

# Boclair Academy

Handbook 2025-2026

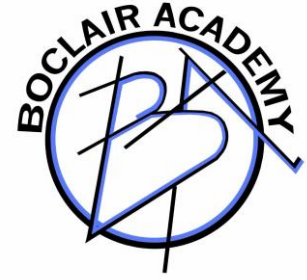


RESPECT

HONESTY

FAIRNESS

AMBITION



August 2025

Dear Parent

Welcome to the Boclair Academy Handbook for session 2025-2026.

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, visits and an all through Wider Achievement Programme. 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.

Our curriculum is underpinned by the capacities outlined in Scotland's Curriculum for Excellence, and staff are engaged in ongoing professional learning to ensure the best possible educational experience is available for our pupils. Over the past 6-7 years, we have seen a steady improvement in the examination performance of our pupils, and staff and pupils will be striving to maintain the high standards which have been set.

Every school requires to produce an annual Improvement Plan. The areas of focus have been the health, safety and wellbeing of staff and pupils, family engagement, transitions and continuing to ensure equity, excellence and educational continuity.

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 provided information sessions and an information evening for the parents of P7 pupils.

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

A handwritten signature in black ink, appearing to read "Douglas Brown", written in a cursive style.

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*

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## SECTION ONE - PRACTICAL INFORMATION ABOUT THE SCHOOL

### 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>
Instagram	<a href="https://www.instagram.com/boclairacademy1">@boclairacademy1</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 1080 pupils and the current roll is 1024.

S1 - 177      S2 - 175      S3 – 177      S4 -180 S5 - 171      S6 - 144

The S1 intake for each of the next three sessions is limited to be 180 pupils. The staffing complement for session 2025- 2026 is 76.6.

The school consists of one three-storey building with associated playing fields and an all-weather astro turf pitch. The Art department is located on the top floor to maximise light and the spectacular views to the surrounding area. The ground floor houses the reception and office space together with Humanities, Modern Languages, Science, Mathematics, Pupil Support, the fitness suite, dance studio and our Community Café. The lower ground floor accommodates the main PE facilities, English, Music, the school Library, Business, Technical and Home Economics, as well as the main Assembly Hall and dining area.

#### Community Facilities

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](mailto:letting@eastdunbarton.gov.uk).

## 1.3 Organisation of the School Day

### S1-S3 Pupils

	Period 1	Period 2	S1-S3 Interval	Period 2 contd. + Period 3	Period 4	S1-S3 Lunch	Period 5	Period 6	Period 7
	8:50-9:50	9:50-10:15	10:15-10:30	10:30-11:45	11:45-12:35	12:35-13:25	13:25-14:15	14:15-15:05	15:05-15:55
Monday			Interval			Lunch			
Tuesday			Interval			Lunch			
Wednesday			Interval			Lunch			
Thursday			Interval			Lunch			
Friday			Interval			Lunch			

### S4-S6 Pupils

	Period 1	Period 2	S4-S6 Interval	Period 2 contd. + Period 3	Period 4	Period 5	S4-S6 Lunch	Period 6	Period 7
	8:50-9:50	9:50-10:15	10:15-10:30	10:30-11:45	11:45-12:35	12:35-13:25	13:25-14:15	14:15-15:05	15:05-15:55
Monday			Interval				Lunch		
Tuesday			Interval				Lunch		
Wednesday			Interval				Lunch		
Thursday			Interval				Lunch		
Friday			Interval				Lunch		

Pupil Assemblies for each year group are held in the Assembly Hall as follows:

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

## 1.4 Attendance and Absence

### Attendance at School

Scottish local authorities have the responsibility to review and revise their procedures for managing situations where children fail to attend their school/early years centre and no explanation for absence is received from their parents/carers. East Dunbartonshire Council recognises that under such circumstances, children may be vulnerable to harm and that timely steps must be taken to ensure that an absent child is safe and well.

Attendance is recorded period by period each day. 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.

The Scottish Government emphasises the need for schools to support attendance for all and create appropriate support for those who find attending school a challenge. Attendance is defined as the "participation in a programme of educational activities arranged and agreed by the school" (Included, Engaged and Involved: Part 1). Engaging in school and in learning is crucial to ensure that children and young people meet their full potential.

ATTENDANCE PERCENTAGE	NUMBER OF DAYS MISSED OVER AN ACADEMIC YEAR	FURTHER INFORMATION
95%	9 days	Attendance at or above this level gives a learner the best chance of success.
90%	19 days	Attendance at this level leads to less chance of success. Data shows that learners missing this much school could drop a whole grade in secondary.
80-85%	27-36 days	Attendance at this level has serious implications for learning and progress.

There are a key rights, duties and legal obligations in relation to attendance as outlined in '[Included, Engaged and Involved \(Part 1\)](#)'. These are set out below:

- All children and young people have a right to education; and education authorities have a duty to provide education.
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school, in order to encourage good attendance.
- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

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### [Included, Engaged and Involved \(Part 1\)](#)

#### **Un-notified Absence**

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.

In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child's school/centre of all absences.

#### **Missing in Education**

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time.

Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland.

#### **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.

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 parents, the absence is unauthorised.

## Information regarding exceptional closures

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 updated using the usual digital methods of communication used by the school i.e. email, Groupcall or social media. There will also be updates on the website

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

### (a) 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.

Please ensure that your child knows their home/pick up plan each day. If there are any changes to childcare arrangements, please inform the school before 2.30pm. This should only happen in exceptional circumstances.

## 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 – Frontline resolution, 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, acknowledge 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 (SPSO), 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 AND ENGAGEMENT AND FAMILY LEARNING

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

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 updates on different topics throughout the year are sent home using Groupcall email, 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 Groupcall text messages, emails, by letter and Boclair Academy's Social Media pages.

Pupil reports 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 appointments should 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
- express their views on school education generally and work in partnership with their child's school

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
- 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 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. 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, providers of Early Learning and Childcare education (*if applicable*) 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 (in some schools the PTA fulfils this role).

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. For further information and how to contact the BAPC, check out the school website: <http://www.boclair.e-dunbarton.sch.uk/parents-info/parent-council/> or contact the Chairperson (Mrs Gaynor Bilton) via e-mail: [parentcouncil@boclair.e-dunbarton.sch.uk](mailto:parentcouncil@boclair.e-dunbarton.sch.uk).

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at <https://education.gov.scot/parentzone>

## 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.

### 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 & Ambition**

#### **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 for All

In East Dunbartonshire, all children and young people 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, disability, gender reassignment, marriage and civil partnership, [pregnancy and maternity, race, religion or belief, sex and sexual orientation.

*The General Equality Duty 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 reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, or belief, sex, and sexual orientation.*  
*The Equality Act (2010)*

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

- 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.

[Technical guidance for schools in Scotland | EHRC \(equalityhumanrights.com\)](http://equalityhumanrights.com)

### **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.

### **Child Poverty**

The impact of poverty can have a significant effect on children's achievement and attainment.

The Cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing.

In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background.

If you have specific concerns, please contact the school to discuss as there are ways in which support can be provided.

For example:

School uniform recycle  
Assistance with trips/outings  
Festivals and fundraising events

### **The Promise**

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1 and individual service briefings, have helped to inform the plan and can be viewed here <https://thepromise.scot> It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

### **UNCRC**

East Dunbartonshire Council is committed to developing rights-based approaches in all education establishments. A rights-based approach ensures the articles of the convention underpin the ethos of the organisation and all policy and practice is developed under consideration of the United Nations Convention on the Rights of the Child (UNCRC).

Incorporation of the UNCRC Bill 2021 ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

- Ensure all schools and early years centres have clear guidance on children's rights; what they are and how they will be embedded in the life of the school/centre
- Support establishments working with children and young people to develop a positive and inclusive ethos and culture
- Ensure provision of information, training, advice and support to those working with children and young people as well as their parents or carers
- Provide leadership and ensure accountability through systematic monitoring and review of data
- Support effective partnership working across agencies to further the rights and wellbeing of children and young people

### **Promoting Positive Relationships, Behaviour and Learning in Education**

In East Dunbartonshire's schools' the development of relationships and skilled support for children and young people to manage their behaviour is essential. The whole school community endeavours to create a caring, nurturing, optimum learning environment, which promotes creativity, whereby everyone feels empowered, supported, and loved.

This is a clear framework which can be used and adapted to support Relationships Policies in all schools and educational establishments.

East Dunbartonshire Council (EDC) is committed to providing a culture in the school community where all stakeholders including children, staff and parents feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated. Positive relationships should be encouraged and present throughout the whole school community where children and young people are involved meaningfully in decisions which affect them.

We aim to:

- Develop a shared vocabulary to reflect the language of inclusion.
- Develop the curriculum within an optimum learning environment which promotes creativity and flexibility to meet the needs of all. (Learning and Teaching Policy at school level and CIRCLE)
- Co-create and develop a culture and individualised approach to dysregulation, co-regulation, and self-regulation where everyone feels safe, respected, and listened to.
- Develop a school ethos, culture, expectation, and understanding of consequences that should be relevant and appropriate for the learner. This would include aspects of their behaviour and those impacted (positively or negatively) which will be created and consulted on by all stakeholders.
- To provide professional learning and development opportunities to the whole school community to build trusting relationships which support respect, confidence, and safety in our educational settings.

## **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.

In recognition of the rights based approaches within the school, we have been awarded THE SILVER RIGHTS RESPECTING SCHOOL AWARD, by UNICEF and have embarked on gathering evidence to attain Gold.

### **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**

The school operates a Promoting Positive Behaviour system which involves merits, demerits and rewards events. This system has had a positive impact on learning and teaching.

### **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)

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

The values, purposes and principles of the 3-18 curriculum in Scotland are set out in A Curriculum for Excellence. The curriculum aims to support children and young people to maximise their potential across four capacities to become successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence 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 children to 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.

Curriculum Areas:

- Expressive Arts – Art & Design, Drama, Dance and Music
- Health and Wellbeing
- Literacy & English
- Numeracy & Mathematics
- Religious and Moral Education (RME)
- Sciences
- Social Studies
- Technologies

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's needed. There will be an 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.

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	4	Home Economics	1
Maths	4	Technical	2
French	3	Drama	1
Science	3	Business & ICT	2
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 subjects are chosen from across the curriculum areas to reflect interests and career aspirations. The subjects available are:

Administration	Design & Manufacture	Music
Art and Design	Geography	Music Technology
Biology	Graphic Communication	Photography
Business Management	History	PE Studies
Chemistry	Home Economics	Physics
Computing Studies	King's Trust	Practical Woodwork
Dance	Media Studies	Spanish
	Modern Studies	

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.

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.

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:

Administration & IT	History
Art and Design	Home Economics - Bakery
Barista	Human Biology
Biology	Mathematics/Apps of Mathematics
Business Management	Media Studies
Chemistry	Modern Studies

Computing Science	Music
Criminology	Music Technology
Dance	Photography
Design & Manufacture	Physical Education
English	Physics
Enterprise & Employability	RMPS
Furniture Making – Craft & Design	Scottish FA: Refereeing
French	Scottish Studies
Geography	Spanish
Graphic Communication	Sport and Recreation
	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.

Boclair Academy uses “Satchel One”, 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.

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

### Careers - Skills Development Scotland

The school’s Careers Adviser, Kirsty Young, is based in school on a Monday, Tuesday, Thursday and Friday. The Careers Adviser works closely with the Guidance team to support pupils to develop their Career Management Skills and make realistic, well informed career choices. She will give information, advice and guidance to ensure that pupils have a plan in place for leaving school and successfully move onto a Positive Destination. In addition to one to one career interviews the Careers Adviser meets with S1-S4 pupils through PSE classes which develop pupils’ understanding of the routes and pathways available to them when leaving school, how to make a good career decision and an introduction to My World of Work which is Skills Development Scotland’s online resource. All S3 pupils will be offered a one to one career appointment to support their subject choice decisions.

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 Adviser will be in attendance at each parents' evening.

Some useful websites for careers research:

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

<https://www.mykidscareer.com>

[www.planitplus.net](http://www.planitplus.net)

[www.prospects.ac.uk](http://www.prospects.ac.uk)

[www.ucas.com](http://www.ucas.com)

[www.apprentishipsinscotland.com](http://www.apprentishipsinscotland.com)

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.

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.

The above is indicative of our normal extra curricular activities.

## 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 Chief Education Officer who can be contacted at:

East Dunbartonshire Council  
Southbank House  
Strathkelvin Place  
Kirkintilloch  
Glasgow  
G66 1XQ

Tel: 03001234510

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

## SECTION SIX - TRANSITIONS

### Secondary School Admissions

Transfer Information will be issued to Primary 7 parents in November each year. The registration application must be completed for all P7 catchment children in order for them to be included in the secondary school numbers for August. The registration form can be found on the East Dunbartonshire Council website at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school 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.

### 6.1 Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries, the local press and on the council's website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk). It is normally in November/December 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

Transfer information will be issued to Primary 7 parents in December/January each year.

#### 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
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## **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 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 May, 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 Primary and Secondary Placing Requests to commence school in August will be considered following the application process detailed on the Placing Request section of the East Dunbartonshire Council website.

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.

Primary 1 children must also be enrolled at their catchment school using the registration process detailed on the East Dunbartonshire Council website whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Service.

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 Service 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 will be 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. Further information is available on the East Dunbartonshire Council website.

Any Placing Requests received after the 15<sup>th</sup> March for Primary and Secondary 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 your Placing Request.

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.

### **Transport for Placing Requests**

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 Support for Pupils

In East Dunbartonshire Council we have our Including Every Learner Policies – *Promoting Positive Relationships and Managing behaviour that Challenges* and *Policy and provision for children and young people with additional support needs*. These documents offer guidance and policy on ensuring the needs of all learners in our schools and early years centres are met.

#### Guiding Principles

- Presumption of mainstream includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision
- Local, integrated and streamlined processes of assessment and decision making in full collaboration with learners and their families
- Increasing the capacity of staff to meet the needs of a broad range of learners at all levels of the continuum of support through Career Long Professional Learning (CLPL)
- Equity of access to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all

Universal and targeted planning for children and young people should be proactive and solution focussed. A whole school and classroom ethos and culture should include strategies that support all children.

Provision across all establishments focuses on developing and supporting the whole child and this includes having: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

The curriculum within all early year's centres, primary and secondary schools is focused on providing a meaningful, engaging and challenging experience for all learners. The curriculum in all sectors is based on the underlying principles of Curriculum for Excellence, which sets out an entitlement to access:

- A coherent curriculum from 3 to 18;
- A broad general education to the end of S3;
- A senior phase including qualifications;
- Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
- Personal support to enable learners to gain as much as possible from the opportunities of Curriculum for Excellence; and
- Support in moving to a positive and sustained destination beyond school.

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the Young Workforce. Education for learners can be provided as a blend of activity through access

to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element of this provision focuses on literacy, numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

Most learners with additional support needs are educated within one of the mainstream early year's centres, primary or secondary schools. If a learner is identified as having additional support needs, then a rigorous process of assessment, planning and support is put into place. There are several resources which mainstream schools and early years centres can draw on to meet learners' needs. For example, every establishment has a Circle Adviser who is an established member of the teaching staff who is provided with training and ongoing support from a multi-agency team - led by educational psychology and a member of the ASN team. While every establishment will use their Circle Adviser differently, it is expected that they will provide support for learners with additional support needs in the areas of language and social communication. The role of the Circle Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers and supporting individual staff members using existing school/early years centres structures (e.g. Pupil Support Group/Support for All Group).

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture. Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs. Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). This level is termed targeted support – in this case, staff develop an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other supports from professionals within the education department, such as the educational psychologist or outreach teacher. Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

### **Targeted Intervention Tier 2 provision:**

Education staff have an excellent understanding of their learners, any barriers to learning and how to support them. They provide individual educational programmes designed to meet their specific needs and are continually looking at ways to develop practice to improve outcomes. This cycle of planning, review and evaluation is likely to include strong partnership working with a range of more specialised services which can provide advice and targeted support as necessary.

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs.

East Dunbartonshire Council has a continuum of support for learners requiring targeted support, these are reviewed and planned for each individual alongside professionals, parents/carers and the child/young person themselves – TAC (Team Around the Child).

Learners who may require to additional resources could be experiencing:

- specific language difficulties (expressive or receptive)
- difficulties in the area of social communication
- significant difficulties with focus and attention
- significant learning needs
- self-regulation and self-care needs

For some learners, additional support is required from other specialist resources which offer outreach support. Requests for outreach to support the child within their mainstream school are made to the Locality Liaison Groups (LLGs). There are two LLGs - one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch. The purpose of the LLG is to allocate outreach services to support current placements in mainstream.

Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parents/carers and professionals involved. Outcomes of this process include the identification of changes to the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision.

### **Targeted Intervention Tier 3 provision:**

Learners who have support needs that require a higher level of support in provision that offers a much higher ratio of staff to learners and highly specialised teaching approaches. This is termed targeted intervention and is offered in Tier 3 establishments. Learners who attend primary and secondary school (Tier 2 or 3) placement are referred to the GIRFEC Liaison Group (GLG). The GLG is the decision-making forum for all specialist placements.

*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 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.*

*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 go to [www.resolvemediation.org.uk](http://www.resolvemediation.org.uk)*

### **Advocacy**

Parents/carers and eligible children/young persons also have the right to have a supporter or an advocate to present their case at any meeting with the school or Education Authority, in relation to the exercise of the Education Authority's functions under the Education (Additional Support for Learning) (Scotland) Act 2004.

## **My Rights My Say**

Enquire: [www.enquire.org.uk](http://www.enquire.org.uk) 0845 123 2303

Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk), 0131 510 9410

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

## **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 group parenting workshops, bespoke 1 to 1 support and advice. Services also include holiday a play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services, please contact the team by emailing: [parenting@eastdunbarton.gov.uk](mailto:parenting@eastdunbarton.gov.uk) A member of the team will be in touch.

## **Protecting Children and Young People**

In 2021, the National Child Protection Guidance was updated to adopt a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

The guidance embeds the UNCRC, the Promise and principles of GIRFEC as part of the continuum of preventative and protective support.

*"Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use".*

(National Child Protection Guidance, 2021, p.12)

Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment.

The Child Protection officer in school will be either the head teacher or depute head teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

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 to protect the child or young person. Staff will always treat the matter sensitively, and with dignity and information will only be passed to those who need to know to protect and support the child or young person. If parents or others have concerns for any child, they can speak to the Head Teacher/Child Protection Officer 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.

## **7.2 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 group parenting workshops, bespoke 1 to 1 support and advice. Services also include holiday a play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services, please contact the team by emailing: [parenting@eastdunbarton.gov.uk](mailto:parenting@eastdunbarton.gov.uk) A member of the team will be in touch.

## **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 ([www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)), 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 Mrs F Curran, 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 Advisor 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 Advisor is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Advisor in response to the needs of their school context. Every Autism Advisor will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism Advisor differently, the role of the Autism Advisor 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 who have language and communication difficulties;
- 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 Mrs Curran.

### **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 Promoting Wellbeing, Protecting and Safeguarding 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.

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. This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child focussed, ensuring that the child and family are at the heart of decisions and supports;
- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear; and

- Joined up, to ensure services work together.

It is the entitlement of every child to be supported throughout their education. The *Wellbeing Pathway* provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person.

Teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

Within East Dunbartonshire schools, teachers employ the following model to provide a clear, structured pathway for learners.

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning
- Modifying Learning Environment – giving children areas to work which suit their learning styles

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.

When a wellbeing concern has been brought to their attention, the pupil support coordinator will consider the following questions in relation to the eight wellbeing indicators:

- 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?

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in CYP Act 2014 and ASL Act 2004, 2009.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents.

## 7.9 Child Protection and Safeguarding

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Child

protection means protecting a child from child abuse or neglect. If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141 777 3000, or the Police. Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Coordinator should be displayed prominently within the school.

At Boclair Academy our Child Protection Coordinators are Mrs Fiona Curran and Mrs Clare Morgan. Boclair Academy uses East Dunbartonshire Council's Child Protection procedures and Education Procedure manual 3\21\P01 to support safeguarding and child protection in school.

## 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 out with 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.

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

### 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 2018

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 2018 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. For full details of how we will use your data please visit - [www.eastdunbarton.gov.uk/council/privacy-notices](http://www.eastdunbarton.gov.uk/council/privacy-notices)

#### 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. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts.

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, sweatshirts 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.

Parents are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Some families may be eligible for school clothing grant and free school meals. Information on criteria and the application form for this can be found at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk) under School Clothing Grants and Free School Meals.

Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer.

If you have any queries regarding the school's dress code, please contact the Head Teacher.

Meal prices are reviewed annually. Please contact the school to be advised of the current **price**.

### **Free School Meals**

From January 2022 all P1-P5 pupils are entitled to a Free School Meal. This is universal and in line with the Scottish Government Guidelines.

Some families may also may be eligible for school clothing grant and free school meals. Information on eligibility criteria and the application form for this can be found at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk) under School Clothing Grants and Free School Meals.

## **TRANSPORT**

**(a) 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.

Chief Education Officer has discretion in special circumstances to grant permission for pupils 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).

**(b) 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 parents 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.

**(c) 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.

**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.

## **MEDICAL AND HEALTH CARE**

Information should be given on medical and dental inspections and on dental treatment. Parents should be given an indication of the procedures followed if a child takes ill at school. Parents should be made aware of the necessity to 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 Chief Education Officer.

## **9.5 EDC Excursion Insurance Cover**



**American International Group UK Limited  
SPECIALTY MARKETS  
Group Policy Schedule (Renewal)**

**Group Policy Wording Applicable – AHSU0787  
(Council Policy Wording 0822) AUG22 American  
International Group UK Limited  
Group policyholder**

**Policy Number: 0010627986**

A. East Dunbartonshire Council  
B. Participating establishments

Address:

Southbank Marine, 12 Strathkelvin Place, Kirkintilloch, Glasgow,  
G66 1TJ

**Period of insurance:**  
**start date of cover:** 01 June 2024  
To: 31 May 2025  
Renewal Date: 01 June 2025

And for any subsequent period for which a premium is paid and accepted.

Premium & Insurance Premium Tax (IPT)  
@ 12.00%  
Premium £ 7,406.00  
IPT £ 888.72  
Total £ 8,294.72  
Calculated in accordance with rates agreed between American International Group UK Limited and the **group policyholder** and paid to American International Group UK Limited by the **group policyholder**.

any one accident limit  
scheduled aircraft accumulation limit  
non-scheduled aircraft accumulation limit  
**Silver Plan**  
**Gold Plan**  
**Table of Benefits B (On-Site Cover)**

£ 10,000,000  
£ 5,000,000  
£ 5,000,000  
**Operative**  
**Inoperative**  
**Inoperative**

## 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, you may be eligible for an EMA from the beginning of the school term. If you are 16 years of age between 1 October and February, you may be eligible for an EMA from January. 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 Queen Elizabeth University Hospital, 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 pupils 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 out with 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 worldwide.

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.

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 £7.50.

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.

### 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

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)**

A	B	C	D	E	F	G	H	I
ENGN Eng'n CSE 176	MAIN MathN CSE 176	BCON BioN CSE 40 COMM CompN CSE 18 DESN DesN CSE 14 FOOT Fball School 3 FREN FranN CSE 59 MUST MusN CSE 12 PCRN PCool CSE 30	ADMN AdmN CSE 20 CHEN ChemN CSE 20 COMM CompN CSE 18 DESN DesN CSE 14 FOOT Fball School 1 FREN FranN CSE 57 GRAN Graph CSE 14 PIXL Ptk School 6	ADMN AdmN CSE 19 ARIN Arh CSE 34 BREN Bran CSE 24 GCON Geo gN CSE 24 MODN ModSN CSE 14 MUSN MusN CSE 29 PEN PEN CSE 24	ARIN Arh CSE 18 BCON BioN CSE 40 CHEN ChemN CSE 20 ENVN Enan CSE 18 FREN FranN CSE 21 PCRN PCool CSE 19 PHYN PhyN CSE 20	BCON BioN CSE 27 BUN BioN CSE 37 HISN HisN CSE 49 PEN PEN CSE 24 PHYN PhyN CSE 19	ADMN AdmN CSE 19 CHEN ChemN CSE 23 GCON Geo gN CSE 38 PEN PEN CSE 20 PHON Phon CSE 14 PHYN PhyN CSE 19 PRWN PraW CSE 19	ADMN AdmN CSE ARIN Arh CSE CHEN ChemN CSE CHEM Chem SE School GRAN Graph CSE HISN HisN CSE LSP LSp School MEDN MedN CSE MODN ModSN CSE PHON Phon CSE PHYN PhyN CSE
TOTAL: 176	TOTAL: 176	TOTAL: 176	TOTAL: 176	TOTAL: 176	TOTAL: 176	TOTAL: 176	TOTAL: 176	TOTAL: 176

**S4 Options (7)**

A	B	C	D	E	F	G
C824 Engk NAI5 198	C747 Maths NAI4 43 C847 Maths NAI5 135	C801 AdmIT NAI5 14 C804 Art&D NAI5 20 C707 Biolg NAI4 3 C807 Biolg NAI5 57 C708 Bwim NAI4 3 C810 BwMg NAI5 22 C837 Hst+NAI5 24 C737 Hstry NAI4 3 LSP LSp School 8 C849 ModSt NAI5 20 C737 Physc NAI4 1 C837 Physc NAI5 19	C801 AdmIT NAI5 14 C708 Bwim NAI4 1 C810 BwMg NAI5 20 C813 Chmst+NAI5 19 C819 DesMf NAI5 14 C730 Fmch NAI4 9 C830 Fmch NAI5 20 C730 Mwic NAI4 1 C830 Mwic NAI5 21 C834 P.E. NAI5 33 C737 Physc NAI4 1 C837 Physc NAI5 18 II Schoo School 1	C804 Art&D NAI5 13 C707 Biolg NAI4 1 C807 Biolg NAI5 19 C813 Chmst+NAI5 14 C833 Graph NAI5 19 C837 Hst+NAI5 32 LSP LSp School 4 C731 Mwa Ia NAI4 1 C831 Mwa Ia NAI5 13 C834 P.E. NAI5 20 C837 Physc NAI5 20 C749 Spani NAI4 3 C849 Spani NAI5 11	C801 AdmIT NAI5 18 C804 Art&D NAI5 20 C707 Biolg NAI4 1 C807 Biolg NAI5 19 BLR.BLR.School 1 C708 Bwim NAI4 2 C810 BwMg NAI5 23 C813 Chmst+NAI5 14 C814 Com& NAI5 17 C819 DesMf NAI5 14 C733 Geo g NAI4 2 C833 Geo g NAI5 27 C834 P.E. NAI5 27 PIXL Ptk School 11	C701 AdmIT NAI4 1 C801 AdmIT NAI5 14 C813 Chmst+NAI5 20 C818 Dance NAI5 10 C730 Fmch NAI4 2 C830 Fmch NAI5 27 C733 Geo g NAI4 1 C833 Geo g NAI5 28 C833 Graph NAI5 18 C849 ModSt NAI5 14 G8V Photo 45 17 C837 Physc NAI5 20 C842 PraW NAI5 24
TOTAL: 198	TOTAL: 198	TOTAL: 198	TOTAL: 194	TOTAL: 193	TOTAL: 198	TOTAL: 194

**S5/S6 Options (5)**

A	B	C	D	E
C801 AdmIT HIGH 12 C801 AdmIT NAI5 2 C804 Art&D ADVH 14 C805 Art&E ADVH 12 C824 Engk HIGH 134 C824 EnSci HIGH 24 C837 Hst+HIGH 24 C837 Hstry ADVH 3 LSP LSp School 3 C849 ModSt ADVH 3 MUS Mwa SE School 2 C835 Photo HIGH 15 PST A PST A School 23	C800 Accont HIGH 14 ARI Art&E School 1 BLR.BLR.School 1 C813 Chmst+ADVH 3 C814 Com& HIGH 12 7019 Di&al 34 2 C830 Fmch HIGH 22 C830 Fmch NAI5 1 C833 Geo g HIGH 20 C840 Hum.Bi HIGH 20 C847 Maths HIGH 42 C847 Maths NAI5 40 C849 ModSt HIGH 7 C831 Mwa Ia HIGH 3 PST B PST B School 21 C849 Spani HIGH 4 C849 Spani NAI5 1	C801 AdmIT HIGH 20 C819 DesMf HIGH 11 C824 Engk ADVH 8 C833 Geo g ADVH 4 C840 Hum.Bi HIGH 34 LSP LSp School 3 C847 Maths HIGH 43 C847 Maths NAI5 19 C848 Media HIGH 17 C834 P.E. HIGH 34 C837 Physc ADVH 14 C837 Physc HIGH 18 PST C PST C School 29 C774 In&I NAI5 14	C801 AdmIT HIGH 15 C804 Art&D HIGH 19 G915 Bala 44 25 BAKE Bala School 1 C807 Biolg NAI5 4 C810 BwMg HIGH 28 C810 BwMg NAI5 1 C813 Chmst+HIGH 17 C818 Dance HIGH 4 C824 Engk HIGH 42 C824 Engk NAI5 1 C840 Hum.Bi HIGH 17 LSP LSp School 1 C847 Maths ADVH 19 C837 Physc HIGH 32 C837 Physc NAI5 2 PST D PST D School 25 C844 KMP& HIGH 14 SPPP SPPP School 2	C804 Art&D HIGH 17 C807 Biolg ADVH 8 BENS Ben&E School 1 C810 BwMg HIGH 19 C813 Chmst+HIGH 14 G981 Comput+ 21 G9AH Endfm 45 11 C830 Fmch ADVH 7 C833 Geo g HIGH 21 C833 Graph HIGH 18 C837 Hst+HIGH 11 C837 Hst+NAI5 1 C840 Hum.Bi HIGH 19 C849 ModSt HIGH 29 C849 ModSt NAI5 1 C830 Mwic ADVH 4 C830 Mwic HIGH 13 C834 P.E. HIGH 25 PE PESC School 2 PHOS Photo SE School 11 PST E PST E School 25 GG45 Sco St+5 5 G7L Sco St+4 2
TOTAL: 273	TOTAL: 271	TOTAL: 274	TOTAL: 271	TOTAL: 273

## 10.2 Important Addresses

### **Ms Ann Davie**

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**

### **Mr Greg Bremner**

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**

Lennoxtown Community Hub

46 Main Street

Lennoxtown

G66 7JJ

**Tel: 0300 123 4526**

### 10.3 Progress and Achievement Reports Layout

Sample of S2 Report layout

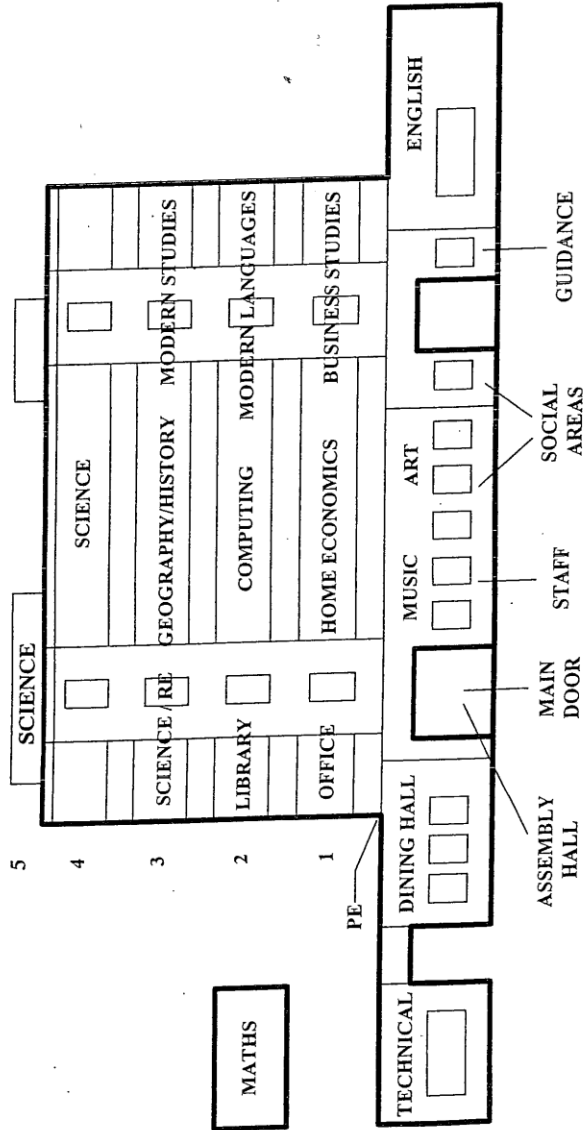
Curr. For Excellence – 2.2 Teacher name		
Effort	Behaviour	Homework
Usually works conscientiously	Usually behaves well	Always makes a good attempt
<b>Chemistry</b> National Progress: Progress 2 Individual Progress: Progress 4  Strengths – Progress (Teacher name)  XX seems to have enjoyed Chemistry this term but can become easily distracted in class and needs help to concentrate. XX contributes well to class discussions, but with an average score of 45% for her tests, she needs to develop her numeracy and problem solving skills. If XX were to spend some time working on these skills and seeking support in class I am sure that her knowledge in Science would improve as a result.		

10.4 Plan of the School

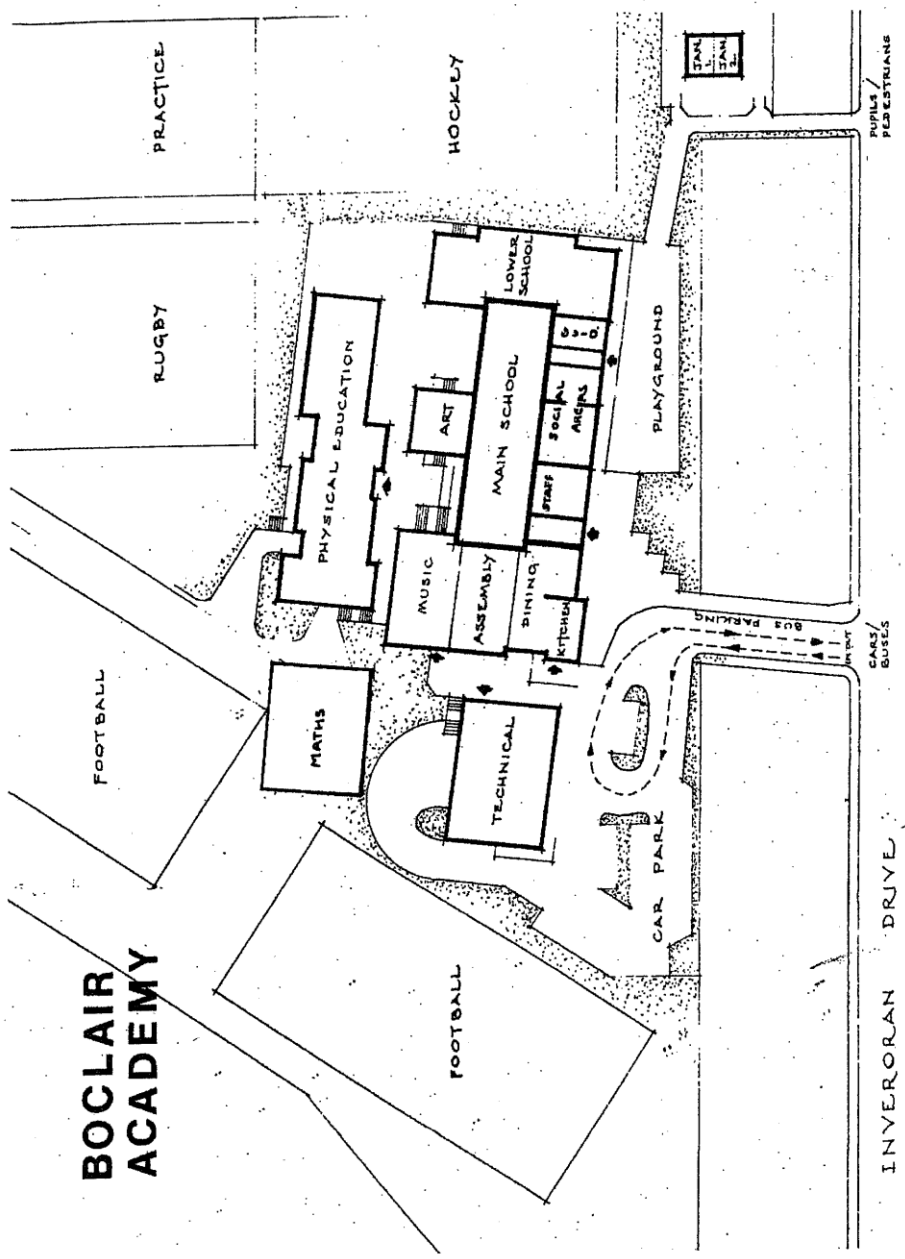
# A Beginner's Guide to Bocclair Academy

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.





# BOCLAIR ACADEMY



## 10.5 Indicative 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.

 <b>JUNIOR LUNCH CLUBS</b> 				
Monday	Tuesday	Wednesday	Thursday	Friday
Craft Club Miss Hamilton Miss Maxwell Workshop 1	French Club Miss Campbell MFL1	String Group Music Dept	Bracelet Club Miss Tait Bus Rm 3	RPG Club Mr MacDonald Lab 7
Chess Club Mr Meek Science Learning Plaza	Boardgame Club Mr Cassidy Lab 3	Junior Scripture Union English Rm 2	Science STEM Club Mrs Robertson Lab 10	S1-3 Just Play Music Dept
Spanish Club Miss Mackay MFL 1	S2 Just Play Music Dept	Varsity Cheer Miss Berry Small Gym	Duolingo Club Miss Mackay MFL 1	Junior Folk Music Dept
Choir Music Dept			Boardgame Club Mr Cassidy Lab 3	Spotlight Society Club Miss Shane/Mr Daly
SFL Homework Club Mr Carson SFL 2			Creative Writing Miss Morton English Rm 2	SFL Homework Club Mr Carson SFL 2
			S3 Just Play Music Dept	

 <b>AFTER SCHOOL CLUBS</b> 				
Monday	Tuesday	Wednesday	Thursday	Friday
Basketball Club Mr Kidd Games Hall	Volleyball Club Mr Martin Games Hall	Drama Club Miss Dewar English Plaza	Orchestra Music Dept	
Dance Club Miss Birch/Miss Hossack Dance Studio	Gymnastics Club Miss Sharp/Miss Berry Small Gym	Badminton Club Mr Irvine Games Hall	Netball Club Miss Berry/Miss MacGregor Games Hall	
Hockey Club Miss Holmes Astro Pitch		Cheerleading Club Miss Hossack/Miss Buckley Small Gym	Cheerleading Club Miss Hossack/Miss Buckley Small Gym	
		Fitness Club Miss Berry Fitness Suite	Rugby Club Mr Smith Astro Pitch	
		Warhammer Club Mr Sharp BusComp 5	S1/2 Football Club Astro Pitch	

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

- S1 residential to Lendrick Muir
- Duke of Edinburgh events and challenges
- Theatre visits
- Paintballing trip, Go Karting trip,
- Photography trips to Edinburgh and the Trossachs
- Paris trip, Barcelona Trip, Iceland Trip, Battlefields trip, CERN trip
- Enterprise and Employability trips
- S3 Admin trip to the Edinburgh Dungeons
- S6 Mitchell Library trip
- Business trip to Victor Pizza, Krispy Kreme
- Geography field trips
- Scottish Ballet Workshop
- Football trips to see English Premiership games

## 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 (a few of many)

- *Go4Set*
- *Maths Challenge*
- *Salter's Festival of Chemistry*

## 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.

*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.

*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.

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

The following events take place during the academic session.

### Community & Events

- *Dementia Friends, Food Bank, John Muir Awards*
- *iWiL, YPI, MAV*
- *BBC STEM Career event*
- *Developing the Young Workforce*
- *Bar Mock Trial competitions and visits*
- *Women in Engineering event*
- *Summer Showcase*

### 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 every opportunity to experience sport and physical activity during extra-curricular time. The following is indicative of the range of activities on offer and the sporting achievements of Boclair Academy pupils during session 2024-2025.

#### Athletics

Pupils participated in the County Event and was attended by 46 pupils in S1-3 & 2 senior leaders from S6.

#### Badminton

Our badminton club ran weekly all year, lunchtime and afterschool.

#### Basketball

Lunchtime club ran weekly all year, with 15 pupils attending (Junior), and 10 pupils (Senior). We attended 2 East Dunbartonshire School's Basketball Competitions ran Active School's. 15 pupils attended from S1-2. Results: 1st and 2nd place in EDC. We had friendly matches against Chryston High School for both junior and senior teams. We ran a trip ran to Emirates Arena for the British Basketball League Trophy Final to watch International athletes compete. 15 pupils attended.

#### Dance

This year, we had lunchtime dance clubs for all year groups. At the East Dunbartonshire Dance Festival (Wednesday 20th March 10am – 2pm), we had 41 pupils attending. Results: Junior Contemporary (Winner), Junior Other (Winner), Junior Hip Hop (Winner), Senior Other (2nd Place)

#### Football

Teams represented the school at under 13, 14, 15, 16 and 18 level at various competitions: Scottish Shield, EDC League, EDC League Cup, S1 7-a-side Festival, Girls' Festivals. In total, this involved around 115 pupils ranging across every year group. S1 Football Team were East Dunbartonshire Cup winners. S2 Football Team were Scottish Cup winners, and East Dunbartonshire League Champions. They also travelled to Belfast to compete in the Allan McKinstry Cup, which was for the age group champions of Scotland, England, Wales, Northern Ireland and Eire. S3 Football Team were East Dunbartonshire League Cup Champions. S4 Football Team got to the Scottish Cup Final where they were narrowly beaten. There was a growth in girls' football participation with Boclair entering a girls' team into East Dunbartonshire competitions. Around 18% of players representing the school came from SIMD group 1-2.

## 10.6 Bocclair Academy - School Holidays Session 2025-2026

<b>August 2025</b>	
Teachers and term-time staff return (In-service day)	Tuesday 12 August
In-service day (Teachers)	Wednesday 13 August
Pupils return	Thursday 14 August
<b>September 2025</b>	
September weekend	Friday 26 September to Monday 29 September
<b>October 2025</b>	
In-service day (Teachers)	Friday 10 October
October break	Monday 13 October to Friday 17 October
Pupils and Teachers return	Monday 20 October
<b>December 2025 and January 2026</b>	
Last day of term	Friday 19 December
Christmas and New Year	Monday 22 December to Friday 2 January
Pupils and Teachers return	Monday 5 January
<b>February 2026</b>	
February break	Monday 16 February to Tuesday 17 February
In-service day (Teachers)	Wednesday 18 February
<b>April 2026</b>	
Last day of term	Thursday 2 April
Easter Break	Friday 3 April to Friday 17 April
Pupil and Teachers return	Monday 20 April
<b>May 2026</b>	
May Day (closed)	Monday 4 May
Pupil and Teachers return	Tuesday 5 May
In-service day (Teachers)	Thursday 7 May
Pupils return	Friday 8 May
May weekend	Friday 22 May to Monday 25 May
Pupil and Teachers return	Tuesday 26 May
<b>June 2026</b>	
Last day of school	Thursday 25 June

## 10.7 School Library

The school library is located on the lower ground floor, adjacent to the English Department, and is open throughout the school day. It contains a wide variety of books and magazines, specifically selected to support the curriculum at all levels as well as to encourage pupils to read for enjoyment. Most of these resources can be borrowed by pupils for use at home.

- The library is also available for pupils to use independently before school, at interval and lunchtimes every day. Of course, pupils are actively encouraged to read in the library and get their library books renewed or changed during these times too. Additionally, the library has a computerised catalogue which the pupils can use to locate and reserve library book themselves.
- 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 since the skills they are learning are transferable skills which can be used in all subjects. In addition, the librarian reinforces these skills with classes and with individual pupils from all years when they come to the library to carry out research for classwork.
- The School subscribes to 3 online information databases which support most of the subjects in the School curriculum and pupils can access these online databases in the Library, from home and also from their mobile phones. The librarian is available to demonstrate to pupils how to make the best use of these databases to support classwork.
- The Careers Library is situated in the library and holds a wide 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 and the librarian is happy to assist pupils in the use of this material when required.
- The Librarian runs the pupil Reading group which meets weekly and aims to promote recreational reading. Reading group pupils participate in the Carnegie Medal Shadowing Scheme and also the Scottish Teenage Book Prize and this generates lots of lively discussion! Pupils also take part in other book related activities including competitions like the annual International Kids Literature quiz and Scottish Book Trust competitions.

## 10.8 Senior Management Team

HEAD TEACHER	Mr D Brown
DEPUTE HEAD TEACHERS	Mrs C Morgan Mrs F Curran Mr N Walsh Mr G Thomson Mr G Irvine Mrs K Fletcher
SCHOOL SUPPORT MANAGER	Mrs E Bell

## 10.9 Staff list 2025-2026

<b>TEACHING STAFF</b>	
<b>Senior Leadership</b>	<p><b>Mr Douglas Brown      Head Teacher</b></p> <p>Mrs Fiona Curran      DHT</p> <p>Mrs K Fletcher      DHT</p> <p>Mr Grant Irvine      DHT</p> <p>Mrs Clare Morgan      DHT</p> <p>Mr Glenn Thomson      DHT</p> <p>Mr Nick Walsh      DHT</p>
<b>Principal Teachers of Guidance</b>	<p><b>Mrs Isobel McGhee – Team Leader</b></p> <p>Miss Emily Hossack</p> <p>Mrs Jenny Gillespie</p> <p>Mrs Suzanne Matheson</p> <p>Mr Dominic Martin</p> <p>Mr Alastair McClure</p> <p>Mrs Jen McRae</p>
<b>Art</b>	<p><b>Mr Stephen Smith – Principal Teacher</b></p> <p>Mr Tim Facey</p> <p>Mr Andrew Fleming</p> <p>Miss Alanna McElroy</p> <p>Mrs Emma Williams</p>
<b>Biology</b>	<p><b>Miss Jayne Skelly – Principal Teacher</b></p> <p>Miss Chloe Lynch</p> <p>Mr Alastair McClure - PT Guidance</p> <p>Miss Maryanne Murphy</p> <p>Miss Jayne Skelly</p> <p>Mrs Leanne Tivendale</p>
<b>Business &amp; Information Management</b>	<p><b>Mrs Sarah Ogilvie – Principal Teacher (Mat Leave)</b></p> <p><b>Miss Emma Owen – Principal Teacher (Acting)</b></p> <p>Mrs Sharon Bonar</p> <p>Miss Hannah Chesney</p> <p>Mrs Alison Farquhar</p> <p>Miss Morna Holmes - Probationer</p> <p>Mrs Rebecca McGregor</p> <p>Mr Alasdair Sharp – PT Digital Learning</p> <p>Miss Claudia Tait</p>
<b>Chemistry</b>	<p><b>Mrs Gillian Kerr – Principal Teacher</b></p> <p>Mr Nicky Carson – PT Learning Support</p> <p>Mr Calum Macdonald - Probationer</p> <p>Mrs Sara Robertson</p> <p>Mr Kris Slater</p>

<b>English</b>	<p><b>Mrs Marianne McGuire - Principal Teacher (Mon - Thu)</b>  <b>Mrs Katie Sheridan – Principal Teacher (Fri)</b>  Mrs Natalie Bytheway  Miss Lucy Dewar (Drama) - Probationer  Miss Catherine McKinlay  Miss Ella Morton - Probationer  Mrs Katie Murray  Miss Amber Scott  Mr Findlay Smith  Mr Glenn Thomson – DHT</p>
<b>Geography &amp; RE</b>	<p><b>Miss Victoria Duncan – Principal Teacher</b>  Miss Julie Crilley PT Learning, Teaching &amp; Outdoor Learning  Miss Lou Henderson (with History)  Mrs Robynn Macgregor – Enhanced Learning  Mr Bobby Shand</p>
<b>History</b>	<p><b>Mr Stephen Doherty – Principal Teacher</b>  Miss Meghan Byers (with Modern Studies)  Miss Lou Henderson (with RE)  Mrs K Fletcher - DHT (with Modern Studies)  Miss Paige Shane – Probationer</p>
<b>Home Economics</b>	<p><b>Mrs Judith Kennedy – Principal Teacher (W-F)</b>  Ms Imogen Wearing - Probationer</p>
<b>Learning Support</b>	<p><b>Mr Nicky Carson – Principal Teacher</b>  Mrs Ivana Bhattacharyya  Mrs Lynn Jeppesen-Thomson</p>
<b>Mathematics</b>	<p><b>Mrs Amy Thompson – Principal Teacher</b>  Mrs Gillian Graham  Mrs Suzanne Hamilton  Mr Andy Johnston  Miss Kirsty Maxwell – Enhanced Learning  Mrs Isobel McGhee – PT Guidance  Mr David Muir  Miss Mirrin Richy  Mr Martin Sutton</p>
<b>Modern Languages</b>	<p><b>Miss Lorna MacKay – Principal Teacher</b>  Miss Annie Campbell – Probationer  Mrs Fiona Curran - DHT  Mrs Janet Doherty  Mrs Jenny Gillespie – PT Guidance  Mrs Katie Hannah</p>

<b>Modern Studies</b>	<b>Mr Ian Millar – Principal Teacher</b> Dr Raad Abbas Miss Meghan Byers (with History) Mr Kevin Daly - Probationer Mrs Katie Fletcher - DHT (with History)
<b>Music</b>	<b>Miss Suzanne Hackett – Principal Teacher</b> Miss Linzi Brain - Probationer Miss Anna Crichton Mrs Tanya Dunford
<b>Physical Education</b>	<b>Miss Vivienne Birch – Principal Teacher</b> Miss Nicola Berry – Probationer Mr Jack Halley Miss Emily Hossack – PT Guidance Mr Grant Irvine – DHT Mr Graeme Kidd Miss Lauren McGregor Mrs Jen McRae - PT Guidance Mr Dom Martin – PT Guidance Mrs Clare Morgan - DHT Miss Megan Sharp Mrs Hayley Stuart - (Mat Leave) Mr Nick Walsh - DHT
<b>Physics</b>	<b>Mr Alastair Meek – Principal Teacher</b> Miss Megan Buckley Mr Colin Cassidy
<b>Technical Education</b>	<b>Mr Graham Arrol – Principal Teacher</b> Mr Bert Brown Mr Kris Mathie Mr Scott Porter Miss Lauren Hamilton – Enhanced Learning
<b>Wellbeing/Nurture</b>	<b>Ms Amanda Daly – Principal Teacher</b> Miss E Williamson

<b>SUPPORT STAFF</b>	
<b>Support Staff</b>	<b>Mrs Liz Bell – School Support Manager</b>
<b>Administration Team</b>	<b>Mrs Carole MacDonald – Admin Assistant - Office Supervisor</b> <b>Mrs Leanne Gibson – Admin Assistant – Finance</b> <b>Mrs Elaine Lang - Admin Assistant – Finance</b> Mrs Nazneen Bashir Mrs Robyn Campbell Miss Sandra Holt – Receptionist Mrs Nicola McDowell Mrs Jo Reid Mrs Heather Watt – Receptionist Mrs Julie White
<b>Library</b>	Ms Traci Davidson
<b>School Assistants</b>	Mr Neil Kennedy Mrs Julie Anne McKean
<b>Support for Learning Assistants</b>	Mrs Laura Beggan Ms Denise Carson Ms Holly Fry Miss Emily Grant Miss Sameet Khan Mrs Carol Maybury Mrs Ruaun Maulenova Ms Nicola Shields Mrs Sandra Sidiki
<b>Technicians</b>	<b>Vacancy - Senior Technician</b> Mr Jake MacLeod Miss Laura Purdon Mr Alex Rollings
<b>Additional staff</b>	Mr Ross Smith – Building Manager Mrs Erin McConnachie – School Counsellor Ms Emma Dunnet – Catering Manager Mrs Gadija Esau – EAL Mrs Collette James – Building Manager Mrs Asifa Hafiz – Home Link Officer Mrs Yvonne MacLean – Home Link Officer Mr Kevin Walsh – Youth Worker Mr Lee Thomas - ICT Support Analyst Mrs Kirsty Young – Skills Development Scotland

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