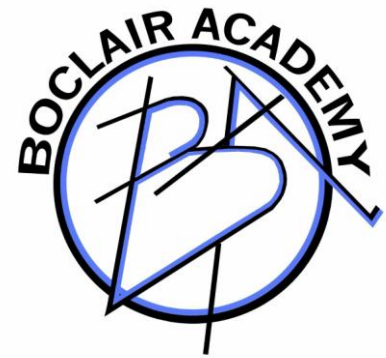


# Boclair Academy

## Handbook 2019-2020



**Respect    Honesty    Fairness    Achievement**



January 2019

Dear Parent

Welcome to the Boclair Academy handbook for session 2019-2020.

Boclair Academy is a six-year comprehensive which serves its catchment area of South Bearsden and the village of Torrance (full details of the delineated catchment area can be accessed from Education Services, Southbank House, 1 Strathkelvin Place, Kirkintilloch).

The totality of life in a large secondary school cannot be captured in a book such as this, but it does contain much information which I hope you will find useful.

We offer pupils a wide range of educational experiences at Boclair, from the traditional range of subjects to the extensive programme of extra-curricular activities, school trips and visits. We hope that by offering these formal and informal learning experiences all of our pupils will have opportunities to maximise their potential, whatever their aptitudes, interests or aspirations.

Session 2010-2011 saw the first steps in the formal introduction of Curriculum for Excellence, and staff have been engaged in ensuring the best possible educational experience is available for new pupils over the last seven years.

Every school requires to produce an annual Improvement Plan. For Session 2018-2019 the focus is on improving the experience for all learners both in terms of attainment and achievement.

Over the past 5-6 years, we have seen a steady improvement in the examination performance of our pupils, and over the past three sessions we have seen some of the best SQA results in the school's history. Staff and pupils will be striving to maintain the high standards which have been set.

We endeavour to create and maintain good home school links so that we work together to support our pupils, your children, in the best possible way. In May, members of the Senior Management Team will provide information sessions for the parents of P7 pupils. There will be a further information evening at Boclair for P7 parents on 11 June 2019.

Legislation demands that we are obliged to provide some statistical information in this handbook.

I hope you find the contents useful and informative, but should you require further information do not hesitate to contact the school.

Douglas Brown  
Head Teacher



sustainable thriving achieving

**East Dunbartonshire Council**

[www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

## **EDUCATION IN EAST DUNBARTONSHIRE**

East Dunbartonshire Council's vision statement is reflected in the ethos of the Education Service:

**“Working together to achieve the best with the people of East Dunbartonshire.”**

The Education Service works with staff in schools and services to ensure the best outcomes for all our children and young people. We share the Council's commitment to:

- *The customer*
- *Excellence*
- *Innovation*
- *Partnership*
- *Our Employees*

# CONTENTS

## Introduction by the Head Teacher

<b>Section 1</b>	<b>Practical Information about Boclair Academy</b>	<b>Page</b>
1.1	Contact Details	6
1.2	About the School	6
1.3	Organisation of the school day	7
1.4	Attendance and Absence	8
1.5	Comments, Compliments & Complaints Procedure	9
<b>Section 2</b>	<b>Parental Involvement in Boclair Academy</b>	
2.1	Parental Involvement	11
2.2	Parent Councils	11
2.3	Pupil Council	12
<b>Section 3</b>	<b>School Ethos</b>	
3.1	School Aims and Ethos	13
3.2	Equal Opportunities and Social Inclusion	13
3.3	Pupil Conduct	16
3.4	School Discipline	16
<b>Section 4</b>	<b>Curriculum</b>	
4.1	Curriculum for Excellence	19
4.2	Broad General Education S1-S3 Curriculum	20
4.3	The Senior Phase S4, S5 & S6 Curriculum	21
4.4	Supporting Learners	21
4.5	Policy With Regard to Entering Pupils for Public Examination	22
4.6	Homework	22
4.7	Sensitive Aspects of Learning	23
4.8	Extra Curricular Activities	24
<b>Section 5</b>	<b>Assessment and Reporting</b>	
5.1	Assessment	26
5.2	Liaising with and Involving Parents in their Child's Education	27
<b>Section 6</b>	<b>Transitions</b>	
6.1	Registration and Enrolment	28
6.2	Primary to Secondary Transfer	28
6.3	Placing Requests	29
6.4	Mid Session Transfers	30

<b>Section 7</b>	<b>Support for Pupils</b>	<b>Page</b>
7.1	Children and Young People with Additional Support Needs	31
7.2	Support for Learning Services	32
7.3	Family Support Service	32
7.4	Protecting Children and Young People	33
7.5	Additional Support Needs	33
7.6	Specialist Support Service	35
7.7	Pastoral Support	35
7.8	GIRFEC	36
<b>Section 8</b>	<b>School Improvement</b>	
8.1	Raising Attainment	38
8.2	Standards and Quality Report	38
8.3	School Improvement Plan	38
8.4	Target Setting	38
8.5	Transferring Educational Data about Pupils	38
<b>Section 9</b>	<b>School Policies etc.</b>	
9.1	Accessing Your Child's Pupil Records	41
9.2	Appointment of Adults to Voluntary Child Care Positions	41
9.3	Childcare Information Service	42
9.4	Data Protection Act 1998	42
9.5	EDC Excursion Insurance	43
9.6	Education Maintenance Allowance (EMA)	46
9.7	Free School Meals	46
9.8	Freedom of Information (Scotland) Act 2002	46
9.9	Medical and Health Care	46
9.10	Mobile Phones in School – Pupil use of	48
9.11	No Smoking Policy – School Campus	48
9.12	Photographs and Video Film Involving Pupils – use of	48
9.13	School Meals	49
9.14	School Uniform	49
9.15	Transport	51
<b>Section 10</b>	<b>Practical Information</b>	
10.1	Course Choice Forms	53
10.2	Important Addresses	54
10.3	Monitoring & Tracking and Reports layout	55
10.4	Plan of the school	57
10.5	Pupil Activity Programme and Achievements	59
10.6	School Holidays	64
10.7	School Library	65
10.8	Senior Management Team	65
10.9	Staff Details	66

<b>SECTION ONE - PRACTICAL INFORMATION ABOUT THE SCHOOL</b>
---

**1.1 Contact Details**

Head Teacher	Mr Douglas Brown MA (Hons)
Address	Boclair Academy Inveroran Drive Bearsden Glasgow G61 2PL
Telephone	0141 955 2358
E-mail	<a href="mailto:office@boclair.e-dunbarton.sch.uk">office@boclair.e-dunbarton.sch.uk</a>
Website address	<a href="http://www.boclair.e-dunbarton.sch.uk">www.boclair.e-dunbarton.sch.uk</a>

**1.2 About the school**

Boclair Academy is a non-denominational, comprehensive, co-educational school, and takes pupils from S1 to S6. It has a capacity of 1069 pupils and the current roll (January 2019) is 952.

S1 - 176      S2 - 196      S3 - 173      S4 - 156      S5 - 133      S6 - 118

The S1 intake for each of the next three sessions is limited to be 180 pupils. The staffing complement for session 2019 - 2020 is 70.

The school campus is located at the lower end of a sloping site of 16 acres, and is entered from Inveroran Drive. It consists of three main buildings: a classroom block containing accommodation for all general subjects including Art, Home Economics and Music; a separate Technical block with workshops and technology rooms and a Physical Education block in which there is a games hall, a gymnasium, a classroom, swimming pool and fitness room. An additional temporary building houses seven classrooms that are used mainly for Mathematics teaching.

The main classroom building houses, on the ground floor, the Reception, the Art and English departments, as well as an Assembly Hall with adjacent Dining Hall. The Music department is located near to the stage area of the Assembly Hall. The main staffroom and two pupil social areas are also located on the ground floor.

The school offices are located on the first floor, as are the Home Economics and the Business Studies departments and a Computer suite. The second floor contains Computing and Modern Languages classrooms and the school Library. The third floor has classrooms for Social Subjects, one Science Lab and the Learning Support base. The fourth floor has laboratories, technicians' rooms and ancillary accommodation for the Science department.

A lift, ramps and specially designed toilet accommodation are provided to ensure the school is accessible to all.

Apart from the school building itself, the remainder of the site has been used to provide a hockey pitch, a new all-weather football pitch, a rugby pitch and practice area, as well as a running track in summer.

### Community Facilities

The Physical Education building is used by local clubs for football, basketball, swimming and badminton; other local groups, from time to time, use the Assembly Hall and other areas.

Private organisations seeking lets of any part of our accommodation must apply to East Dunbartonshire Council, Shared Services, The Marina, 6 Strathkelvin Place, Kirkintilloch, GLASGOW G66 1XT. Tel No: 0300 1234510 email:letting@eastdunbarton.gov.uk.

### 1.3 Organisation of the School Day

<b>Monday - Tuesday</b>	
Warning Bell	08.45
Registration	08.50 – 09.00
Period 1	09.00 – 09.50
Period 2	09.50 – 10.40
Interval	10.40 – 10.55
Period 3	10.55 – 11.45
Period 4	11.45 – 12.35
Period 5	12.35 – 13.25
Lunch	13.25 – 14.15
Warning Bell	14.10
Period 6	14.15 – 15.05
Period 7	15.05 – 15.55

<b>Wednesday - Friday</b>	
Warning Bell	08.45
Registration	08.50 – 09.00
Period 1	09.00 – 09.50
Period 2	09.50 – 10.40
Interval	10.40 – 10.55
Period 3	10.55 – 11.45
Period 4	11.45 – 12.35
Lunch	12.35 – 13.25
Warning Bell	13.20
Period 5	13.25 – 14.15
Period 6	14.15 – 15.05

Assemblies for year groups are held as follows:

- S1 Monday
- S2 Tuesday
- S3 Wednesday
- S4 Thursday
- S5 Friday

## 1.4 Attendance and Absence

### Attendance at School

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendments, etc, Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority or unauthorised i.e. unexplained by the parent (truancy) or temporarily excluded from school.

### Un-notified Absence Policy

It is East Dunbartonshire Council's policy that parents should notify their child's school if their child is going to be absent. In some instances it might not be possible for parents to pre-notify the school of an absence because their child may have become unwell during the night. In these circumstances, parents should notify the school before registration begins. Parents can notify the school of a pupil absence using the dedicated Pupil Absence Line – 0141 955 2361. This line is open each day from 7.00 a.m. – 8.30 a.m.

If parents do not inform the school of their child's absence, the school will take action to find your child. This will involve contacting you by text message to alert you to your child's absence. If this action is not successful and no response is received, the school may contact your emergency contact person and, failing that, ask the school's Attendance Officer to visit your home. In some exceptional circumstances, where the school believes your child could be at risk of harm, contact will be made with the Police and/or Social Work. Parents should also give their child a note on his/her return to school confirming the reason for absence.

The section of the handbook on guidance and social education explains the procedures for attendance, notes, etc.

### Family Holidays

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained, and where it is judged the holiday is important to the wellbeing and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.

If, because of inflexible holiday rotas, parents have no option but to take their child out of school during term time, they must inform the school by letter before going on holiday. Such absence will be authorised only where attendance is otherwise satisfactory. Clearly, where attendance is unsatisfactory, absence is unauthorised.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

Clearly with no explanation from the parent, the absence is unauthorised. The school attendance officer investigates unexplained absence; the authority has the power to write to, interview or prosecute parents, or refer pupils to the reporter to the children's panel.

### Information regarding exceptional closures/emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, text messages, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. There will also be updates on the council website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk) and the school website [www.boclair.e-dunbarton.sch.uk](http://www.boclair.e-dunbarton.sch.uk). However, generally, you should assume that the school will be open and make every effort to ensure that your child is in attendance.

### Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given. Where possible you should telephone before 2.30 pm if there are any changes to childcare arrangements.

### Business Continuity

In the event of emergency closure of the school, for whatever reason, parents should be aware as to how they might best access up-to-date and accurate information. Information will be available from:

- Local radio stations
- Southbank House – 0141 578 8000
- The school website and/or EDC website

Should the school be obliged to close during the normal school day we will make every effort to ensure pupils' safety is paramount and they may be dismissed to a place of safety. Should this not be possible we will keep pupils in a safe environment until such times as arrangements can be made for their safe dismissal. We will, at all times, do our utmost to keep parents informed of developments surrounding school closures. At all times arrangements will be such as to minimise disruption to education.

## **1.5 Comments, Compliments and Complaints Procedure**

We are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments or complaints. If you want to register a comment of any type about the school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

- Stage 1: Please make any complaints initially to the Head Teacher. We will try to respond as quickly as possible, but often issues are complex and we may need time to investigate. We will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.

- Stage 2: Investigation, if you are dissatisfied with the decision at Stage 1, the complaint will be investigated, acknowledged in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply, you can take the matter up with the Scottish Public Services Ombudsman. Our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

## SECTION TWO – PARENTAL INVOLVEMENT IN BOCLAIR ACADEMY

All East Dunbartonshire Council schools welcome parental involvement as research has shown that when parents are involved children do better in school.

### 2.1 Parental Involvement & Engagement

It is the policy of the Head Teacher to encourage the fullest contact possible between the school and parents. A strong partnership between parents and teachers can only be beneficial to a child's progress and sense of wellbeing as he or she progresses through the school.

A first point of contact for parents will be the member of the guidance staff responsible for the child's class. Guidance teachers have specific responsibilities for the general welfare of the children in their group, and they will generally meet with their class and with individuals on a regular basis.

The Head Teacher's newsletter and letters on different topics throughout the year are sent home via the pupils, and it is intended that these should provide parents with a regular overview of the events in the school. Information on school events and news can be viewed on our website: [www.boclair.e-dunbarton.sch.uk](http://www.boclair.e-dunbarton.sch.uk). Parents are also kept up to date via text messages, by email and through Twitter.

Report cards are sent home on a regular basis and parental comments on these are welcome. In addition parents are invited once per session to a Parents' Evening where they will have an opportunity to discuss their child's progress with his/her teachers.

Parents are welcome to come to the school at any time although it is helpful if an appointment can be made in advance, either by telephone or letter. The Head Teacher, a member of the Senior Management Team or a member of the Guidance staff will normally be available to discuss matters of a confidential nature.

### 2.2 Parent Councils

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents are welcomed to be:

- involved and engaged with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils

The Boclair Academy Parent Council is active in encouraging parental interest in the work of the school. Parent Councils were created under the Scottish Schools (Parental Involvement) Act of 2006, replacing School Boards.

The Boclair Academy Parent Council (BAPC) was constituted in October 2007, members being drawn from parents and co-opted persons who all have a two year term before they volunteer again. The BAPC has a constitution (available to view on the school website) and meet approximately six times a year. The central ethos of the BAPC is:

- to work in partnership with the school to create a welcoming school, inclusive for all parents
- to promote partnership between the school, its pupils and all its parents
- to develop and engage in activities which support the education and welfare of the pupils
- to identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils

Since our inception we have carried out several tasks. Separate sub groups have been created within the BAPC to carry out specific tasks - for example Communications, Fundraising, written communication and monitoring of Council meetings. Watch out for notice of future events. In 2019 - 2020 it is our intention to continue fundraising events and develop the communication mediums between the BAPC and the wider parent body. For further information and how to contact the BAPC, check out the school website: [www.boclair.e-dunbarton.sch.uk](http://www.boclair.e-dunbarton.sch.uk) or contact the Chairperson (Mr Chris Allen) via e-mail: [parentcouncil@boclair.e-dunbarton.sch.uk](mailto:parentcouncil@boclair.e-dunbarton.sch.uk).

For more information on parental involvement and engagement, or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

### **2.3 Pupil Councils**

Each class elects one representative early each session to serve on its year group pupil council. Each council is chaired by an S6 student and minutes are kept and passed to the Head Teacher for comment and response. The councils meet regularly and a member of staff is present to advise on procedures and other matters.

The councils are invited to comment on aspects of school life which affect them directly and to put forward suggestions about the smooth running of the school or the organisation of clubs or other activities. Year Group Councils come together once per term to meet as a Pupil Parliament.

## SECTION THREE – SCHOOL ETHOS

### 3.1 School Aims and Ethos

VISION Every young person at Boclair is encouraged to maximise their potential

VALUES Our values are: *Respect, Honesty, Fairness & Achievement*

#### AIMS

- To provide a broad and balanced curriculum, the highest quality of learning and teaching
- To allow pupils to develop a depth of knowledge and a range of skills and experiences
- To encourage pupils to take responsibility for their own learning
- To encourage pupils to participate fully in the life of the school, the wider community and society in general
- To promote an ethos of success and achievement for all
- To provide a caring environment in which pupils feel confident and secure
- To promote equal opportunities and respect for others
- To encourage parents to work in partnership with the school

All our policies – whole-school and departmental – will be judged in relation to this overall aim.

A successful school is one where teachers and pupils strive towards common goals. Pupils respond to and respect teachers who are thoroughly prepared in their work and who set realistic aims for each individual. The hallmark of our professionalism is our ability to strike a sensible balance between the particular needs of the individual and the needs of the group. Success for some pupils will be academic work of the highest standard while for others sustained attendance at school may in itself represent a very worthwhile achievement.

A number of our pupils come from less privileged home backgrounds; for some the school represents the most stable influence in their lives; an education service of genuine quality is sensitive to the needs of all pupils and aims not only for the highest academic success but also to raise the self-esteem of each individual.

### 3.2 Equal Opportunities and Social Inclusion

In East Dunbartonshire, all children and young persons are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination. The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.

### **The Equality Act (2010)**

The General Equality Duty Act was created by the Equality Act (2010) and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

The school is committed to the requirements of the Equality Act 2010 and as such we have due regard to the need of:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between children and young people who share a characteristic and those who do not;
- Foster good relations between different groups.

The school will take cognisance of the Equality and Human Rights Commission's "Technical guidance for schools in Scotland" in the development of its policy and practice.

### Race

In relation to race equality, the school follows written procedure whenever a racist incident is reported. This procedure is detailed in the document "Tackling Racist Incidents Within the Education Service". Parents/Carers who want to find out more about this procedure should ask the school for a copy of the leaflet Managing Racial Harassment and Racist Bullying in Schools: A Guide for Parents/Carers.

### Disability

The Disability Equality Duty (DED) places Education Authorities under a statutory duty to actively promote disability equality across all of their functions (policies and practices). East Dunbartonshire Council's Education Service's Disability Equality Scheme (DES) and Action Plan were published in December 2006. This Scheme and Action Plan will build on the wide range of work that the Education Service does to promote disability equality in East Dunbartonshire Schools. More information on this can be found in the Disability Equality Scheme (DES) and Action Plan for the Education Service. Further information is also available in the Education Service's Accessibility Strategy.

### Gender

The Gender Equality Duty (GED) was created by the Equality Act 2006. The GED requires Scottish Schools and Education Authorities to actively promote sex equality and improve services, policies and practices for all boys and girls. Schools and support services in East Dunbartonshire work hard to ensure that all pupils achieve their full potential and their Gender Equality Scheme and Action Plan reflects this commitment.

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at Southbank Marina, 12 Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 1234510.

At Boclair we do everything possible to ensure that every pupil - irrespective of sex, race, religion or home background has every opportunity to succeed. As part of our PSE programme we also attempt to ensure that pupils themselves respect each other and are aware of the rights which everyone has in an open and democratic Society. In S2 we hold a conference entitled "You Can Do Anything" which aims to emphasise the huge range of career possibilities that are open to all.

### Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and, as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Parents from minority and minority ethnic religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one session and the pupil noted as an authorised absentee in the register.

The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community.

For Further information refer to Additional Guidance on Religious Observance in East Dunbartonshire schools, October 2006.

Boclair Academy is committed to developing and sustaining a wide range of community partnerships. Over recent years the number of partnerships we have developed has grown and we now see regular work undertaken with East Dunbartonshire Voluntary Action, Bearsden East Community Council, as well as various voluntary organisation such as Alzheimer Scotland and the Trussell Trust Glasgow North West Foodbank.

Giving back to our local community has become a strong part of our culture and ethos and all pupils have the opportunity to engage with community based work as part of our inclusive Wider Achievement Programme for all pupils. During the last two years our students have developed a wildflower meadow in two of our local parks, offered social and befriending support to elderly people within our local area as well as donated almost 15,000 items to those in need, in partnership with our local foodbank.

At present we are working towards obtaining status as a Rights Respecting School, a UNICEF project which seeks to uphold children's rights throughout our school community. Similarly our journey to becoming an Eco School is well underway.

### **3.3 Pupil Conduct**

A partnership between the school and parents is required in order to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules have been devised to encourage the maximum amount of self-discipline. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

### **3.4 School Discipline**

The relationship between pupils and teacher is similar to that between the child and his/her own parents requiring mutual consideration on both sides.

#### General

Any institution must have an agreed set of rules to ensure its smooth functioning; schools are no exception. However, discipline in schools is not a topic that can be treated separately from other aspects of school life. How a pupil feels about his/her school is much more likely to influence his behaviour within it than an arbitrary list of rules. Pupils who have respect for, and are respected by, their teachers, pupils who are involved in and committed to the work they are doing and who are given genuine responsibility within the school are much more likely to have positive attitudes towards the school and to exert a benign influence on their peers.

It is our aim at Boclair to encourage responsible attitudes and self-discipline on the part of our pupils and to encourage a sense of pride and well-being in the school. Through the year group councils (see section 2.2 - Pupil Councils) and through a positive commitment to extra-curricular activities and outdoor education, we actively encourage pupils to become involved in the running of their school. The co-operation of parents in helping manage positive attitudes and behaviour is crucial.

#### Rules

Any set of rules must be based on common sense and natural justice and we spend time explaining to pupils why rules are necessary in a large and busy school community of over 1000 people. A set of school rules, revised annually, is issued to pupils at the beginning of each session. The rules are the minimum necessary to ensure the safety and welfare of all of our pupils and it is anticipated that they will be supplemented by a spirit of co-operation and commitment to the well-being of all users of the building. In practice, the self discipline demonstrated by the vast majority of our pupils, both in classrooms and as they move around the campus, is pleasing and impressive.

As part of the development of Assertive Discipline a set of 5 simple rules is displayed in every room in the school. They are:

- Arrive on time in an orderly manner, properly prepared for learning
- Follow directions straightaway
- Keep hands, feet and unkind words to yourself
- Listen to the person who is meant to be talking
- Take care of materials, equipment and the environment

#### Praise and Encouragement

Praise and encouragement for good behaviour is as important as blame and punishment. This attitude permeates our attitude to discipline at Boclair both inside and outside the classroom, and, in this connection, we are always pleased to hear from parents of our pupils' achievements outside school. In addition 'Praise Postcards' have been introduced and are issued by teaching staff for good performance.

### Promoting Positive Behaviour

Our Promoting Positive Behaviour Group introduced a new Merit system in August 2014. This system has had a positive impact on learning and teaching and has now been extended to include all year groups.

### Sanctions

For most pupils few sanctions, if any, have to be invoked. Punishments, when required, are intended to "fit the crime" and will include verbal warnings, letter to parents, withdrawal of privileges, referral to Principal Teacher or Depute Head Teacher. Where any pattern of unacceptable behaviour begins to emerge, contact with parents will always be sought with a view to preventing the behaviour deteriorating.

On occasion a pupil may be given a target card by a Depute Head Teacher to be signed at home each evening.

In addition we have a referral system which allows for pupils to be removed from a class when their behaviour is such that it is disrupting other pupils' learning opportunities. There are basically three types of referral:

1. Local Referral – the pupil is moved to another class to continue with work, generally for one or two periods only.
2. Planned Referral- the pupil is referred from a subject to the Year Head, for a period of up to two weeks.
3. Crisis referral – a pupil is referred directly to a Senior Manager in instances of serious disruption.

### Bullying

In Boclair Academy our aim is to foster an ethos in which bullying will not be tolerated. The issue is discussed at regular intervals with staff, parents and pupils to raise awareness and to outline how bullying is dealt with.

How to deal with bullying is a topic incorporated into both our S1 and S2 PSE programmes. Through role play and by use of video and printed material, pupils are brought to realise the potential serious consequences of bullying on an individual. It is made clear that any form of bullying – which is more commonly verbal rather than physical – is not tolerated.

S6 students who volunteer and who are trained by staff skilled in counselling techniques, form our ABC (Anti-Bullying Campaign) group. All pupils, but particularly pupils in S1 and S2, are encouraged to contact them if they have any concerns about bullying which they are unhappy about discussing with a teacher or parent.

Surveys of pupil attitudes to bullying and where it might occur are carried out from time to time and the results discussed with pupils. All staff are aware of the need to be alert to signs of bullying and to pass on any concerns to Guidance staff or to the Senior Management Team. All allegations of bullying are followed up.

It should be stressed that while some bullying is a feature of all schools, the vast majority of pupils go through their school career with absolutely no problems. Nevertheless, when bullying does occur it is vital that the young person recognises the importance of telling someone that they feel they are being bullied so that appropriate action can be taken.

For further information, please see Boclair Academy's full Anti Bullying Policy on the school website [www.boclair.e-dunbarton.sch.uk](http://www.boclair.e-dunbarton.sch.uk)

## SECTION FOUR - CURRICULUM

### 4.1 Curriculum for Excellence - Bringing learning to life and life to learning

Curriculum for Excellence spans learning from 3-18 year olds. Its aims are to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens, building on Scotland's reputation for great education.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. All teachers are responsible for the development of literacy, numeracy and health and wellbeing.

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

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

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

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life – from Early Level through to Senior Phase. It develops skills for learning, life and work to help young people go on to further Study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There are now new ways of assessing progress and ensuring children achieve their potential with new National 3, 4 and 5 qualifications. Highers and Advanced Highers have been updated to take account of and support the new approaches to learning and teaching.

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

a 10 minute Registration period every day, the main purpose of which is to monitor and track each pupil's progress throughout the year.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens, building on Scotland's reputation for great education.

Courses from S1 to S3 continue the Broad General Education from primary school and learning is planned around the experiences and outcomes at the heart of Curriculum for Excellence. From S4 pupils enter the Senior Phase where the focus moves to national qualifications and preparing young people for sustained positive destinations beyond school.

## 4.2 Broad General Education S1-S3 Curriculum

In S1 our aim is to build on the solid foundation of work done by the pupils in Primary. While the secondary curriculum is quite different in its arrangements we plan to ensure the transition is as smooth as possible.

Before pupils arrive at Boclair they are put into one of six classes, 1A, 1B, 1C, 1D, 1E, 1F. Each class is formed from pupils from the associated primaries together with those joining the school from elsewhere. All classes are mixed ability and, wherever possible, pupils will be in a class with some others from their primary school. Teaching materials and methodologies are designed to meet the needs of all pupils.

A broad, balanced curriculum in line with Curriculum for Excellence is assured through having most pupils follow a common set of subjects. These subjects are: (number of periods shown)

English	5	Home Economics	1
Maths	4	Technical	2
French	3	Computing	1
Science	3	Business/Enterprise	1
Social Subjects	3	RME	1
Art	2	PSE	1
Music	2	Physical Education	3

Social Subjects in S1 includes Geography, History and Modern Studies, and in S2 these subjects are taught in rotation. There will be the opportunity for pupils who require additional support to receive assistance through cooperative teaching and from teachers with special training in Learning Support. As pupils progress into S2 subjects follow a similar pattern to that described for S1.

During the second term in S2 the PSE programme includes a study of the factors involved in choosing S3 courses. Pupils choose an S3 programme which should reflect their interests, aptitudes and possible career pathway. Parents/carers will be involved in an extensive consultation process concerning S3 course choice.

Pupils approaching the end of the Broad General Education will reduce their studies to nine subjects on entering S3. All pupils study English, French and Mathematics. The remaining five subjects are chosen from across the curriculum areas to reflect interests and career aspirations. The subjects available are:

Administration	History
Art and Design	Health and Food Technology
Biology	Media Studies
Business Management	Modern Studies
Chemistry	Music
Computing Studies	Physical Education
Design & Manufacture	Physics
Geography	Practical Woodwork
Graphic Communication	Spanish

As part of the core curriculum in S3 all pupils will also study Physical Education, Religious and Moral Education and Personal and Social Education. As pupils progress through S3 they will develop skills which will lead them towards National 4 or National 5 qualifications in S4.

#### 4.3 The Senior Phase – S4, S5 & S6 Curriculum

Students in S4, S5 and S6 work within the Senior Phase of the Curriculum which is focused on National Qualifications and experiences which prepare young people for life after school.

S4 pupils will choose seven subjects from the nine specialised in during S3 and will complete seven National Qualifications.

From 2014 onwards, all pupils received SQA certifications based on new National Qualifications at National 3, National 4 and National 5. National 3 and National 4 are pass/fail courses with all of the assessment completed internally. Most courses have three units. The National 5 courses are graded A-D and assessment includes externally verified assessments plus an external exam. All internal assessment is subject to external verification. National 3, National 4 and National 5 are the replacements for Standard Grade courses at Foundation, General and Credit.

Students in S5 and S6 will study courses at National 4, National 5, Higher or Advanced Higher. Some pupils may choose to study alternative courses at local FE colleges or, if we cannot offer a particular course, at another East Dunbartonshire secondary school. The Senior Phase Development Officer is Ms Sandra Ramage.

As with S3 course choice students should choose subjects which best fit their aptitudes and possible career pathway.

In S5 students will choose five subjects while S6 students will normally choose four (or three if one is an Advanced Higher). Students choose from the following subjects:

Accounting	Hospitality
Administration	Mathematics
Art and Design	Media Studies
Biology	Modern Studies
Business Management	Music
Chemistry	Photography
Computing Studies	Physical Education
English	Physics
Enterprise & Employability	Politics
French	Psychology
Graphic Communication	RMPS
Geography	Spanish
History	Travel & Tourism

Qualifications for University and College entrance are generally expressed in terms of a number of successful Advanced Higher, Higher and National Certificate passes. Considerable time and care is taken to ensure students have the best and fullest guidance available before deciding on courses in HE/FE. This will include individual interviews, meetings with the Careers Officer, visits to University Open Days, meetings with former pupils and careers exhibitions. Well over 70% of pupils proceed each year to Higher or Further Education.

#### **4.4 Universal Personal Support**

Every pupil has a 10 minute Registration period each day which is used primarily to monitor and track a pupil's progress throughout the school year. In addition time will be given to support pupils in the preparation and completion of their Personal Profile. This element of Curriculum for Excellence allows pupils to prepare their personal record of attainment, achievement and their learning journey.

#### **4.5 Policy with regard to submitting pupils for public examinations**

Schools, in consultation with parents / pupils, normally decide on presentation for examinations. However, in the final analysis, the school will accede to the wishes of the parents.

The Scottish Qualifications Authority has provided the following information on SQC Awards System which it now operates:-

- National 4 awards are based on Pass/Fail internal assessments. National 5 awards are reported in terms of 4 bands, A to D.
- Higher Grade awards will be reported in terms of 4 bands, A to D.

#### **4.6 Homework**

Boclair Academy has a clearly defined policy on homework, a copy of which can be obtained from the Head Teacher or from the school website – [www.boclair.e-dunbarton.sch.uk](http://www.boclair.e-dunbarton.sch.uk).

Homework increases as pupils' progress through the school. Even in the early stages of S1 and S2 pupils should spend some time each evening on homework, revising what has been done that day and prepare for the following day.

It is essential that good study habits are developed in the early stages and there is a need for children to go over the work that they have done in class to ensure that they have mastered it. Homework can involve practical work, or reading newspapers or watching a good television programme.

Parents can help by ensuring that books and jotters are kept in a safe place at home and brought to school when required. Each pupil should have a quiet place to go to on a regular basis to do homework; if school work is missed through unavoidable absence, it is important that attempts should be made to "catch up" with work missed as soon as possible.

Each pupil is issued with a study planner and parents are asked to sign it at the end of each week. Boclair Academy also uses "Show My Homework", a web based approach to publishing homework for pupils.

Homework increases in S3 and S4 particularly in SQA courses and at Higher Grade; courses cannot be completed successfully without a considerable time spent on working outside the classroom.

At the beginning of each session parents receive a detailed note of the type and pattern of homework which their child will receive in each subject area. It is impossible to state exactly how much time each child should spend on homework as this will vary greatly from individual to individual; however, it can be stated with certainty that from S3 onwards regular homework is essential if an individual pupil is to obtain the best results of which he/she is capable in SQA examinations. A programme of study skills helps pupils to organise their time and to develop appropriate techniques of home study.

#### 4.7 Sensitive Aspects of Learning

##### Personal and Social Education Programme

A formal programme of personal and social development (PSE) is taught from S1-S6. Consisting of one weekly period, the course is taught by promoted guidance staff and members of the Senior Management Team.

Such programmes are designed to ensure that all pupils cover some aspects of social education not otherwise covered by individual subjects. Hence, during the four year course, pupils will encounter aspects of careers and health education, the law, relationships, self-awareness and studying. Your child’s PSE teacher will generally assist him/her with option choices at S2 and S4.

At present the PSE programme includes:-

S1	S2	S3	S4	S5	S6
Settling in	Positive mental health	Citizenship – rights and responsibilities	Gender bullying	Careers	UCAS
Positive relationships	Real Game	Sexual health and relationships	Substance misuse	CV building	Medics against Violence
Sexual health & relationships	Substance misuse	Positive mental health	Sexual health and relationships	Sexual health and relationships	Careers
Positive mental health	Foodbank project	Substance misuse	Study skills	Mentoring	CV building
Internet safety	Course choice	Dementia Friends	Careers	Study skills	Finance
Substance misuse	Personal safety	Study skills	Preparing for work		Mentoring
Citizenship	Domestic abuse	Internet safety	Budgeting		Best Buddies
Careers	Sexual health and relationships	Careers	Domestic abuse		
Health and fitness	Medics against Violence	Personal safety	Course choice		
Transport Safety		Profiling	Personal safety		
John Muir Award					

Aspects of sex education are included at each stage and details are sent to parents at the beginning of S1.

### Careers

A regular visitor to the school is the Careers Adviser from Skills Development Scotland, who works very closely with the school's guidance staff to help pupils make well-informed choices about their future. Normally, the Careers Adviser's first contact will be with S2 pupils who, in choosing their school subjects for the future, often start to think seriously about career choice for the first time. In S4, S5 and S6 a pupil may need the Careers Adviser's help to decide:

- what career would suit best
- how to train for a particular job
- which college or university courses to apply for
- when to consider leaving school
- how to find work or training

It is important to realise that pupils have open access to the Careers Adviser when they decide they need advice: it is up to the pupils to ask, through the guidance teacher, or independently, for an appointment time to speak to the Careers Adviser.

Parents too are welcome to contact the Careers Adviser for help if they feel their child needs advice. This can be done through the guidance teacher, or by contacting the school's Careers Adviser at Skills Development Scotland, New College Lanarkshire, 50 Southbank Road, Kirkintilloch, G66 1NH.

The careers library is situated within the school library and contains a wide range of information on courses, jobs and job-finding skills. Pupils are actively encouraged to use the careers library and to follow up addresses and contact names which they find there. The school librarian will assist when required.

### Religious Instruction and Observance - Spiritual, Social, Moral and Cultural Values

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the Head Teacher, in writing, and alternative arrangements will be made for your child.

Parents from minority and minority ethnic religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one session and the pupil noted as an authorised absentee in the register. The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community.

For Further information refer to Additional Guidance on Religious Observance in East Dunbartonshire schools, October 2006

## **4.8 Extra Curricular Activities**

A wide range of extra-curricular activities (see 10.5) is on offer to pupils and active encouragement is given to pupils to join in such pursuits which can be an important element of their broad education. Particularly in the early years, participation in at least one activity can do a great deal to help the pupil identify with the school, make new friends and gain in personal confidence. Activities currently on offer include aerobics, athletics, cross-country,

golf, badminton, swimming, hockey, football, rugby, skiing, volleyball, choirs, orchestras, computing, chess club, technical club, art and theatre visits.

In the autumn term of S1 all pupils have the opportunity to spend a residential week at Lendrick Muir, Rumbling Bridge, Kinross. During the week pupils engage in a variety of outdoor activities and activities related to the curriculum. In addition, many other out-of-school visits related to the curriculum take place throughout the year and usually there are opportunities for some groups to travel abroad. Parents will be informed in writing of the full details before any excursion takes place; which will include, for example, the expected learning outcomes, financial and insurance costs, behavioural expectations, supervision levels and accommodation. A copy of the summary sheet of the current level of EDC Excursion insurance can be viewed in 9.5. It should be noted that the school policy on mobile phones will be applied whilst on excursions; particularly if they are not usually allowed to be taken on trips. Written parental approval and up-to-date medical information is always sought for visits out of school; all such visits are organised in accordance with the Authority's guidelines for out-of-school visits.

Parents should contact the school with any queries well before any excursion occurs and to attend any parents evenings regarding the trips.

## SECTION FIVE – ASSESSMENT AND REPORTING

### 5.1 Assessment

#### Assessment

Assessment is a vital part of the educational process. Regular assessment enables teachers to evaluate pupils' progress and to gauge if particular areas of work or skills have been mastered. Assessment tells teachers if their teaching has been effective and, depending on the results, indicates whether a class or an individual is ready to move on to the next area of work.

The main aim of assessment is not to rank pupils from "top" to "bottom" but rather to support pupils in their learning by highlighting how much has been learned as well as what they have still to learn. Target setting is widespread and by setting appropriate and realistic targets pupils gain a real sense of achievement when they are overtaken.

Throughout the school a wide range of assessment strategies are employed. In addition to small tests at the end of units of work, teacher observation of pupils as they work, talking and listening, projects and homework, pupils are encouraged to engage in self assessment and peer assessment so that they, as well as their teachers, may judge their progress.

With the implementation of Curriculum for Excellence the progress of pupils in S1 and S2 will be measured against a menu of Experiences and Outcomes in each subject, and across subjects. There are four levels in CfE. The expectation is that most P7 pupils will have overtaken Levels 1 and 2 before embarking on their Secondary education and that the majority of pupils will overtake Levels 3 and 4 by the end of S3.

#### Reports to Parents

Reports to parents are issued twice annually. The first report is issued early in the year and is in the form of a "Monitoring Statement" which gives parents a general overview of how the pupil has settled in to his/her new group and of progress achieved.

Later in the session, a detailed profile report from each subject is issued to parents which shows a pupil's strengths and weaknesses within aspects of each subject and includes next steps for development. A sample Monitoring Statement and profile Report are shown in section 10.3.

In addition to written reports parents have the opportunity to meet with their child's teachers at a consultation evening, one for each year group during the course of the school year.

Any parent who is concerned about a child's progress is welcome to contact the school at any time to discuss the matter: if a few days' notice is given the guidance teacher is able to collect reports from class teachers and can then have an up-to-the-minute report available for the meeting. If you are unable to come to the school you can telephone or write if you are concerned about any aspect of your child's work.

## 5.2 Liaising with and Involving Parents in their Child's Education

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child
- Carers who can be parents
- Foster carers, relatives and friends who are caring for children under supervision arrangements.
- Close relatives, such as siblings or grandparents caring for children who are not "looked after and accommodated" by the local authority or are under home supervision (looked after) arrangements

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents is available in the publication Schools, "Parents" and "Parental Responsibility": A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007).

This publication is available from schools or the Acting Chief Education Officer who can be contacted at:

East Dunbartonshire Council  
The Marina  
12 Strathkelvin Place  
Kirkintilloch  
Glasgow  
G66 1TJ

Tel: 03001234510

Email: [greg.bremner@eastdunbarton.gov.uk](mailto:greg.bremner@eastdunbarton.gov.uk)

## SECTION SIX - TRANSITIONS

### 6.1 Registration and enrolment

The date for registration of new school entrants is advertised in all local Early Learning & Childcare Centres, the local press and on the council's website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk). It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

### 6.2 Primary to Secondary Transfer

#### Associated Primary Schools

The addresses and telephone numbers of associated primary schools are:

Colquhoun Park Primary  
Canniesburn Road  
Bearsden  
GLASGOW  
G61 1HD

Tel No: 0141 955 2258

Killermont Primary  
Aviemore Gardens  
Bearsden  
GLASGOW  
G61 2BL

Tel No: 0141 955 2264

Torrance Primary  
West Road  
Torrance  
GLASGOW  
G64 4DE

Tel No: 0141 955 2228

Westerton Primary  
Crarae Avenue  
Bearsden  
GLASGOW  
G61 1HY

Tel No: 0141 955 2261

#### Transition process

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school(s) for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to

non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

### Arrangements within Boclair Academy

Parents whose children are in Primary 7 in one of our associated primary schools will automatically receive a copy of the school prospectus and details of the transfer arrangements. Parents of children in Primary 7 at other schools may make a placing request (see below) for their children to attend Boclair Academy to Community Education Service, East Dunbartonshire Council, Southbank House, 1 Strathkelvin Place, Kirkintilloch, Glasgow G66 1XQ. Tel No: 0141 578 8000. This application process is now done online via the EDC website: [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk). In the event that an applicant does not have access to the internet then they can visit one of the East Dunbartonshire Hubs where they can access online services or obtain a printed application. Please see page 53 for details of the East Dunbartonshire Hubs.

A meeting for Primary 7 parents is held in the school in June, but parents who would like to visit the school before then, or who are considering making a placing request to the school, are invited to contact us for further information or to arrange a convenient time for a visit.

Close links are maintained with our associated primary schools and Primary 7 pupils come to Boclair in the summer term to meet some of their new teachers and to follow a typical S1 timetable. These days have proved in the past to be very successful in allaying the apprehensions that children can have when moving from primary to secondary and allow them to become familiar with the layout of the school.

## **6.3 Placing Requests**

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. The Education Office can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and requests accepted and refused accordingly.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Please refer to the Placing Request Application Form for more details. Any Placing Requests received after the 15<sup>th</sup> March for Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt. As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

#### **6.4 Mid Session Transfers**

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

## SECTION SEVEN – SUPPORT FOR PUPILS

### 7.1 Children and Young People with Additional Support Needs

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 and the Education (Additional Support for Learning) (Scotland) Act 2009 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

All children require support to help them learn. However there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from school education. That support may come from education services but can also be provided by a NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations. Children and young people in school who need extra support or a different sort of support from what is generally available have additional support needs.

These additional support needs can arise for lots of different reasons. The reasons why a child or young person may have additional support needs are too many to list here, however the following are examples:

That the child or young person:

- finds it difficult to behave in school;
- is hearing or visually impaired;
- has a particular health need;
- is living with parents who have a drug or alcohol dependency;
- has English as an additional language;

Some additional support needs may only last for a short period of time and other additional support needs will be life long. If you think your child may have additional support needs you should talk to your child's school about this. All children and young people have their needs continuously assessed and reviewed. Your child's school will be able to show you their assessment of your child's needs and will send you copies of reports on how your child is progressing in school.

All schools in East Dunbartonshire look at children's needs through a process of staged intervention. This process allows teachers and others to

- identify those children who may need additional support;
- make plans to support those children identified;
- deliver the support the child requires; and
- regularly review the support provided.

In addition to the additional support which schools themselves can provide through individual planning or making specific resources available, schools can also request support from East Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with special equipment and resources if necessary. Some children may also benefit from attending the special schools and specialist resources which East Dunbartonshire manages.

Parents have a very important role to play in their child's education and the views of parents and young people will always be taken account of in making decisions which affect the child

or the young person. If your child requires additional support at school you can provide the school with important information about your child which will be helpful in making plans to support your child. Parents and young people will always be invited to participate in reviews of progress.

A small number of children and young people with additional support needs require a co-ordinated support plan (CSP). All of these children and young people will already have a plan provided for them in school which set out targets for their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be involved in regularly reviewing the plans. The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person i.e. where the support required must be co-ordinated.

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact the school to arrange a time to discuss that concern. Every effort will be made by the school and the education authority to resolve your concern at that point. If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

- mediation
- independent adjudication
- the Additional Support Needs Tribunals for Scotland to assist in reaching a satisfactory conclusion.

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information contact : 0131 313 8844 or go [www.resolve.org.uk](http://www.resolve.org.uk).

## **7.2 Support for Learning Services**

East Dunbartonshire Council, in supporting inclusion in its schools, has a number of support for learning services.

These are:-

- Education Support Team which includes English as an Additional Language Learning Support, Sensory-Hearing Impaired and Visual Impaired, Assistive Technology, Language and Communication Resources
- Wellbeing Support Service

The Services support pupils through:-

- Consultancy
- Continuing Professional Development
- Co-operative Teaching
- Curriculum Development
- Partnership Working

## **7.3 Supporting Families Service**

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include parenting workshops, individual support following the Triple P programme. Services also include a holiday play scheme provision for children and young people with additional support needs. If you wish to access any of the services please contact the team on 0300 123 4510.

## 7.4 Protecting Children and Young People

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm.

All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively, and information will only be passed to those who need to know in order to protect and support the child.

If parents or others have concerns for any child, they can speak to the Head Teacher about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.

## 7.5 Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the East Dunbartonshire Council website, and the school's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school.

Working with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and parents – decisions are made with regards to the best possible education to meet the needs of the child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

- Enquire : [www.enquire.org.uk](http://www.enquire.org.uk), 0845 123 2303
- Scottish Independent Advocacy Alliance, [www.sia.org.uk](http://www.sia.org.uk), 0131 260 5380.

- Take Note: National Advocacy Service for Additional Support Needs (Barnardos in association with Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk), 0131 667 6633

It is fundamental to our work at Boclair to ensure that our pupils leave school as self-assured, confident and socially skilled young people aware of the individual strengths which they each have. To this end all members of the teaching and non-teaching staff are aware of the importance of their pastoral role and of establishing a prevailing atmosphere in the school which is friendly, supportive and pupil-centred. A great deal of time is invested, out with normal class times, in helping pupils individually, in participating in extra-curricular activities, trips and residential visits because we believe that the relationships which develop through such involvement, genuinely support and improve the learning process. All members of the Senior Management Team and promoted guidance staff are heavily involved in a range of such activities.

The curriculum is delivered by teachers who ensure that each pupil is given work appropriate to their age, stage and learning needs, and that successful learning is reinforced by regular monitoring and assessment. All pupils are supported in this by subject teachers, support for learning staff and guidance teachers as they progress throughout the school, but some pupils may require additional or alternative forms of support for all or part of their school career. This support is offered by a member (or members) of the Pupil Support Team: this team consists of members of staff from within the school as well as members of external agencies associated with the school or East Dunbartonshire Council. Some pupils with additional support needs may require a Coordinated Support Plan: this will be considered in liaison with officers of East Dunbartonshire Council. Support for pupils is coordinated by Ms M Trainor, Depute Head Teacher, who liaises regularly with all those concerned.

### Support for Learning

Support for Learning staff work closely with associated primary schools to gather information on all pupils, and, in particular, to identify those who may need additional support on transition to secondary school. This information, along with important medical advice, is summarised and circulated to all staff.

A process of Staged Intervention is used to meet the learning needs of all pupils. Class teachers, and then Principal Teachers, try to meet the needs of any pupil in their care by adopting the usual strategies of support including additional or alternative presentation of materials or direct or targeted tuition. If additional support is required, then input from Support for Learning is requested by the Principal Teachers of departments. After consultation, Support for Learning staff work with class teachers in one of several ways: support for learning assistants may accompany pupils to classes to ensure that any particular difficulty faced by the pupil is overcome; support for learning teachers may work cooperatively in classes to support the learning of individuals or small groups, or may assist with the differentiation of subject materials. Support for Learning teachers also offer direct tuition to a small number of pupils who follow a reduced curriculum because of identified support needs. All forms of support offered are reviewed regularly, and may be adjusted depending on the needs of the pupils and/or the wishes of parents.

Support for Learning teachers may also be asked to investigate difficulties being faced by pupils in their learning. This usually involves some assessment of basic literacy skills and will only be undertaken at the request of parents and in consultation with the pupil's teachers. It may also be necessary to seek a consultation meeting with the school's Educational Psychologist to ensure a comprehensive investigation of the situation. Permission from parents for such a meeting is always sought in advance. Alternative assessment arrangements can be made for pupils who have additional support needs. Support for

Learning teachers advise and work alongside Principal Teachers to ensure that robust evidence is gathered and arrangements made so that pupils are given appropriate support.

### Autism Advisor

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi agency team – led by an educational psychologist and a quality improvement officer. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism Adviser will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism Adviser differently, the role of the Autism Adviser may include facilitating staff training within their school, supporting communication to parents/carers; planning for establishments@ Autism Awareness Week; running a parents/carers’ support group and supporting individual staff members using existing school structures (e.g. Pupil Support Group).

### **7.6 Specialist Support Service – teachers teaching in more than one school**

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs.

### **7.7 Pastoral Support**

#### The Guidance Team

Every pupil at Boclair is allocated to a member of the guidance team who will generally get to know him/her well during his/her time at school: the guidance teacher will monitor your child’s progress, be the first point of contact for parents and also for each pupil if they need help or support or just someone to talk to about any aspect of school life.

You will be told before your child enters S1 who his/her guidance teacher will be. That teacher will, during the Session

- interview pupils in their group
- be available at other times for consultation on health, personal, social and educational problems
- liaise with their register teachers to monitor the attendance and punctuality of the year group
- counsel individuals who find difficulty in adapting to the demands of living and working in a school environment

- liaise with other members of the Pupil Support Team and the Senior Management Team to ensure additional support is given when required.

Parents wishing to enquire about the progress of their son/daughter or any problem relating to school should initially contact the school office to arrange an appointment with the guidance teacher.

### Pupil Support Group

This group complements the work of the Senior Management and Pupil Support Team in helping to ensure that all pupils are gaining the maximum benefit from school. It consists of pupil support staff and external partner agencies, such as the Educational Psychology Service, Social Work department, School Nurse Service and Home Link Officer (J Keough). With parental permission, a pupil may be referred to this group to investigate additional support being offered to the pupil and/or his family. The group meets at regular intervals throughout the year, and is chaired by Ms Trainor.

### Psychological Service

We have a link Educational Psychologist from the Council's Psychological Service who supports us in delivering East Dunbartonshire's policy for identifying, assessing and supporting all pupils, particularly those with additional support needs.

The Psychological Service operates at three levels within the Council, namely that of the individual young person / family, the level of the whole school and that of the Authority.

Our link Educational Psychologist works collaboratively with school staff at all stages of intervention with regard to individual pupils, groups of pupils or relevant topics related to the school improvement plan.

## **7.8 GIRFEC**

The Scottish Government introduced Getting it Right for Every Child (*GIRFEC*) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people. The Children and Young People's (Scotland) 2014 Act now provides a legal framework around these principles.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active Nurtured, Achieving, respected, Responsible and Included. These are the eight indicators of wellbeing.

The *Getting It Right* approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

- builds solutions with and around children, young people and families
- enables children and young people to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working better together to improve life chances for children, young people and families

To do this the Scottish Government has proposed that all children have a Named Person until the age of 18 who will coordinate services for them, should they require it. The Named Person for children in early years settings is their Health Visitor and for those at school it is

their Head or Depute Head Teacher. Young people under the age of 18 who have left school can access their Named Person via the Education Service.

Once a concern has been brought to their attention, the Named Person, needs to take action, help, or arrange for the right support in order to promote the child's development and wellbeing. Referring to the eight Wellbeing Indicators, they will need to ask these five questions:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

The Named Person also needs to help children and families feel confident they can raise concerns, talk about their worries to people who will listen and respect their point of view and work with them to sort things out. Above all, they will ensure that the child or young person's views are listened to and that the family (where appropriate) is kept informed.

To find out more about *Getting it Right* speak to the Named Person for your child. In Boclair Academy the Named Person Service Contact is Ms M Trainor.

## SECTION EIGHT – SCHOOL IMPROVEMENT

### 8.1 Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of Head Teachers, school staff and officers within Education Services.

### 8.2 Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. Boclair Academy's most recent report is available to view on their website: [www.boclair.e-dunbarton.sch.uk](http://www.boclair.e-dunbarton.sch.uk).

### 8.3 School Improvement Plan

Boclair Academy's current Improvement Plan is available to view on their website as above.

### 8.4 Target Setting

The Community Directorate: Education Service of East Dunbartonshire Council has taken forward the process of setting targets for school improvement in close partnership with all schools. Targets have been negotiated with all schools individually and agreed targets have been shared with the Audit Unit of the Scottish Executive. The Audit Unit will require progress reports on agreed targets.

It should however be emphasised that the process of setting targets does not lead to school improvement if it is not accompanied by detailed plans to reach the set targets. There has been a culture of improving attainment for a number of years within the schools in East Dunbartonshire and indeed some of our schools have been highly commended nationally for the level of improvement achieved. The education authority, in partnership with schools, will continue to offer the best quality educational experience for all our young people. The School Improvement Plan and Subject Departmental Plans aim at continuous improvement.

### 8.5 Transferring Educational Data about Pupils

#### The ScotXed Programme

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme. The following explanation has been provided directly by ScotXed:

#### Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve

education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

### **Data policy**

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

**The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.**

### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk) or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

## SECTION 9 – SCHOOL POLICIES ETC.

### 9.1 Accessing Your Child’s Pupil Records

Parents have a legal right of access to their child’s core education records, regardless of the age of their child. These are the records held within your child’s Personal Pupil Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child’s file, please apply in writing to the Head Teacher.

A child has a legal right of access to all records held about them. This includes records that may be held out with of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child’s behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

AGE OF CHILD	CHILD’S LEGAL RIGHTS	PARENT’S LEGAL RIGHTS
Under 12	A child’s parent or guardian may apply on the child’s behalf for access to all records	Right of access to core education record (PPR)
12 and older	If able to show suitable maturity and understanding, the child may apply for access to all records	Right of access to core education record (PPR)  No legal right to all records unless acting as child’s representative because child is unable to show suitable maturity or understanding

### 9.2 Appointment of Adults to Voluntary Child Care Positions

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children’s services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

The policy builds on East Dunbartonshire Council’s Child Protection Interagency Guidance (2002) which underpins all child protection work undertaken by local authority services. It also complements the Council’s policy on the leasing of council premises to organisations which provide activities and services to children and young people.

### **9.3 Childcare Information Service**

The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings e.g. out-of-school care groups, childminders, nurseries, playgroups, holiday playschemes and parent & toddler groups.

It also offers other advice including: choosing quality childcare, accessing help to pay for childcare and contact details regarding childcare organisations.

The Childcare Information Service, launched in May 2000, is a key element of East Dunbartonshire Council's Childcare Strategy which aims to develop, quality, accessible, affordable and flexible childcare across the East Dunbartonshire area.

To use this service please call the helpline number on 0141 570 0091, e-mail [chis@eastdunbarton.gov.uk](mailto:chis@eastdunbarton.gov.uk) or log onto the service's website at [www.scottishchildcare.gov.uk](http://www.scottishchildcare.gov.uk).

### **9.4 Data Protection Act 1998**

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 1998 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people.

**9.5 EDC Excursion Insurance Cover**



**AIG Europe Limited  
SPECIALTY MARKETS**

Group Policy Schedule (Quota)  
Group Policy Wording Applicable – AHSU0787 (Council Policy Wording 0517) MAY 17

<b>AIG Europe Limited</b>		<b>Policy Number: 0010627986</b>	
<b>Group policyholder</b>	A. East Dunbartonshire Council B. Participating establishments		
<b>Address:</b>	Southbank Marina, 12 Strathkelvin Place, Kirkintilloch, Glasgow, G66 1TJ		
<b>Period of insurance</b>		<b>And for any subsequent period for which a premium is paid and accepted.</b>	<b>Premium &amp; Insurance Premium Tax (IPT) @ 12.00%</b>
start date of cover:	01 May 2018		Premium £ [REDACTED]
To:	30 April 2019		IPT £ [REDACTED]
Renewal Date:	01 May 2019		Total \$ [REDACTED]
any one accident limit			Calculated in accordance with rates agreed between AIG Europe Limited and the group policyholder and paid to AIG Europe Limited by the group policyholder.
scheduled aircraft accumulation limit	£ 10,000,000		
non-scheduled aircraft accumulation limit	£ 5,000,000		
Silver Plan	Operative		
Gold Plan	Inoperative		
Table of Benefits B (On-Site Cover)	Inoperative		

<b>Table of Benefits A</b>	
<b>Insured persons</b>	
<b>Category A</b>	Any pupil enrolled at a participating establishment.
<b>Category B</b>	Any employee of a participating establishment.
<b>Category C</b>	Any adult who is acting in a supervisory capacity as a volunteer, assistant or helper and is authorised by a participating establishment.
<b>Category D</b>	Any child other than as described in Category A that is authorised by a participating establishment to undertake a trip.

<b>Operative time</b>
Whilst an insured person is undertaking an organised trip (including exchange visits and work experience placements) with the authorisation of the participating establishment and involving travel outside the boundaries of the participating establishment's premises.
Cover commences from the time of departure from the insured person's place of residence or the boundaries of the participating establishment's premises, whichever is left last, until arrival back at the insured person's place of residence or the participating establishment's premises, whichever is reached first upon completion of the trip.
A trip will not include travel outside of the boundaries of the participating establishment's premises from one site to another where the participating establishment has a split site or campus.
A trip will include travel undertaken solely by employees whilst on the business of the group policyholder but will not include travel by other authorised adults unless it is for the purpose of assessing or managing future trips to be undertaken by pupils.
Cover for cancellation under Section B4 commences when the trip is booked during the period of insurance. Cover under all other sections of the policy commences when the insured person departs for a trip during the period of insurance.

Table of Benefits A (continued)				
Section	Item	Description	Sum Insured Silver Plan	Sum Insured Gold Plan
A	1	Death*	£30,000	£60,000
	2	Loss of sight in one eye or loss of limb (one)	£30,000	£60,000
	3a	Loss of sight in both eyes or loss of limbs (two or more), or loss of sight in one eye and loss of limb (one)	£30,000	£60,000
	3b	Loss of speech	£30,000	£60,000
	3c(i)	Loss of hearing in both ears	£30,000	£60,000
	3c(ii)	Loss of hearing in one ear	25% of 3c(i)	25% of 3c(i)
	4	Permanent partial disability	Up to £30,000	Up to £60,000
	5	Temporary total disability (Categories B & C only) Deferment period nil      Benefit Period 52 weeks		£50.00 per week
6	Hospitalisation payable for up to 182 days		£35.00 per day	
7	Dental treatment		Up to £1,500	
8	Accident medical expenses incurred in connection with a valid claim under items 1 - 4 of the policy not exceeding 15% of the compensation paid under items 1 - 4 or 30% under item 5, whichever is the greater, but subject to a maximum of £15,000 per person.			
* reduced to £10,000 in respect of any pupil or accompanying person under the age of 18 years.				
Section	Item	Description	Sum Insured	Excess
B	1.1	Medical, Hospitalisation and Emergency Travel Expenses	Unlimited	Nil
	1.2	Repatriation Expenses	Unlimited	Nil
	1.3	On-going Medical Treatment	Up to £10,000	Nil
	1.4	Emergency Travel Expenses in the United Kingdom	Up to £10,000	Nil
	2	Assistance	Unlimited	Nil
	3	Search and Rescue	Up to £25,000	Nil
	4a	Cancellation, Curtailment, Disruption, Replacement & Missed Departure	Up to £5,000	Nil
	4b	Travel Delay	£25 per hour up to £150	4 hours
	5	Personal Property	Up to £2,500	Nil
	6	Money	Up to £1,000	Nil
	7	Winter Sports		Nil
	- Ski Hire	Up to £250	Nil	
	- Ski Pass	Up to £250	Nil	
	- Piste Closure	Up to £250	Nil	
8	Legal Expenses	Up to £50,000	Nil	
9	Personal Liability (Limit of Liability)	£2,000,000	Nil	
10	Hi-jack, Kidnap, Kidnap for Ransom Consultants Costs or Hostage	Up to £15,000	Nil	
11	Political Evacuation	Up to £50,000	Nil	
C		Crisis Management	£50,000	
D		Healthline Plus		

<b>Table of Benefits B</b> <b>(Operative for a participating establishment that has paid the required premium)</b>	
<b>Insured persons</b>	
<b>Category A</b>	Any pupil enrolled at the participating establishment.
<b>Category B</b>	Any adult who is acting in a supervisory capacity as a volunteer, assistant or helper and is authorised by the participating establishment.
<b>Operative time</b>	
<b>Category A</b>	Whilst the Insured person is within the boundaries of the participating establishment's premises with the permission of the participating establishment and involved in activities that are in relation to their studies, occupation or assisting in such activities and including travel directly to and from the insured person's home address and the participating establishment.  Travel outside of the boundaries of the participating establishment's premises from one site to another where the participating establishment has a split site or campus is included.
<b>Category B</b>	Whilst supervising pupils when they are walking, or travelling by other means, in an organised group directly to and from their home address, or point of assembly, and the participating establishment.

Section	Item	Description	Sum Insured Silver Plan	Sum Insured Gold plan
A	1	Death*	£30,000	£60,000
	2	Loss of sight in one eye or loss of limb (one)	£30,000	£60,000
	3a	Loss of sight in both eyes or loss of limbs (two or more), or loss of sight in one eye and loss of limb (one)	£30,000	£60,000
	3b	Loss of speech	£30,000	£60,000
	3c(i)	Loss of hearing in both ears	£30,000	£60,000
	3c(ii)	Loss of hearing in one ear	25% of 3c(i)	25% of 3c(i)
	4	Permanent partial disability	Up to £30,000	Up to £60,000
	5	Temporary total disability (Categories B & C only) Deferment period nil      Benefit Period 52 weeks		£50.00 per week
6	Hospitalisation payable for up to 182 days		£35.00 per day	
7	Dental treatment		Up to £1,500	
8		Accident medical expenses incurred in connection with a valid claim under items 1 - 4 of the policy not exceeding 15% of the compensation paid under items 1 - 4 but subject to a maximum of £15,000 per person.		
* reduced to £10,000 in respect of any pupil or accompanying person under the age of 18 years.				

## **9.6 Education Maintenance Allowance (EMA)**

The Scottish Government has introduced the Education Maintenance Allowance (EMA) Scheme to encourage access to, and participation in further and higher education. If you are 16 years of age or over before 30 September 2018, you may be eligible for an EMA from the beginning of the school term. If you are 16 years of age between 1 October 2018 and February 2019, you may be eligible for an EMA from January 2019. This weekly allowance will be payable by East Dunbartonshire Council to students who attend a school managed by the Council, regardless of where they live. Application forms and further information can be obtained from the Head Teacher or Education Office Tel: 0300 1234510 Ext. 8947 or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

## **9.7 Free School Meals**

Some families may be eligible for free school meals. Children of parents/carers receiving income support or income based job seekers allowance are entitled to a free midday meal. Children of parents who are in receipt of child tax credit or working tax credit and child tax credit or employment and support allowance (income related) or support under part IV of the immigration and asylum act 1999, may also be eligible. Information and application forms for free school meals may be obtained from schools, the education office and area Community Hubs or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

## **9.8 Freedom of Information (Scotland) Act 2002**

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as

East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the section 28 on Accessing Your Child's Pupil Records.

## **9.9 Medical and Health Care**

### Illness and Accidents During the School Day

There are no qualified medical personnel based permanently at Boclair and the school office is the initial point of contact for pupils taken ill during the school day. If necessary, parents are contacted where the illness is serious. In the case of accidents, pupils may be taken or sent by ambulance to the Western Infirmary, and every effort will be made to contact the parents. It is in the best interest of parents and pupils for the school to be informed of any medical problems that may arise in the course of a child's school career. These details will be handled sensitively and in confidence and will allow us to make appropriate provisions, as far as we can, for the child.

The services provided by the Greater Glasgow Health Board are detailed in the next section, Health and Medical Care.

### Health and Medical Care

A small number of school staff are trained first aiders, who can be consulted if a pupil requires attention. It should be stressed that parents and/or NHS personnel will be contacted if any medical treatment is needed. The following services are offered by the school nurse, who is allocated to Boclair Academy and its cluster schools, and visits the school as required.

- Immunisation  
All S1 and S2 girls are offered the HPV immunisation.  
All S3 pupils receive immunisation against Diphtheria, Tetanus and Polio and the Meningitis C Booster
- Medical Referrals  
Some pupils may be referred to the school nurse at the request of staff or pupils. The school nurse is a core member of the Pupil Support Group, and may contact pupils and/or parents as a result of a referral to this group.
- Training of Staff  
The school nurse will advise school staff of procedures and protocols for some pupils with serious medical conditions. If necessary, training will be offered to staff who may have to administer emergency first aid. Services offered by the school nurse are explained in more detail on East Dunbartonshire's Community Health Partnership website [www.chps.org.uk/eastdunbartonshire](http://www.chps.org.uk/eastdunbartonshire).

### Special Provisions

It is very important that parents inform the school of any special provision required for their child, e.g.

- diet in certain conditions
- diabetic condition (even if controlled by diet)
- medication of any description required to be taken by the child

### Emergency Contact

When a pupil becomes ill or is injured at school, appropriate action will be taken. When necessary, the pupil will be transferred to the nearest hospital under the supervision of a staff member. Every effort will be made to contact parents. In this connection, it is very important that the school has up to date information for making emergency contact.

### Appointments

Medical and dental appointments during school hours should be notified beforehand to the pupil's registration teacher by presenting an appointment card or a note from the parents.

Parents should inform the school of any particular medical requirements and of arrangements to be made if a child has to be taken home.

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Head of Education.

### **9.10 Pupil Use of Mobile Phones in School**

There have been many concerns raised by Head Teachers, staff and parents about the extensive use of mobile phones by pupils and the associated risks of such use while in school.

The Education Committee of East Dunbartonshire Council as a result of these concerns agreed that each school should have the power to set its own policy in relation to pupil use of mobile phones in school.

All establishments will incorporate the following points into their policy:

1. Schools will discourage, and will also advise parents to discourage, pupils from bringing mobile phones to schools.
2. Parents will be advised that East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones which are brought into the school or school grounds by pupils.
3. If pupils bring mobile phones to school, the phones must remain switched off while the pupils are in class. Head Teachers will have the power to extend the switching off of mobile phones by pupils to the whole school building and also to the school grounds.
4. Where a pupil is found by a member of staff to be using a mobile phone outwith the policy of the school, the phone will be confiscated. When a phone is confiscated, a receipt will be passed to the pupil by the relevant member of staff, in order that the pupil can present the receipt at the end of the school day to uplift the phone.
5. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Head Teacher, depending on the circumstances, will decide on an appropriate discipline. In certain circumstances, the pupil may be referred to the Head of Education. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed

### **9.11 School Campus No Smoking Policy**

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

### **9.12 Use of Photographs and Video Film Involving Pupils**

On occasion, the school may seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access world wide.

Pupil photographs will be held with the school's Management Information System (SEEMIS). Parents will be asked for consent.

### 9.13 School Meals

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day.

The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations. Any Special diets or allergies should be discussed with the school. Meal prices are reviewed annually. Please contact the School to be advised of the current price. Some families may be eligible for free school meals (see section 9.7)

At Boclair Academy we have a policy of encouraging "Healthy Eating" in the school cafeteria. Drinks and hot filled rolls are available for pupils to purchase during morning interval. At lunchtime a wide variety of attractive and nourishing hot and cold dishes is on offer each day. Salads, baked potatoes with various fillings, pasta and sandwiches, together with a variety of fresh fruit juices and milk drinks, are always available.

A self-service system operates and pupils pay using a Biometric Recognition System, which involves their fingerprint being converted to a 14 digit numeric string. Parents are asked to make pre-payment for lunches by cheque payable to "East Dunbartonshire Council". Pupils can "top-up" the amount of credit by using the online payment facilities on the EDC website, by paying-in further cheques to the Catering Manager any morning before registration, or by using the re-valuer machines in the foyer and school Hall.

Special diets can be catered for by request. Accommodation is available for pupils who take packed lunches.

### 9.14 School Uniform

It is the policy of the Education Committee to encourage pupils to wear an acceptable form of school dress as determined by Head Teachers, Parent Councils and parents. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents and pupils.

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform. The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. – please note there is a requirement that all jewellery is removed prior to undertaking physical education activities.

Please ensure that all items of clothing are clearly labelled, particularly ties and PE kit which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress.

The authority is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents should note that the authority does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Parents/carers receiving income support or income based job seekers allowance or housing benefit or council tax rebate (not discount) or employment and support allowance (income related) will normally be entitled to monetary grants for footwear and clothing for their children. Parents who are in receipt of working tax credit and/or child tax credit may also be eligible, the area Community Hubs or the education office can provide more details. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Head of Education. Information and application forms may be obtained from schools, the education offices and the area registration services offices. If you have any queries regarding the school's dress code, please contact the Head Teacher.

Pupils should wear

- School Blazer
- White blouse / shirt
- School tie
- Black skirt / trousers

School blazers can be purchased from [www.academyuniformsltd.co.uk](http://www.academyuniformsltd.co.uk). A selection of sizes is available at the school office for pupils to try. In addition, our elected prefects wear school blazers which are provided by the school. The school tie must be clearly visible at all times. Ties may be purchased at any time from the school office, priced £5.00.

The following items of dress are recommended for Physical Education

- Training shoes
- T-shirt
- Shorts or tracksuit trousers

Pupils should have a change of footwear and may bring a towel if they wish to shower after Physical Education.

There are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially encourage factions (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings - please note there is a requirement that all jewellery is removed prior to undertaking PE activities.
- are made from flammable material, for example shell suits in practical classes
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco
- could be used to inflict damage on other pupils or be used by others to do so

## 9.15 Transport

### General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to secondary pupils who live three miles or more from their catchment secondary school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk). These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

The Chief Education Officer has discretion in special circumstances to grant permission for pupil's to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August.

Parents should obtain an application form from the education office or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

### Pick up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up points. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parent's responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

### Placing Request

The education authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

In the case of early entry requests, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with the council policy stated above.

### Arrangements for Transport to and from Boclair

- (i) Allander Coaches have introduced Pay As You Go transport for secondary school pupils from the Allander Road/Westerton areas of Bearsden. The fare is currently £1.10 for a single journey. It is not possible to purchase return tickets, but season tickets are available from the bus contractor which results in a saving.
- (ii) Torrance - Contract buses are provided by the council for pupils who live in the Torrance area. They bring pupils to school in the morning and return from the school in the afternoon. Contract buses do not operate at lunchtime.

Security of Bus Passes - Pupils/students should be aware of the value of their bus pass and treat it as if it was money. At present the bus contractors charge for replacement passes.

## Adverse Weather Conditions

### *Driver's Responsibilities*

- In adverse weather conditions drivers MUST liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.\*
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

### *Strathclyde Partnership for Transport/East Dunbartonshire Council's Responsibilities*

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).
- \* In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.
- At the beginning of every session, the school should update the contact details for all parents/guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather.
- If the inclement weather is continuous, the school will update their website on a daily basis.

### *Parental Responsibilities*

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).
- If concerns regarding bus arrival, contact bus operator and/or school.
- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

## SECTION TEN – PRACTICAL INFORMATION

### 10.1 Course Choice Options

#### S3 Options (9)

**Boclair Academy**  
**Option-Column Take-Up Report (S3)**

A	B	C	D	E	F	G	H	I
ENGN EnglN CIE 173	MATN MathN CIE 173	BION BioN CIE 37 FREN FrenN CIE 38 GEON GeogN CIE 28 HISN HistN CIE 29 LSPT LSpt School 1 MODN ModSN CIE 20	BUSN BusN CIE 28 FREN FrenN CIE 25 GEON GeogN CIE 16 HISN HistN CIE 30 MEDN MedN CIE 28 MODN ModSN CIE 28 PRWN PraWk CIE 18	ADMN AdmN CIE 18 BION BioN CIE 39 BUSN BusN CIE 11 CHEN ChemN CIE 39 FREN FrenN CIE 27 LSPT LSpt School 1 PHYN PhysN CIE 37 PTXL PTxc School 1	ADMN AdmN CIE 19 BION BioN CIE 31 BUSN BusN CIE 29 CHEN ChemN CIE 39 HOSN HospN CIE 16 PHYN PhysN CIE 39	ARTN ArtN CIE 39 DESIN DesN CIE 17 MODN ModSN CIE 29 MUSN MusN CIE 18 PEN PEN CIE 51 PHYN PhysN CIE 19	ADMN AdmN CIE 19 ARTN ArtN CIE 36 BION BioN CIE 28 FREN FrenN CIE 26 GRAN GrapN CIE 17 HOSN HospN CIE 17 PEN PEN CIE 30	ADMN AdmN CIE 19 CHEN ChemN CIE 20 DESIN DesN CIE 9 FREN FrenN CIE 30 GEON GeogN CIE 28 GRAN GrapN CIE 16 MUSN MusN CIE 12 MUST MusN CIE 14 SPAN SpanN CIE 25
TOTAL: 173	TOTAL: 173	TOTAL: 173	TOTAL: 173	TOTAL: 173	TOTAL: 173	TOTAL: 173	TOTAL: 173	TOTAL: 173

#### S4 Options (7)

**Boclair Academy**  
**Option-Column Take-Up Report (S4)**

A	B	C	D	E	F	G
C724 Engls NAT4 6 C824 Engls NAT5 150	C844 AppMa NAT3 4 C744 LitMa NAT2 1 C747 Maths NAT4 36 C847 Maths NAT5 116	C804 Art&D NAT5 15 C707 Biolg NAT4 1 C807 Biolg NAT5 17 C816 ComSc NAT5 16 C733 Geog NAT4 2 C833 Geog NAT5 25 C837 Hist NAT5 28 LSPT LSpt School 4 C749 ModSt NAT4 1 C849 ModSt NAT5 18 C756 P.E. NAT4 1 C856 P.E. NAT5 14 C862 PraWW NAT5 14	C804 Art&D NAT5 18 C707 Biolg NAT4 3 C807 Biolg NAT5 17 C708 Busin NAT4 3 C810 BusMg NAT5 15 C813 Chmst NAT5 17 C833 Geog NAT5 20 C837 Hist NAT5 13 C737 Hstry NAT4 2 C749 ModSt NAT4 2 C849 ModSt NAT5 26 C869 Spani NAT5 20	C701 Admt NAT4 2 C801 Admt NAT5 15 C707 Biolg NAT4 2 C807 Biolg NAT5 16 C708 Busin NAT4 2 C810 BusMg NAT5 15 C813 Chmst NAT5 16 C830 Fmch NAT5 14 C835 Graph NAT5 15 LSPT LSpt School 6 C848 Media NAT5 11 C857 Physc NAT5 40 SSC SSCla School 1	C801 Admt NAT5 12 C807 Biolg NAT5 19 C813 Chmst NAT5 16 C716 ComSc NAT4 1 C816 ComSc NAT5 14 C830 Fmch NAT5 11 C739 Hspitl NAT4 4 C839 Hspitl NAT5 22 C830 Music NAT5 17 C756 P.E. NAT4 2 C856 P.E. NAT5 18 C857 Physc NAT5 20	C804 Art&D NAT5 20 C707 Biolg NAT4 1 C807 Biolg NAT5 15 C713 Chmst NAT4 1 C813 Chmst NAT5 15 C819 DesMf NAT5 20 C830 Fmch NAT5 10 C733 Geog NAT4 1 C833 Geog NAT5 15 C835 Graph NAT5 15 LSPT LSpt School 2 C751 MusTe NAT4 1 C851 MusTe NAT5 8 C856 P.E. NAT5 26 PTXL PTxc School 5
TOTAL: 156	TOTAL: 157	TOTAL: 156	TOTAL: 156	TOTAL: 155	TOTAL: 156	TOTAL: 155

#### S5/S6 Options (5)

**Boclair Academy**  
**Option-Column Take-Up Report (S5/S6)**

A	B	C	D	E	F
C706 Art&D ADVH 1 C804 Art&D HIGH 10 C705 Art&E ADVH 10 C707 Biolg ADVH 11 BIOL BioSB School 1 C819 DesMf HIGH 11 C724 Engls ADVH 9 C824 Engls HIGH 63 C824 Engls NAT5 3 ENGS EngSB School 1 C9AH EntEm 45 16 C750 Music ADVH 6 C830 Music HIGH 13 C851 MusTe HIGH 4 C851 MusTe NAT5 1 C856 P.E. HIGH 68 PSTK PST K School 22	BIOL BioSB School 1 C733 Geog ADVH 9 C833 Geog HIGH 27 GEOG Geog School 1 C837 Hist HIGH 25 C837 Hist NAT5 4 C737 Histy ADVH 2 C747 Maths ADVH 23 C847 Maths HIGH 65 C747 Maths NAT4 1 C847 Maths NAT5 41 C849 ModSt HIGH 7 PSTK PST K School 21 C863 Psych HIGH 22	C801 Admt HIGH 27 C801 Admt NAT5 3 C807 Biolg NAT5 1 C730 Fmch ADVH 4 C830 Fmch HIGH 18 C835 Graph HIGH 19 GRAP Graph School 1 C840 HumBi HIGH 32 C847 Maths HIGH 11 C747 Maths NAT4 1 C847 Maths NAT5 33 MATH Maths School 2 C848 Media HIGH 19 PHYS PhysSB School 1 C757 Physc ADVH 10 C857 Physc HIGH 20 PSTK PST K School 27 C864 RMPS HIGH 15	C800 Acct HIGH 19 C801 Admt HIGH 18 ART ArtSB School 2 C810 BusMg HIGH 19 C813 Chmst HIGH 10 C824 Engls HIGH 92 C857 Physc HIGH 17 C858 Polit HIGH 8 POLS Polit School 1 PSTK PST K School 25 PSYC Psych School 1 SPPP SPPP School 18 C776 Tr&T NAT5 7 WORK Work School 2	C804 Art&D HIGH 19 C807 Biolg NAT5 11 C810 BusMg HIGH 27 C810 BusMg NAT5 2 CHEM CheSB School 1 C713 Chmst ADVH 10 C813 Chmst HIGH 12 C813 Chmst NAT5 1 C830 Fmch HIGH 8 C830 Fmch NAT5 2 C833 Geog HIGH 13 GEOG Geog School 4 C837 Hist HIGH 14 C837 Hist NAT5 2 C839 Hspitl NAT5 6 C840 HumBi HIGH 24 C749 ModSt ADVH 4 C849 ModSt HIGH 21 C855 Photo HIGH 16 C857 Physc NAT5 5 PSTK PST K School 39 C869 Spani HIGH 8	PEC PE Sch SSC SSCla S
TOTAL: 250	TOTAL: 249	TOTAL: 244	TOTAL: 239	TOTAL: 249	TOTAL:

## 10.2 Important Addresses

### **Mr Gerry Cornes**

Chief Executive  
Southbank Marina  
12 Strathkelvin Place  
KIRKINTILLOCH  
G66 1TJ  
**Tel : 0300 1234510**

### **Community Letting**

East Dunbartonshire Council  
Shared Services  
The Marina  
6 Strathkelvin Place  
KIRKINTILLOCH  
G66 1XT  
**Tel : 0300 1234510**  
**email : [letting@eastdunbarton.gov.uk](mailto:letting@eastdunbarton.gov.uk)**

### **Skills Development Scotland**

New College Lanarkshire  
50 Southbank Road  
KIRKINTILLOCH  
G66 1NH  
**Tel : 0141 777 5860**

### **East Dunbartonshire Hubs**

Bishopbriggs Library  
170 Kirkintilloch Road  
Bishopbriggs  
G64 2LX  
**Tel : 0141 772 4513**

William Patrick Library  
2 -4 West High Street  
Kirkintilloch  
G66 1AD

**Tel : 0141 777 3141/3142**

### Members' Services (Local Councillors)

Southbank Marina  
12 Strathkelvin Place  
Kirkintilloch  
G66 1TJ  
**Tel : 0300 1234510**

### **Ms Ann Davie**

Depute Chief Executive Education, People  
and Business  
Southbank Marina  
12 Strathkelvin Place  
KIRKINTILLOCH  
G66 1TJ  
**Tel : 0300 1234510**

### **Mr Greg Bremner**

Acting Chief Education Officer  
Southbank Marina  
12 Strathkelvin Place  
KIRKINTILLOCH  
G66 1TJ  
**Tel : 0300 1234510**

Bearsden Library  
69 Drymen Road  
Bearsden  
G61 3QT  
**Tel: 0300 123 4510**

Lennoxton Community Hub  
46 Main Street  
Lennoxton  
G66 7JJ  
**Tel: 0300 123 4526**

### 10.3 Monitoring & Tracking and Reports Layout

#### Sample of S1 Monitoring and Tracking Report



#### Boclair Academy

Tel. 0141 955 2358

Email: [office@boclair.e-dunbarton.sch.uk](mailto:office@boclair.e-dunbarton.sch.uk)

**October 2017**

Attendance: Possible 86

Actual 86

Occasions late: 0

Subject	Teacher	Effort	Behaviour	Homework
English		1	1	1
French		1	1	1
Mathematics		2	1	2
History		1	1	1
Home Economics		1	1	1
Physical Education		2	2	
Art		2	2	2
Music		1	1	1
Religious Studies		2	2	2
Science		1	1	1
Business		3	1	3
Computing		1	1	1
Technological Studies		1	1	1

Effort		Behaviour		Homework	
1	Always works conscientiously	1	Always behaves well	1	Always makes a good attempt
2	Usually works conscientiously	2	Usually behaves well	2	Usually makes a good attempt
3	Making some effort but capable of more	3	Some improvements required	3	Occasionally makes a good attempt
4	Rarely puts in the effort to make good progress	4	Serious concerns	4	Rarely makes a good attempt

Sample of S1 Subject Report Card

Curriculum Area
Mathematics

Teacher	Homework	Effort	Behaviour
(Mathematics)	Good	Excellent	Excellent

Number, money and measure
---------------------------

XX has been working well through Level 3 Mathematics this year. He has made good progress with Whole Numbers, Decimals, Algebra and Percentages.

Shape, position and movement
------------------------------

XX has coped very well in this area and has worked to target this year with Angles.

Information handling
----------------------

XX has made very good progress with Statistics this year.

### General Comments

XX is a pleasant pupil who always works conscientiously in class. XX has performed well this year in a variety of classroom activities, including individual tasks, group work and assessments. After each assessment this year, XX was issued with a follow-up target-setting sheet. Target-setting sheets highlight any areas of difficulty in the test and provide similar questions for further practice.

XX should now continue to work well in class and at home in order to continue to make good progress. Consolidation of previous work is essential and this can be achieved by regular revision using his notes jotter and through completing all homework on time, to as good a standard as possible.

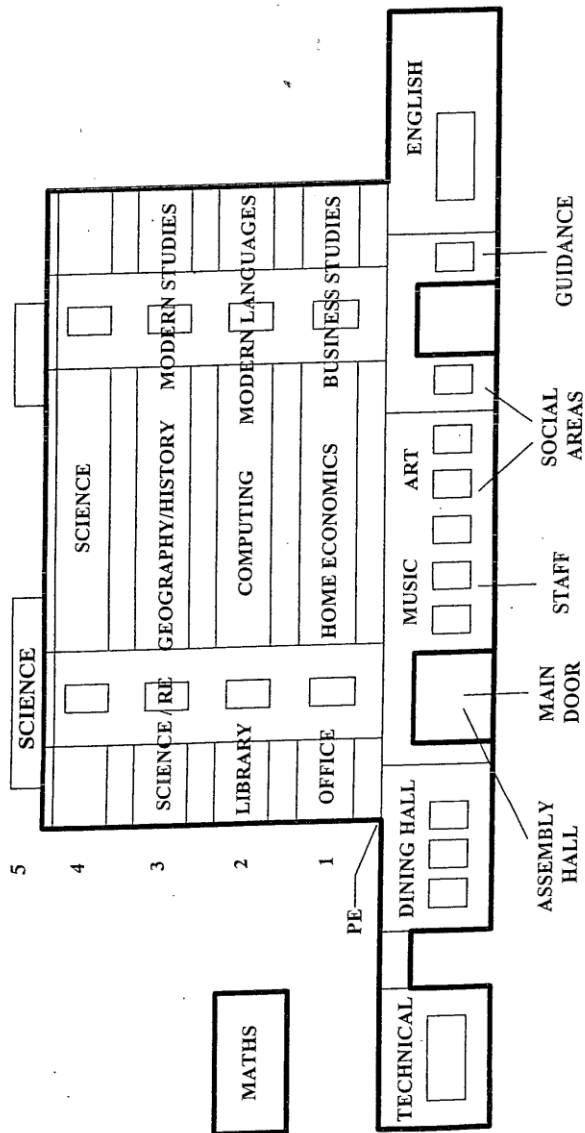
XX will begin the Standard Grade course when he enters S2 in June. If he continues to work with the same effort and focus next year then I am sure he will progress well in S2.

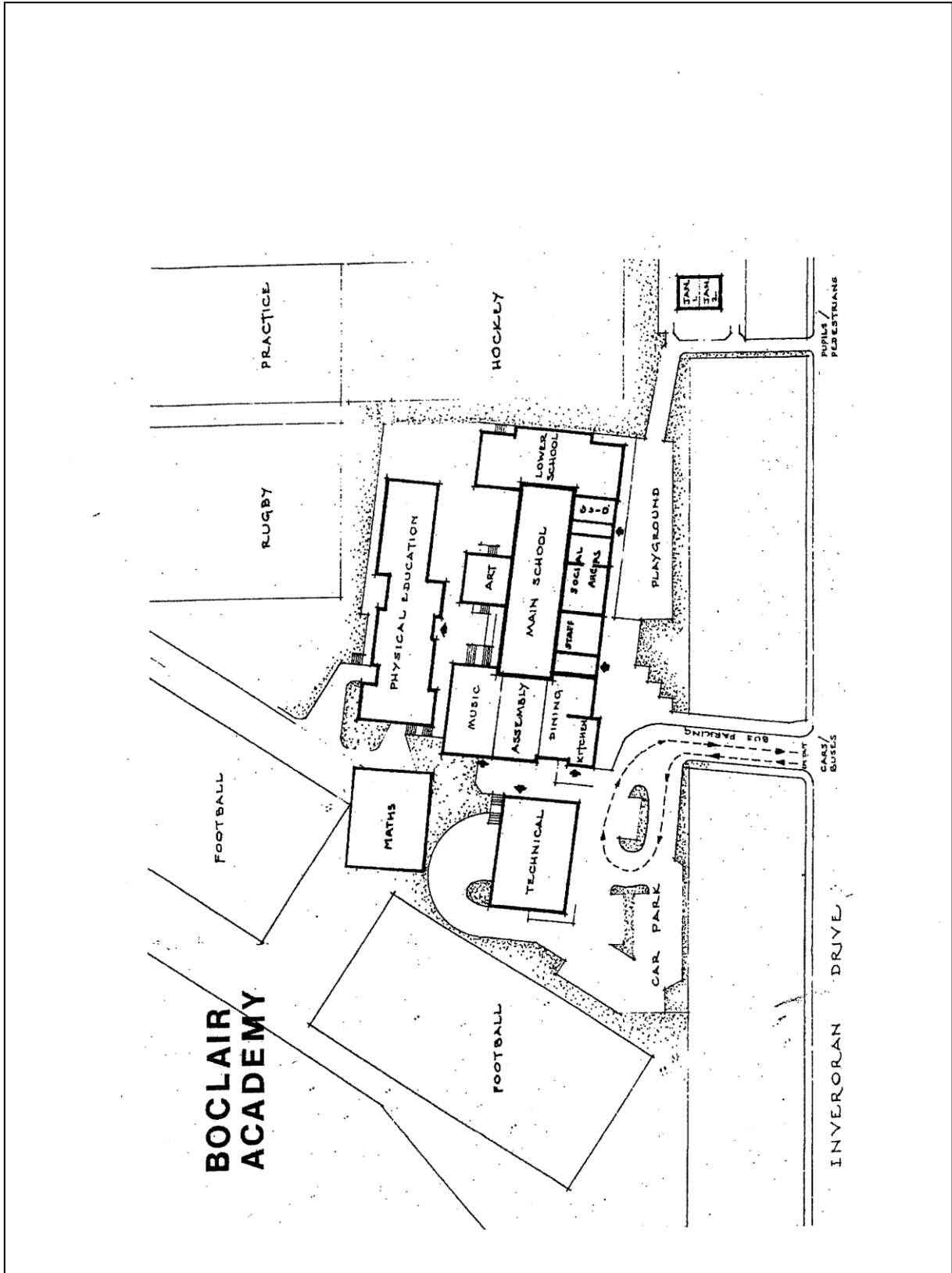
10.4 Plan of the School

# A Beginner's Guide to Bocclair Academy

Remember that you will be doing a lot of moving around between classes.

This is best done in an orderly fashion, keeping to the *right hand* side of corridors and stairs.





## 10.5 Pupil Activity Programme

### Clubs and Activities

A range of day clubs and activities exists around the school. The list below is an indication of some of the events which run during the school Session.

S1-S2	Guitar Club Junior Choir Rock Vocal Workshop	Badminton Basketball Dance Fitness Football Girls' Football	Gymnastics Hockey Netball Rugby Table Tennis	Art Bookends Film Games Maths Science
S3-S6	Gospel Choir Vocal Workshop	Aerobics/Yoga Badminton Basketball Dance Football	Girls' Football Gymnastics Table Tennis Volleyball	Art Bookends Film Senior Science Young Enterprise
S1-S6	Choir Folk Club Orchestra String Ensemble Wind Band	PE Dept Extra Curricular Activities	French German Italian Mandarin Spanish	Cultural Evening Christmas Concert Christmas Dances Debating Eco Group
S6	S6 Burns Supper			

Outings/Activities and Residential Visits - this list is indicative of outings and excursions

<i>January</i>	<i>BIM trip to Coca Cola Factory</i>
<i>February</i>	<i>Modern Studies trip to London PE Ski Trip to Italy</i>
<i>March</i>	<i>Duke of Edinburgh Silver/Gold Expedition</i>
<i>April</i>	<i>History trip to Barrhill Fort</i>
<i>June</i>	<i>History trip to Museum of Flight</i>
<i>September</i>	<i>Young Enterprise Masterclass Duke of Edinburgh Bronze Expedition</i>
<i>October</i>	<i>S1 trip to Lendrick Muir History trip to the Battlefields French Exchange trip to Fougères</i>
<i>November</i>	<i>Geography/Biology Field trip to Kindrogan Tradefair Competition Entrepreneurial Competition</i>

Charity Fund Raising

Each year group is asked to choose a charity to support. In addition, S6 chooses a whole school charity and an event involving the whole school is organised at Easter time. The following are just some of the charities which have received donations from Boclair Academy in recent years: *Jeans for Genes, Sport Relief, BBC Children in Need, Comic Relief, Dementia Friends, Save the Children, The Prince and Princess of Wales Hospice, Macmillan Cancer Support & Poppy Scotland, Beatson Cancer Charity, Medics against Violence, Funding Neuro, National Aids Trust, Solar Aid, and Trussell Trust Glasgow North West and Greater Maryhill Foodbank.*

Competitions*Business Department*

- T Shirt Business Challenge (S1)
- Dragon's Den Challenge (S2)
- Business Plan (S3)
- Scottish Enterprise booklet (S3)
- Subway Challenge (S3)
- Stock Market Challenge (S3, S5/S6)
- Primary 7 Challenge (S4)
- Marketing Challenge (S5/S6)
- Young Enterprise Competitions (S5/S6)

*Computing Department*

- Newsletter (S1)
- Website Challenge (S2)

*Mathematics Department*

- Scottish Maths Council Mathematical Challenge (S1-6)
- UKMT Team Maths Challenge (S1/S2)
- Pi Memorising Competition
- Pi Day Challenge; Rubik's Challenge
- Jaguar Maths in Motion Challenge

*Chess & Debating*

- Milngavie Dragon Chess League
- Law Society of Scotland Tournament
- Bar Association Competition
- Glasgow Rotary Club Public Speaking Competition
- Youth Speaks; European Youth Parliament

*Music Department*

- Festival of Politics – Songwriting Competition in association with Traditional Music Forum

Achievements*Art*

- Lillie Art Gallery Annual Exhibition (S5/S6)

*Music*

Musical Futures is a way of thinking about music making in schools that brings non-formal teaching and informal learning approaches into the more formal context of the school. It is based on the belief that music learning is most effective when young people are engaged in making music and when their existing passions for music are acknowledged, reflected on and built-upon in the classroom. It is with great pride that the department continues to be a Champion School with Musical Futures.

Musical Futures pedagogy is now fully embedded in all courses in the department. It has allowed the staff to deliver more of an all round experience in the music classroom; encouraging creativity, collaborative learning, aural modeling and building confidence and communication skills in all. It has given a great deal of flexibility in the classroom allowing the most able and those requiring the most support to work collaboratively. This style of music teaching reflects much of the ethos behind the new N4/N5 music courses, both in Performing and in Technology.

## **Extra Curricular Activities and Community Engagements**

### *Christmas Concert*

Around 120 take part in the annual Christmas Concert in a variety of extra-curricular groups; Orchestra, String Ensemble, Junior Singers, Senior A Capella Vocal Group, Wind Band, Folk Club, Rock Club, String Ensemble, Senior Folk Group, Ukulele Group and Advanced Higher Performance Group. This showcase of talent draws in an audience of around 240 guests and is always a wonderful display of pupils' efforts in these extra-curricular/wider achievement groups.

### *Cultural Evening*

### *EDC Bands and Orchestras*

A number of Boclair Academy pupils have attended weekend music courses at Gartmore House this session to prepare for the end of term concerts at Christmas and Easter which are held in Glasgow's two most prestigious concert venues, the Glasgow Royal Concert Hall and City Halls. The groups involved are String Ensemble, Senior Strings, Percussion Ensemble, Jazz Band, Wind Band and Concert Band and Senior Orchestra.

### *Dementia Friends*

## **Physical Education**

In the PE Department, great attention is paid to the success of all pupils in sporting areas and not just in curricular areas. All staff in the department and across the school are committed to offering pupils as many opportunities to experience sport and physical activity during extra-curricular time as possible.

### *Football*

Teams represented the school at under 13, 14, 15, 16 and 18 level at various competitions:

Scottish Shield

EDC League

EDC League Cup

In total, this involved around 90 pupils ranging across every year group

S1 Football Team were East Dunbartonshire League Champions in 2016/17

### *Athletics*

In the Dunbartonshire Divisional Sports, the school won 12 bronze, 9 silver and 10 gold medals across S1 – S3. We also won both prestigious 'Outstanding Performance Award' for both male and female performers.

### Badminton

We had 6 pupils who represented the school at the Dunbartonshire Badminton Championships this year, winning the Under 18 boys singles and coming second in the Under 18 mixed doubles.

### Dance

At the East Dunbartonshire Dance Fest, we had 46 pupils competing, winning in 2 categories and coming 3rd in another. We finished in 3rd place overall.

### **Holocaust Memorial Day**

Eight dancers from S4 and S5 were involved in the Boclair Academy Creative Arts group who performed at two authority wide events. The performance involved musicians, dancers and singers and was watched by hundreds of guests, including survivors from the Holocaust. Both performances were excellent and very moving and feedback from the event was overwhelmingly positive.

### Gymnastics

At the East Dunbartonshire Gymnastics competition, we won gold medals in 3 events and a silver medal in another. In total, 26 pupils took part.

### Hockey

Our hockey club was well supported all year, and culminated in us gaining a bronze medal at the East Dunbartonshire hockey festival.

### Netball

Our netball club continues to be an outstanding success story. We regularly have 50 girls from S1 – S5 participating in sessions weekly, along with teams entered in authority and national competition at S1/2, S3/4 and open age groups.

Our open age group team, were narrowly beaten in the quarter finals of the Scottish Cup this year, which is the furthest any Boclair Academy team has ever been in this competition.

### Swimming

At the Scottish Schools Swimming Championships, we gained 2 bronze medals and a silver medal.

### Rugby

The school participated in 3 rugby festivals over the year, and won the overall award for participation levels across all East Dunbartonshire schools. A large part of this success has been through our partnership with West Rugby Club and our relationship with their development officer.

### Leadership Opportunities

This year we had a planned programme of leadership opportunities for S3 pupils. This involved leadership roles in organizing our Primary PE day, our Inter Class Athletics Championships and refereeing in the Primary 7 School Football Festival. In total 40 pupils gained valuable skills for learning, life and work through these leadership events.

### Inter Class Championships

Over the year, nearly 300 different pupils took part in our inter class events over the course of 6 different events, representing their class.

### SQA Refereeing Course

9 pupils across S5/6 completed and passed the award gaining a valuable skill for work which also gained 16 SCQF points at Level 7.

Some of the boys are now actively refereeing in their spare time and are also helping the school become self sufficient in refereeing our own matches.

**10.6 Boclair Academy - School Holidays Session 2019 – 2020**

FIRST TERM	Teachers return	Tuesday 13 August 2019
	In-service	Wednesday 14 August 2019
	In-service	Wednesday 14 August 2019
	Pupils return	Thursday 15 August 2019
	Local holidays	Friday 27 September 2019 and Monday 30 September 2019
	In-service	Friday 11 October 2019
	Mid-term	Monday 14 October 2019 - Friday 18 October 2019 (incl)
	Last day of term	Friday 20 December 2019
SECOND TERM	First day of term	Monday 6 January 2020
	Mid-term	Monday 10 February 2020 and Tuesday 11 February 2020
	In-service	Wednesday 12 February 2020
	Spring holiday	Monday 6 April 2020 - Friday 17 April 2020 (incl)
THIRD TERM	First day of term	Monday 20 April 2020
	May Day	Monday 4 May 2020
	In-service	Thursday 21 May 2020
	Local holidays	Friday 22 May 2020 and Monday 25 May 2020
		Last day of term

## 10.7 School Library

The school library is located on the second floor and is open throughout the school day. It contains a wide variety of books and magazines, selected to support the curriculum at all levels. Most of these resources can be borrowed by pupils for use at home. The library has a computerised catalogue which the pupils can use to locate and reserve books.

The library currently has 12 PCs and a printer, which are used by the pupils with subject departments during class time. Pupils can book the PCs before school, at interval and lunchtime for personal use and for printing out homework.

S1 pupils participate in a course in Information Literacy Skills with the librarian at the beginning of S1 which culminates in a Library Challenge. The pupils come from a variety of different subject departments for this course as the skills they are learning are transferable skills which can be used in all their subjects. In addition the librarian reinforces these skills throughout the session with classes and individuals from all years when they come to the library to carry out research.

The Careers Library is situated in the library and holds a range of information on courses, careers and job-finding skills. All pupils are encouraged to use the Careers library for their own research. S2 pupils are introduced to the Careers library by the librarian through their PSE classes. The librarian is happy to assist pupils in the use of this material when required.

Reading group aims to promote recreational reading and participate in both the Carnegie Medal Shadowing Scheme and the Scottish Children's Book Awards as well as lively discussion and other related activities.

The library is available for pupils to use independently before school, at interval and four lunchtimes every week. Pupils can read, do homework, use the PCs or change books at these times.

## 10.8 Senior Management Team

HEAD TEACHER	Mr D Brown
DEPUTE HEAD TEACHERS	Mr C Brisbane Ms J Crocket Mrs C Morgan Ms M Trainor Mr A Meek (ADHT) Mr E McRae (ADHT)

**10.9 Staff list (Jan 2019)**

<p><b>SENIOR MANAGEMENT TEAM</b>                  Mr D Brown, Head Teacher                  Mr C Brisbane (DHT)                  Miss J Crocket (DHT)                  Mrs C Morgan (DHT)                  Miss M Trainor (DHT)                  Mr E McRae (ADHT)                  Mr A Meek (ADHT)</p>	
<p><b>GUIDANCE TEAM</b>                  Mrs J Gillespie (PT)                  Mr A McClure (APT)                  Mrs I McGhee (PT)                  Mrs J McRae (PT)                  Miss S Smy (PT)                  Mrs J Campbell                  Miss L Henderson                  Mrs M McGuire                  Miss C Ramsay</p>	<p><b>EQUITY TEAM</b>                  Mr E McRae (Team Leader)                  Mrs M McGuire (PT Literacy)                  Mr M Sutton (PT Numeracy)                  Mr A Johnson (PT Raising Attainment)                  Mrs J Campbell (PT DYW)</p>
<p><b>SUBJECT DEPARTMENTS</b></p>	
<p><b>ART</b>  <b>Mr S Smith (PT)</b>                  Miss A Daly (Wellbeing)                  Mr T Facey                  Ms K MacDonald                  Miss K Nazim                  Mrs E Williams</p>	<p><b>BUSINESS AND INFORMATION MANAGEMENT</b>  <b>Mrs A Reid (PT)</b>                  Miss D Bain                  Miss J Clark                  Miss S Dorrian                  Mrs R McGregor                  Miss S Smy (PT Guidance)                  Mrs J Wright</p>
<p><b>ENGLISH</b>  <b>Mr G Thomson (PT)</b>                  Mrs J Campbell (PT DYW)(Guidance)                  Mr J Corbett                  Miss J Crocket (DHT)                  Miss M Harrison                  Mrs M McGuire (PT Literacy)(Guidance)                  Mr B McKenna</p>	<p><b>MATHEMATICS</b>  <b>Mr A Makeham (PT)</b>                  Mrs G Graham                  Mrs S Hamilton                  Mr A Johnston (PT Raising Attainment)                  Mrs I McGhee (PT Guidance)                  Mr D Muir                  Miss A Sanchez                  Mr M Sutton (PT Numeracy)</p>
<p><b>HOME ECONOMICS</b>  <b>Mrs J Kennedy (PT)</b>  <b>Miss G Coote (PT) (Wellbeing)</b></p>	<p><b>LEARNING SUPPORT</b>  <b>Mrs I Bhattacharyya (PT)</b>                  Mrs L Jeppesen-Thomson                  Mr D Pyke</p>
<p><b>MODERN LANGUAGES</b>  <b>Miss L MacKay (PT)</b>                  Mrs J Doherty                  Mrs J Gillespie (PT Guidance)                  Mrs K Hannah                  Mrs D MacKenzie</p>	<p><b>PHYSICAL EDUCATION</b>  <b>Mr N Walsh (APT)</b>                  Mr C Brisbane (DHT)                  Mr J Halley                  Mr F Matheson                  Mr E McRae (ADHT)                  Mrs J McRae (PT Guidance)                  Miss H Morrison                  Mrs C Morgan (DHT)</p>
<p><b>MUSIC</b>  <b>Mrs J Black (PT)</b>                  Mrs T Dunford                  Miss S Hackett                  Ms C Kennedy                  Mrs J Newlands (Maternity Leave)</p>	<p><b>BIOLOGY</b>  <b>Mrs J Cleisham (PT)</b>                  Mr A McClure (APT Guidance)                  Miss C Ramsay (Guidance)                  Ms J Skelly                  Mr D Woods                  Mr P Senecal</p>
<p><b>CHEMISTRY</b>  <b>Miss G Kerr (PT)</b>                  Miss N Bateman                  Mr J Hendry                  Ms J Skelly                  Mrs B Stewart                  Miss M Trainor (DHT)</p>	<p><b>PHYSICS</b>  <b>Miss J Brockway (APT)</b>                  Mr N Henderson                  Mr A Meek (ADHT)                  Mr C Newton</p>

<p><b>TECHNICAL EDUCATION</b>  <b>Mr G Arrol (PT)</b>                  Mr B Brown                  Mr K Mathie                  Mr S Porter</p>	<p><b>GLOBAL STUDIES</b>  <b>Mr R Shand (APT)</b>                  Mr M Avery                  Mrs R Bone (PT) (Maternity Leave)                  Miss V Duncan                  Ms L Henderson (Guidance)                  Mr M Noble (with Modern Studies)</p>
<p><b>HISTORY</b>  <b>Mr S Doherty (PT)</b>                  Mrs C Conn</p>	<p><b>MODERN STUDIES</b>  <b>Mr I Millar (PT)</b>                  Dr R Abbas                  Miss N Kerr                  Mr M Noble (with Global Studies)</p>
<p><b>WELLBEING</b>                  Miss G Coote (PT Home Economics)                  Miss A Daly (Art)</p>	<p><b>LIBRARY</b>                  Ms T Davidson</p>
<p><b>SUPPORT STAFF</b></p>	
<p><b>SCHOOL SUPPORT MANAGER</b>                  Mrs D Martin</p>	
<p><b>TECHNICIANS</b>  <b>Mrs S Hilson (Senior Technician)</b>                  Mrs L Hand                  Mr A Murray                  Miss N Skelly</p>	<p><b>SUPPORT FOR LEARNING ASSISTANTS</b>                  Miss S Conings                  Mrs A Docherty                  Mrs C Graham                  Mrs C Quinn                  Mrs S Sidiki                  Mrs C Toland</p>
<p><b>SCHOOL ASSISTANTS</b>                  Mrs G McLea                  Mrs R Tinley</p>	<p><b>ADMINISTRATION TEAM</b>  <b>Mrs C MacDonald (Office Supervisor)</b>  <b>Mrs L Bell (Administration Assistant)</b>                  Mrs A Ballantyne                  Mrs L Campbell                  Mrs R Campbell                  Mrs W Harrison                  Mrs E Lang                  Mrs J Sloss                  Mrs A Smith                  Mrs G Thomson</p>
<p><b>EDC PARTNERS</b></p>	
<p><b>ICT SUPPORT ANALYST</b>                  Mr H Akhtar</p>	<p><b>FACILITIES MANAGEMENT</b>                  Mr D Burns – Facilities Assistant</p>
<p><b>ATTENDANCE OFFICER</b>                  Mrs J Keough</p> <p><b>KITCHEN</b>                  Mrs I Lone – Catering Manager</p>	<p><b>Codes:</b>                  DHT Depute Head Teacher                  ADHT Acting Depute Head Teacher                  PT Principal Teacher                  APT Acting Principal Teacher                  AFA Admin &amp; Finance Assistant                  AA Admin Assistant</p>

Although the information in this handbook is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document:

- a) before the commencement or during the course of the school year in question;
- b) in relation to subsequent school years

