



**MONIFIETH HIGH SCHOOL
SCHOOL HANDBOOK**

Respect, Fairness, Kindness



WELCOME

This handbook is designed to help you understand more about Monifieth High School and ensure you have the key information to support your child in their education. Further information can be found on our school website (www.monifiethhighschool.com). We also encourage you to check Twitter (@MonifiethHigh) and Facebook (@ParentCouncilMHS). See [appendix A for a detailed list of Twitter accounts](#).

Our staff are dedicated to providing the best opportunities for learning and achievement for all our young people. Parents and carers are our key partners and we look forward to working together to ensure success for all.

We are the School Captains and we are here to help you have a wonderful time, as we did through our years of learning. We are privileged to have such supportive staff that have helped guide us through our school years. At Monifieth High School, we value relationships between both pupils and teachers. We are here for you on your learning journey, and we hope you enjoy your time here as much as we have enjoyed ours.



CONTACT DETAILS

Monifieth High School,
 Panmurefield Road,
 Monifieth, ANGUS,
 DD5 4QT
 Telephone: 01382 768100

School Website: <https://www.monifiethhighschool.com>
Email Address: MonifiethHigh@angusschools.org.uk
Present Roll: 1066
Parent Council Facebook:
 @ParentCouncilMHS-School

SCHOOL TIMETABLE

MONDAY TO THURSDAY		FRIDAY	
Form Time	08:55 – 09:04	Form Time	08:55 – 09:04
Period 1	09:04 – 09:51	Period 1	09:04 – 09:51
Period 2	09:51 – 10:38	Period 2	09:51 – 10:38
Period 3	10:38 – 11:25	Period 3	10:38 – 11:25
BREAK	11:25 – 11:40	BREAK	11:25–11:40
Period 4	11:40 – 12:30	Period 4	11:40–12:30
Period 5	12:30 – 13:20	Period 5	12:30–13:20
LUNCH	13:20 – 14:10		
Period 6	14:10 – 15:00		
Period 7	15:00 – 15:50		

SCHOOL UNIFORM

School uniform is very important for four reasons:

1. It helps pupils identify with the whole school community, rather than divide into sub-groups marked by different clothing styles
2. It prevents competition based on expensive fashion statements, and so removes pressure from pupils and parents alike
3. It greatly improves school security, by making any intruder stand out clearly

Our current school uniform can be found on our school website via SHOP <https://myonlinestore.uk/monifieth-high-school>

School PE KIT - Pupils are encouraged to purchase the school PE uniform which will be worn for all PE classes and when representing the school at sporting events. If the school PE uniform is not to be purchased a plain navy kit is preferred.

All clothing brought to school should be named or marked in some way. It is difficult for children to distinguish their clothing from others.

Lost Property – At the end of each term any items of clothing not recovered from lost property will be donated to charity.



SCHOOL VISION

At Monifieth High School we aim to help everyone to be happy, healthy, resilient and responsible. Our vision is to *prepare young people for success now and in the future by developing skills and values through inspiring learning and teaching in a nurturing and supportive environment*. Our values of Respect, Fairness and Kindness underpin everything we do, how we think, act and speak. As a community we work together to achieve the very best outcomes for everyone in our school.

We are currently working through our Strategic Plan 2022-25 which focusses on our three key priorities for improvement:

1. Learning, teaching and curriculum
2. Relationships
3. Wellbeing

In order to ensure success for young people, we are proud of the wide range of support on offer for our learners and of the opportunities available through and beyond classroom activities.

Monifieth High School has a rich tradition of supporting learners to succeed. The development of skills for learning, life and work are central to our curriculum and we continue to enhance our approaches to Developing the Young Workforce through the development of Meta-Skills and in our approaches to relevant and engaging experiences with the world of work. This leads to our continuing success in ensuring positive post-school destinations.

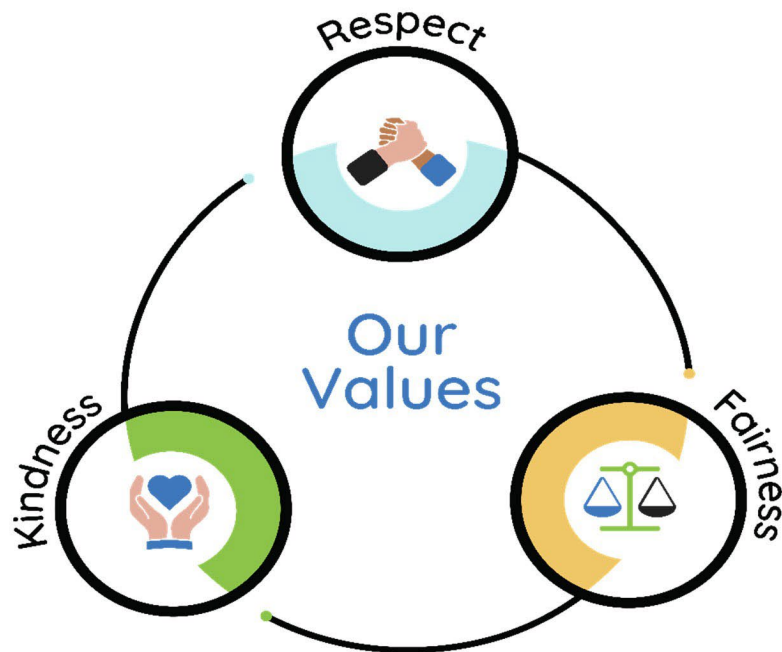
We place great emphasis as a school on helping young people to be their best self and consider how to help others and be leaders in their community. Our Learner Leadership Team consists of our School Captains, Learning Council and Rights Respecting School group members. Throughout the year they meet regularly as sub-groups and as a team, engaging with key staff members to help plan improvement. They make detailed and highly informed input into school improvement priorities and regularly address emerging issues as a key part of our self-evaluation.

We provide a wide range of opportunities and experiences for young people to develop their skills and gain qualifications through activities within and out of classroom.

We are proud to have achieved our UNCRC Rights Respecting School Bronze Award. Planning is now underway for achieving Silver. The importance of looking after one another, supporting each other to succeed and striving to make our world a better place have never been more important and that is what we challenge our young people to do, working together with our whole school community.

Mr A Dingwall, Head Teacher





Our Vision

We are preparing young people for success now and in the future by developing skills and values through inspiring learning and teaching in a nurturing and supportive environment.

MEET THE SENIOR LEADERSHIP TEAM



Mr Dingwall
Head Teacher



Mr Lusby
Depute Head
Panmure House



Dr Matthew
Depute Head
Balmossie House



Mr Farrell
Depute Head
Dalhouse House



Ms Denise Smith
School Business Manager

Throughout the school experience, from transition to high school through to moving on at the end, there may be times when young people require support with learning, wellbeing and growing through their teenage years. Young people at Monifieth High School are allocated to a House for pastoral care and support. The Depute Head Teachers are the House Heads and the Principal Teachers of Pupil Care & Support (PCS) are the key contacts for young people and parents/carers. House teams are supported by other House staff and young people who are House Captains. Our houses are:

BALMOSSIE	DALHOUSIE	PANMURE
Dr Matthew House Head	Mr Farrell House Head	Mr Lusby House Head
Mrs Welsh Mrs Whitfield PT PC&S	Mr Burns Mrs Perry PT PC&S	Miss Herbert Mr Traghman PT PC&S

TRANSITION

Transition is an important time for young people Care is taken in placing youngsters in their S1 class, making use of information from parents/carers and primary schools.

Throughout the course of the academic session there are a variety of house events which pupils are actively encouraged to participate in to gain house points.

MEET THE PUPIL CARE & SUPPORT PRINCIPAL TEACHER (PC&S)



Mrs Welsh
Balmossie
(B1 & B3)



Mrs Whitfield
Balmossie
(B2)



Mr Burns
Dalhousie
(D1 & D3)



Mrs Perry
Dalhousie
(D2 & D4)



Mr Traghman
Panmure
(P1 & P3)



Miss Herbert
Panmure
(P2 & P4)

PARENTAL CONCERNS

Please contact the school if you have a concern. We want to deal with all matters as early as possible. Contact your child's Pupil Care and Support Principal Teacher in the first instance.

SUPPORTING FAMILIES

Monifieth High School is committed to supporting its young people and their families in a variety of ways. We have several staff members who work together to achieve this including Olive Wainwright PT ASN, Laura Anderson PT Heart, our Family Learning Champion Gemma Chapman, Resource Worker Claire Morrison and Lisa Herbert, PT Pupil Care and Support.

The website has a dedicated section to Supporting Families and includes a wide array of links to websites and information on how to refer into services which support wellbeing and offer financial information and advice. This includes partners such as Penumbra, Hillcrest Futures, Place2be, Young Carers, Maximise Angus and Social Security Scotland.

These partners attend many of our school events and can provide free, confidential and impartial advice. We will advise of their attendance prior to any event and offer an opportunity to secure an appointment if required.

School Resources Bank

We offer every pupil accessing free school meals a school hoody at the start of the school year. For all pupils there is also the option of accessing further school resources such as PE kits, scientific calculators, stationery, revision guides and chrome-books.

We also have a stock of pre-loved hoodies and revision guides available for collection from our reception. These hoodies can provide families with a valuable 'spare' and means less of our uniforms end up in landfill so please help yourself if you are passing. There will also be a stall at every school event so please help yourselves to anything we have.

If you would like to request any materials from our School Resource Bank, please fill in the form on the website. Please also see our website for information on how to apply for Free School Meals, Clothing Grants and Educational Maintenance Allowance.

Opportunity Fund

As part of our Pupil Equity Funding, it is our goal to ensure that no pupil misses out on valuable extra-curricular opportunities as a result of financial pressures. These experiences are so important to a young person's development and are central to their sense of belonging in the school community.

Our Opportunity Fund is funding that can be accessed on request. Each extra-curricular activity or event will be advertised through the usual channels but will have a Glow form attached via a link or QR code which will allow a parent/carer to request financial support for their young person to attend.



Breakfast Club and Preparation Stations

We currently have a Breakfast Club serving free drinks, cereal and toast which is available from 8.35 am and at morning interval at The Hub. Breakfast Bars are also available in the Library, Guidance Base and in Claire Morrison's office.

Targeted Support Group

At Monifieth High our goal is to ensure equity and inclusion is at the core of everything we do, and we are committed to working with parents and carers to ensure all our young people thrive. As such, we monitor and track all pupils, offering more targeted support to young people who may require this.

We offer targeted support to pupils who are care-experienced, young carers, in receipt of free school meals, live in SIMD 1 or 2, are supported by social work or have experienced a traumatic event such as bereavement.

This ensures that these young people's progress is monitored closely in each of their subject areas and - if support is required - it is made available to them as a priority to ensure they meet their potential academically and their health and wellbeing is supported. This is coordinated by Nichola Randles (English Teacher) who works alongside the guidance team.

If you feel your child meets the criteria to be included in this group and you have not yet been contacted, please contact their guidance teacher in the first instance. If you would like any further information or have any questions, suggestions or can offer support, please contact Miss Herbert.

Supporting Attendance

We are aware that many of our young people are coping with a range of challenges in their lives - as are families - which are impacting upon a young person's ability to attend school. As such we are working with a variety of partners, including Educational Psychology, to ensure our pupils are supported to achieve their best.

Attendance is monitored throughout each academic session and contact will be made with home at key points in the year to highlight any concerns. Our Pupil Care and Support team work closely with families and young people who may be experiencing barriers to attendance in order to provide, or signpost to, the appropriate support.

If you would like any further information about the support available, please contact your young person's Pupil Care and Support teacher in the first instance. In the event of absence please ensure the office is contacted on 01382 768100.



VISIBLE LEARNING

We have worked closely with our associated primary schools to embed Visible Learning into our learning and teaching. Using Professor John Hattie's research, we have focussed on using the strategies which are known to have the biggest impact on attainment. We ask that the Learning Intentions and Success Criteria for each piece of learning are made explicit to our pupils so that they know exactly what they are learning and how to achieve success. We have developed our Monifieth High language of learning, including our 5 Learning Qualities. Posters of these are displayed in every classroom and referred to during the learning process.

Talking about learning helps our pupils to describe their progress and plan the next steps in their learning. This means they are "assessment capable" learners. We have worked hard to improve the quality of feedback to and from pupils. Rather than a mark or score on a piece of work, pupils should get feedback which explains how they can improve. We have created a culture where pupils feel safe to say they are stuck and recognise mistakes are part of learning. When they do feel stuck or overwhelmed by a new piece of learning they are reminded about the "Learning Pit" and encouraged to use strategies to get them out of the pit. Each department has its own version of this. Solo Taxonomy is increasingly being used to plan lessons and assessments to meet the needs of all our learners. We have had an increased focus on Differentiation to meet learner needs.

Each session we ask that every teacher carries out an Impact Cycle with one class. This process allows teachers to make one small test of change in the classroom and measure its impact. The change should always be based on research evidence.




LEARNING OPPORTUNITIES

Monifieth High Learning Qualities

Try Your Best!

Not succeeding is not failure! You have only failed if you did not try your best! Don't let anyone tell you that your best is not good enough, because at least you had a go! So what if you did not succeed you **can** try again!



Try your best in everything you do! Even if it is the middle of winter on a Monday morning in a subject you don't like!


Try Your Best
Learning happens quicker when you try your hardest to achieve or even exceed your potential. It is important to challenge yourself in your learning if you want to reach your goals.

Helping everyone to be happy, healthy, resilient and responsible

Be Creative!

To be creative we must apply our understanding of what came before and think out of the box.

To be creative, lose your fear of being wrong.



Be Creative
This means being inventive and using your imagination to create something new or to have new ideas. It can help to solve problems by thinking out of the box and thinking about the issue in a different way.

Learn From Your Mistakes



Forget the mistake, remember the lesson


SOON ↓



Mistakes help us to learn because we know what we did wrong

Learn from Your Mistakes
Learners should all know that it is okay to make mistakes and get things wrong. This is part of learning and people who make mistakes should be treated with respect. When a mistake is made it is useful to reflect on this and find out where you have gone wrong. If you learn from the mistake you will not make this same mistake again.

Be Independent



Be Independent
Learners who are independent are self-motivated and can set their own goals. They take ownership of their learning and can work using their own initiative. They are less reliant on the teacher.

Independence isn't doing your own thing; it's doing the **RIGHT** thing on your **OWN**

Independence is for everyone: it's not a privilege of being strong

Persevere

Many of life's failures happen because people did not realize how close they were to success when they decided to give up.

Never give up because great things take time

Persevere
This means to be persistent and never give up even when things are tough or when you are struggling. Do not give up but stick at it and keep trying even if you fail several times. You may need to learn in small steps to reach your goal.

Perseverance is contagious, pass it on!



Junior Phase (Broad General Education - BGE)

In the Junior Phase pupils will follow a broad and general education. In S1 and S2 they will study the following courses which are based on the curriculum for excellence experiences and outcomes:

S1 Subject	Curricular Area	Periods per week
English	Languages and Literacy	4
Mathematics	Mathematics and Numeracy	4
Modern Languages	Languages and Literacy	3
Science	Sciences	4
Art and Design	Expressive Arts	3
Music	Expressive Arts	
Drama	Expressive Arts	1
Social Subjects	Social Subjects	3
IT	Technologies	1
Design and Technology	Technologies	2
Home Economics	Health and Wellbeing	2
Physical Education	Health and Wellbeing	2
Religious Education	Religious and Moral Education	1
Personal and Social Education	Health and Wellbeing	1
Personal Support	Health and Wellbeing, Literacy and Numeracy	1
Study Skills	Literacy and Numeracy	1



S2 Subject	Curricular Area	Periods per week
English	Languages and Literacy	4
Mathematics	Mathematics and Numeracy	4
Modern Languages	Languages and Literacy	3
Science	Sciences	3
Art and Design	Expressive Arts	2
Music	Expressive Arts	
Drama	Expressive Arts	
Geography	Social Subjects	2
History	Social Subjects	2
Modern Studies	Social Subjects	1
IT	Technologies	1
Design and Technology	Technologies	2
Enterprise	Technologies	1
Home Economics	Health and Wellbeing	2
Physical Education	Health and Wellbeing	2
Religious Education	Religious and Moral Education	1
Personal and Social Education	Health and Wellbeing	1
Personal Support	Health and Wellbeing, Literacy and Numeracy	1



S3

Pupils in S3 study English and Mathematics and select 6 additional subjects at SCQF Levels 4 and 5 from a modal schematic. Scottish Studies is also taught through English, Social Subjects and RME. English, Mathematics and four of the additional choices will continue to be studied in greater depth in S4

As it is the final year of Broad General Education, S3 is particularly important. During it;

- Pupils develop key skills to a much higher level than previously. Many of these skills are developed across all subjects. They include the ability to: -
analyse, evaluate and create, communicate, prioritise and work effectively in teams
- Pupils also develop skills and understanding which relate to specific subjects or groups of subjects (e.g. sciences, technology or the arts).

Pupils all study the core areas of Physical Education, Social Education and Religious and Moral Education.

Senior Phase (S4 – S6)

In the Senior Phase there is continued specialisation. We hope to provide a curriculum for the senior phase which allows all learners to achieve the qualifications and experiences, skills and capacities necessary to move to a positive and sustained destination at the end of the fourth, fifth or sixth year of the learner's secondary schooling. There is a diverse range of learner pathways that we offer our learners and whilst most of our young people will study National and Higher qualifications, there are many other SCQF levels 4, 5, 6, and 7 courses available either within school or through our partnerships with Dundee and Angus College and the Tayside Regional Improvement Collaborative (TRIC).

There will be opportunity for exit points where pupils may choose to move from school to college; apprenticeship, work and their needs must also be catered for in this phase.



All pupils within the senior phase are entitled to:

1. A curriculum which is coherent and is sufficiently flexible to provide a variety of learner pathways reflecting the interest and aptitude of the individual learner
2. A 'blended' curriculum that provides opportunities to achieve vocational qualifications alongside traditional academic subjects also capturing Wider Achievement
3. Opportunity to obtain qualifications as well as to continue to develop the attitudes and capabilities of the four capacities
4. Opportunity to develop skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and well-being
5. Personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide
6. Engagement with partners and other agencies to embed the recommendations of the 'Wood Commission Report', Developing the Young Workforce and STEM (Science, Technology, Engineering, Maths – STEM)
7. Support in moving to a positive and sustained destination beyond school should be a major priority of senior phase



STUDY SKILLS

All our young people want to succeed. Many however either leave revision too late and end up 'cramming' before tests or use revision methods which are not efficient. Students can benefit from the support of family and friends and we hope that parents and carers will become actively involved in the revision process by helping their child to devise study schedules and by taking on the role of 'study buddy', talking and asking questions about the work being revised.

We recommend that our pupils use a combination of revision techniques, documented by a group of psychologists called The Learning Scientists. Short videos explaining the techniques can be viewed at the following website: <https://www.learningscientists.org/> Three of the revision techniques that we hope students will use are described below.

1. Retrieval Practice

Retrieval practice involves bringing information that has already been learned back out from memory. This gives the student practice at reconstructing information in the same way that they will need to during a test or exam. Some retrieval methods are described below.

- **Flash cards:** The term to be learned is written on one side of a piece of card and the definition is written on the other side. Pupils then go through the pile of flash cards giving the definition before turning the card over to check that they are correct. A quick line drawing (where appropriate) beside the word can help with recall. Parents can help by going through the flash cards with their child.
- **Mind map:** This is a diagram which allows the pupil to map out facts and ideas within a topic and summarize information. Again, a combination of words and pictures are used. Pupils should try to draw out the mind map on a blank sheet of paper from memory. Parents can help by asking their child to talk them through the mind map (a bit like talking you through a story).
- **Revision Questions:** There's no point in knowing the facts if you cannot use them to answer questions. Trying as many exam-type questions as possible is absolutely key to gaining the best possible grades. Through the year teachers will provide relevant questions in homework and revision material. In senior school, SQA past papers for each subject can be downloaded free of charge from the SQA website. Pupils should make sure that they check their answers with the marking scheme and should seek assistance if they are having difficulties.



- **Verbal explanation:** The pupil explains everything they can remember about a topic to a study buddy. An example would be for a pupil to read over a subtopic one night and then the next night explains the topic to a study buddy or to answer questions with another pupil and go through their answers together.

2. Spaced Practice

Research shows that revisiting topics many times over the course of a session (**spaced practice**) is a much more successful revision technique than 'cramming' in the run up to the exams. Spaced practice helps because in the period between study sessions we forget some of the information and then by relearning when we next revise the topic, we make the memory stronger. Planning and then sticking to a revision schedule especially during the first and second academic terms is a hard thing to do. One way to negotiate with your child may be to start by keeping a weekly diary of activities to identify where there is space during the week for revision. Once the timeslots have been identified, a study schedule can be made up. Try to build in rewards – having something to look forward to makes studying easier for all of us! The earlier that spaced practice is started the more successful the young person will be.

3. Dual Coding

In dual coding, a combination of words and diagrams are used in revision materials. By using the two different formats you have two different ways of remembering information, each being processed differently by the brain. An example would be flash cards for French where a quickly drawn picture of a shirt would have the word 'chemise' under it. Or in biology, a diagram of the parts of a flower would have the parts labelled correctly. Mind maps are a form of dual coding where they include both words and pictures.



ASSESSMENT & REPORTING

By the end of P7 most pupils will have completed the Curriculum for Excellence Level 2 Experiences and Outcomes. During S1-S3, most will be working on the Level 3 Experiences and Outcomes with many moving on to Level 4 in S2-S3.

Learners move through the Experiences and Outcomes at their own pace. There are four main ways in which pupils will be assessed during the Broad General Education (S1-3):

- o **WRITE** – where a pupil may have some written evidence e.g. end of unit assessment
- o **MAKE** – where a pupil may have created a model or a poster
- o **SAY** – where a pupil may have presented to the class or peers
- o **DO** – where pupils may act out a scenario or conduct a class vote

Assessment is crucial to our tracking progress, planning next steps in learning, reporting and involving parents and learners in learning. Evidence of progress can be gathered by learners themselves, and by fellow pupils, parents/carers, teachers and other professionals.

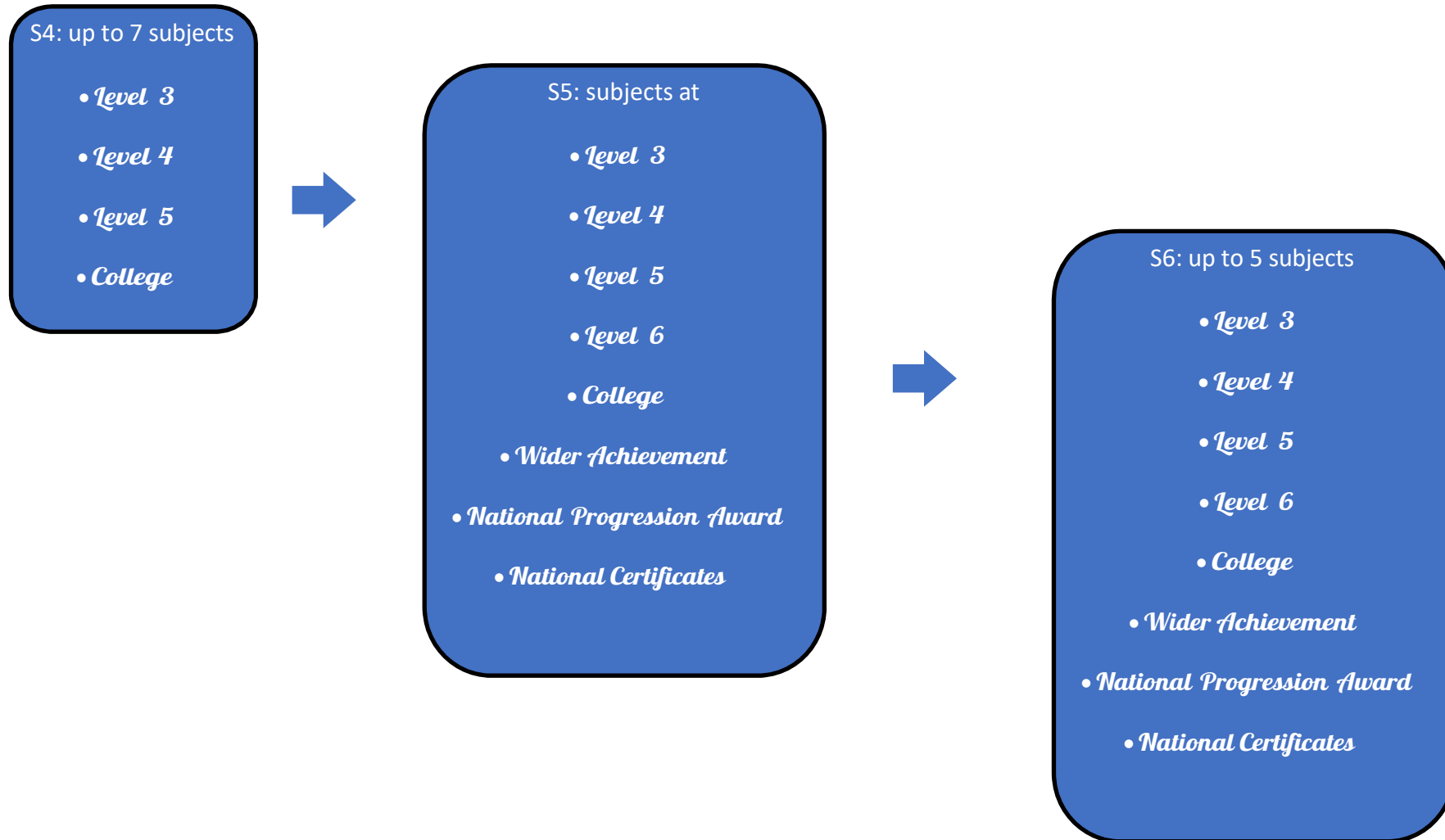
A number of approaches are employed including (but not limited to) the following:

- Self-assessment – learners are encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on
- Peer assessment – learners are encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning – children, teachers and parents work together to develop planning for next steps in learning

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings both within and out with the classroom. Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation.



In the Senior Phase students embark on the National Qualifications which can be summarised in the diagram below:



REPORTING

All pupils are issued with their first report between September and November. This provides information on how the pupil is settling into courses and documents working grades for senior pupils.

S1 – S3 pupils receive further information on progress and milestone grades twice per year. Milestone grades of 1 – 5 show where each pupil is with regards to how well they are coping with new skills, how much they can work independently and how well they can apply those skills to new and unfamiliar situations. Milestone grades are determined by analysing each pupil's assessments along with classwork each term. More information on milestones can be found

S4 – S6 pupils receive a second report in February documenting milestone assessment grades, progress in courses and next steps.

MILESTONES

In S1-3 progress is tracked using milestone levels. A milestone relates to a data collecting event when all assessments for the subject so far are collated and, along with class work and the teacher's professional judgement, milestone progress level is recorded. The levels range from 1 to 5. Milestones will change over time but in general if a pupil were consistently awarded a milestone throughout S1-3 we would expect them to target the following within that subject as they progress into S4 and beyond:

Milestone	Expectation
1 (Approx. 10% of cohort)	A/B pass at Higher in S5 could progress to AH in S6
2 (Approx. 20% of cohort)	A/B pass at N5 in S4 pass at Higher in S5 if subject taken
3 (Approx. 40% of cohort)	Pass at N5 in S4 could attempt Higher in S5 (possibly 2 years)
4 (Approx. 20% of cohort)	May attempt N5 in S4 but chance of success low
5 (Approx. 10% of cohort)	Would most likely not cope with N5 in S4



SCHOOL PERFORMANCE

The tables below present our performance data over the last five years. Data is presented as the percentage of the S4 cohort achieving grades A-D each level.

End of S4 - Data as % of S4 cohort

Years	2018	2019	2020	2021	2022
5 @ level 3 or better	81.56	82.83	79.59	76.06	78.19
5 @ level 4 or better	81.56	82.40	79.59	76.06	78.19
5 @ level 5 or better	66.48	61.80	73.98	70.21	68.61

End of S5 - Data as % of S4 cohort

Years	2018	2019	2020	2021	2022
1 @ level 6 or better	77.40	72.78	77.54	78.79	73.19
3 @ level 6 or better	57.63	57.78	63.56	68.69	57.21
5 @ level 6 or better	33.33	32.22	31.78	35.35	35.56

End of S6 - Data as % of S4 cohort

Years	2018	2019	2020	2021	2022
1 @ level 6 or better	75.27	79.10	76.11	78.72	81.31
3 @ level 6 or better	65.93	63.84	65.00	69.79	73.73
5 @ level 6 or better	48.90	47.46	50.00	54.04	53.03
1 @ level 7 or better	23.63	26.55	25.56	28.94	29.29



VISITS OF PROSPECTIVE PARENTS

[Choosing a school: a guide for parents \(Scottish Government\)](#)

Once your child has been allocated a place you will be invited to meet with a senior staff member to find out more about the curriculum and share information about your child.

- Please contact our School Office on 01382 768100 as soon as possible so we can make an appointment. We are keen to meet you and your child/children before the transfer takes place.
- At the meeting, we would like to discuss your needs, and what the school has to offer. We will endeavour to provide you with information you may need and would be grateful if you could bring with you any documentation e.g. course choices, reports, which might be of use in deciding on a suitable course.
- Day one - your son or daughter should arrive at the school office in time to be registered at 8.55am when a timetable will be provided. A meeting will also be arranged with the appropriate Pupil Care and Support Teacher, the teacher who will have a responsibility for looking after your son or daughter while in school.

Placing Request forms are available on Angus council's website:

https://www.angus.gov.uk/schools_and_young_people/schools/making_a_placing_request

PARENTAL INVOLVEMENT - BECOMING INVOLVED IN SCHOOL

Your day-to-day involvement in your child's learning will be the largest single factor in their success. Practical ways in which you can give him/her support are described in detail at the "Support your Son/Daughter Evening" for all S1 parents each September. This is an evening attended by all parents of S1 pupils. Also, attendance at your child's Parents' Night where you have an opportunity to discuss with the class teacher your child's progress.

Our Parent Council meet termly, and advance warning of the meeting date is put on Twitter and Monifieth High School Parent Council Facebook page.

Easy fundraising is a Parent Council fundraising scheme to raise additional funds for Monifieth High School. If you join <https://www.easyfundraising.org.uk/> you can collect free donations for the school every time you buy something online. It won't cost you a penny - www.easyfundraising.org.uk. We would encourage all parents to support our fundraising thank you.

As your child progresses through the school, you will be involved and consulted at each stage of their choice of subjects. Many parents are also able to organise Work Experience for their children and this is of immense benefit.



MHS RELATIONSHIP POLICY

Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.

Building Curriculum for Excellence through Positive Relationships and Behaviour.

The aims of the Monifieth Relationships Policy are:

- To promote positive relationships through our whole school ethos and shared values
- To be informed by national and local legislation and current educational thinking with regards to supporting young people and meeting their need
- To give opportunities and resources to improving relationships and behaviour which will lead to positive outcomes in relation to inclusion, engagement and attainment
- To develop clear systems of communication to support staff, young people, parents / carers and partners
- To work under the three principles of:
 - Visible Respect
 - Visible Fairness
 - Visible Kindness



Monifieth High Relationships Policy - Roles and Responsibilities

All Pupils will:

- Respect: others and themselves
- Engage: with their learning
- Contribute: positively to the Monifieth Community

All staff will:

- Meet and greet pupils at the start of each lesson
- Follow the Monifieth Classroom Way
- Refer to the Expectations for all young people- Respect, Engage, Contribute

All PTs Curriculum will:

- Meet and greet pupils into the department and be a visible presence to encourage appropriate conduct
- Support staff through DMs and with discussions with young people
- Monitor any Departmental Target Sheets

All PTs Pupil Care and Support will:

- Have an overview of a young person's progress and identify appropriate support
- Will work closely with young person, family, staff and partners
- Play a pivotal role in ensuring clear communication

All SLT will:

- Meet and greet at the start of the day and be a visible presence at key times of the school day.
- Support staff in working with young people who have complex needs.
- Use data to analyse the impact of key interventions

All Parents/Carers will:

- Support their child in being respectful to others and themselves
- Communicate any information with school that may impact on their child's learning
- Encourage their child to take an active part in the Monifieth High Community



THE COMPLAINTS PROCEDURE

- [Angus Council complaints procedure](#)

ANGUS COUNCIL ANTI-BULLYING POLICY

- [Angus Council anti-bullying policy](#)

PARENTZONE SCOTLAND

Parentzone Scotland is a one-stop shop website for information and advice on education and learning in Scotland. The website continues to be updated and improved and can be accessed [here](#). Why not check out the website for ideas on how you can support your child's learning.

HEALTH CARE

You can contact your school health staff at: -

School Nurse: Leanne Oliphant
Whitfield Clinic, 123 Whitfield Drive, Dundee
Tel: 01382 504698



USEFUL LINKS AND CONTACT DETAILS

Angus Council, Angus House, Orchardbank Business Park, FORFAR, DD8 1AN

Tel: 03452 777 778

Email: ACCESSSchoolsLearnBSU@angus.gov.uk

ANGUS COUNCIL WEBSITE

Visit angus.gov.uk/schools for information that applies to schools across Angus on topics including:

- holidays
- meals
- school payments
- attendance and absence
- assessment and reporting
- transport
- drugs education
- religious and moral education
- transitions
- ...and more

FINANCIAL ENTITLEMENT DIRECT LINKS

- [Free School Meals and Clothing Grant](#)
- [EMA \(Secondary Schools\)](#)
- [Welfare Rights/Benefit Calculator](#)

OTHER WEBSITES

Find useful links to other websites at angus.gov.uk/linksforparents





MONIFIETH HIGH SCHOOL

Respect, Fairness, Kindness

Helping everyone to be happy, healthy,
resilient and responsible