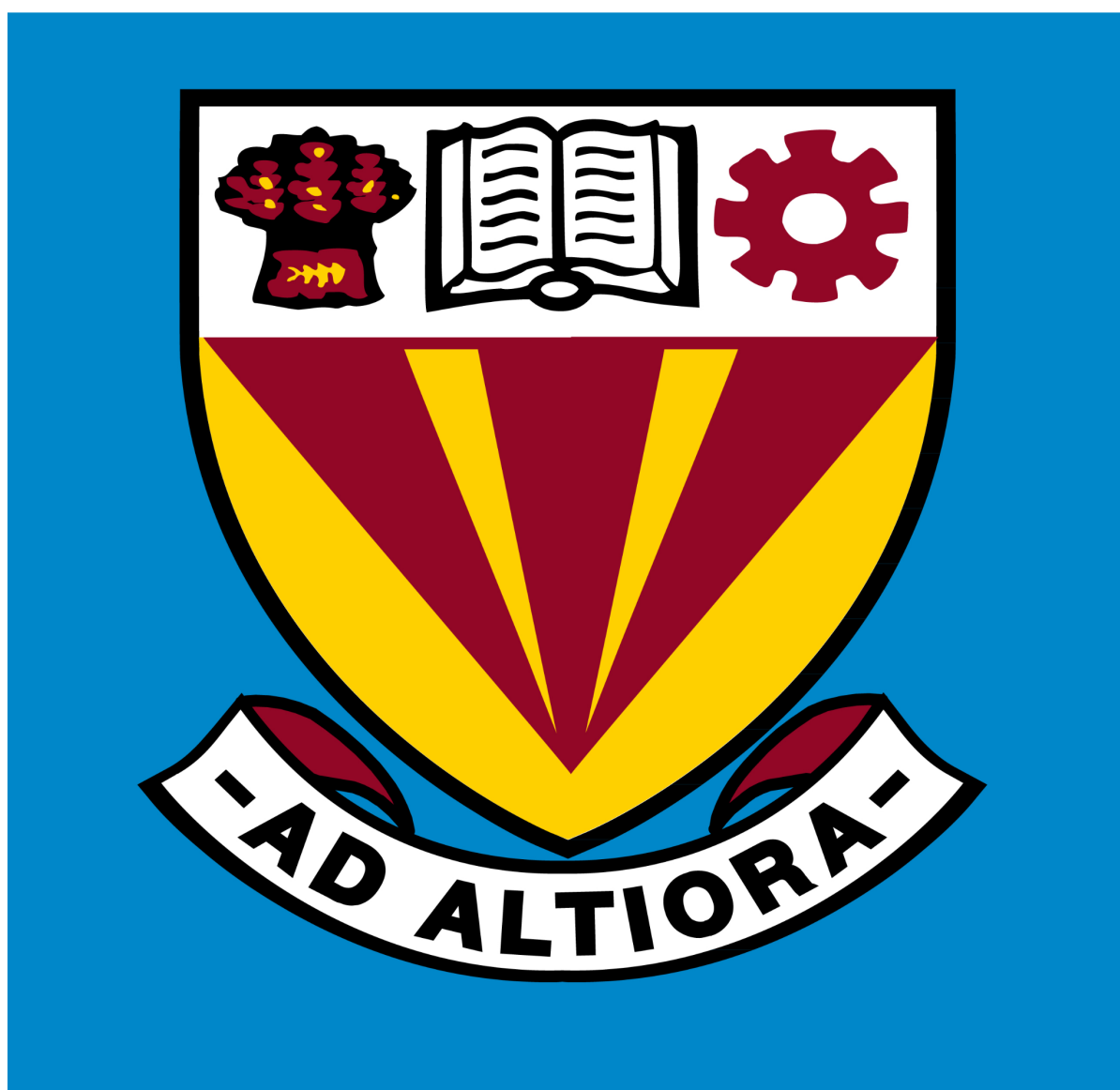


Brechin High School

Handbook

2022/23



Brechin High School

Brechin Community Campus,
Duke Street
Brechin
Angus
DD9 6LB

Tel: 01356 237100

Website: www.brechinhigh.angus.sch.uk

Email Address: BrechinHigh@angusschools.org.uk



Motto: Ad Altiora (to higher things)

Head Teacher: Mr Archie Bathgate

Class Stages: S1 – S6 and returning adults

Present Roll: 549

Parent Council: Members of the Parent Voice can be contacted via the school office or on Facebook [Brechin High School Parent Voice Facebook](#)

Brechin High School App

We have also provided a parental information App (called **School App for Parents**) to provide another way to communicate information from and about the school. It is available on Apple and Android devices.



School App for Parents

Please download **School App for Parents** that lets you see news, events and receive important messages.

Scan the QR Code or search for School App for Parents in the Google Play or Apple App Store. When you have downloaded the app please search for our school name to see our events, news and receive messages.

Once you've downloaded and opened the App, just search for Brechin High School (you will only have to do this once) and press 'Select'.

Welcome to the Brechin High School handbook. As Head Teacher I am obviously really proud to be associated with the school and especially with our young people. This is genuinely a great place to learn with lots of innovative and exciting things happening. We like to be different and we do our best to achieve our vision of delivering the best in learning and wellbeing for our young people.

In 2015, when we were still in the old building and planning what the new campus would look like, along with deciding the number of sockets in each room and where to place them, the colour of walls and the type of furniture, I was asked if I wanted any quotes on the walls. I immediately asked for the Nelson Mandela quote *'Education is the most powerful weapon which you can use to change the world'* and I wanted it in the atrium where everyone could see it. Along with the vision and values (which we remind pupils and staff about all the time) this quote lies behind everything that we do here at Brechin High School. The quality of our education and how we engage with it can shape our lives, our community, our country and even our world. Education here in Brechin can have that power.



Most Secondary Schools offer 6 National 5 courses in S4. We offer 7 so our young people have more to offer at interviews giving them an edge over competitors. But we also tweak things so, if a young person is able academically, they can achieve 8 or even 9 Nationals in S4. We were not happy with the vocational courses young people were taking; they were just boring. So we invented our own course and that has now become a Foundation Apprenticeship in Construction with over 2000 young people across Scotland studying the course. Other schools/colleges come here to Brechin to learn how to deliver it. We also introduced a Foundation Apprenticeship in Hospitality and, at the time of writing, we are looking to buy a car to support the Foundation Apprenticeship in Automotive Skills which was introduced this year. Public transport in Brechin is poor and we couldn't get all our young people to Dundee & Angus College in Arbroath, so we brought Dundee & Angus College here to our site in Brechin to deliver a number of their courses, improving attendance and attainment. We stopped taking fees for Home Economics and Technical courses in 2016, five years before the Scottish Government came up with the idea. We introduced Chromebooks for every pupil, the smallest school with the smallest budget, when other schools were saying they couldn't afford to do it. In sports we compete against, and win against, schools twice our size with twice the number of young people to call on for teams. We punch way above our weight as a school - that's the education we provide in Brechin, that is the opportunity our education here in Brechin provides for our young people.

That's the power of the education that the young people of Brechin are offered here. How we respond to that offer is what really matters. We can take it for granted and coast through school or life making no real difference, or we can work hard and engage with it. If we do that, who knows what we can achieve, who knows what difference we can make both to our own lives and to the lives of others. You can make a difference!

'Education, YOUR education, is the most powerful weapon which you can use to change the world'.

A Bathgate
Head Teacher

[Choosing a School: Guide for Parents \(Scottish Government\)](#)

If you wish to contact the school about your child your first contact should be your child's Pupil Care & Support Teacher and following that the member of the Senior Leadership Team responsible for your child's year group:

Pupil Care & Support Teachers:

Dun: Mrs C McLaren

Farnell: Mr J Kingsmill

Menmuir: Mrs A Mackie

Senior Leadership Team:

Dun: Mrs A Dunsmore

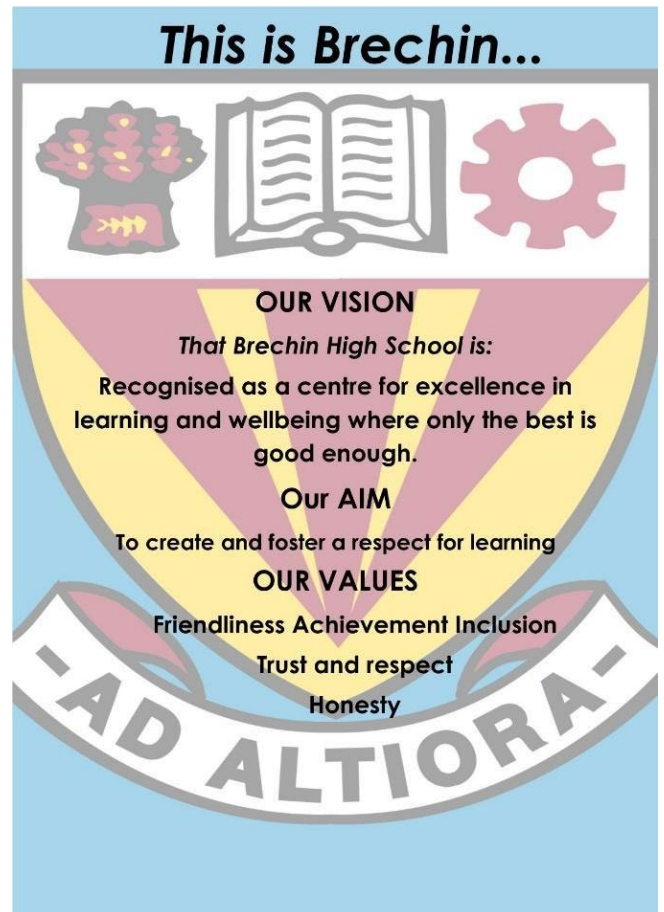
Farnell: Mrs A Cormack

Menmuir: Mr T Mawhirt

School Ethos and Culture

Everything we do in Brechin High School is underpinned by our vision, values and our aim. Learning and wellbeing lies at the heart of everything we hope to achieve with our young people enabling each individual to do their best.

It is a fundamental principle of our school that all who are involved in the life of our school both have the right to be respected as individuals and also carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and Racial equality and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability. Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice.



Positive Behaviour Management

[Angus Council Anti-Bullying Procedure](#)

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in producing and sustaining this positive ethos. The rules of the school are based on the school values and are of a common sense nature, bearing in mind the interest and safety of all concerned.

Our school rules can be summarised as:

- Follow all staff instructions,
- No put downs,
- Keep hands, feet and objects to yourself.

School and Community Links

Any School is an integral part of the community of the town in which it resides. Children develop skills and learn to be better citizens as they engage with and support the work of the local community. The pupils of Brechin High School participate in community events such as Remembrance Day and competitions organised by local groups like the Rotary Club. The Brechin Community Campus provides us with an exciting opportunity to take this relationship further and develop something different and unique in Brechin through an integrated campus involving Education, Leisure, Community Learning and members of the local community coming together in a genuine partnership to form a new, integrated school community, placing a high value on life-long learning and contributing to the rejuvenation of the wider Brechin community.

School Uniform

An important aspect of the culture of Brechin High School is the uniform. Pupils show their pride in the school by wearing school uniform. School uniform is simple and practical. It is no more expensive than other kinds of clothing. All pupils are expected to wear school uniform in school and on educational visits.

All clothes and equipment should be marked with the pupil's name. Every year, clothing, school bags and PE kit which have been lost in the school cannot be returned because there is no way of identifying the owner!

The uniform for Brechin High School is:

- Black shoes, Black trousers or skirt
- White shirt or blouse
- Black cardigan, V-neck sweater or plain black sweatshirt
- School tie (ties are available from the school office at a cost of £5. Seniors can also purchase a special senior tie)
- Blue blazer (blazers are for all year groups and can be ordered online at www.border-embroideries.co.uk or at the Dundee store on Reform Street.
- The school can help with fitting to ensure the correct size is ordered and if anyone is having trouble accessing the internet we can also help with the order itself)

I would also prefer that no pupil wears black jeans to school or leggings without a skirt. Jeans are for casual wear and we want pupils to view coming to school as coming to their place of work so we can help them to achieve their best and so we can prepare them for moving on to employment when they leave school.

Junior



Senior



PE Kit

Brechin Community Campus is fortunate in having excellent facilities for physical education and pupils are given the opportunity to participate in a range of activities including swimming, gymnastics, cross-country running, basketball, volleyball, athletics, tennis, dancing, hockey, football, rugby and cricket. In order that young people can benefit to the full, parents are requested to provide the following items of clothing which are necessary for health, hygiene and freedom of movement when participating in the above activities.

Boys

Swimming trunks (with towel)
Royal blue shirt
Black shorts
Sports socks
Football boots or trainers
Indoor trainers

Girls

One-piece swimming costume (with towel)
Royal blue shirt
Black shorts or sports leggings
Sports socks
Boots (with studs) or trainers,
Indoor trainers

As you will appreciate, the weather is often changeable and for outdoor activities, a track suit or additional long-sleeved jersey can make participation more enjoyable. Warm showers are taken after double periods, so a towel is also required, along with a polythene bag to hold damp clothing/swimming kit.

Organisation of the School Day:

	Period 1	Period 2	Period 3	Interval	Period 4	Period 5	Lunch	Period 6	Period 7
Mon	08.55 -	09.45 -	10.35 -	11.25 -	11.40 -	12.30 -	13.20 -	14.10 -	15.00 -
	09.45	10.35	11.25	11.40	12.30	13.20	14.10	15.00	15.50
Tues	08.55 -	09.45 -	10.35 -	11.25 -	11.40 -	12.30 -	13.20 -	14.10 -	15.00 -
	09.45	10.35	11.25	11.40	12.30	13.20	14.10	15.00	15.50
Wed	08.55 -	09.45 -	10.35 -	11.25 -	11.40 -	12.30 -	13.20 -	14.10 -	15.00 -
	09.45	10.35	11.25	11.40	12.30	13.20	14.10	15.00	15.50
Thu	08.55 -	09.45 -	10.35 -	11.25 -	11.40 -	12.30 -	13.20 -	14.10 -	15.00 -
	09.45	10.35	11.25	11.40	12.30	13.20	14.10	15.00	15.50
Fri	08.55 -	09.45 -	10.35 -	11.25 -	11.40 -	12.30 -			
	09.45	10.35	11.25	11.40	12.30	13.20			



A group of pupils experiencing outdoor learning supported by our partner Ian Pert of Hedzup.



S3 Foundation Apprenticeship pupils preparing a roof for tiles.

Parental Involvement

Becoming Involved in the School

Parental visits to school are by appointment only and if you need to contact the school you can do so by phoning 01356 237100 or emailing Brechinhigh@angusschools.org.uk

At the request of parents, we are continuing to hold Parents Evenings online. Parents are invited to make appointments with class teachers prior to the event.

One way that parents can be involved is by signing up for guardian access to Google Classroom. This will allow you to see what work is issued by class teachers each week and give you first hand knowledge of any homework and when it is due. This kind of support from parents can be invaluable.

Parental Concerns

Parents should contact the school immediately if they have a cause for concern. It is our wish to deal with all matters as early as possible to prevent them from growing into significant concerns. Please contact your child's Pupil Care and Support Teacher in the first instance or if you would prefer to discuss the issue with a member of the leadership team please contact the Depute responsible for your child's year group.

THE COMPLAINTS PROCEDURE – also see link below:

[Angus Council Complaints Procedure](#)

If parents have cause for complaint they should contact the school and make an appointment to meet the Head Teacher or member of the management team.

Celebrating Achievement

Good behaviour in the classroom provides the opportunity for best practice in learning and teaching to take place. Praise and positivity can give many of our pupils the incentive to strive for excellence, raise and maintain high standards. To encourage this further a system to better recognise and publicise the many achievements of our amazing young people has been established. We have different ways of recognising the achievements from ties, badges and other rewards and do our best to publicise pupil achievements across the school community.

We have also launched our Your Faith Valued! Challenge. Pupils are challenged to 'collect' all 5 of the school FAITH values - Friendliness, Achievement, Inclusion, Trust & Respect and Honesty in their day to day time at school. For example, if a pupil volunteers to lead a group of P7s around the school, the Friendliness value would be awarded. A reward activity will be planned for the end of May for those successful in achieving all 5 values through their positive approach to our



school community.

Extra-curricular Activities

A programme of extra-curricular activities including sports and the Duke of Edinburgh Award is organised and delivered by staff. A programme of study support will also take place with information shared with both pupils and parents.

Any information about extra-curricular activities will be shared through social media or in Google classroom. We also go retro now and again and allow posters to appear around the campus promoting activities.

Pupil Voice (Pupil Council)

Pupils are offered a number of different formal and informal ways to share their views about the school. We make good use of the Google applications to gather pupil views and feedback in a 'You said...so we did..' format. We are always looking for additional ways to involve our young people in leadership and decision making in the school and wider community. The School Captains intend to hold regular focus groups of pupils from the different year groups as a way to gather pupil views on different topics.

Curriculum Rationale

Our curriculum, driven by our vision, values and aim, with personalisation, choice and challenge at its heart, is planned and delivered with partners to equip all of our young people with the knowledge and skills that will lead to a positive destination, enhancing their lives, our community and our world.

A useful summary of the extensive documentation and guidance provided on the Scottish Curriculum can be found at <https://scotlandscurriculum.scot>

What we mean by 'curriculum': *All the learning which is planned and guided by the school, whether it is carried out in groups or individually, inside or outside the school.*

At Brechin High School we recognise that while the curriculum must meet both national (see Appendix 1 for a curriculum framework) and local policy and have the school's values, vision and aim (see appendix 2) at its centre, it must also be flexible enough to respond to the needs of our own young people and Brechin's own unique situation. With this in mind, the following is an outline of Brechin High school's curriculum for 2022/23.



Structure:

In Brechin High School the curriculum is divided into the Broad General Education (S1-S3) and the Senior Phase (S4-S6). Formal exams should only be attempted in the Senior Phase.

The Broad General Education (BGE) Curriculum:

There are eight curricular areas that must be covered in the BGE:
The subjects, if different, through which these curricular areas are delivered are in red

- Expressive Arts (Music, Drama and Art)
- Languages and literacy (English, Modern Languages and Literacy)
- Health Improvement (Physical education, Home Economics and Personal & Social Education)
- Mathematics and Numeracy
- Religious & Moral Education
- Sciences (Biology, Chemistry and Physics)
- Social Studies (Geography, History, Modern Studies)
- Technologies (Business Studies, Computing and Technical)

In S1/S2 the 33 periods in each week are distributed as follows:

S1		S2	
English	4	English	4
Mathematics	4	Mathematics	4
Sciences	3	Sciences	3
Modern Languages	3	Modern Languages	3
Social Subjects	3	Social Subjects	3
Music	1	Music	1
Drama	1	Drama	1
Art	1	Art	1
Technical	2	Technical	2
IT	1	IT	1
Home Economics	2	Home Economics	2
PE	3	PE	3
Literacy	1	Literacy	1
Numeracy	1	Numeracy	1
RME	1	RME	1
PSE	1	PSE	1
Mentoring	1	Mentoring	1

Every pupil in the school has been allocated a small mentoring class allowing for personal contact with a member of staff each week with a focus on learning.

Our **S3 curriculum** has been designed to provide a broad experience across the curricular areas while also helping prepare pupils for the national qualifications in the senior phase. Learning is focused on providing opportunities for pupils to attain and achieve fourth level experiences and outcomes.

To provide increased challenge in addition to English and Mathematics pupils choose four subjects they intend to study as national exams and three as back-up choices to provide alternatives if needed. Two periods of Wider Achievement have been added to S3 to provide additional breadth and challenge; almost all wider achievement courses will result in a level 4 award.

The school also works in partnership with Skills Development Scotland to deliver Level 4 Foundation Apprenticeships in Construction and Automotive Skills and with Dundee & Angus College to deliver a Level 4 Foundation Apprenticeship in Hospitality.

The SFA School of Football has also been incorporated into the BGE curriculum with the Brechin Community Trust worker delivering the course in S1-S3.

In S3 the 33 periods each week are distributed as follows:

S3	
English	4
Mathematics	4
Choice 1	3
Choice 2	3
Choice 3	3
Choice 4	3
Choice 5	3
Choice 6	3
Wider Achievement	2
PE	2
RME	1
PSE	1
Mentoring	1

The Senior Phase Curriculum

Senior Phase is the stage at which young people sit exams and has been designed to allow young people to access the appropriate courses at the best time for them. Pupils usually attempt National 5 in S4 before moving on to Highers or Advanced Highers in S5 & S6. However, it may be more appropriate for the young person to sit National 4 or even Higher in S4 (or a combination of different awards,) depending on what is the best fit for them.

The Scottish Credit and Qualifications Framework (SCQF) in Appendix 3 shows the different awards available in Scotland.

It has also been common practice for a significant number of years to have bi-level classes; National 5 and Higher taught in the same lesson. During recent years teaching staff have been dealing with a continuous programme of change to course content and assessment, the main purpose of which has been to closely align the content of National 5 and Higher courses enabling them to be taught together. One of the reasons for these changes is that the skills developed by young people in National 5 are the same as those developed by young people in Higher; the only real difference between National 5 and Higher is that the content covered in Higher and the assessment is more challenging.

As part of our ongoing strategy to improve Brechin High School we have increased the number of courses attempted by young people in S4 from 6 to 7 national courses.

This will:

- Broaden each young person's education
- Increase the number of qualifications a young person has when they leave school giving them a better chance of success
- Reduce the number of 'crash' highers in S5/6

The introduction of an additional course in S4 does mean that the time allocated to each national course will be reduced from 5 to 4 periods each week. However, recent changes to S3, increasing challenge and pace and ensuring articulation between level 4 outcomes and national courses, means that young people are better prepared for national courses in S4. The exception to this is English and Mathematics both of which are allocated 5 periods. This is to allow time for an additional qualification to be gained in each.

The 33 periods in S4 will be allocated as follows:

S4	
English	5
Mathematics	5
Choice 1	4
Choice 2	4
Choice 3	4
Choice 4	4
Choice 5	4
PE	2
Mentoring/PSE	1

Young people in S5 will be expected to attempt 5 Highers. In S6 pupils usually attempt a combination of Highers and Advanced Highers. One of our partners, Dundee & Angus College, also sends lecturers to our campus to deliver national courses and Foundation Apprenticeships at level 5 & 6 to our pupils. Other pupils are also given an opportunity to travel to Dundee and Angus College to attend a variety of courses such as Skills for Work or Foundation Apprenticeships. It is possible for pupils to attempt a combination of these courses and work-based learning as they follow a personalised pathway in their educational journey.



In partnership with Brechin Community Trust and the SFA, Brechin High School delivers School of Football in S1-S3 as part of the BGE curriculum.

Standards & Quality Summary 2021/22

Effective school improvement is a continuous process of considering what is working well and what needs to improve. Key documents provided by the Scottish Government are How Good Is Our School? 4 (HGIOS? 4) and the National Improvement Framework (NIF).

HGIOS? 4 is a self-evaluation tool. It is divided into 15 quality indicators each containing exemplars of effective practice and challenge questions. It is designed to enable school communities to take a closer look at specific aspects of their work and identify how to get better at what they do. It is graded on a 6 point scale from 1 (unsatisfactory) to 6 (excellent). Schools are encouraged to ask 3 key questions: How are we doing? How do we know? What are we going to do now?



The NIF is guidance from the Scottish Government identifying the key drivers for improvement. Linking closely with HGIOS? 4, the NIF identifies key quality indicators (1.3 Leadership of change, 2.3 Learning, Teaching and Assessment, 3.1 Ensuring Wellbeing, Equity and Inclusion, 3.2 Raising Attainment and Achievement) and requires that every school includes them in the self-evaluation process. In addition, schools are also encouraged to identify other quality indicators that are relevant to their own local situation.

The following is a brief summary of Brechin High School's report submitted to the Scottish Government. The full self-evaluation report for 2021/22 can be accessed on the school website.

The session 2021/22 was again significantly disrupted by the Covid-19 global pandemic. Mitigations put in place by the Scottish Government had a significant impact on the school's ability to function effectively. In spite of the difficulties faced by the school, local community and society in general, the school staff continued to maintain a clear focus on fulfilling our vision that Brechin High School is recognised as a centre for excellence in learning and wellbeing where only the best is good enough.

The gradings given to each Quality Indicator reflect the impact the covid pandemic and the restrictions caused by the covid mitigations have had on the school's overall performance.

Quality Indicator	School Evaluation
1.1 Self-evaluation for self-improvement	4
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	4
3.2 Raising attainment and achievement	5

SCHOOL IMPROVEMENT PLAN 2022/23

The School Improvement Plan is attached at the end of the handbook. We use the school vision to shape the school's priorities with our main drivers for change being 'excellence in learning', 'excellence in wellbeing' and 'only the best'. The school's quality improvement programme is closely aligned with the school improvement plan with regular internal and external checks on progress.

SCHOOL PERFORMANCE

Attainment at Brechin High School has been steadily improving over the past few years with a significant increase in S4 attainment in 2022's external exams. The school performs well against both local and national measures. For more detailed discussion regarding attainment please contact the school and arrange an appointment with a member of the Senior Leadership Team.

HEALTH CARE

You can contact your school health staff at: -
Links Health Centre, 01674 672554

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 links for Parents

The School Improvement Plan

The School Improvement Plan for 2022/23 has three main aims:

- Improve the quality of Learning & Teaching
- Stakeholders feel included, respected, safe, secure and valued
- Agreed targets for improvement are delivered through more effective leadership at all levels

Our vision is

that Brechin High School is recognised as a centre for excellence in learning and wellbeing where only the best is good enough.

Aim	Primary Driver	Secondary Driver	Action	Responsibility	Measure
Excellence in learning	Learners engage in consistently high quality learning and teaching NIF: School Improvement; Teacher Professionalism	Our understanding and delivery of active learning fulfils the Brechin Framework for Learning. The Brechin Framework for Learning is: effective questioning, feedback, inclusion; QI 2.3 Learning & Engagement; Quality of Teaching; Effective Use of Assessment	The Brechin Framework for Learning is launched, Aug 22 , and embedded into the life and work of Brechin High School; Oct, Dec 22, Mar 23.	Brechin Framework for Learning strategy group	<p>Focus groups of stakeholders, individual interviews & questionnaires, Learning visits by peer, PT & SLT:</p> <ul style="list-style-type: none"> • All stakeholders are clear about what learning should look like in BHS; almost all young people report their learning experiences are consistent and high quality • Almost all young people report they are developing skills enabling them to work collaboratively and independently • Almost all lessons show effective questioning, feedback and inclusion.

		<p>The curriculum results in strong outcomes for all learners QI 2.2 Learning Pathways; Skills for learning, life and work</p>	<p>A strategy identifying and developing flexible learning pathways is embedded in school practice, Sept 22; Mar 23; the DYW strategy ensures the development of key employability skills among Brechin's young people, Sept, Dec 22, May 23;</p>	<p>PT RA DYW Strategy Group</p>	<p>Collaborative report, focus groups, individual interviews:</p> <ul style="list-style-type: none"> • The curriculum supports increased levels of attainment, achievement and positive destinations for almost all BHS young people.
		<p>Attainment in literacy is raised for all learners QI 3.2 Attainment in literacy and numeracy</p>	<p>The Literacy strategy is embedded into the life and work of Brechin High School; Aug, Nov 22, Mar 23;</p>	<p>Literacy strategy group</p>	<p>Focus groups, google forms, progress checks, collaborative reports:</p> <ul style="list-style-type: none"> • Almost all S1/2 young people engage with the Pret a Lire reading scheme • Almost all staff model reading for pleasure • A range of cross-curricular literacy projects are developed • There is a noticeable increase in reading among young people and staff

		<p>There are robust arrangements in place to support planning learning and assessment in the BGE, Q.I 2.3 effective use of assessment;</p>	<p>Current practice is evaluated and a consistent approach to planning learning and assessment in the BGE is agreed and implemented; Oct 22, Dec 22, Mar 23, progress is evaluated; May 23. (Amended 28/09/2022)</p>	<p>ELT</p>	<p>Collaborative report, face to face survey,sampling, progress checks</p> <ul style="list-style-type: none"> ● All teaching staff engage with the planning tool ● All teaching staff can evidence a clear connection between learning and attainment in the BGE ● Effective planning ensures that almost all young people are included in learning ● Effective planning in the BGE leads to improved outcomes for almost all young people
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		Staff continue to enhance learners' experiences by embedding digital technology in learning QI 2.3 learning and engagement; 3.3 Digital innovation; Digital literacy;	The impact of digital learning on pedagogy is evaluated, June 22 , a strategy for embedding digital technology in learning is developed using the SAMR model, Aug, Nov 22, Feb 23 ; all teaching staff engage with Google Level 1 Educator Certification, Aug 22, May 23 ; best practice is identified and shared; Sept, Nov 22, Feb 23 .	Digital Learning Strategy Group	Audit, collaborative report, learning walks, focus groups & checklist: <ul style="list-style-type: none"> All teachers are using digital technology to enhance learning; All teaching staff engage with Google Level 1 Educator Certification; The majority of young people recognise improved consistency of teacher use of digital technology in all curriculum areas.
Excellence in wellbeing	Stakeholders feel included, respected, safe, secure and valued NIF: School Improvement	A shared language for well being is established and staff understand its relationship to learning; QI 3.1 Wellbeing; 1.4 Staff wellbeing and pastoral support;	Brechin High School staff agree a definition of wellbeing, Aug 22 ; clear guidance, and practical support, is shared with staff explaining the relationship between wellbeing and learning, Sept, Dec 22, Mar 23 ; the implications of the Children and Young People (Scotland) Act 2014 and the Review of ASL Report 2019 are shared with the school community and used to	ASN, PCS	Focus groups/individual interviews, questionnaires & SHANARRI tracking: <ul style="list-style-type: none"> All staff share an agreed definition of wellbeing All staff share an understanding of the relationship between wellbeing and best learning All staff are aware of the implications of relevant legislation and the impact on their practice

			shape practice, Oct 22, Jan 23;		
		Relationships across the school community are positive QI 3.1 Wellbeing;	The UNCRC is incorporated into the life and work of the school, Oct, Dec 22, May 23; The school engages with the Rights Respecting Schools Programme, Sept, Dec 22, Mar, May 23	Rights Respecting School Strategy Group	<p>Focus groups, individual interviews, SHANARRI tracking, collaborative report:</p> <ul style="list-style-type: none"> • Almost all stakeholders report that relationships across the school community are positive and supportive • The UNCRC is at the heart of the school's planning, policies, practice and ethos • The school community has a shared understanding of young people's wellbeing and rights • A young person's rights approach is embedded into all aspects of school life • Almost all young people are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally
only the best is good enough	'This is Brechin' recognising the best in pupils, staff & community	Our understanding of what best learning looks like is developed and supports it by	Examples of best practice identified, shared shared with staff and delivered in staff meetings; Sept, Nov 22, Feb 23;	SLT/ELT	<p>Staff survey, stakeholder focus groups, survey:</p> <ul style="list-style-type: none"> • All staff report that best practice is identified and shared.

	<p>NIF: School Improvement; Teacher Professionalism; Parental Engagement;</p>	<p>sharing best practice among staff. QI 1.3 Developing a shared vision, values and aims relevant to the school and its community; QI 1.2 Professional engagement and collegiate working;</p>	<p>A programme for recognising achievement across the school community is embedded into the life of the school, Aug, Dec 22. Mar 23; the Inter-house programme is embedded into the school creating a broader range of opportunities for young people to achieve, Aug, Dec 22, Mar 23; actively promote all that is #ThisisBrechin, Oct, Dec 22, Mar 23;</p>	<p>RA Strategy Group RA Strategy Group Communities & Charities Strategy Group</p>	<ul style="list-style-type: none"> • Almost all stakeholders report that there are a wide range of opportunities to achieve • The school leads in promoting a positive ethos in the Brechin community.
		<p>Staff are committed to ensuring that we achieve the highest possible standards and success for all Learners QI 1.3 Developing a shared vision, values and aims relevant to the school and its community;</p>	<p>a CLPL programme to support staff development is shared, Sept 22; all staff engage in the action learning cycle, Aug, Dec 22, Mar, May 23; all staff actively engage in ensuring Brechin Framework for Learning strategies are embedded in learning, Oct 22, Feb 23; Staff commit to embedding the vision, values and aim in the life and work of the school, Aug 22; Mar 23;</p>	<p>SLT All staff All staff All staff</p>	<p>Staff survey, staff evaluations, staff focus groups, progress checks, learning visits, learning walks:</p> <ul style="list-style-type: none"> • All staff engaged in the action learning cycle • Staff conduct learning walks to evaluate progress and consistency in learning across the school • All staff report commitment to the vision, values and aim of Brechin High School.