excellence requires a far closer continuity of curriculum, learning experiences, assessment and reporting across the two sectors.

Some of the most important links developed with our associate primary schools are these:

- |                                 |             |
|---------------------------------|-------------|
| 1. P7 Parents Virtual Portal    | November    |
| 2. ASN Visits Begin             | March       |
| 3. Student Support Visits begin | March/April |
| 4. Maths Challenge              | May         |
| 5. English/Literacy Day         | May         |
| 6. Enhanced Transition          | May - June  |
| 7. P7 Induction Days            | June        |

Any parent wishing to discuss P7/S1 transition is asked to contact Miss Laura Lawlor, DHT, in the first instance via the School Office, St Kentigern's Academy.



## 5.4 SCHOOL AND COMMUNITY

St Kentigern's believes in the importance of close links with the local community.



As a denominational school we naturally have a particularly close relationship with the Catholic community. Our catchment area covers eight parishes of the Archdiocese's Bathgate Deanery. Our School Chaplain is Father Peter Owolabi who works closely with the school and is involved in the planning of our cluster, school, year group and class masses.

The Archdiocese itself holds regular meetings on issues of education, at which the school is always represented.

Our links with the local community as a whole are very important, and viewed as an opportunity to cross denominational boundaries. Examples from among our many links include participation in Gala Days, our public Spring and Christmas Concerts, ongoing and one-off local appeals. One particular form of community link is our programme of Education-Industry liaison, which is long established and well developed. Another is our school Newsletter, published regularly, which though produced mainly for parents, is sent to other members of the community and to local parishes. We have developed close links with Pinewood special school where we have our students support their students in classes and Pinewood students attend specific classes in St. Kentigern's.

Our facilities are accessed by local groups, including local Pipe Bands, Football, Swimming and Keep Fit clubs.

We are also very keen to keep in touch with past students and help them keep in touch with one another. We feel strongly that a school is a community, and that past members of it should be welcome to remain a part of that community. Our school has much to offer former students in the way of facilities, etc., and they have a wealth of talents and goodwill to offer in support of the school.

The school is conscious of its place in the community and is always keen to further develop its local links.

## 5.5 DATA SHARING

On occasion, schools will make data available to partners and also academic institutions to carry out research and statistical analysis. In addition, schools will provide our partners with information they need in order to fulfil their official responsibilities.

The collection, transfer, processing and sharing of data is done in accordance with the Data Protection Act. For more information on how children's data is handled please see the West Lothian [Privacy Notice](#)



## 5.6 FEEDBACK, CONCERNS AND COMPLAINTS

### A Local Answer

Many complaints are resolved locally.

If you have feedback, concerns or complaints regarding the service you are receiving, these can be addressed by contacting the Head Teacher in the first instance.

If you are dissatisfied with that response you should contact:

Education Services West Lothian Council  
West Lothian Civic Centre Howden South Road  
Livingston, EH54 6FF  
Tel: 01506 281952

Educationcustomerservices@westlothian.gov.uk

The Complaints Policy and Procedures for Education & Cultural Services is available in booklet form on request or can be downloaded from the web at [www.westlothian.gov.uk](http://www.westlothian.gov.uk)

Information is available in Braille, tape, large print and community languages.  
Please contact the Interpretation and Translation Service on 0131 242 8181.

هذه المعلومات متوفرة بلغة بريل وعلى شريط وبخط كبير وبلغات الجالية.  
الرجاء الإتصال بخدمة الترجمة على الهاتف 0131 242 8181

এই তথ্য আপনি ব্রেইল, টেপ, বড় অক্ষরে এবং কমিউনিটির বিভিন্ন ভাষাগুলিতেও পাবেন। অনুগ্রহ করে ইন্টারপ্রিটেশন অ্যান্ড ট্রান্সলেশন সার্ভিসের সঙ্গে যোগাযোগ করুন। টেলি: 0131 242 8181

這份資料是可以凸字、錄音帶、大字印刷及社區語言的式本提供。請聯絡傳譯及翻譯服務部，電話：0131 242 8181

ਇਹ ਜਾਣਕਾਰੀ (ਬ੍ਰੇਲ) ਨੈਕਰੀਨ ਤੇ ਪੜ੍ਹਣ ਵਾਲੀ ਲਿਖੀ, ਟੈਪ, ਵੱਡੇ ਖਿੱਟੇ ਅਤੇ ਸਮਾਜ ਦੀਆਂ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ। ਸਿੱਖਾ ਕਰਕੇ ਇੰਟਰਪ੍ਰੀਟੇਸ਼ਨ ਅਤੇ ਟਰਾਂਸਲੇਸ਼ਨ ਸਰਵਿਸ ਨੂੰ ਇਸ ਨੰਬਰ ਤੇ ਸੰਪਰਕ ਕਰੋ : 0131 242 8181

یہ معلومات بریل (اندھوں کے رسم الخط)، ٹیپ، بڑے حروف کی طباعت اور کمیونٹی میں بولی جانے والی زبانوں میں دستیاب ہے۔  
براہ مہربانی انٹرنیٹ پر اینڈ ٹرانسلیٹنگ سروس سے ٹیلیفون نمبر 0131 242 8181 پر رابطہ قائم کریں۔

## 5.7 ACCURACY OF INFORMATION

*Because the school's roll, staffing, curriculum, etc., are subject to change over time, the St Kentigern's Prospectus is revised annually. The present edition was compiled in May 2023 and the information it contains was accurate at that date.*