

Shetland Islands Council

Brae High School

School Information Handbook

2023-2024



Nicolson Logan@Brae High School

Shetland Islands Council

2023-2024

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Introduction

Brae High School is a 3-18 school which provides education from ELC through to S6 for the community of Brae and surrounding areas. We also provide secondary education for our associated primary schools of Lunnasting, Mossbank, Ollaberry, Urafirth and North Roe.

In August 2023, 331 pupils were enrolled at Brae High School, 29 in ELC, 137 in primary and 165 in secondary. There are currently 82 members of staff employed in the school, including 43.8 full time equivalent teachers, as well as clerical, ELC, ASN, and janitorial staff. (This excludes catering and cleaning staff who come under the Children's Services – Catering and Cleaning team)

The primary building was opened in 1976 and the secondary in 1981, both being built due to a rapid increase in the school roll as a result of the oil terminal coming to Sullom Voe. In 1993, our school became a High school, offering pupils the opportunity to complete their fifth and sixth year at Brae High School. This makes our school unique within Shetland, being the only school providing education for children aged 3-18.

The school is split across three buildings within one campus. We are fortunate to have large grounds, which include wildlife and adventure areas for younger pupils, as well as well-equipped playgrounds. We are well resourced for sporting facilities with a games hall, multi-court and football pitch within the campus, and a leisure centre and artificial pitch next to our campus. The School Library has recently been located in a new and improved space and is staffed by a fulltime library assistant

Individual music instruction is offered by a number of peripatetic staff working between several schools. There are two janitors and three administration colleagues. The school has a strong focus on strengthening our links with the community, whether that be partnership agreements with local businesses or encouraging local groups and organisations to visit the school. We are also very fortunate to have an active and effective Parent Council, who work closely with the Senior Leadership Team and contribute their time and attention to actively improve the school.

This handbook provides information for parents for the school year 2023-2024. Although the information is believed to be correct as of August 2023, it is possible that changes have occurred, or will occur during the course of the year, that will affect the contents for this year or for the following school years. For further information or clarification, please contact the school and/or look at our school website.

www.brae.shetland.sch.uk

Throughout this handbook, links to websites are provided for further information. Free access to these pages can be gained at the School Library, Shetland Library Learning Centre and at Islesburgh Community Centre. Hard copies and different formats of the handbook (for example in Braille or large print) will be made available by request to the school.

Handbooks for all Shetland Islands Council's schools can be found on the council's website.

The direct link is: <http://www.shetland.gov.uk/education/SchoolHandbooks.asp>

Contact Details

Brae High School

Brae

Shetland

ZE2 9QG

Telephone: 01595745600

Email: brae.school@shetland.gov.uk

Website: www.brae.shetland.sch.uk

Stages of education: Early Learning and Childcare, Primary and Secondary

Roll: 331

Denominational status: non-denominational

Senior Leadership Team

Headteacher: Logan Nicolson
 Depute Head Teachers: Julie Johnson (Primary)
 Laehann Johnson (Secondary)

| | Logan Nicolson Head Teacher | Laehann Johnson DHT (Secondary) | Julie Johnson DHT (Primary) |
|-----------------------------------|---|--|--|
| Leadership and line management of | Depute Head Teacher (Secondary) Depute Head Teacher (Primary) ELC Department Clerical staff Janitorial staff Principal Teacher of Additional Support Needs Principal Teacher of Pupil Support Principal Teacher of English and Social Subjects | All other Principal Teachers Business and Computing Department | Class teachers in primary |
| Remit | <ul style="list-style-type: none"> • Strategic leadership of whole school • Overall responsibility for Child Protection • Standards and Quality Report and School Improvement Planning • Moderation, Quality Assurance and School Self Evaluation • School Policies and Procedures • Parental Complaints • National Improvement Framework and Pupil Equity Funding | <ul style="list-style-type: none"> • Operational leadership of secondary • Formal Depute and deputise for Head Teacher in Secondary • Collegiate working on school improvement plan • Moderation and quality assurance of learning and teaching in secondary • Secondary curricular cover/supply • SNSA Secondary • Tracking and Monitoring in secondary • Assessment and reporting in secondary • Parents evening (organisation) | <ul style="list-style-type: none"> • Operational leadership of primary • Deputise for Head Teacher in primary • Collegiate working on school improvement plan • Moderation and quality assurance of learning and teaching in primary • Primary cover/supply • SNSA Primary • Tracking and monitoring in primary • Assessment and reporting in primary • Parents evening (organisation) • Pupil Support meeting and stage 1 pupil attendance meetings • Primary attainment and achievement |

| | | | |
|--|---|---|--|
| | <ul style="list-style-type: none"> • School Communication/Parental Information • Parent Council Advisor • School Handbook • Family Learning • Liaise with school trip/event leaders • Working Time Agreement • School calendar • Health and Safety Officer • School Budget and Resources • Recruitment • Clerical/janitorial • Community Learning and Development/Youth Worker link • Library Liaison • Safeguarding meeting • Staff training and development • Building manager • Partnership working | <ul style="list-style-type: none"> • Pupil Support Meeting and stage 1 pupil attendance meetings • Secondary attainment and achievement including insight • Teacher regent for Secondary Student teachers • Partnership working • Course choice information booklet and options. • SEEMiS secondary • Timetable • SQA co-ordinator • Prelim co-ordinator • Wider Achievement • Departmental exam analysis • Digital Learning Strategy • Organisation of music instruction in school. | <ul style="list-style-type: none"> • Collate primary information for newsletters • Teacher regent for primary Student teachers • Partnership working • SEEMiS in primary |
|--|---|---|--|

Parent Council

Parent Council: Danny Peterson & Adrian Henry (co-chair)

Parent Council website: There is a Brae High School Parent Council Facebook page.

Brae High School – Vision, Aims and Values

Vision

To create a 'Learning Community' that is nurturing, supportive, ambitious and enables all children and young people to thrive.

Aims

- To work in partnership with pupils, parents, staff, and partner agencies to ensure that Brae High School is excellent.
- To ensure we work in collaboration so that every child meets their full potential
- To have innovative and excellent learning and teaching that meets the needs of all learners.
- To ensure the school provides a flexible and progressive curriculum that enables all children and young people to develop the skills they need to succeed.
- To have respectful relationships and communication at all levels in our school community, so that everyone feels included, safe and valued.

Values

Creativity

- We are curious, creative and critical thinkers who innovate and use our initiative and have fun learning
- We have a growth mind-set - we know that learning means facing challenges and making mistakes, then reflecting on and growing from them.
- We apply our creativity across all curricular areas.

Aspiration

- We aspire to achieve our best, and get there with resilience, integrity and focus.
- We support and help each other, and celebrate each other's success.
- We have high expectations for ourselves and others, because we know that everyone has gifts and talents.

Relationships

- We know that safe, positive, respectful relationships are vital to success.
- We treat each other fairly, with kindness, compassion and empathy, and always take responsibility for our actions.
- We know the importance of good communication and collaboration.

Equality

- We value each other, not in spite of our differences, but because of our differences - we celebrate diversity.
- We all have a responsibility to ensure that everyone feels included, valued and worthy.
- We expect to be listened to and help shape the school, and understand we have a role in ensuring that others have that opportunity to

The School Day

ELC

The setting opens at 08:30 and closes at 4:30.

Primary

| | | | | | | |
|------------|---------------|-------------|----------------|-------------------|------------|--|
| | 09:00 – 10:30 | 10:30-10:50 | 10:50 – 12:-00 | 12.10-1:10 | 1:10- 3:15 | 3:15-3:40 |
| Mon- Thurs | In class | Interval | In class | Staggered lunches | In class | End of the school day or free play for pupils using school transport |
| | 09:00 – 10:30 | 10:30-10:50 | 10:50 – 12:-00 | 12.10-1:10 | 1:10- 2:00 | 2:00 |
| Fri | In class | Interval | In class | Staggered lunches | In class | End of the school day |

Secondary

| Monday – Thursday | |
|-------------------|-------------|
| Period 1 | 08:50-09:40 |
| Period 2 | 09:40-10:30 |
| Interval | 10:30-10:50 |
| Period 3 | 10:50-11:40 |
| Period 4 | 11:40-12:30 |
| Lunch | 12:30-1:10 |
| Period 5 | 1:10-2:00 |
| Period 6 | 2:00-2:50 |
| Period 7 | 2:50-3:40 |

| Friday | |
|----------|-------------|
| Period 1 | 08:50-09:40 |
| Period 2 | 09:40-10:30 |
| Interval | 10:30-10:50 |
| Period 3 | 10:50-11:40 |
| Period 4 | 11:40-12:30 |
| Lunch | 12:30-1:10 |
| Period 5 | 1:10-2:00 |

Lunchtime

ELC and Primary pupils may take a school dinner or a packed lunch. In Secondary, pupils can opt to stay within the school for their dinner and have a school dinner or packed lunch, or they can leave the campus over lunchtime.

Absence/Sickness

If your child is ill, or if you think it is necessary for your child to be absent from school for any other reason, please contact the school at your earliest opportunity, preferably before the start of the school day.

Telephone – 01595745600 to report your child being ill

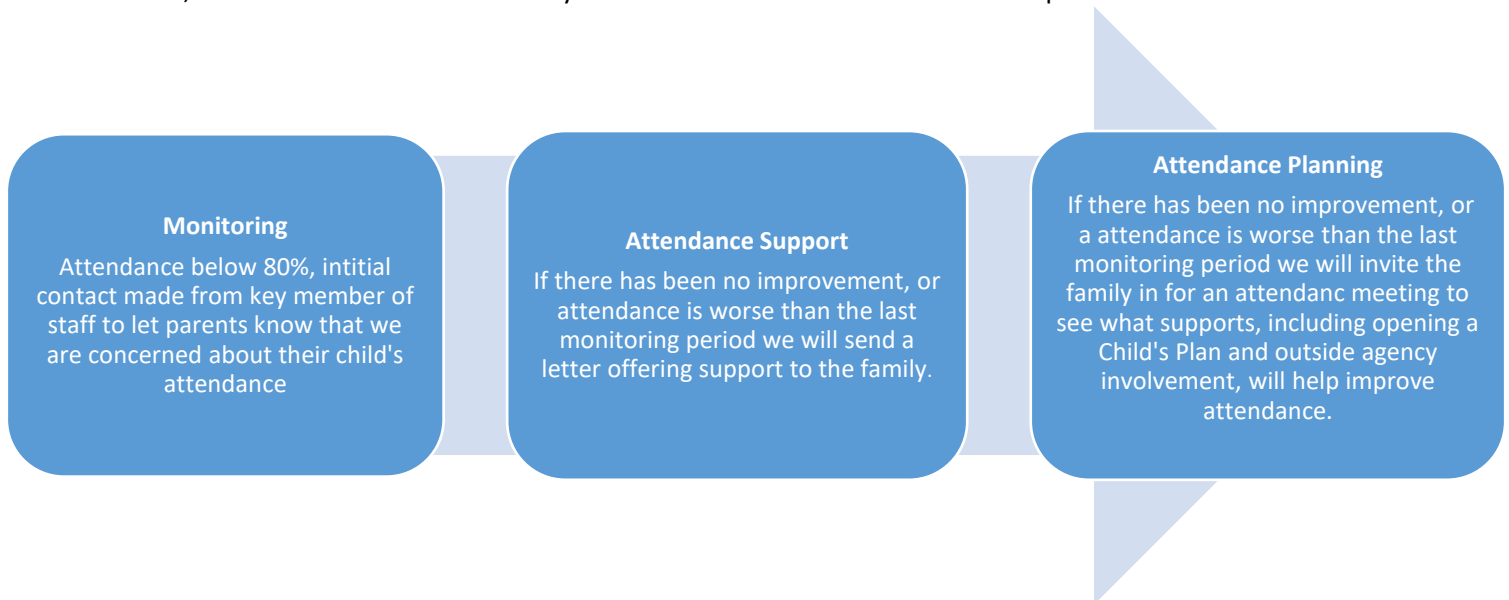
Alternatively you may email brae.office@shetland.gov.uk

| Please do keep your child off school for: | |
|---|--|
| Chickenpox | at least 5 days from the onset of the rash and until all blisters have crusted over |
| Diarrhoea and Vomiting | 48 hours after their last episode |
| Cold and Flu-like illness (including Covid-19) | They no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19. |
| Impetigo | their sores have crusted and healed, or 48 hours after they started antibiotics |
| Measles | 4 days after the rash first appeared |
| Mumps | 5 days after the swelling started |
| Scabies | they've had their first treatment |
| Scarlet Fever | 24 hours after they started taking antibiotics |
| Whooping Cough | 48 hours after they started taking antibiotics |

Taken from: <https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UKHSA-should-I-keep-my-child-off-school-guidance-A3-poster.pdf>

Attendance Monitoring

We aim to provide an educational experience that enables all pupils to thrive and succeed. All our pupils have great potential and are able to achieve brilliant things, but to do this, and benefit fully from their entitlement to education they need to attend school as often as possible. It is evidenced that low levels of school attendance have a negative impact on attainment, peer relationships, emotional and behavioural development and can lead to poorer employment opportunities. To avoid these outcomes, we hold attendance monitoring meetings every 4-6 weeks, where we look at attendance, reasons for attendance and any concerns we have. We then follow the process below.



As per Shetland Islands Council 2018 Guidelines on Children missing from education, if we have had no contact within 3 days to explain an absence we are obliged to escalate and inform the relevant staff in Childrens' Services. Please help us avoid this situation by providing details of your child's absence at the earliest opportunity.

For further information on school attendance, a guide for parents can be found on the Scottish Government's website.

The direct link is: <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Visiting the school

You may wish to visit the school if your child has been offered a place or if you are seeking a place for your child. Please contact the school to make arrangements.

Communication

Relationships is one of our school values, and we believe that good relationships are built with open, honest and respectful communication. As such, we encourage parents to get in touch as soon as possible to share any concerns, complaints or indeed, if you wish to let us know about something you think we are doing well. We will seek your views through surveys, focus groups, and when we are allowed to have parents in the school again, through informal chats and school events.

We now send all communication to parents via email, this allows us to share information quickly, save on postage costs and cut our carbon footprint. Please ensure that clerical staff have your preferred email address.

As I am sure you will agree, home learning during lockdown had many challenges that we need to learn from, and many benefits that we should aim to build upon. We will be discussing with staff how we intend to build upon the significant progress made with digital literacy, and in particular, how we continue to use Glow and Teams. Any family who has any connectivity issues, whether that be due to poor broadband strength or lack of devices, should contact the school and we will endeavour to support you

As you may be aware, we were delighted to launch our new website in May 2020 www.brae.shetland.sch.uk The website already contains a wealth of information, and we will continue

to add to it.. Please let us know of any changes or additions to the website that you would like to see.

At the end of each term, we publish an end of term newsletter, which contains an update on our school improvement priorities, as well as information and photographs of all the exciting learning that has taken place from ELC to S6, and important achievements of our pupils. We email the newsletter out to all parents. It is also shared on the school website and paper copies are available from the school office by request.

We also have two school Facebook pages, one for primary and one for secondary, although over the course of 2022-2023 we are looking to merge them into one. We use our Facebook to share links that may be useful to parents and to let parents know when something has been added to the website.

It is very important that you inform us of any changes to your contact details, or those of emergency contacts, so that we can get in touch with you as soon as possible should an urgent situation, such as illness, occur. Should the school be closed due to weather conditions, all local radio stations will share this information and it will be shared on the council's website. Occasionally the school may need to close after the school day has commenced. When this happens we contact all parents as soon as possible, preferably before pupils leave the building.

Reporting to Parents

The purpose of all forms of reporting is to celebrate, support and improve learning. Reporting at Brae High School is a continuous process to provide information on a learner's strengths, areas for development, and next steps on their learning journey to ensure that they continue to progress and build upon their attainment. To make reporting meaningful to learners, we involve them in the process through on-going reflection and dialogue about their learning.

At Brae High School we believe that for learners to make continuous progress in their learning, reporting opportunities need to be regular, meaningful, purposeful and on-going throughout the academic year. The table below outlines the different ways that we report on learning for individual learners and for collective groups of learners.

| Reporting activities for individual learners | Reporting activities for groups/classes or whole school |
|--|---|
| <ul style="list-style-type: none"> • Learning conversations – pupil and teacher/ pupil and pupil and/or pupil and parent/carer • Parents' consultation meetings involving parents, teachers and learners, as appropriate • Learners' reflections on their learning/Learning Logs • Homework/Shared Learning activities • Learning profiles/folios • Formal tracking • Written reports – including formal/Interim/settling in reports • Progress within plans for children with ASN/Interagency meetings • On-going feedback in classwork • Tracking and monitoring | <ul style="list-style-type: none"> • Assemblies • Open days/events • School concerts/shows • Achievement wall displays • Wall displays showcasing learning • School newsletters highlighting learning • Glow blogs/ Class Blogs/class Teams • School Bulletin • Information events • 'Soft starts' where parents can join their children in class • Social media • School website/Facebook • Parent Council meetings • Pupil Council meetings |

Parental Involvement

We encourage parents to be actively involved with the school and in their child's education. Some parents are keen to be involved in the Parent Council, and others prefer to support at events and activities. We are delighted to have your support and involvement in whatever way suits you. We have outlined parental involvement opportunities in the table below.

| ELC |
|--|
| <ul style="list-style-type: none"> • New Starts visits • Transition and Enhanced Transitions • Stay and Plays • Learning Stories • Snapshots of Learning • Bookbug sessions • Sports day • Trips in the community • Newsletter • Closed Facebook Group • GIRFEC, IEP, CSPs and associated reviews • Opportunities to volunteer and attend events |
| Primary |
| <ul style="list-style-type: none"> • ELC into P1 Information Evening • Transition and Enhanced Transitions • Learning Wallets (P1-3) • Meet The Teacher • Curriculum Overview • Progress Evenings • Pupil Reports • Sharing My learning on Teams • Sports Day • Christmas Show • Newsletter • Social Media • GIRFEC, IEP, CSPs and associated reviews. • Opportunities to volunteer and attend events |
| Secondary |
| <ul style="list-style-type: none"> • P7 into S1 Information Evening • Transition and Enhanced Transitions • Progress Evening • Pupil Reports • Christmas Show • Senior Phase Information Evening • Bulletin • Newsletter • Social Media • Options Choices Booklets • Pupil Support communicating progress and next steps as and when needed. • GIRFEC, IEP, CSPs and associated reviews. • Opportunities to volunteer and attend events |

We have an active Parent Council who work in close partnership with the school's management team to build upon the school strengths and areas for development. We are always keen to capture parent's views and ideas for moving the school forward, and capture this through conversations and comment boards at open events, and parent's evenings. We will also send out surveys and opportunities to be involved in focus groups, and welcome all parents to take part in these too.

We have a regular reporting cycle, which is outlined in this handbook, and we encourage all parents to engage in this process. This is of particular importance for pupils making choices in the senior phase. We also hold parent information evenings at key stages such as entrance to ELC, primary and secondary.

You can of course get in touch with your child's class teacher (primary) or pupil support teacher (secondary) if you wish to talk about their progress.

For further information and resources regarding getting involved with your child's learning, please contact the school and/or take a look at Parentzone on Education Scotland's website. The direct link is: <http://www.educationscotland.gov.uk/parentzone/index.asp>

You may wish to learn more about the role of the Parent Council in representing your views on education matters. You can contact the school's Parent Council directly and/or access information on Education Scotland's website. The direct link is: <http://www.educationscotland.gov.uk/parentzone/getinvolved/parentcouncils/index.asp>

The Chair of the school's Parent Council is currently: Danny Peterson and Adrian Henry.

Concerns

At Brae High School we aim to work in partnership with pupils, parents and carers and have respectful relationships across the school community. However, where a pupil, parent or carer has a concern we would encourage them to share that with us so that we can work together to resolve it.

Often a conversation with your child's primary teacher, or in secondary their pupil support teacher, can resolve most concerns. If you feel that you would like to discuss your concern with a member of the Senior Leadership Team you may do so.

Complaints

Please direct all complaints for ELC, primary and secondary to the Headteacher, Mr Logan Nicolson, in the first instance.

The School Complaints Procedure can be found on Shetland Islands Council's website.

The direct link is: http://www.shetland.gov.uk/education/hpc_complaints_procedure.asp

Curriculum – overview

The Curriculum for Excellence is designed to provide a coherent, flexible and enriched curriculum throughout a child’s life from 3 to 18 years old.

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



| Level | Stage |
|------------------|---|
| Early | The pre-school years (ELC) and P1, or later for some. |
| First | To the end of P4, but earlier or later for some children. |
| Second | To the end of P7, but earlier or later for some children. |
| Third and Fourth | From S1-S3, but earlier for some. The fourth level is similar to the Scottish Credit and qualifications Framework Level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people’s programmes will not include all of the fourth level outcomes. |
| Senior Phase | S4 to S6 and to college or other means of study. Curriculum for Excellence defines five levels of learning. The first four levels provide a broad general education, with progression to qualifications described under a fifth level, the senior phase. |

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. This will ensure children continue to work at a pace they can cope with and be provided with challenge they can thrive on.

Detailed information about Curriculum for Excellence can be found on Education Scotland’s website. This includes:

- how the curriculum is organised
- the entitlements of every child
- how progress is assessed.

The direct link is: <http://www.educationscotland.gov.uk/thecurriculum/index.asp>

We have strong links with Skills Development Scotland and other partners, which give our pupils access to career management skills.

Broad General Education

ELC

In our ELC department, the focus is on the curriculum for Excellence’s early level outcomes and experiences. We look to provide learning through a play based curriculum, with an appropriate mix of child-led, adult initiated and adult directed experiences. Our ELC staff keep parents informed of their child’s curriculum through our ELC blog, Learning Stories and regular reporting.

P1-P7

Your child will have the opportunity to work through the early to second level Curriculum for Excellence outcomes and experiences. You will receive a termly curriculum overview, which outlines what the class is focussing on that term. These are also available on the school website.

S1-2

The subject disciplines that are available in each year group are listed below.

Classes Subjects S1-S2: Art, English, French, German, Geography, History, Home Economics, ICT, Mathematics, Modern Studies, Music, Personal & Social Education, Physical Education, Religious & Moral Education, Science, and Technical subjects.

S3

S3 is the final year of your child's BGE experience. They have the opportunity to personalise their learning pathway and to begin specialising in their subject choices. This year will allow them to extend their knowledge in their chosen subjects as they approach senior phase into National Qualifications in S4.

Structure of the Curriculum

In S3 your child will study 9 Subjects from 8 curricular areas:

- Languages
- Maths
- Health and Wellbeing
- Sciences
- Social Studies
- Technologies
- Expressive Arts
- Religious and Moral Education

All Pupils will take:

- English, Mathematics and French or German
- One subject from each of Sciences, Social Subjects, Technologies and Expressive Arts
- 2 free choices

Core RME, Core PE and PSE

Senior Phase

S4

Personalisation and Choice is an important design principle of the Curriculum for Excellence and becomes increasingly important as pupils get ready to make choices for the Senior Phase and National Qualifications that begins in S4.

In S4 pupils will study **7 subjects/National Qualifications** carried forward from S3. Should a pupil wish to consider study of a subject not taken in S3, it is extremely important discussions with class teachers and pupil support takes place.

S5-S6

For pupils staying on for fifth and sixth years, a range of courses is provided comprising Advanced Higher, Higher and National Qualifications from N3 through to N5.

Other elements such as college courses, vocational experiences, volunteering, additional commitments, and Shetland Learning Partnership Activities can also be a part of a pupil's curriculum.

On transition from fourth to fifth year, pupils are encouraged to negotiate their timetables with the pupils support staff and are helped to make informed choices. Pupils are increasingly given more freedom, choice and independence as they enter the senior phase, and we expect pupils to be reliable and responsible. Where pupils are struggling with that, extra

support and structure will be provided. The aim of the senior phase is for pupils to make full use of the educational opportunities and facilities available to them, before they enter their next stage of learning or work.

Detailed information on senior phase curriculum and choices will be made available to parents and pupils in a variety of ways as the time for these choices approaches. Your child will be provided with a “Which Way Now” booklet at the end of each stage of their senior phase, which outlines the different options open to them which could be, staying on at school, going to college or university, entering work-based learning or community-based learning or volunteering. In addition to being provided with this information, their pupil support teacher will have ongoing and regular dialogue with your child about the options open to them.

Transitions

Transitions occur at key points in a child's education when they move on to a different stage of learning. Transitions can include moving to the stage of primary education, moving from primary to secondary school, moving to the senior phase of Curriculum for Excellence and then post-school learning, training or work. Transitions can also include any changes in a pupil's learning journey, for example when a pupil changes school or when learning is interrupted.

We have a robust transition programme that has included literacy afternoons, maths and science fun days, Seasons for Growth days, Social Fitness, a two day secondary experience where P7 pupils follow their S1 timetable, and most recently a Teams transition page. Pupils are also provided with an information pack in P7 which covers all the information they need to know for starting S1 in August.

Our Pupil Support Teacher will meet with all our associate primaries to ensure that our staff have all relevant information about each child.

Enhanced Transitions

We recognise that children with additional support needs may need transition arrangements that are additional to those made for their peers. Information sharing and planning will take place in advance of each transition. Further details can be found on Shetland Islands Council's website.

The direct link is:

<http://www.shetland.gov.uk/education/documents/TransitionAdmissionsandPlacingRequestsInformationForParents.pdf>

We offer enhanced transitions for pupils who have additional support needs and may need more time and support to ensure that their transition is successful. Enhanced transitions vary according to the needs of each pupil and are developed in partnership with the child, their parents, their primary school and ASN staff. Planning for enhanced transitions will start two years prior to the transition, except for pupils in secondary, where it begins in S3 to ensure arrangements are in place for any pupils leaving in S4. Transition out of school may include a request for assessment to be undertaken by a social worker in order to understand a young person's needs and access Adult Services.

- Scottish Transitions Forum – Principles of Good Transition <https://scottishtransitions.org.uk/7-principles-of-good-transitions/>
- National organisations, such as Parenting Across Scotland, provide advice to parents on supporting their child's transitions.
- The direct link to Parenting Across Scotland is: <http://www.parentingacrossscotland.org/>
- Regarding transition into adult life, more information can be found on Shetland Islands Council's website.
- The direct link is: http://www.shetland.gov.uk/education/transition_into_adult_life.asp

We welcome parental feedback on transitions.

Placing Requests

If you do not wish for your child to attend the catchment area school, you can place a request with Shetland Islands Council that your child attend another school. Details of how to make a placing request can be found in Shetland Islands Council, Children's Services, Admissions Policy. The policy can be found at: <Insert Link>. [This link will be sent to you shortly]

Please make your Placing Request in writing to:

Director of Children's Services
Children's Services
Hayfield House
Hayfield Lane
Lerwick ZE1 0QD

To help you, the Scottish Government has published a guide for parents on choosing a school and the placing request system. It is available on the Scottish Government's website.

The direct link is: <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

Enquire is the Scottish advice service for additional support for learning. If your child requires additional support for learning and you wish to place a request to have your child schooled elsewhere, you may wish to look at leaflets that Enquire have produced; Factsheets 2, 3 and 6 have particular relevance. Please request these from your child's school or refer to Enquire's website.

The direct link is: <http://www.enquire.org.uk/publications/factsheets>

In Shetland, we have two special Additional Support Needs departments (attached to Bells Brae School and Anderson High School). A request for a child to access a place in one of these special departments is at the discretion of Children's Services. Further information can be found on Shetland Islands Council's website,

The direct link is:

<http://www.shetland.gov.uk/education/documents/TransitionAdmissionsandPlacingRequestsInformationForParents.pdf> .

and in Shetland Islands Council's Children's Services Admission Policy.

The policy can be found at: www.shetland.gov.uk

Getting It Right For Every Child (GIRFEC)

In Shetland, we believe that children can be better supported by adults working closely together and sharing important information with each other. This process is known as GIRFEC: getting it right for every child.

Before GIRFEC can be used, consent from the parent of the child and/or the child (depending on the age of the child) is required. The staff asking permission will explain more about what GIRFEC means. Detailed information about the process can be found on Shetland Islands Council's website.

The direct link is:

http://www.shetland.gov.uk/children_and_families/GIRFEC.asp

Child Protection

It is every child's right to be cared for and protected from harm. It is every person's responsibility to make sure that happens. The Shetland Child Protection Committee provides help when there is a need. Their website gives information on how to access that help.

The direct link is: <http://www.childprotectionschetland.com>

Shetland Islands Council's website also provides information on our responsibilities towards children and includes where to find help and support.

The direct link is:

http://www.shetland.gov.uk/children_and_families/child_protection.asp

School Improvement

Our Standards and Quality Report and School Improvement Plan lets you know about our performance and progress on the previous year's improvement priorities, and outlines our improvement targets for the year ahead. This is published on our website each year.

The direct link is: <https://blogs.glowscotland.org.uk/sh/brae/school-improvement/>

Information about the school's performance at national level can be found on the Scottish Government's website and on the Education Scotland's Scottish Schools Online website which also includes HMIe Inspection Reports.

Direct links are: <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>
<http://www.educationscotland.gov.uk/scottishschoolsonline/index.asp>

HMIe Inspection reports and School Consultation reports can be accessed directly on Education Scotland's Reports webpage.

The direct link is: <http://www.educationscotland.gov.uk/inspectionandreview/reports/index.asp>

Other useful websites

Information on the following websites may also be of interest to you.

Scottish Qualifications Authority

<http://www.sqa.org.uk/sqa/41292.html>

Scottish Credit and Qualifications Framework

<http://www.scqf.org.uk>

Scottish Survey of Literacy and Numeracy

For general information on the survey

http://www.educationscotland.gov.uk/Images/SSLN_lealet_tcm4-716257.pdf

For the results of the survey and supporting documents

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

School Policies and Practical Information

All our school policies are outlined in this handbook. Policies applicable to all schools across Shetland can be found on Shetland Islands Council's website. The policies include:

healthy eating

bullying

exclusion

school trips

equality and diversity

adverse weather.

The direct link is: http://www.shetland.gov.uk/education/policies_guidelines_and_forms.asp

Activities and clubs

At Brae High School we believe that extra-curricular activities are really important for helping pupils develop their talents, aptitudes and widen their interests. We also feel that working with their peers and teachers in a more informal setting helps children to develop and enhance their social skills.

A variety of sports activities, such as hockey, netball, badminton, football and rugby.

Musical activities, such as choirs and school bands.

As well as a number of other creative clubs.

We are always keen to see new groups form, and are happy to hear of any suggestions, as well as any able and willing parent volunteers.

Shetland Island Council's website provides information on Instrument Instruction along with other creative learning opportunities.

The direct link is: http://www.shetland.gov.uk/education/creative_learning.asp

Pupil council

- In Primary, we run a Kids Council, which the Parent Council facilitate in partnership with the Depute Head Teacher of Primary.
- In secondary, we have a Pupil Council, which is run in partnership between Youth Services and our Modern Studies Teacher .

School Meals and School Milk

Please remove or alter the information that is not relevant to your school.

School Meals

The School Meals Service is run and managed by Shetland Islands Council Catering Service. All queries regarding this service should be directed to the Catering and Cleaning Manager on 01595 744129.

The School Meals Service provides a healthy and nutritious lunch, which is cooked on the premises. The menu is available on the school website.

The current charge for school meals are:

- ELC, P1-5 Free
- P6-7 £2.30
- Secondary £2.75

Any charges for school meals must be paid through ParentPay – www.parentpay.com. Parents will be provided with activation details for ParentPay at time of enrolment. All queries regarding ParentPay should be directed to the Children's Services – Finance Team on 01595 743844.

School Milk

School Milk is offered to all pupils. For Pupils in P1-7 there will be a weekly charge of £1.10. This must be paid through your ParentPay account. Please note this is a weekly rate regardless of how many days milk is taken.

You may be eligible for support with Free School Meals/ Milk or a Clothing Grant, please visit [EMA, Bursaries and Financial Support – Shetland Islands Council](#) for further information and to apply online.

Financial Help for Parents

Grants are available for school meals and clothing. Guidance and an application form can be found on Shetland Islands Council's website. The direct link is:

http://www.shetland.gov.uk/education/hpc_clothing_grants_and_free_school_meals.asp

Information on the provision and finance of transport can be found on Shetland Island Council's website. The direct link is: http://www.shetland.gov.uk/education/hpc_school_transport.asp

The Education Maintenance Allowance is available for qualifying 16-19 year olds. Guidance and an application form can be found on Shetland Islands Council's website.

The direct link is:

<http://www.shetland.gov.uk/education/EMA.asp>

Term dates/calendar of events for 2023-2024

| | | |
|---|--|---|
| Term 1 | Monday 14th August | INSET (school closed to pupils) |
| | Tuesday 15th August | INSET (school closed to pupils) |
| | Wednesday 16 th August | First day of term |
| | Tuesday 26 th September | Primary meet the teacher 15:30 – 17:30 |
| | Friday 6 th October | Last day of term |
| Term 2 | Monday 23rd October | INSET (school closed to pupils) |
| | Tuesday 24th October | INSET (school closed to pupils) |
| | Wednesday 25 th October | First day of term |
| | Start of November | S2 Reports due |
| | Start of November | S4 Reports due |
| | Friday 17 th November | Children in Need |
| | Friday 18 th November | S5 & S6 Reports to go home |
| | End of November | Primary Progress Evening |
| | Start of December | S1 Progress Evening |
| | Friday 8 th December | Christmas Jumper Day |
| | Mid December | Primary Christmas matinee and evening show. |
| | Friday 22 nd December | Last Day of term |
| Term 3 | Wednesday 8th January | INSET (closed to pupils) |
| | Tuesday 9 th January | First day of term |
| | Mid January | S3 Reports due |
| | End of January | S2 Progress Evening |
| | Wednesday 31st January | Up Helly A Holiday (school closed) |
| | Start of January | S4 Progress Evening |
| | Mid February | S5-6 Progress Evening |
| | Friday 23rd February | Occasional Holiday (school closed) |
| | Monday 26th February | Occasional Holiday (school closed) |
| | Start of March | S1 Reports Due |
| | Mid March | Primary Progress Evening |
| | Thursday 28 th March | Last day of term |
| | Term 4 | Friday 29th March |
| Monday 15 th April | | First day of term |
| End of April | | S3 Progress Evening |
| Mid March (TBC) | | Transition – Day Outdoor Ed (TBC) |
| Monday 20th May | | Occasional Holiday (school closed) |
| Mid May | | Health & Wellbeing Week (TBC) |
| Start of June | | S1 Information evening for P7 pupils and parents |
| Start of June | | Primary Sports Day (TBC) |
| Wednesday 12 th -13 th June | | Transition days (New S1, and all primary classes) |
| End of June (TBC) | | Summer Dance |
| End of June (TBC) | | Teachers V Pupils |
| | Friday 28 th June | Last day of term |

Term dates for the following school year can be found on Shetland Islands Council's website.

The direct link is:

http://www.shetland.gov.uk/education/term_dates.asp

Online Protection

For information about online protection for your child, you may like to look at the Child Exploitation and Online Protection Centre's website.

The direct link is:

<http://www.thinkuknow.co.uk>

School Ethos

Our school ethos is underpinned by our school values of Creativity, Aspiration, Relationships and Equality. We ensure that this is the ethos in our school through:

- Equalities Group
- Inclusion Group
- Active Pupil Councils
- Use of the zones of regulation in primary
- Ensuring our curriculum is inclusive and provides insights into the lives of others.
- Junior Road Safety Officers
- Mentors in Violence Prevention
- Youth Philanthropy Initiative
- Achieving our Bronze Rights Respecting School Award
- Working towards our Silver Rights Respecting School Award
- Learners leading events, such as fundraisers and Summer Dance
- Our Promoting Positive Relationships Policy
- Restorative Approaches
- Nurturing School Approaches
- Almost all teaching staff are trained in the use of the CIRCLE Inclusive Classroom Resource
- Key staff are trained in Safety Intervention

Promoting Positive Relationships Policy

At Brae High School, our values are Creativity, Aspiration, Relationships and Equality. We aim to achieve these through strong relationships between pupils, and between staff and pupils. To ensure our values are lived we have a number of programmes and initiatives to ensure an ethos of respect, tolerance and understanding.

Expectations / Promoting Achievement

- We are committed to promoting an ethos of achievement throughout the school.
- Our expectations of pupils' achievement, attendance and behaviour are high.
- We encourage pupils to have high expectations of themselves and others.
- Teachers use praise to assist in ensuring that pupils achieve their best. Praise can be a very motivating and a positive factor for pupils.
- Success is celebrated within classrooms.
- The Guidance staff raise pupil expectation through the use of monitoring, target setting and interviewing.
- Around the school, the Achievement Wall, and notice boards are used to further recognise the active involvement of pupils in the life of the school.
- Staff bulletins, newsletters and assemblies are used to promote achievement and celebrate success. Teachers and pupils are encouraged to submit pieces for these events.
- All teachers are encouraged to promote high standards of social behaviour around the school.
- The wider community is informed of many of our achievements through the local newspaper and radio station.

Mentors in Violence Prevention (secondary)

Designed to train students to speak out against rape, dating violence, sexual harassment, bullying and all forms of violent and abusive behaviour, MVP focuses on an innovative 'bystander' approach that empowers each

student to take an active role in promoting a positive school climate. Within the MVP Programme young people are identified not as victims or perpetrators but as empowered bystanders able to support and even challenge abusive and bullying peers. Young people are provided with a range of safe options which can prevent situations from escalating.¹

Staff Training

- Almost all staff received training in restorative approaches. An annual refresher will be part of our in-house training.
- Almost all staff have been trained to support LGBT young people. We have also raised awareness of LGBT issues with staff and pupils through LGBT History Month.
- Some staff have been trained in Scotland's Mental Health First Aid for Young People.
- All staff have received an appropriate level of Child Protection Training.

Social Programme

Relationships are an integral part of the PSE course and permeate the programmes from S1-6. One of the main dividers in Health and Wellbeing is Relationships, Sexual Health and Parenthood. Caring relationships are one of central tenets of the SHARE programme that is delivered from S2-4. A bespoke positive relationships lesson is delivered in S3 by the OPEN Peer Educators. Relationships with peers, partners and parents are also highlighted in the MVP programme.

Pupil Alert System

This is the Senior Leadership Team and Pastoral Support Teams method of tracking and monitoring pupil wellbeing. Using a red, amber, green system, we inform staff that a pupil may be having a difficult time and require a sensitive approach. We do this using SHANARRI Wellbeing Indicators, this allows us to share wellbeing concerns and protect confidential information. This system ensures that all staff have the correct information to sustain positive relationships.

Youth Philanthropy Initiative

The Youth and Philanthropy Initiative is an active citizenship programme, which empowers pupils to make a difference in their local communities while developing a host of skills. Each year the school is responsible for directing a £3000 YPI grant to a local charity through a unique programme of teamwork, research and competition². YPI improves relationships at Brae High school by enhancing the teamwork and collaboration skills of pupils. In addition to this, it engenders a sense of respect and social conscious by learning about those in our society who need support to live better lives.

Nurturing School

We have already invested time and effort into targeted nurture, and have made moves towards being a Nurturing School. Our approach to supporting learning and relationships is to use the Nurturing Principles – all teachers use this as a framework for learning and teaching.



¹ <http://www.actiononviolence.org.uk/projects/mentors-in-violence-prevention>

² <https://ypiscotland.org.uk/>

Restorative Practice

All staff at BHS are to receive training in Restorative/solution focussed approaches, with the Pastoral Support staff and SMT having more in-depth training. From time to time all relationships experience conflict and stress, often caused through misunderstanding, different perspectives and a variety of additional pressures. When this occurs, we will take a staged approach to resolve these issues, as outlined below.

Teacher

- seek to restore relationships back to a positive state using restorative approaches.

Principal Teacher

- If the teacher feels the situation is complex or they need further support they should liaise with their Principal Teacher. The Principal Teacher of the department will then support the teacher and pupil to restore relationships by having an informal restorative meeting or conversation.

Pastoral Staff

- If it is felt that more time and resources may be needed to restore positive relationships the Principal Teacher will place an Initial SHANARRI Assessment requesting Pupil Support (perhaps with the support of the youth worker) organise a more formal restorative meeting.

Depute Headteacher

- If it is felt that more longterm formal planning is needed the Depute Headteacher will become involved. Parents will be invited in to meet with key staff. A solution focussed approach would be taken to find a constructive way forward. A GIRFEC Child's Plan should be considered at this point.

Headteacher

- If it is felt that more needs to be done to support positive relationships the Headteacher will invite the family and all key staff to a solution focussed meeting. Consideration will be given to involving outside agencies to support the young person.

We view all behavioural incidents as a form of communication. We support the child/young person to understand what their behaviour might mean for them and others, and redirect them so that the next time they need to communicate their feelings they do so in a more constructive and socially appropriate way. We believe that by modelling this approach to challenging and distressed behaviour we are showing all pupils how to be empathetic, understanding, and responsible; traits we all want to develop and strengthen in young people.

While we will always endeavour to take the approach outlined above, unfortunately, there may be incidents that occur that are so serious in nature they need to be dealt with through other approaches.


Review Policy in academic session 2024-2025

Pupil Health and Wellbeing

Initial SHANARRI Assessment

- To share learning, development, health or wellbeing concerns, teachers fill in an Initial SHANARRI Assessment (ISA) which is then sent on their line manager. The line manager would then decide if it is something they can solve, by employing a restorative approach, strategies and solutions, or if it is something that needs further support and planning from the pupil support team.
- The Pupil Support Team, which the Depute Head Teacher chairs, have a weekly meeting where they discuss any Initial SHANARRI Assessments and how to support improvements on the identified wellbeing indicator.
- There is also a fortnightly safeguarding meeting, which is chaired by the Head Teacher, where we discuss anything that is causing concern or needs further discussion, or more robust planning.

| | |
|--------------------|--|
| Safe | Protected from abuse, neglect or harm at home, at school and in the community. |
| Healthy | Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy, safe choices. |
| Achieving | Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community. |
| Nurtured | Having a nurturing place to live in a family setting, with additional help if needed, or where not possible, in a suitable care setting. |
| Active | Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community. |
| Respected | Having the opportunity, along with parents and carers, to be heard and involved in decisions that affect them. |
| Responsible | Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them. |
| Included | Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn. |



BRAE HIGH SCHOOL
Initial SHANARRI Assessment

Pupil: _____ Class: _____

Safe Healthy Achieving Nurtured
Active Respected Responsible Included

| CLASS TEACHER (Send to PT on completion) | |
|--|------------------|
| Strengths | _____ |
| Difficulties | _____ |
| Support in place in class | _____ |
| Areas requiring further support | _____ |
| Teacher | _____ Date _____ |
| <input type="checkbox"/> For information only, no further action required. | |
| PRINCIPAL TEACHER | |
| Action taken | _____ |
| Support in place in department | _____ |
| Area requiring further support | _____ |
| Principal Teacher | _____ Date _____ |
| <input type="checkbox"/> For information only, no further action required. | |
| Pupil Support (secondary) DHT (primary) | |
| Action taken | _____ |
| Support in place in school | _____ |
| Named Person | _____ Date _____ |

In our school improvement plan 2021-2022 one of our improvement targets was to work on pupil wellbeing with the school counselling service and educational psychology.

In addition to this, we have increased pupil voice in the school by strengthening our pupil councils, and setting up a new Equality Group facilitated by Youth services staff which will look to embed a rights based approach in the school.

Brae High School – Staged Intervention Approach

Initial SHANARRI Assessment

Initial SHANARRI Assessment submitted by the class teacher as detailed in previous section

Pupil Support Team

The Pupil Support Team [Depute Head Teacher, Principal Teacher of Pupil Support (sec), Principal Teacher of Pupil Support and ASN, and Youth Worker (sec)] have a weekly meeting where they review and share all relevant information pertaining to a child's development, wellbeing and welfare. They then discuss and agree next steps for the young person which may be to contact home, organise a meeting with the child and family or involve outside agencies.

Safeguarding Team

The Pupil Support team and the SLT (and on occasion relevant outside agencies), meet fortnightly to discuss escalated or more complex cases, with a particular focus on care experienced, child protection, bullying, PEF and cases which are becoming complex and require robust planning.

Joint Support Team *

The Joint Support Team is a group of professionals (representatives from primary, secondary, Social Work, Police, CAMHS, School Nurse, Educational Psychology and the Executive Manager - Inclusion) who provide solution focused support to help schools meet the needs of their pupils. The group provides an opportunity to share expertise and resources, and have a discussion about the support required, the strategies needed, and the actions to be taken to help a pupil make progress.

*consent will be sought from children (12 years+) and their parent/guardian before involvement is requested from the Joint Support Team.

Who should I contact about support for my child?

All teachers have a responsibility for the care, welfare and support of their pupils. However, in the secondary department Pupil Support teachers will be the contact for children and parents in matters relating to personal, vocational and curricular areas. If you have a concern about your child's progress, you should contact:

Primary: Your child's class teacher

Secondary: your child's pupil support teacher



Mr Fraser Hall (Principal Teacher of Pupil Support)

Additional Support for Pupils

Most pupils will be given the support they need to fully access the curriculum in the general course of their education. There will be times when some pupils will need additional support. This could be on a long-term basis with the amount of support varying according to the needs of the pupil as progress is made through school or as a temporary support when a need arises.

Information on how pupils' additional support needs are identified and addressed can be found on Shetland Islands Council's website. The website also provides information on mediation and dispute resolution services, links to the NHS and other agencies or organisations that can provide further support, information and advice about support and advocacy.

The direct link is:

http://www.shetland.gov.uk/education/asn_home.asp

Values of Inclusion

"Everyone is born in
All means **ALL**
Everyone needs to be in
Everyone needs to be with
Everyone is ready
Everyone needs support
Everyone can learn
Everyone can contribute
Everyone can communicate
Together we are better"

Heather Simmons <https://www.youtube.com/watch?v=pK-daA6giRA>

Who is ASN Support For?

Additional support for learning means giving children extra help or support so they can get the most out of their education.

A child or young person is said to have 'additional support needs' if they need more – or different support – to what is normally provided in schools or pre-schools to children of the same age.

There are many reasons why a child might need additional support for learning.

These include:

- finding it difficult to control their behaviour
- not making themselves understood (because English is not their first language or because of a speech and language difficulty)
- being bullied
- being abused or neglected
- caring for someone at home
- having difficulties with reading and spelling
- being far ahead of their classmates in their subjects
- changing schools a lot
- having a disability
- being a young parent
- dealing with the death of a loved one
- being looked after
- having mental health worries
- having an alcohol or drug problem

For some children they may need to follow a highly individualized curriculum, with a higher emphasis on Health and Wellbeing, and possible use of Curriculum for Excellence Milestones or SCERTs. Our ASN staff would have significant input in these situations.

The SCERTS® Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families. <https://scerts.com/>

For more information on Milestones (for foundation skills in literacy and numeracy) please see this link for more information on [Milestones](#).

It is not possible to list all the reasons because it will depend on the child. Children are affected by things in different ways – one child who has lost a family member may struggle at school but another will not.

Your child might need support for a short time, or if their needs are more complicated they might need help for longer.

This website (taken from Enquire) provides more information: [What is additional support for learning?](#)



When and how ASN support will become involved

ASN staff will become involved with your child on receiving information that they have an unmet need, or complex needs. This may be identified through a variety of sources, usually the class teacher, parent, pupil, or from an agency you are involved with. The ASN department will always have a consultation with you, and where appropriate your child too, before taking on a role in your child's education. This may be to help with assessments, support strategies, or some direct work. ASN support will become involved in a staged approach as outlined below.

Stage 1

- Class Teacher has responsibility for identifying, planning and supporting needs.
- ASN Staff may be consulted and have input.
- Outside agencies may be involved at a consultative level or have direct single agency input.

Stage 2

- Class and Subject Teachers are responsible for ensuring pupils needs are met and work collaboratively with ASN Staff and SMT to provide and implement additional support and intervention.
- Support from agencies and/or professionals outwith the school setting is direct and ongoing and impacts on the delivery of the curriculum.
- All Looked After Children should be placed at Stage 2 and consideration of the need for Co-ordinated Support Plan be made at every Looked After Child Review (as required by legislation). If agreed this with place the pupil at stage 3.

Stage 3

- Additional Support needs at this stage are complex and multiple and require detailed assessment and planning with the teacher with overall responsibility for meeting the child/young person's needs.
- Assessment and planning to meet needs is undertaken by a multi-agency team.
- An intensive support package on a long term basis to sustain placement in the designated school for a catchment area and/or attend specialist provision.

You will be consulted and involved in deciding what stage of intervention your child's support is recorded at.

The Range of ASN Support Available

If you think that your child might need extra help, talking to us is the best place to start. Every child's needs will be different and any support provided should meet their individual needs.

There are lots of ways to support children with their learning. Support may include:

- time with learning support staff
- assistance from a therapist e.g. speech and language therapist or physiotherapist
- equipment, such as a laptop
- strategies, such as time out
- more time to complete work and exams
- different types of support in exams
- 'buddy' support from an older child
- meetings to discuss learning plans
- referrals to sources of help outside of school such as the NHS
- help from a school nurse

It is worth remembering that your child may already be getting extra help in school. Teachers are trained to look at each child's progress and adapt teaching methods to meet the different needs of all the children in the class. Sometimes support can already be in place as part of a school-wide project – such as a positive relationships or anti-bullying programme.

What type of support is available?

Support is usually provided through the normal learning and teaching that takes place. Depending on your child's needs extra support may include:

- short bursts of intensive work, one-to-one or in a group, with a teacher or learning support assistant
- working with a child on a learning programme such as Toe by Toe
- extra time to complete work
- changing the classroom environment to suit a child's needs
- using a visual timetable to help a child manage their time
- providing coping strategies or a quiet space to help children with their behaviour
- a teacher adapting how he or she teaches a lesson (for example breaking down the lesson into smaller chunks)
- adapting learning materials to a child's needs
- using special equipment or IT
- creating a circle of friends to support a child who is isolated during break or lunch times

An individual plan such as an IEP, Child's Plan or CSP

Sometimes different types of support, particularly behaviour support, have to be tried and tested to see which ones work best for a child.

The list above is in no way exhaustive. The department always works closely with children, parents, teachers and outside agencies to find solutions that best fit the child. This can often mean trying new approaches.

Some children will require more intensive individualised support, such as an Individual Educational Plan, or a Child’s Plan for children at Stage 2 of the Local Authority stages of intervention. A Co-ordinated Support Plan may be necessary where a child has additional support needs arising from multiple or complex factors that necessitate the coordination of that support by the local authority and from other agencies.

Children and their parents will be fully involved in every stage of preparing and reviewing their plan. Reviews for children with ASN will take place at least once a year, and for those with more complex needs this could be every 6 months or more often if needed.

How to access ASN support

To access ASN support talk to a member of school staff. For primary aged pupils, we recommend speaking to the class teacher in the first instance. In secondary, it may be easier to speak to either of the Principal Teachers of Pupil Support. However, if you feel that you would like to speak to a member of ASN staff at any point please feel free to contact us. The ASN teachers have the following remits:

| Gemma Feeney – Principal Teacher of ASN(whole School) | |
|--|--|
| Remit | <ul style="list-style-type: none"> • Manager of the ASN department • SQA Assessment Arrangements • Specific Pupil case load. |
| Contact | <ul style="list-style-type: none"> • Telephone - 01595745600 • e-mail – gemma.feeney@shetland.gov.uk |

Nurture at Brae High School

There are different levels of nurture which are embedded across our school, see The Nurture Pyramid below:

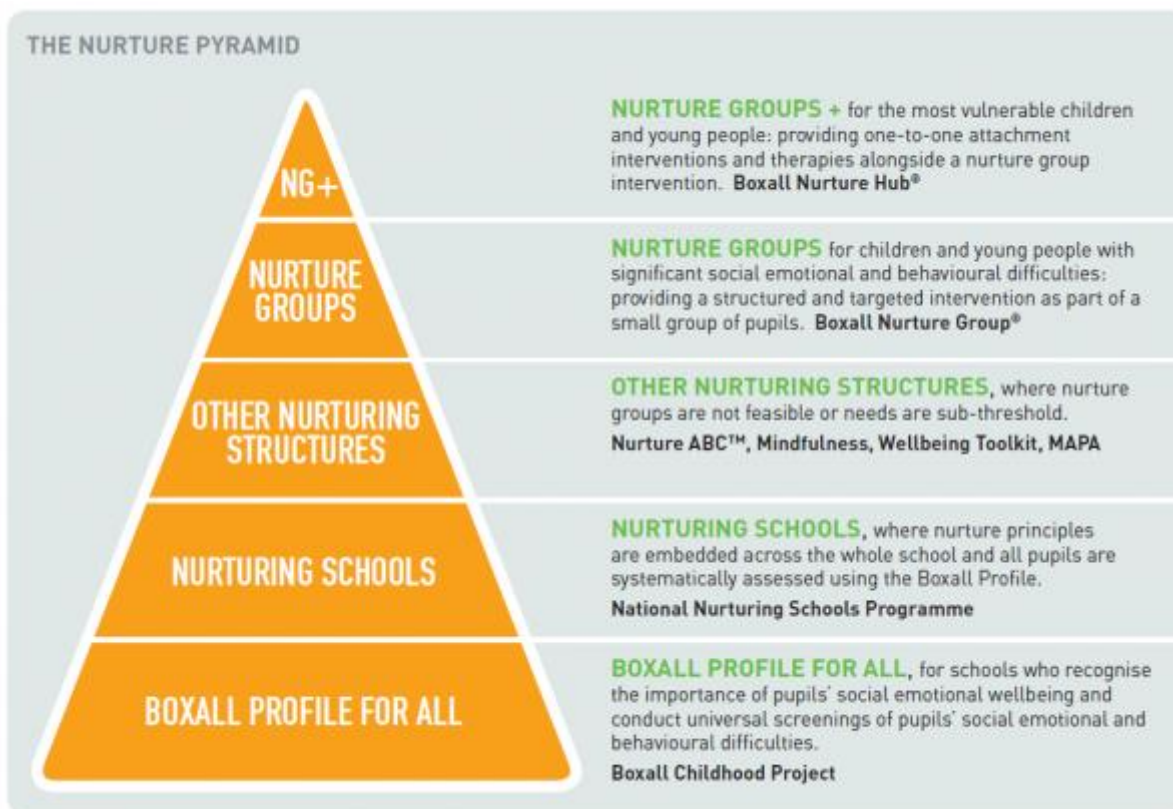


Figure 1. The Nurture Pyramid is the model NGN uses to map out the different levels encompassed in the graduated approach to nurture. At the bottom tier, all pupils should be assessed using the Boxall Profile so that their needs can be identified and answered early; at the very top, the most vulnerable pupils should receive targeted 1-to-1 interventions such as Nurture Groups +. <https://www.nurtureuk.org/>

The Boxall Profile

The Boxall Profile is a unique online assessment tool we use to develop a precise and accurate understanding of individual children's social and emotional strengths and needs, and to plan effective interventions and support activities. It is widely used across the UK by various professionals to identify that a pupil may have social, emotional and behavioural difficulties (SEBD), although increasingly schools are using the Boxall Profile to gain a better understanding of the wellbeing of their whole school populations. By profiling all children in a school, the staff have a more rounded view of the children and young people in their care and their needs. The Boxall Profile is easy to use and a very cost effective resource. (Information taken from <https://www.nurtureuk.org/>)

Nurturing School

As a school we are working towards embedding the nurturing principles and practice at a whole school level to ensure all pupils are benefitting from a nurturing relationships approach.

Research shows that children's learning is most effective when they feel safe, have a sense of emotional wellbeing, good self-esteem and a feeling of belonging.

The philosophy of a nurturing approach is drawn from the six principles of nurture:

- Children's learning is understood developmentally
- The classroom offers a safe base
- All behaviour is communication
- The importance of nurture for the development of wellbeing

- Language is a vital means of communication
- The importance of transition in children's lives.

Nurture Groups

The Home Room is a place of learning where nurturing sessions can take place. The Home Room is an invaluable resource at Brae High School. It provides a bridge between home and school; a place where pupils can feel safe and secure to explore their emotions, learn about themselves, develop and grow.

Our highly experienced staff are specifically trained to work with individuals or small groups. Sessions are carefully planned, using activities and resources to motivate, engage and support pupils. Before pupils attend nurture provision, staff will contact parents/carers and discuss their child's needs and a Boxall Profile Assessment will take place. Parental and carer involvement is a crucial part of the success of our nurture groups.

Which pupils attend the nurture group?

Pupils may attend the nurture group for specific reasons, for example:

- Distressed behaviours within school
- Forming and sustaining positive relationships
- Bereavement
- Family illness or break-up
- Quiet and withdrawn
- Find it hard to listen to others or join in

How will the nurture group help my child?

Overtime, attending the nurture group will boost confidence and self-esteem. Pupils will further develop their social skills and independence, for example:

- To join in group activities
- To share and take turns
- To develop concentration levels
- To build up resilience
- To form friendships
- Develop positive relationships with school staff
- To gradually settle into their mainstream class

How long will my child be in the nurture group for?

Sessions run up to five times per week, depending upon the age of the pupils attending. Pupils usually attend for no longer than four terms. Nurture staff work closely with class teachers to ensure a smooth and successful transition back to class full time after this period.

Are parents/carers involved?

Our door is always open and therefore welcome parents/carers to visit. Special event invitations are sent out to parents/carers to join us for a variety of reasons such as: open afternoons and end of term celebrations.

What is a typical session in the nurture group?

The group follows a simple structure and routine which includes

- group listening and speaking
- completing tasks/activities
- developing social skills (often play based)
- preparing and eating a snack together.

The group runs on consistency, positive interactions and recognising and celebrating achievements. Pupils understand what they are learning and what their individual targets are. Pupils have the opportunity to share news, explore thoughts and feelings and work collaboratively on practical tasks. Outdoor learning is an important part of the sessions.

Further Information

For further information on nurture, please see:

<https://www.nurtureuk.org>

Helpful Tips

Often an internet search looking for information or advice about additional support needs can lead to thousands of results with an overload of information, which can be a bit overwhelming. There are lots of great resources out there, so if you are looking for more information about your child's additional support need, the links on this page should give you a helpful starting point. We will add to this over time.

Communication

[NHS Shetland Children's Health Services \(Speech and Language Therapy, Occupational Therapy, etc.\)](#)

[NHS Shetland Speech and Language Therapy information](#)

[I CAN – Information for parents about Speech and Language Therapy](#)

[Autism Toolbox – Support for Learners and Families](#)

[National Autistic Society – Family Life](#)

Concentration and attention

[Issues with attention and/or hyperactivity](#)

Child and Adolescent Mental Health

[CAMHS resources](#)

Literacy and Numeracy

[CALL Scotland – useful tips for ways that technology can help with issues with writing](#)

[CALL Scotland – useful tips for ways that technology can help with issues with reading](#)

[CALL Scotland – useful tips for ways that technology can help with issues with maths](#)

Other useful information and advice regarding additional support for learning can be found on Enquire's website.

The direct link is:

<http://www.enquire.org.uk/>