



'Strength through knowledge'
DOUGLAS ACADEMY
SCHOOL HANDBOOK
2020/2021



Douglas Academy
Craigton Road
Milngavie

Glasgow G62 7HS

Tel no: 0141 - 955-2365

Fax no: 0141 - 956-3231

email: office@douglas.e-dunbarton.sch.uk

website: www.douglas.e-dunbarton.sch.uk



Douglas Academy is a non-denominational, co-educational, six-year school with an agreed capacity of 1004. The school roll at 9th March 2021 is 1042.

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HEAD TEACHER'S INTRODUCTION

Douglas Academy, which opened for the first time in 1967, is a six year non-denominational, co-educational, comprehensive school serving the Milngavie, Craigton and Baldernock areas.

The coat of arms on our school badge combines references to its geographical position and to the history of the grounds in which it is situated. The upper half, with its cross and roses, is part of the arms of the Burgh of Milngavie, while the lower half shows symbols associated with the Douglas family, owners for many generations of the Mains Estate on which the school stands. By tradition, the heart represents the heart of Bruce, taken by a member of the Douglas family on crusade against the Moors. The Gaelic motto "Neart-Tre-Eolas" means "Strength Through Knowledge".

As part of an extensive PPP project embarked upon by East Dunbartonshire Council, the school now enjoys, still within the original school grounds, a carefully designed, modern building with facilities fit for purpose and fit for the 21st Century. The Music School of Douglas Academy* has been incorporated into the main building within a uniquely designed space.

Our pupils come to us in First Year full of excitement and high expectations. Within six years, or sometimes earlier, they will leave us, equipped to play a full and positive role within the society of tomorrow.

In Douglas Academy we offer the opportunity for every pupil to enjoy a range of subjects suited to their aptitudes and interests, stimulating and engaging learning and teaching experiences and a host of extra-curricular activities which help to make them more rounded individuals. We are confident that with the support of teachers, support staff, parents and carers they will become Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals who will change the world of tomorrow for the better. When our First Years leave us as young adults, ready to face the world, we wish them to be able to look back and think "That was a great place to be! I felt valued, cared for, appreciated and challenged!"

Effective communications with parents and carers are essential in order to have an effective home - school partnership. Pupils do well when they know that, together, we all have their best interests at heart. We are a listening school and wish to engage in effective dialogue with all who have a concerned interest in the well-being of our pupils. To that end we value home contact and would encourage you to be in touch if at any time you have a concern.

We appreciate that Douglas Academy sits within a wider community and in that respect have very high expectations of our pupils in terms of their engagement with and contribution to that wider community. All of our pupils should wear our dress code with pride and know that within the wider community they are ambassadors for Douglas Academy by their words and actions.

I trust that you will find our handbook informative. However, should you require additional information.....our doors are always open!

Barry Smedley
Head Teacher

* The Music School of Douglas Academy was set up in 1979 to provide specialist provision in music for gifted young musicians. The Music School is an integral part of Douglas Academy. Details are provided in section 1.

Section 1 - School Information

CONTACT DETAILS

**DOUGLAS ACADEMY
CRAIGTON ROAD
MILNGAVIE
GLASGOW G62 7HS**

Telephone Number : 0141 955 2365

Fax : 0141 956 3231

Website : www.douglas.e-dunbarton.sch.uk

E-mail Address : office@douglas.e-dunbarton.sch.uk

Headteacher : Barry Smedley

School Roll and Cluster Primary Schools

1st Year	-	179
2nd Year	-	181
3rd Year	-	190
4th Year	-	162
5th Year	-	180
6th Year	-	150

In line with Council policy our S1 roll in session 2020-2021 was capped at 180. The likely intake for S1 for the next 3 years is between 150 and 180.

Our cluster Primary Schools are:

Baldernock Primary School

Balmore, Torrance G64 4AS

Telephone: 01360-620317

Clober Primary School

Hunter Road, Milngavie G62 7PN

Telephone: 0141-956-3874

Craigdhu Primary School

Prestonfield, Milngavie G62 7PZ

Telephone: 0141-956-5720

Milngavie Primary School

Hillhead Street, Milngavie G62 8AG

Telephone: 0141-956-1564

Organisation of the School Day

Registration	-	8.50 am	Afternoon classes	-	1.30 pm (Tues & Thurs)
Interval	-	10.40 am			1.35 pm (Mon, Wed & Fri)
Lunch	-	12.35 pm	Close	-	3.15 pm (Mon, Wed & Fri)
					4 pm (Tues & Thurs)

A warning bell is rung three minutes before morning registration, to enable pupils to move towards classrooms in time for a punctual start.

NB If, for any reason, an early closure of the school has to take place, transport will be arranged accordingly and parents will be notified. Should an emergency closure have to be effected, every effort will be made to ensure that transport is available for those pupils who travel by bus. Special arrangements also are made for those pupils who will have no parent at home at the time of closure and normally we offer accommodation to them, either in the Assembly Hall or in the Social Area of the school. Every effort is made also to ensure that school lunches are available during the day.

Section 1 - School Information

32 PERIOD WEEK

32 PERIOD WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	32 PERIOD WEEK
	REGISTRATION 8.50 am – 9.00 am	REGISTRATION 8.50 am – 9.00 am	REGISTRATION 8.50 am – 9.00 am	REGISTRATION 8.50 am – 9.00 am	REGISTRATION 8.50 am – 9.00 am	
	PERIOD 1 9.00 am – 9.50 am	PERIOD 1 9.00 am – 9.50 am	PERIOD 1 9.00 am – 9.50 am	PERIOD 1 9.00 am – 9.50 am	PERIOD 1 9.00 am – 9.50 am	
	PERIOD 2 9.50 am – 10.40 am	PERIOD 2 9.50 am – 10.40 am	PERIOD 2 9.50 am – 10.40 am	PERIOD 2 9.50 am – 10.40 am	PERIOD 2 9.50 am – 10.40 am	
	INTERVAL 10.40 am – 10.55 am	INTERVAL 10.40 am – 10.55 am	INTERVAL 10.40 am – 10.55 am	INTERVAL 10.40 am – 10.55 am	INTERVAL 10.40 am – 10.55 am	
	PERIOD 3 10.55am – 11.45 am	PERIOD 3 10.55am – 11.45 am	PERIOD 3 10.55am – 11.45 am	PERIOD 3 10.55am – 11.45 am	PERIOD 3 10.55am – 11.45 am	
	PERIOD 4 11.45 am – 12.35 pm	PERIOD 4 11.45am – 12.35 pm	PERIOD 4 11.45 am – 12.35 pm	PERIOD 4 11.45am – 12.35 pm	PERIOD 4 11.45 am – 12.35 pm	
	LUNCH 12.35 pm – 1.35 pm	LUNCH 12.35 pm – 1.30 pm	LUNCH 12.35 pm – 1.35 pm	LUNCH 12.35 pm – 1.30 pm	LUNCH 12.35 pm – 1.35 pm	
	PERIOD 5 1.35 pm – 2.25 pm	PERIOD 5 1.30 pm – 2.20 pm	PERIOD 5 1.35 pm – 2.25 pm	PERIOD 5 1.30 pm – 2.20 pm	PERIOD 5 1.35 pm – 2.25 pm	
	PERIOD 6 2.25 pm – 3.15 pm	PERIOD 6 2.20 pm - 3.10 pm	PERIOD 6 2.25 pm – 3.15 pm	PERIOD 6 2.20 pm -3.10 pm	PERIOD 6 2.25 pm – 3.15 pm	
		PERIOD 7 3.10 pm – 4.00 pm		PERIOD 7 3.10 pm – 4.00 pm		

Section 1 - School Information

Assembly Days (2020-2021)

Each year group has a weekly assembly. The day of the week on which a particular year group's assembly is held is subject to change each session.

These assemblies are conducted by the Depute Head Teacher responsible for the year group. Approximately once a month one of the school chaplains attends each assembly and addresses the pupils.

In addition to a fortnightly assembly held during Registration, Mrs McVicar will hold special assemblies with S6 pupils where necessary.

Calendar 2020-2021

August

Teachers return (In-service day)	Tuesday 11 August
In-service day	Wednesday 12 August
Pupils return	Thursday 13 August

September

September weekend (Inclusive)	Friday 25 September to Monday 28 September
Pupils return	Tuesday 29 September

October

In-service day	Friday 9 October
October break	Monday 12 October to Friday 16 October (Inclusive)
Pupils return	Monday 19 October

December 2020 and January 2021

Christmas and New Year (end of term) (Inclusive)	Wednesday 23 December to Tuesday 5 January
Pupils return	Wednesday 6 January

February

February break	Monday 8 February to Tuesday 9 February (Inclusive)
In-service day	Wednesday 10 February
Pupils return	Thursday 11 February

April

Easter break	Friday 2 April to Friday 16 April (Inclusive)
Pupils return	Monday 19 April

May

May Day (closed)	Monday 3 May
In-service day	Thursday 6 May
May weekend	Friday 28 May to Monday 31 May (Inclusive)
Pupils return	Tuesday 1 June

June

Last day of school	Thursday 24 June
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Section 1 - School Information

School Leaving Dates

1. The school leaving dates for East Dunbartonshire are as follows:
 - (i) 31 May
 - (ii) the first day of the Christmas holiday period
2. Pupils who attain the age of 16 years on or between 1 March and 30 September cease to be of school age on 31 May and pupils who attain the age of 16 years on or between 1 October and the last day of February cease to be of school age on the first day of the Christmas holiday period. A pupil is then free from the obligation to attend school and may take up employment.
3. A pupil nearing school leaving age may transfer to an appropriate full time further education course in advance of his/her normal leaving date. **This will require the prior approval of the Chief Education Officer**, having considered all aspects of the case (eg transport, free meals, etc.) and provided that:-
 - (i) the pupil has completed four years of secondary education;
 - (ii) the course is a full-time one providing subjects approved by the Department of Education.
 - (iii) the school can guarantee the pupil's attendance and behaviour at college will be regularly monitored by the pupil's guidance teacher and that irregular attendance or troublesome behaviour will be reported to the Head of Education.
 - (iv) in view of the authority, the pupil, because of his/her circumstances, could benefit from such a placement.

NB. Head Teachers must forward full details of requests for pupils to attend appropriate full time further education courses in advance of their normal leaving dates to the Chief Education Officer by 31 May.

Section 1 - School Information

STAFF LIST

Teaching Staff

Senior Leadership Team

Mr B Smedley	Head Teacher
Mrs J Docherty	Depute Head Teacher/S4 Year Group Head
Mr M Evans	Course Director Music School
Miss D Hawkins	Depute Head Teacher/S1 Year Group Head
Mr D Kick	Depute Head Teacher/S2/S3 Year Group Head
Ms A McVicar	Depute Head Teacher/S6 Year Group Head
Mr S Sinclair	Depute Head Teacher/S5 Year Group Head

Art

Ms A Mitchell	Principal Teacher of Art
Mrs F MacLeod	Teacher of Art
Miss G Buchanan	Teacher of Art
Ms E Chalmers	Teacher of Art (0.6 FTE)
Miss H Reid	NQT

Biology

Mrs C Muir	Principal Teacher of Biology
Dr R Brew	Teacher of Biology
Miss L Letford	Teacher of Biology (0.4 FTE)
Mr S Gray	Principal Teacher Guidance
Mrs A Lyons	Teacher of Biology
Miss H MacDonald	NQT

Business Education

Mrs J Kennedy	Principal Teacher of Business Education
Mrs E Ralson	Teacher of Business Education (0.6 FTE)
Miss N Thomson	Teacher of Business Education
Ms M Hewitt	Teacher of Business Education
Mrs K Cheng	NQT

Chemistry

Mr S Neill	Principal Teacher of Chemistry
Mrs M Wilson	Teacher of Chemistry (0.8 FTE)
Ms J Farrell	Teacher of Chemistry
Ms G MacFarlane	Teacher of Chemistry
Miss D Hawkins	Depute Head Teacher

Computing Science

Mrs A Walker	Principal Teacher of Computing Science
Mrs M Tuohy	Teacher of Computing Science
Mrs A Halkett	Principal Teacher Guidance
Mrs A Soutar	Teacher of Computing
Mr N Calvert	Teacher of Computing

Section 1 - School Information

Design & Technology

Mrs L Young	Principal Teacher of Technical Education
Ms M Douglas	Teacher of Technical Education
Ms J McAlinden	Teacher of Technical Education
Mr L Burton	Teacher of Technical Education
Mr D Kick	Depute Head Teacher

English/Drama

Ms S Aldous	Principal Teacher of English
Miss L Reid	Teacher of English (0.8 FTE) Literacy Co-ordinator
Mrs C Fleming	Teacher of English (0.8 FTE)
Mrs A Rutherford	Teacher of English (0.8 FTE)
Mrs B Wilson	Acting PT Learning Recovery
Ms D Di Mambro	Acting PT Transitions
Mrs S Shaw	Teacher of English
Mrs R Hoyle	Principal Teacher Guidance
Mr Sandy Brander	Teacher of English
Miss S Kelly	NQT

Geography

Mr D Rowlands	Principal Teacher of Geography
Mr M Luisi	Teacher of Geography
Miss L Johnston	Acting Principal Teacher Raising Attainment

History/Modern Studies

Mrs S Forsyth	Principal Teacher of History/Modern Studies
Mr S Paterson	Teacher of History/Modern Studies (0.6 FTE)
Mrs L Wallace	Teacher of History/Modern Studies (0.8 FTE)
Miss C Drummond	Acting PT Learning Recovery
Mr D Armstrong	Teacher of History/Modern Studies (0.8 FTE)
Mr S Sinclair	Depute Head Teacher
Mrs J Docherty	Depute Head Teacher
Miss H Marlow	NQT

Health & Food Technology

Mrs M McDaid	Principal Teacher of Home Economics (0.8 FTE)
Miss F Park	Teacher of Home Economics
Miss R MacIver	NQT

Section 1 - School Information

Mathematics

Mrs F Davidson	Principal Teacher of Mathematics
Ms J Berry	Teacher of Mathematics
Mr R Ferns	Teacher of Mathematics
Mrs J Creevy	Teacher of Mathematics
Mrs L Morrison	Teacher of Mathematics
Mrs R McKean	Principal Teacher Guidance
Mrs L Hazelton	Teacher of Mathematics (0.8 FTE)
Mrs J McGrath	Teacher of Mathematics (0.8 FTE)

Modern Languages

Mrs P Shovlin	Principal Teacher of Modern Languages
Mrs A Nicolson	Teacher of Modern Languages
Mrs P Hulme	Teacher of Modern Languages
Mrs S Cawston	Teacher of Modern Languages (0.8 FTE)
Ms V Henry	Teacher of Modern Languages
Mr A Gracie	Acting PT Learning Recovery

Music

Mrs P Reilly	Principal Teacher of Music
Ms A Lymperopoulou	Teacher of Music (0.5 FTE)
Ms L Fyfe	Teacher of Music
Mr M Evans	Course Director
Miss H Voute	NQT

Physical Education

Mr B Kane	Principal Teacher of Physical Education
Mrs R Deery	Teacher of Physical Education (0.6 FTE)
Mrs M C Jeffrey	Teacher of Physical Education (0.6 FTE)
Ms E Gilbride	Teacher of Physical Education
Mr K Stepney	Acting PT Raising Attainment
Mrs K Cassidy	PT Health and Wellbeing (0.6 FTE)
Ms H Scott	Teacher of Physical Education
Mr R Higgins	Teacher of Physical Education

Physics

Mr S Miller	Acting Principal Teacher Physics
Mrs A McVicar	Acting Depute Headteacher
Mr P Dudman	Teacher of Physics
Ms K McPherson	Teacher of Physics
Mr J Brown	(STEM)

Religious Education

Mrs K Jenkins	Principal Teacher of Religious Education
Mrs A McSwan	Teacher of Religious Education (0.6 FTE)
Ms M Trelogan	Teacher of Religious Education (0.4 FTE)

Section 1 - School Information

Support for Learning

Ms J Meikle	Principal Teacher of Support for Learning
Mrs M Sharma	Teacher of Support for Learning
Mrs N MacKenzie	Teacher of Support for Learning

Wellbeing Support Resource

Mrs A Liddell	Principal Teacher (Guidance)
Mrs J Wallace	Principal Teacher (Guidance)

The number of teachers is adjusted each session according to the school roll. If members of staff are transferred or retire and are not replaced, this may affect the choice of subjects which we can offer to pupils in S3 upwards.

Non Teaching Staff

Mrs F McNab	School Support Manager
Mrs S McConnachie	Librarian
Ms F Howie	Careers Officer

Office Staff

Mrs C McLeod	Administrative Assistant
Mrs D Wilson	Administrative Assistant
Mrs M Rae	Clerical Assistant
Mrs M McGhee	Clerical Assistant
Mrs M Praties	Clerical Assistant
Mrs D Forbes	Clerical Assistant
Mrs P McCracken	Clerical Assistant
Mrs A Coyne	Clerical Assistant
Mrs S Escott	Clerical Assistant
Mrs C McLaughlin	Music School Clerical Assistant

School Assistants

Mrs E Lister	School Assistant
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Support for Learning Assistants

Mrs S Crombie
Ms S Dunn
Ms L Robinson
Mr S Jones
Mrs T Kirkwood-Casey
Mrs L Strawbridge
Ms P McLaughlin

Attendance Officers

Ms C Wilkie	Attendance Officer
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Section 1 - School Information

Technicians

Ms C MacKenzie

Senior Technician and Science (0.5 FTE)

Ms C Reid

Senior Technician and Science (0.5 FTE)

Mrs A McCallum

Science

Mrs K Gallagher

Science

Mr D Murray

Technical

Mr T James

Multi Media Analyst

Mr D Malloy-Gibson

ICT Analyst

Facilities Management

Mrs W Anderson

Facilities Manager

Mr P Corr

Site Co-ordinator

Ms A Pirre

Dayshift Supervisor 6am – 2pm

Mr J Allison

Day Cleaner

Mr J Hamilton

Spie Matthew Hall Facilities Technician

Mrs H Paterson

Spie Matthew Hall Facilities Technician

Ms J McLaughlin

Spie Matthew Hall Facilities Technician



Section 1 - School Information

D Hawkins - Year Head S1	D.Kick - Year Head S2 & S3	J Docherty - Year Head S4	S Sinclair - Year Head S5
<ul style="list-style-type: none">• Deputise for Head Teacher• Raising Attainment and Achievement• Self Evaluation (2.6 and 3.2)• Cluster Working• Achievement and Wider Accreditation• Staff Handbook• School Handbook• RRSA• Family Learning• PTA• Milngavie Development Trust Link• SLT link Chemistry, Sfl, Home Economics and PE• Pupil Support (with S. Sinclair)	<ul style="list-style-type: none">• Deputise for Head Teacher• Raising Attainment and Achievement• Self Evaluation (1.2, 2.2 and 2.6)• Curriculum• NQTs and student teachers• Health and Safety• EVOLVE• Staff Development• SPPP co-ordinator• Prizegiving co-ordinator BGE• School calendar• Registration Cover and Overview• S2/S3/S4 Transition• UCAS reports/references and HE/FE applications• SLT link Business Education, CDT, and RMPS	<ul style="list-style-type: none">• Deputise for Head Teacher• Raising Attainment and Achievement• Self Evaluation (1.2 and 2.3)• Learning and Teaching• Timetable• Literacy• Cover for absent staff• Circular and School Newsletter• Citizenship and ECO School overview• SLT link Art, Modern Languages, Social Subjects, English & Library	<ul style="list-style-type: none">• Deputise for Head Teacher• Raising Attainment and Achievement• Self Evaluation (2.1, 2.4, 2.6, 2.7 and 3.1)• GIRFEC (PSE, Safeguarding, Child Protection, Anti-Bullying, Multi-Agency Partnerships)• Health and Well Being• DYW• Attendance/Timekeeping (Overview)• Positive Destinations and Post 16 Coordinator (Including SDS and EMA)• Equality and Inclusion Co-ordinator• School Counsellor• SLT link Guidance, SDS and PSG
A McVicar - Year Head S6	M Evans - Course Director, Music School		F McNab - School Support Manager
<ul style="list-style-type: none">• Deputise for Head Teacher• Raising Attainment and Achievement• Self Evaluation (2.3, 2.5, 2.7, 3.2, 3.3 and HGIOURS)• SQA arrangements and Prelim timetables• S4/5/6 transition including recouring• STEAM• Assessment, Moderation and Reporting including Monitoring and Tracking in the BGE and SP• Numeracy• Digital Literacy & ICT Co-ordinator (including GLOW, Website, Scholar, Social Media)• Prizegiving Co-ordinator Senior Phase• Captaincy Team and Prefects• Student Council & Parliament• SLT link Mathematics, Biology, Computing Science and Physics	<ul style="list-style-type: none">• Music School budget and resources• Raising Attainment and Achievement• Self Evaluation• Staffing• Music school auditions• Individual programmes of study• Integration of Music School with Main School.• Programme of concerts and recitals• External examinations• Liaison with other centres of excellence and professional music• Liaison with Music School residential accommodation including staff and parents• SLT link Music		<ul style="list-style-type: none">• Organisation of administration matters within school• Management of Support Staff (1.4 and 1.5)• Assist Head Teacher in effective operation of DSM system• Oversee administration of recruitment and recruitment of non-teaching staff• Liaison with FM staff• Oversee effective use of ICT (C&G, Glow, Website) in relation to administration procedures• School Photographs

B. Smedley has direct responsibility for all QIs but will specifically focus on 1.1, 1.3, 1.4 and 1.5

Section 1 - School Information

The Music School

The Music School is a unit within Douglas Academy where young musicians of exceptional ability can continue their general education while receiving special instrumental tuition and extra time for their musical studies.

The School was set up in 1979 by Strathclyde Regional Council in response to the Cameron Report on Gifted Young Musicians and Dancers, which recommended that specialised courses should be provided for musically gifted pupils in an existing comprehensive school. In the specialist course, while particular attention is paid to the development of a pupil's principal instrumental study, it is also the aim to provide an all round musical training, and to develop the pupil as a whole artist.

The following subjects are studied: Principal instrumental study, second instrumental study (usually piano), Rudiments of Music, Harmony and Musicianship, Aural Training, History and Form. In addition, there are ensemble classes and all pupils are required to take part in orchestral playing and choral singing.

Opportunities are available for performance, not only in informal recitals within the School, but in concerts outwith. Music specialists also take part in joint Music School/Music department concerts.

All Music specialists are presented for the SQA Higher and Advanced Higher Music examinations and many also achieve distinction in the grade examinations of the Associated Board of the Royal Schools of Music. Opportunities exist for pupils to obtain professional performing diplomas while still at school.

Tutors are largely drawn from the staff of the Royal Conservatoire of Scotland, the Royal Scottish National Orchestra, BBC Scottish Symphony Orchestra, the Scottish Opera Orchestra, and the wider pool of professional musicians based in Glasgow.

There are links with the Royal Conservatoire of Scotland where certain pupils can participate in masterclasses. There are also opportunities to hear some of the many professional music recitals and concerts in the Glasgow area.

All applicants are asked to take part in a session of interviews and auditions. The final choice is made by an independent panel and is based on an assessment of each applicant's musical potential and of their general suitability for the specialist course. Pupils of the Music School are regularly members of the National Youth Orchestras of both Great Britain and Scotland and West of Scotland Schools Symphony Orchestra and Concert Band.

Opportunities and activities in Douglas Academy include the Chamber Orchestra, Senior Chamber and Junior Choirs, First Orchestra, Chamber Music ensembles and Second Orchestra.

Section 1 - School Information

Recitals and talks given by visiting musicians have included:

Sir Peter Maxwell Davies – composer
Danish Percussion Duo
Scottish Harp Trio – harp, flute and viola
Dmitri Alexeev – piano
Black Voices – Gospel quintet
Edinburgh String Quartet
David Campbell – clarinet
John Purser – Scottish music
Vladimir Obchinnikov – piano
Robert Max – cello
Zoe Solomon – piano
Rostov String Quartet
Royal Scottish National Orchestra – orchestra repertoire and composition workshop
Alla Vasilyeva – cello
Duo Contemporain – saxophone and percussion
Michael Collins – clarinet
Peter Frankel – piano
Fine Arts Brass Ensemble
Garfield Jackson – viola
Georgy Pauk – violin
Piers Adams – recorders
Florestan Piano Trio
Katia Veekmans – piano
Scottish Ensemble Chamber Orchestra
Scottish Co-operative Brass Band
Wissam Boustany – flute
Classic Rhythm – flute, piano, percussion
David Watkin - cello

Section 1 - School Information

Attendance at School

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

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

Un-notified Absence Policy

It is East Dunbartonshire Council's policy that parents should notify their child's school if their child is going to be absent. In some instances it might not be possible for parents to pre-notify the school of an absence because their child may have become unwell during the night. In these circumstances, parents should notify the school before registration begins.

If parents do not inform the school of their child's absence, the school will take action to find your child. This will involve contacting you and, where necessary, your emergency contact person(s). If these actions are not successful, the school will ask the school's Attendance Officer to visit your home. In some exceptional circumstances, where the school believes your child could be at risk of harm, contact will be made with the Police and/or Social Work. Parents should also give their child a note on his/her return to school confirming the reason for absence.

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.

Section 1 - School Information

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 in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. There will also be updates on the website www.eastdunbarton.gov.uk on the school website www.douglas.e-dunbarton.sch.uk and on twitter @douglasacad

Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given.

Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.

Business Continuity

In the event of emergency evacuation of the school because of fire or for any other reason, the designated muster area is the 3G pitch.

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.

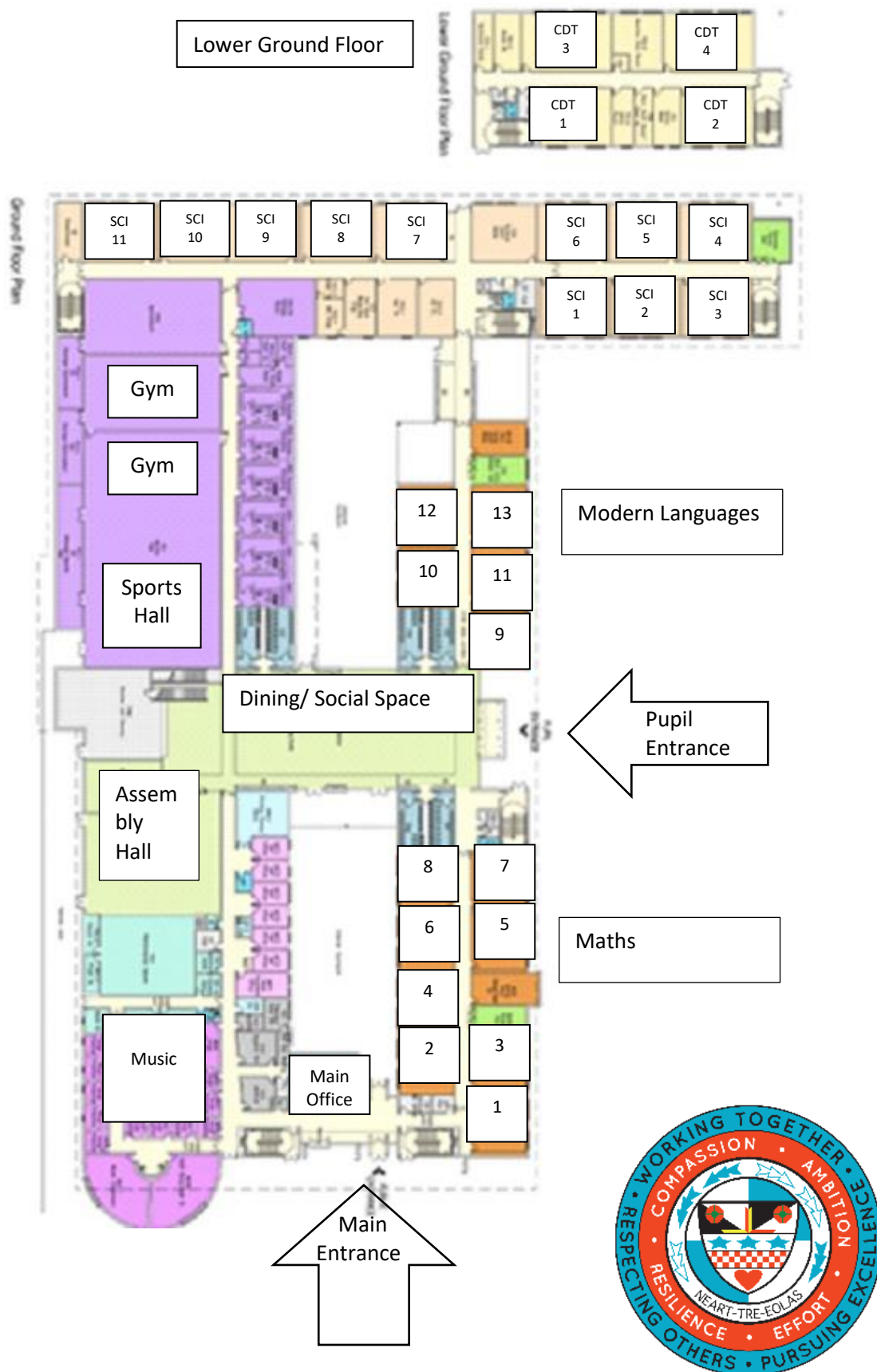
If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint 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, acknowledged in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

Section 1 - School Information

Plan of School - Ground and Lower Ground Floors



Section 1 - School Information

Plan of School - First Floor



Section 2 - Parental Involvement and Engagement

Parents Welcome

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

Parental Involvement and Engagement

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

Parents can seek the advice of the Guidance teacher by telephone, letter, or e-mail, so that parental interviews may be arranged by appointment at mutually convenient times. Similarly, Guidance staff are keen to work in partnership with parents, keeping them informed of pupils' progress and liaising with them over any matters of concern which arise.

Our School Website and Twitter account help ensure that parents/carers, pupils and staff remain informed about school events and that the achievements of our young people are acknowledged and celebrated.

<http://www.douglas.e-dunbarton.sch.uk/>

This summary lists the main methods used to encourage home and school partnership.

- Evening meeting for parents of new intake pupils.
- Evening year group meetings to enable parents to meet class teachers.
- Meetings as required to discuss pupil welfare and progression, involving all stakeholders.
- Emergency interview. Parents will be contacted, usually by telephone, if there is any problem causing concern which has to be dealt with quickly and invited to the school to discuss the matter.
- Parents are encouraged to contact the appropriate Year Head by telephone, letter or e-mail if any aspect of their child's school life is causing anxiety.
- All pupils are issued with a homework planner and parents are encouraged to view this regularly.
- Parental Information Evenings.
- Family Learning Events
- A calendar of assessments is issued for each year stage and parents are encouraged to use this to help pupils prepare for assessments.
- Parents' newsletters sent out via Groupcall.
- Parents will be updated regularly through Groupcall about events and a variety of other important issues which arise over the course of the year.

During School Closure/Remote Learning

During period of remote learning as a result of school closure, parental communication remains a key feature of our practice. Communication includes;

- Weekly Remote Learning update from Headteacher
- Email/telephone call from Guidance Teacher, PT Learning Recovery and/or Year Group Head as required.
- Parents can contact the school office via telephone or email and the appropriate staff member will be in contact by email or telephone

Section 2 - Parental Involvement and Engagement

- Online meetings held using Microsoft Teams
- Weekly Wellbeing Newsletters
- Updates through Groupcall
- Parental Information Sessions held via Microsoft Teams
- Stakeholder feedback gathered through Microsoft Forms.

Parent Councils

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

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education *(if applicable)* and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.

Parent Council Members :

Chair: Scott Taylor

Vice Chair: Rachel Lowther

Parent Members

John Jeffers

Michael Lodhi

Caroline McCorkindale

Caryn McDade

Lisa McIntosh

Andrew McLean

Mascha Rietdijk

Michelle Stuart

Section 2 - Parental Involvement and Engagement

Other Members

Barry Smedley (Headteacher)
Jim Gibbons (Councillor)
Jim Goodall (Councillor)
Greame McGinnigle (Councillor)

Should you wish to contact a member of the Parent Council, please
email : dcouncil@douglas.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 www.parentzonescotland.gov.uk.

Parent Teacher Association (PTA)

The Association was formed in 1990 and a successful range of events has been held every session since then. The PTA is mainly responsible for arranging events for parents and raising funds for the school. In addition the PTA organises refreshments stalls at school events. Volunteers are welcome - please contact the PTA if you want to join in.

The current Chair of the PTA is: Michelle Stuart contact via email at ptadouglas1@gmail.com or <https://www.facebook.com/.../Douglas-Academy-PTA/59256003753766>

For further information on PTA activities please contact Miss Hawkins at the school. New parents can be assured of a warm welcome.

The Scottish Parent Teacher Council is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

Student Council – Giving Students a Voice

The Rights Respecting School team has also been instrumental in establishing a new format for the school's Student Council. We now have three Year Group Council meetings as well as two larger Student Parliament meetings per year. Each class has one class representative who serves the Council for the full year, and another representative who changes for each meeting. This ensures that a large number of pupils are involved. The selection process for this is robustly organised to ensure that an inclusive approach is taken, allowing the views of a wide range of pupils to be heard. The meetings are chaired by the Captaincy Team and are completely student-led. The format of the meetings also encourages participation as pupils sit in small groups and their views are collated by Prefects who assist with the meetings. The Head Teacher and Senior Leadership Team are informed via minutes of the meetings about Students' views on the topics discussed, and then provide feedback on these. This process is working very effectively, giving valuable opportunities for staff and students to work together on a number of different aspects of school life. There have been several changes made in response to Student Voice.

Section 4 - School Curriculum

School Ethos

We value our young people and are proud of their many accomplishments. We offer our young people a stimulating and challenging learning and teaching environment and a host of opportunities to achieve in the widest sense. Our Gaelic school motto is “Neart Tre Eolas” meaning “Strength through Knowledge”. We wish our young people to develop strength of conviction, strength of purpose and strength of self. We wish them to become knowledgeable about the world and knowledgeable in the world so that when they leave us they are ready to change the world.

A strong ethos for learning and achieving has been developed and built upon in the school. As a result, our young people are highly motivated and determined to succeed. They display the essential characteristics of Confident Individuals, Effective Contributors, Responsible Citizens and Successful Learners.

The HMIE Inspection Report published in March 2010 mentions as particular strengths of the school:

- “A strong ethos and welcoming environment for learning”
- “The confident young people and their very positive relationships with staff”

Young people’s achievements are celebrated through our Awards ceremonies, at assemblies, in the school newsletter and on the front page of our school website.



Section 4 - School Curriculum

DOUGLAS ACADEMY AIMS

1. TO ENCOURAGE AND ENABLE ALL STUDENTS TO DEVELOP THEIR ABILITIES TO FULL POTENTIAL.

- (i) Through the provision of a wide range of appropriate courses and services.
- (ii) Through the development of appropriate learning and teaching strategies.
- (iii) Through the development of knowledge and understanding in all the modes of learning.
- (iv) Through the development of a range of cognitive, interpersonal and psychomotor skills in all the modes of learning.
- (v) Through setting high but realistic expectations.
- (vi) Through recognition and praise of effort, progress and attainment.
- (vii) Through the fostering of self-esteem and a feeling of self-confidence.
- (viii) By providing guidance and pastoral support.
- (ix) Through the development of an active partnership involving students, staff and parents.
- (x) Through the encouragement of a range of learning experiences to enrich the curriculum.
- (xi) By developing the school as a community resource.

2. TO CREATE AN EDUCATIONAL AND CARING ENVIRONMENT WITHIN WHICH LEARNING AND TEACHING CAN FLOURISH AND WITHIN WHICH RESPECT AND CONCERN FOR EACH OTHER, FOR THE SCHOOL AND FOR THE WIDER COMMUNITY CAN DEVELOP.

- (i) Through recognising that every person is a unique individual, worthy of time and attention.
- (ii) Through the promotion of equal opportunity and social justice.
- (iii) Through fostering a sense of belonging to the school.
- (iv) Through fostering a caring attitude towards all users of the school.
- (v) By encouraging the resolution of differences of opinion in a civilized manner.
- (vi) Through acknowledging the central role of parents in the upbringing of their children and therefore the need to establish a close relationship with the home.
- (vii) Through providing and maintaining a safe physical environment in which all users of the school are proud to work and which they are encouraged to maintain.
- (viii) Through providing opportunities for service to the community

3. TO HELP EQUIP STUDENTS TO MEET THE DEMANDS OF SOCIETY.

- (i) By accepting a share of the responsibility for the social and personal development of students.
- (ii) By encouraging students to organise their activities.
- (iii) Through relating particular learning experiences in school to the world of work.
- (iv) Through promoting a commitment to learning as a life-long activity.
- (v) Through promoting the constructive use of leisure time.
- (vi) Through promoting a positive attitude to healthy living.

Section 4 - School Curriculum

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

In East Dunbartonshire, all children and young persons are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.

The Equality Act (2010)

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

The school is committed to the requirements of the Equality Act (2010) and as such we 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.

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 The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 1234510.

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.

Section 4 - School Curriculum

- 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.

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- Religious Observance at Assemblies.



Section 4 - School Curriculum

Eco Schools Award – 2005, 2007, 2011, 2014 & 2016

The Douglas Academy Eco Schools project began in March 2003 and, following a successful Eco Schools assessment on 24 June 2005, the school achieved Eco status and the Green Flag. During the assessment, the Eco Committee comprising pupils from all year groups, made presentations explaining the inspiration and process behind the various initiatives and the school Eco Code. These included various recycling projects, the promotion of healthy living, encouraging conservation of energy and improving the school grounds including issues related to litter. Douglas Academy was described by the assessors as an “excellent example of how the Eco Schools programme can be incorporated into the secondary curriculum.” In 2007 the school was awarded its second Green Flag followed by the third in February 2011. The Eco Committee is committed to sharing new ideas and working to create an ‘EcoEthos’ throughout the whole school and wider community. The Committee has developed positive links with charity organisations, running whole school events such as a ‘Wear Green’ day and a ‘Water Walk’ to raise money for Toilet Twinning, and a ‘Christmas Jumper’ day, raising money for Save the Children. In October 2016 following another successful assessment, the school was awarded its fourth Green Flag.

Rights Respecting School

A Rights Respecting School is one in which students are happy and healthy, feel safe and appreciated, have positive relationships and are involved in their school and the wider community.

At Douglas Academy children’s rights are promoted and realised; adults and students work towards this goal together.

Awareness of the UN Convention on the Rights of the Child (UNCRC) is central to our learning and teaching, and the UNRCR’s ‘Four General Principles’ of:

1. Non-discrimination
2. Best interests of the Child
3. Right to survival and development
4. Right to be heard

underpin our approach to policy and practice as well as our school ethos and environment.

Douglas Academy achieved its UNICEF accredited Rights Respecting Gold Award in March 2018. This is a fantastic achievement and thoroughly well deserved. We are only the 10th secondary school in Scotland to achieve this award and the first in East Dunbartonshire!

Students meet in three different lunchtime groups each week and organise events and activities that aim to promote awareness of children’s rights.



Section 4 - School Curriculum

Human Rights Group:

- Presentations at year group assemblies relating to topics such as Black History Month, LGBT Rights, Mental Health and International Women's Day.
- Collaborations with the Milngavie Refugee Action Group including awareness-raising assemblies and fundraising events, including our Christmas hats and jumpers day.

Rights Respecting School Teams:

- Produced a School Charter which is a statement of agreed expectations and commitments for conduct within the school.
- Produced a new Anti-bullying Policy for the school and promoted this during Anti-bullying week in November 2017.
- Focus on Global Citizenship with fundraising for a sponsored mother and baby in Rwanda and a sponsored teacher in the Democratic Republic of Congo, in partnership with the charity Comfort International.
- Primary liaison work – senior pupils delivering peer-education on children's rights to primary pupils in two of our local primary schools.
- Supporting departments as they develop their courses to include links to rights-based learning in all subjects.
- Overseeing the school's progress through the Unicef Rights Respecting School accreditation programme.



Our new Intergenerational project got off to an interesting start with 11 pupils and 2 teachers undergoing 'Dementia Friends' Training with Alzheimer Scotland.

Section 4 - School Curriculum

Lunch box Drop in Milngavie

S4 students in the Health & Food Technology department decided they wanted to give something back to the community. Eight pupils made up lunch boxes to hand out to some of our local residents over the course of a week in November. The lunch boxes consisted of: sandwiches, multi-vitamin drink, vegetable soup, fresh fruit salad, yoghurt and a scone. Pupils' worked together to prepare this box and had lots of fun in the process. Having been given names of places to visit through Carers' Link and Oakburn our S4 set off to give out the lunch boxes. The lunch boxes were all welcomed with a smile. All who were lucky enough to receive a lunch box thanked those involved very much.

We would like to thank all those that kindly let us come into their homes. Pupils' had a lovely time and felt a great sense of achievement.

Vintage Afternoon Tea

Everyone loves a traditional Afternoon Tea and the Skills for Learning, Life and Work Group dished up a wonderful Vintage Tea on the afternoon of 29th November 2018. The Staff Room had been transformed into a perfect tea room and our guests from Milngavie were delighted to tuck into the spread of sandwiches, homemade on the premises, of course, cakes, biscuits and the Very Special Douglas Academy tablet! The cake stands were piled to the top and the kettles were boiling away when the guests arrived to be welcomed by Music School pupils playing a selection of Celtic music. Colin Hood one of our S6 pupils told some Scottish poems.

There was still plenty of time for a good chin-wag round the cake stands and there didn't seem to be any end to the cakes!

Well done to the staff at Douglas Academy for ensuring the usual high standards were met and surpassed!

Bring on the next tea party!



Section 4 - School Curriculum

Promoting Positive Behaviour

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

We introduced the Douglas Academy Positive Behaviour system in August 2013 to recognise the positive achievements we see in our young people every day. We aim to encourage all pupils in our school community by rewarding excellent behaviour, effort, work, timekeeping, adherence to our dress code and general co-operation and commitment to the school.

We expect high standards of behaviour from our pupils. We also actively seek to involve the co-operation of parents in this. Good manners, thoughtful attitudes towards others and a positive approach to work are vigorously promoted in school.

The positive behaviour system is a points system through which merits are awarded to our young people. Demerits are issued to those who fail to meet the high standards expected of them. Parents are automatically informed via a text message when a demerit is issued. On occasions an exercise may accompany a demerit particularly when a pupil who has not responded to advice about inappropriate behaviour. Such exercises must be signed by parents and returned to staff. However, we encourage our young people to be respectful and to participate fully in all aspects of learning. The Positive Behaviour System is linked to the additional opportunities on offer, rewarding those who receive a significantly high number of merits. Similarly, those who achieve significantly more demerits than merits may have the privilege of taking part in an additional opportunity withdrawn. However, at all times we work towards creating a positive and supportive environment with a focus on restorative, solution oriented and nurturing approaches. Where difficulties arise for young people, parents are contacted and 'a meeting will be arranged with the appropriate Year Group Head. In the event that a pupil is excluded from school, parents/carers will be asked to give a written guarantee as to their son/daughter's future conduct.

A positive code of conduct informs pupils about the high standard of behaviour which is expected of them.



Douglas Academy's European Youth Parliament Team represented the UK at the International Session of the EYP in Vilnius in July 2018.

Section 4 - School Curriculum

CODE OF CONDUCT FOR PUPILS

ATTENDANCE AND PUNCTUALITY

1. Be punctual and maintain good attendance throughout the year. This saves time for everyone.
2. Give as much notice as possible of unavoidable absences from school/class (eg. medical appointments, music lessons).

DRESS AND EQUIPMENT

3. Come to school suitably dressed in school uniform.
4. Be prepared and properly equipped for all classes.
5. Treat school books and equipment with respect and return them promptly when required.
6. Show respect for the property of other people.
7. Look after your belongings during the school day. They are your responsibility. Belongings not required for lessons should be stored in your locker.

CLASSROOM BEHAVIOUR

8. Enter and leave a room only when permission has been given.
9. Display a positive attitude to work: this involves good manners. Listening, talking and working quietly as appropriate. Your behaviour in class affects everyone around you.
10. Learn and follow departmental rules regarding health and safety, for everyone's benefit.

CORRIDOR MOVEMENT

11. When moving from one class to another, keep to the left and go by the shortest route. All corridor and stair movement should be orderly, quiet and at an even pace. Loitering and running can cause accidents.
12. On being dismissed from class at interval, lunch and the end of the day, leave the building by the stairway and door as indicated by the corridor arrows.
13. Carry bags carefully and with due respect for others.

SCHOOL BUILDINGS AND GROUNDS

14. Keep to the social space, courtyards, playgrounds in front of the building during intervals and when in school at lunchtime. You may go to other parts of the buildings and grounds only when taking part in a supervised activity.
15. Use vending machines only at intervals, lunchtimes and before and after school.
16. Consume food and drink only in the dining hall, or social space. Gum should not be chewed in any area of the school.
17. Play your part in maintaining a clean, safe, litter-free environment.

Section 4 - School Curriculum

HEALTH AND SAFETY

18. Behave throughout the school in a safe and considerate manner.
19. Ensure that games you are playing are safe for yourself and others.
20. When entering and leaving the school grounds keep to the appropriate paths and pavement.
21. If you are waiting for a bus, remain on the pavement until the bus stops and then enter the bus in an orderly manner.

OUT OF SCHOOL BEHAVIOUR

22. Behave as a responsible member of society. Irresponsible behaviour reflects badly on yourself, your parents and your school.

RELATIONSHIPS WITH OTHERS

23. Treat each other with consideration and respect.

Parents are warmly invited to discuss these points with their children and encourage their co-operation. Such support is vital to the Code's success. It should be noted that Code 23 encourages pupils to treat each other with consideration and respect, and it is our aim that each pupil should be happy at Douglas Academy.

Creeping Toad delivered Story Telling workshops for P7 and S1 pupils



Section 4 - School Curriculum

School/Community Links

We cultivate links with a wide range of partners in order to meet the needs of all our young people.

Within any community, schools are a major centre of resources, educational expertise and opportunity. Douglas Academy is involved in work with local charities, Senior Citizens, etc, and many other projects involving the local community. We encourage our sixth year pupils to take part in various timetabled schemes of community service. Younger pupils have benefited from having S6 pupils being involved in some of their classes. Prefects are linked in teams with other year groups.

The school has been working with partners such as Community Learning and Development and Further Education Colleges to provide more choice and opportunities for all pupils. This includes achievement awards such as the Duke of Edinburgh Awards Scheme and ungraded SQA Awards eg Personal Development and Steps to Work.

The school is used in the evenings by community organisations, eg local windband and football clubs. The premises are let through East Dunbartonshire Council. Letting Procedures - application should be made at www.eastdunbarton.gov.uk/bookings (Tel 0300 123 4510; e-mail : letting@eastdunbarton.gov.uk)

Pupils support the Silver Surfers' group with advice and help with their computing skills at Milngavie Library throughout the session.

The Vintage Tea event is always popular!



Section 4 - School Curriculum

Curriculum for Excellence

Bringing learning to life and life to learning.

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

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

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

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

For further information about Curriculum for Excellence click on the following links :

Broad General Education in the Secondary School: A Guide for Parents and Carers

<https://education.gov.scot/parentzone/Documents/CfEbriefingforparents.pdf>

Curriculum for Excellence Factfile: Background and Benefits

https://education.gov.scot/parentzone/Documents/FACT2_Backgroundandbenefits.pdf

Curriculum Overview and Rationale

In Douglas Academy we operate a 33 period week with five 10 minute Registration slots across the week and 32 teaching periods each of 50 minutes.

We have an asymmetric week with 6 period days on a Monday, Wednesday and Friday and 7 period days on a Tuesday and Thursday.

The introduction of the 33 period week has allowed us a greater degree of flexibility and has facilitated a number of changes to our curricular structures which enable us to meet more fully the aims and aspirations of A Curriculum for Excellence.

The course options mentioned are those which are currently available and the most recent course planning forms are included in this section. These forms may change as part of the ongoing process of course review.

Section 4 - School Curriculum

The Broad General Education Phase

The Broad General Education Phase covers S1 to S3.

S1 – S3 course programmes reflect the outcomes and experiences found in the Curriculum for Excellence frameworks and include a range of interdisciplinary learning experiences.

Classes are arranged to provide a range of ability within each teaching group and to ensure that children from each cluster primary school are distributed evenly throughout each group.

All classes in S1 are mixed ability ; some broad banding takes place in Mathematics in S2. S1 and S2 study an integrated Science course. In S3 there is broad banding in English, Mathematics and French.

In S1 pupils follow a broad programme of 12 subjects plus PE, PSE and RE.

In S2 this programme is enhanced through the introduction of Enterprise. Appropriate rotation arrangements reduce the number of teacher contacts pupils have in any given week.

All programmes of study are based on the seven principles of curriculum design and provide appropriate breadth, depth and challenge.

In S1 and S2 all pupils follow a Science course based upon the Science Organisers of A Curriculum for Excellence.

In both S1 and S2 all pupils participate in 3 periods per week of PE which is significantly higher than the Scottish Government entitlement of 2 hours.

In S1 and S2 additional time is allocated for the teaching of English and Mathematics. In S2 pupils attend English and Mathematics every day.

In both S1 and S2 pupils have a 1 period elective course which runs on a rotational basis in thirteen week blocks. The purpose of the electives is to introduce fun, enjoyment and additional challenge into the curriculum and to ensure that all pupils in S1 and S2 have an opportunity to engage in a structured way with a range of additional opportunities, some of which were previously on offer as part of our additional opportunities programme. It also allows pupils to try out some subjects which they may be able to study in greater depth in the Senior Phase. The electives are:

Sound Engineering

Debating and Public Speaking

Duggie Diggers

Languages (Spanish/Mandarin and other visiting languages)

Ceramics

Astronomy

Forensic Science

Music Technology

App Design

Dance

Local History

Mandarin

Section 4 - School Curriculum

All teachers have a key responsibility to support the development of literacy, numeracy, health and wellbeing and skills for learning, life and work from S1 through to S6. Standardised testing of English and Mathematics is carried out in S2. It is hoped that data obtained from this exercise will inform learning and teaching.

Working to implement the government's Curriculum for Excellence programme has allowed us to strengthen our existing links with our cluster primaries, so that pupils are able to make a smooth transition to secondary education. Central to this are joint planning on curricular initiatives and our weekly visits by Mathematics, English, Modern Languages and ICT staff as well as other curricular areas throughout the session: all this contributes to shared information about each pupil and their achievements.

S3 Curricular Progression

S3 is a critical year for learners and the S3 experience is pivotal because it has several unique features which serve a number of purposes. It is:

- when learners complete their entitlement to the Broad General Education (BGE), including all of the experiences and outcomes to third level
- when, through personalisation, choice and specialisation learners have opportunities to stretch their learning into fourth curriculum level Es and Os and beyond; and
- the year when learning paves the way to qualifications at the Senior Phase

In S3 pupils study 9 courses. English and Mathematics are allocated 3.5 periods per week. The remaining 7 subjects are studied for 3 periods per week. In addition, all pupils take core PE (2 periods), RE (1 period) and PSE (1 period). This structure allows for personalisation and choice along with providing greater depth and challenge through specialisation in the courses studied. This model also ensures that all pupils maintain contact with all eight Curriculum Areas identified under A Curriculum for Excellence up until the end of the Broad General Education Phase. It is only at the end of the Broad General Education Phase (ie the end of S3) that pupils select the subjects which they will take forward for presentation in the new National Qualifications framework.

The end of S3 represents an important milestone in every young person's education. By the end of S3 all our young people will have completed the Broad General Education Phase of Curriculum for Excellence. Our young people should have produced their own profile, supported by the Key Adult and other teaching staff, which gives a reliable and full account of their cumulative progress and achievements. It should include a focus on what they feel are their latest and best successes.

Section 4 - School Curriculum

The Senior Phase

The Senior Phase covers S4 to S6.

Learning in the Senior Phase will continue to be active, engaging and enterprising, building directly on the BGE to ensure all learners are prepared well for lifelong learning, further study and employment. The 7 Principles of Curriculum Design continue to apply to all courses taught in the Senior Phase.

The characteristics of learning in the Senior Phase include:

- learning independently
- taking responsibility for learning
- active learning
- collaborative learning; and
- applying learning and skills development

It is during this phase that our young people prepare themselves to sit their National Qualifications. This is also the period when they look forward to the future and to the transition from secondary school to the world of Further/Higher Education, training or the world of work.

In S4 our young people study 7 courses for 4 periods per week. They select these from the 9 subjects they followed in S3. The allocation of 4 periods to each course recognises that some National courses now contain elements which were previously studied at Higher level. This allocation of time also allows for a more thorough preparation for progression to the next stage of their learning in S5 or S6 by providing additional time for greater breadth, depth and challenge. Pupils also continue to take PE (2 periods), RE (1 period) and PSE (1 period).

In S5 our young people study 5 courses for 6 periods per week. Many young people will study 5 Higher level courses or a mixture of Higher level and National 5 courses. Some young people will study a mixture of National 4 and National 5 courses. Those young people studying courses at National 5 level may progress to Higher level over 2 years. Pupils are also able to select from a wide range of courses offered through the EDC Senior Phase Partnership Programme. Some young people follow a targeted Skills for Learning, Life and Work course. In addition to their 5 courses of study, all young people in S5 have a dedicated period of PSE and a Health and Wellbeing period where, on rotation, they experience PE, RMPS and Survival Cookery.

In S6 we offer our young people a flexible curriculum which reflects the kinds of demands that will be made on them in a Further/Higher Education environment or in the world of work, where they will require to function more independently.

In S6 young people will have a minimum of 22 timetabled class periods (including 1 period of PSE) plus one timetabled period for assembly. Young people studying subjects up to Higher level choose a minimum of four subjects. This may be reduced where young people are studying 3 Advanced Higher courses.

Section 4 - School Curriculum

Within our flexible S6 curriculum we offer a wide range of activities and additional opportunities to support personal development. These include:

Self-directed study
EDC Senior Phase Partnership Programme
Open University Young Applicants in Scotland Scheme
Young Enterprise Scotland
Community Involvement
SQA Leadership Award SCQF level 5
Scottish Saltire Award
Mandarin

As links with colleges become more established a number of options which lead to industry standard qualifications and which require even greater creative flexibility in terms of supporting young people's development are becoming available e.g NC Mechanical Engineering leading to HNC and onto HND. This option requires attendance at college for 1 full day and 2 half days.

It is anticipated that our planned Curriculum Structure from the end of the BGE Phase and into the Senior Phase may generate additional flexibility and more appropriate curricular pathways for our young people. As young people progress from S3 with 9 subjects, into S4 with 7 subjects and on into S5 with 5 subjects they will, across S3 and S4, have set aside 4 courses which they studied to at least SCQF level 4 and this may offer them additional opportunities for progression as they move into S6.

The options available in S5 and S6 reflect the most popular combinations of subjects. It may be necessary for pupils to spread their choice of subjects over two years in order to combine all the subjects they wish to study. Pupils are alerted at the time of choosing their third year options of any subjects which cannot be studied beyond National 5. The availability of courses in S5 and S6 depends upon staffing levels and accommodation which can change from year to year.

Not all courses are on offer at Higher. The levels at which subjects are available are noted on the course choice forms.

Some pupils participate in the EDC Senior Phase Partnership Programme which allows them to study for a vocational qualification alongside their other subjects. Pupils attend a college for two afternoons a week to follow these courses.

In S6 it may be possible for a pupil to study a subject intensively for presentation at Higher Level, even though the subject has not been taken at National 5. This is permitted only in the case of a pupil of proven ability and application. Subjects studied intensively in recent years include Biology and the Social Subjects.

Section 4 - School Curriculum

Progression in the Senior Phase

Detailed information about all of the SQA courses from National 3 – Advanced Higher can be found on the SQA website.

Details of the new courses at National 3, 4, 5 and the new Higher can be found at:

<http://www.sqa.org.uk/sqa/59033.html>

Details of current courses at Higher and Advanced Higher can be found at:

<http://www.sqa.org.uk/sqa/3.html>

Highers in a Nutshell

These leaflets provide a useful summary of the new courses available at Higher. The information in these leaflets is related to the new Higher, not the current Higher. From session 2015-2016 all departments in the school are offering the new Higher and Advanced Higher in the subjects offered.

<http://www.npfs.org.uk/highers-in-a-nutshell/>

Nationals in a Nutshell

These leaflets provide a useful summary of the courses available at National 4 and 5.

These leaflets can be found on the website of The National Parent Forum of Scotland at <http://www.npfs.org.uk/nationals-in-a-nutshell/> and on the school website under Quick Links at:

http://www.douglas.e-dunbarton.sch.uk/page_viewer.asp?page=Home&pid=1

Please contact the Head Teacher if you would like any further information about the curriculum within our school.

Opportunities for All

In response to the economic downturn and the resultant adverse effects on young people's prospects in the labour market, the Government introduced "Opportunities for All" in its Programme for Government in September 2011. This is an explicit commitment to *an offer of an appropriate place in learning or training for every 16-19 year old not currently in employment, education or training*. It brings together and builds on existing Scottish Government policies and strategies and embraces relevant UK Government policy in a single priority to support young people to participate in learning or training in order to improve their employment prospects. Opportunities for All became a live offer from 1 April 2012 and will ensure that the post-16 system delivers for all young people. It focuses on supporting young people who have disengaged, seeking to re-engage them with appropriate learning or training from their 16th, until at least their 20th, birthday. Whilst Opportunities for All commits to offering a place in learning or training, those young people who wish to move into employment should be supported to do so. Further information can be found at <http://www.myworldofwork.co.uk/content/opportunities-for-all>.

Information about local opportunities can be found on East Dunbartonshire Council's Opportunities for All website at <http://www.edopps4all.com/default.aspx>.

Developing Scotland's Young Workforce (DYW) Achievements

Last session we celebrated a variety of achievements in relation to DYW. A number of senior pupils had the opportunity to take part in work experience placements across industries including Medicine, Architecture, Police, Graphic design and Construction. Such opportunities allowed pupils to gain industry experience firsthand which better enables them to make more informed career decisions.

Our MyWorldofWork Ambassadors have been involved in a number of DYW initiatives this year including delivering Careers Education to S2 pupils as part of the PSE Programme. They were also given the opportunity to demonstrate their presenting and communication skills at the S2 Subject Options meeting where they delivered a presentation to parents about how they could use online resources to support their child when making career choices.

Our S5 pupils that were involved with the Senior Phase Partnership Programme were given the opportunity to participate in a number of Careers Education workshops in partnership with BT. Over the course of 3 weeks, pupils were involved in a number of activities to give them an insight in to a recruitment and selection process – better preparing them for the world of work. Pupils took part in telephone interviews where they were given the opportunity to answer questions demonstrating their skills and experience so far in the workplace. Pupils found this quite a nerve racking yet exciting challenge as the majority of them had no previous experience of an interview process. The week beginning 18 June, pupils were given the opportunity to take part in a mock assessment centre day at BT's office in Glasgow City Centre. Pupils underwent a number of typical assessment centre activities including individual presentations, a team task and a team presentation. This gave pupils an insight as to what employers look for when selecting employees and a better understanding of what will be expected of them when they start applying for jobs in the near future. Over the course of the day pupils were given feedback from different BT employees, looking at their strengths and areas they could improve on based on their performance during each of the activities.

Choice Forms

Please note that the information on the following pages is correct at time of publishing. Updates are made in response to changing circumstances. The most up-to-date forms used during the course of the academic year are available from Guidance staff.

Section 4 - School Curriculum

S1/S2 Curriculum - Session 2020/2021

😊 # 3 periods per week, in rotation

Curriculum Area	Subject	S1	S2
Literacy	English	4	5
	French	3	3
	Spanish	1	
Numeracy	Mathematics	4	5
Science	Science	3	4
Social Studies 😊 3 periods of each subject per week in rotation	Geography	😊1	😊1
	History	😊1	😊1
	Modern Studies	😊1	😊1
Technologies	Home Economics	1	1
	Technical Education	1	1
	Computing Science	1	1
	Enterprise	0	1
Expressive Arts	Art	2	1
	Music	2	1
	Physical Education	3	3
Religious and Moral Education	Religious Education	2	1
PSE	Social Education (P.S.E.)	1	1
Elective		1	1

Section 4 - School Curriculum

DOUGLAS ACADEMY

S3 CURRICULAR PROGRESSION 2021/2022

A	B	C	D	E	F	G	H	I
English	Mathematics	Geography History Modern Studies	Biology Chemistry Physics	French Core Skills	Business Management Computing Science Design & Manufacture Practical Cookery Practical Woodworking (Music School)	Art & Design Graphic Communication Media Music PE	Art & Design Chemistry History Italian Physics	Administration & IT Biology Music PE RMPS Spanish
	1st Choice	1.	1.		1.	1.	1.	1.
	2nd Choice	2.	2.		2.	2.	2.	2.

The above courses are offered subject to the availability of staff, accommodation, the viability of sections and timetabling constraints. Coloured copies of these forms, completed, must be returned to Guidance Teachers by Friday 27th January, 2021.

Section 4 - School Curriculum

DOUGLAS ACADEMY

S4 COURSE PLANNING SENIOR PHASE 2021/2022

- 1 In the first table below, please list the courses you are currently studying in S3. English and Mathematics have already been completed.
- 2 In the second table select 7 of the 9 subjects studied in S3 which you plan to take forward to S4. Pupil must select a 1st and 2nd choice where possible from columns C to G.

English	Mathematics							
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A	B	C	D	E	F	G
English	Mathematics	Geography	Biology	Business Management	Art & Design	Administration & IT
		History	Chemistry	Computing Science	Chemistry	Art & Design
		Modern Studies	Physics	Design & Manufacture	Graphic Communication	Biology
		FRENCH	Skills for Work: Energy	French	History	Media
		BUSINESS STUDIES	COMPUTING	Hospitality	Italian	Music
			PRACTICAL COOKERY	Practical Woodworking	Music	PE
				(Music School)	PE	Spanish
				GRAPHICS	Physics	RMPS
				PE		CHEMISTRY
				SPANISH		
English	Mathematics	1.	1.	1.	1.	1.
		2.	2.	2.	2.	2.

Section 4 - School Curriculum

NAME OF PUPIL: _____ CLASS: _____ GUIDANCE TEACHER: _____

SIGNATURE OF PARENT/GUARDIAN: _____ DATE: _____

Before completing this form with assistance from your Guidance Teacher please read the notes on completion overleaf. A coloured copy of this form, completed, must be returned to your Guidance Teacher by Monday 14th December, 2020

Date of Return:

A GUIDE FOR THE COMPLETION OF THE COURSE PLANNING FORM

- 1 All students take 9 courses of study in S3. When they enter S4 they will select 7 of these 9 courses to take forward to National Qualifications.
- 2 All pupils will continue with English and Mathematics (4 periods), Physical Education (2 periods), Religious Education (1 period), Personal and Social Education (1 period), plus one course of study from each of Columns C, D, E, F and G (4 periods per column).
The time allocation is based on a 32 period week.
Each period lasts 50 minutes.
- 3 The above courses are offered subject to the availability of staff, accommodation, the viability of sections and timetabling constraints.
Curriculum Planning forms are reviewed every year.
- 4 All courses listed on the course choice form are courses which will be offered at National 3, National 4 and National 5 in S4 with the following exceptions:
 - ♦ Biology, Chemistry and Physics are offered at National 4 and 5 only.
 - ♦ Italian in Column G is offered at National 4 and 5.
 - ♦ Graphic Communication and Practical Woodworking are offered at National 4 & 5.
- 5 All National 3, National 4 and 5 level courses lead to certification by the Scottish Qualifications Authority.
- 6 There is no Higher in Practical Woodworking, however, Practical Metalworking is offered at National 4 and 5 in S5/6. Other subjects may not be offered at Higher Grade if numbers opting for subjects are very small.
- 7 Music School pupils, who are on an individualised timetable, should indicate on their option form if there is any subject on the form which they would wish to take but are unable to pick. Music School pupils should select Music as a subject from Column F.
- 8 If your daughter/son finds they are unable to choose particular subjects from existing columns, please write preferred choices at the top of the form.
- 9 No changes may be made in course selection after mid-June, by which time classes will be firmly established.

Section 4 - School Curriculum

DOUGLAS ACADEMY

S5/S6 COURSE PLANNING SENIOR PHASE 2021/2022

DOUGLAS ACADEMY: SENIOR PHASE S5 & S6 COURSE PLANNING FORM							
	A 6 PERIODS	B 6 PERIODS	C 6 PERIODS	D 6 PERIODS	E 6 PERIODS	F 1 PERIOD	G 1 PERIOD ROTATION
HIGHER (Level 6)	MATHEMATICS GEOGRAPHY HISTORY MODERN STUDIES SPANISH BUSINESS MANAGEMENT	ENGLISH BIOLOGY CHEMISTRY HUMAN BIOLOGY PHYSICAL EDUCATION PHYSICS SPANISH SENIOR PHASE PARTNERSHIP PROGRAMME (SPPP)	ENGLISH ADMINISTRATION & IT ART & DESIGN COMPUTING SCIENCE DESIGN AND MANUFACTURE FRENCH	MATHEMATICS GRAPHIC COMMUNICATION HUMAN BIOLOGY BUSINESS MANAGEMENT FRENCH MUSIC PHYSICAL EDUCATION RMPS	ENGLISH ART & DESIGN CHEMISTRY ITALIAN HISTORY MEDIA STUDIES PHOTOGRAPHY	PSE	PE RME HE
NATIONAL 5/4 (Level 5/4)	MATHEMATICS EARLY LEARNING & CHILDCARE FINANCE PACKAGE HISTORY MODERN STUDIES SPANISH	PHYSICAL EDUCATION SPANISH PRACTICAL COOKERY SENIOR PHASE PARTNERSHIP PROGRAMME (SPPP) WORK EXPERIENCE	ENGLISH ADMINISTRATION & IT ART & DESIGN COMPUTING SCIENCE FRENCH	MATHEMATICS ENERGY BUSINESS MANAGEMENT FRENCH PHYSICAL EDUCATION PRACTICAL METALWORKING RMPS SKILLS FOR LEARNING, LIFE AND WORK	ART & DESIGN ITALIAN HISTORY TRAVEL & TOURISM		
SQA NPA/WIDER ACHIEVEMENT (Level 5/6)	NPA: EXERCISE AND FITNESS MANAGEMENT (SCQF Level 6)	NPA: EVENTS MANAGEMENT (SCQF Level 6)	NPA COMPUTER GAMES DEVELOPMENT (SCQF Level 5)	ENTERPRISE & LEADERSHIP AWARD (SCQF Level 6)	NPA: HORTICULTURE (Level 4/5) NPA: MUSICAL THEATRE (SCQF Level 6)		
ADVANCED HIGHER (S6) (Level 7)	MATHEMATICS PHYSICAL EDUCATION	ENGLISH PHYSICS	COMPUTING SCIENCE FRENCH	ART & DESIGN BIOLOGY	CHEMISTRY GEOGRAPHY HISTORY MUSIC		PSE
ONLINE COURSES (S6)	OPEN UNIVERSITY (YASS MODULE)	OPEN UNIVERSITY (YASS MODULE)	OPEN UNIVERSITY (YASS MODULE)	OPEN UNIVERSITY (YASS MODULE)	OPEN UNIVERSITY (YASS MODULE)		

Section 4 - School Curriculum

NOTES ON THE COMPLETION OF THE COURSE PLANNING FORM.

S5 PUPILS

- Pupils entering S5 must choose a subject from each of the 5 columns.
- Pupils completing courses at Higher level in S5 may progress to Advanced Higher in S6. Pupils completing courses at National 5 in S5 may progress to Higher in S6. Pupils completing courses at National 4 in S5 may progress to National 5 in S6.
- S5 pupils must follow a full timetable (i.e.32 periods) throughout the year. Pupils will have 1 period of PSE throughout the year. PE, RE and HE, timetabled on a rotational basis.

S6 PUPILS

- S6 pupils should choose a subject from at least 4 of the columns. In some circumstances, a candidate may do 3 Advanced Higher subjects, supplemented with an additional opportunity such as Community Involvement. All S6 pupils attend 1 period of PSE each week and this is normally allocated from Column F.
- Pupils may opt to study for Open University modules (Young Applicants in Scottish Schools) in a range of subjects. www.openuniversity.co.uk/yass
- Higher Photography is only available to S6 pupils.

ALL PUPILS:

- Any pupil who is unable to select a preferred combination of subjects should still choose an available subject from each column and note in the Microsoft Form the subject or combination of subjects which she/he has been unable to include. The Microsoft Form should be completed online and submitted by Friday 19 February. Pupils should note their preferred options on this form and retain it for future reference.
- **Course information can be accessed at Nationals in a Nutshell – The National Parent Forum for Scotland:** <https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/>. Further information about all courses is also available on the **SQA website** <https://www.sqa.org.uk/sqa/95157.html>
- **National Progression Awards (NPAs)** have been included in this year's Options Form at Level 6 (equivalent level to Higher) and Level 4/5 (equivalent level to National 4/5). National Progression Awards (NPAs) are available in a variety of sectors and assess a defined set of skills and knowledge in a specialist vocational area. They are internally assessed courses and project-based, which means there are no examinations.
- **The National 5 Skills for Work: Energy Course** provides a basis for progression into further education or for moving directly into training or employment within the energy sector. Pupils undertaking this course must successfully complete a number of Units to achieve the award. There is no final examination.
- Where a pupil selects Work Experience as a subject option, it is the pupil's responsibility to identify a placement by Friday 28 May to allow for planning. If no placement is found by this date, pupils will be required to choose another subject from the relevant column. Work experience will take place subject to national and local public health guidance.
- Please note that where a subject is offered at Higher and National 5 in the same column, it is possible that teaching and learning will take place in a bi-level class.
- If N5/4 Computing Science is selected from Column C, Computer Games Development (NPA Level 5/6) may be also be taught in the same class.
- S5/S6 pupils are strongly advised to carefully research entrance requirements for any university/college courses for which they intend to apply before they finalise their course choice. The course and career search tools on the UCAS, My World of Work and PLANITplus websites are also valuable sources of information.
- The above subjects and courses will be offered subject to the availability of staff, accommodation, the viability of sections and timetabling constraints.

ALL PUPILS ARE EXPECTED TO ATTEND ALL CLASSES AND COMPLETE THE COURSES IN THE SUBJECTS CHOSEN

Section 4 - School Curriculum

Homework

It should be stressed that homework need not always be written work, i.e. it can involve reading over class notes and learning particular items or, especially in senior school, expanding upon basic work by further reading. All pupils are issued with a homework planner and are instructed to take note of all items of homework given along with the date of issue and the date due. These planners are checked by guidance staff and parents should encourage their children to complete the homework conscientiously and promptly. Good organisational skills are important and parental help, in checking homework and homework planners, is encouraged, especially in the formative years in the broad general phase of education from S1 – S3. S3 pupils are given further support on the use of the planners in PSE.

As well as doing any homework set by the school, pupils should adopt a policy of planned revision and private study. This approach should form part of the training of any pupil who plans to continue with any kind of formal education after leaving school.

Learning does not only take place in the classroom but can be profitably extended at home, sometimes in quite imaginative ways. Suggested ways of doing this include strategies for improving spelling and memory skills, listening to French vocabulary and keeping Personal Reading Diaries up-to-date. Pupils are encouraged to write a Things-to-do list of tasks in the Homework Planner that might involve research on a particular topic, a visit to a library, or some time practising a sport or musical instrument. Parents are encouraged to be involved in helping their children to do this.

Parents of S1 pupils will be invited to attend a welcome meeting in September at which one of the topics covered is the role of parents in supporting study at home. Pupils are issued with commercially produced Planners to help them continue with the good habits developed in S1 and S2.

Pupils should check their homework planners each evening and the calendar of tests to check on any revision that may be required. At the start of each session, calendars of tests are issued to pupils in S1-S6, to help pupils plan ahead and, with parental assistance, avoid last-minute revision anxiety.

Supported Study

A programme of supported study is offered to pupils of S4, S5 and S6 after school between October and March.

Tutors are linked to targeted groups of pupils who have been nominated by departments. Pupils also have the opportunity to nominate themselves for subjects in which they require extra support.

Most departments also run lunchtime support sessions for students in S4-S6.

Section 4 - School Curriculum

The Library Resource Centre has a wide range of resources to support curricular work and encourage reading for enjoyment. Resources include: books, spoken word audio CDs, DVDs of popular novels, study guides, past papers and local history information. In addition the Careers Library, Staff Library and local history collection are housed within the Library Resource Centre.

A technology bay comprising 20 PC computers linked to the intranet network allows pupils access to multimedia packages, word processing facilities and the internet. In addition 15 laptops can be accessed.

All S1 and S2 pupils follow a course on Library and Information Skills to prepare them for research and investigative work. Pupils will also use the library for research and coursework within a wide range of subjects.

Douglas

Library Opening Hours:

Monday – Friday 8.30 – 4.00pm

Lunchtime Opening 12.40pm – 1.25pm



Religious Instruction and Observance

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.

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.

School Chaplains – Rev D Campbell, Rev A Frater, Rev J MacDonald,
Rev F Buchanan, Rev R Shields

Section 4 - School Curriculum

Extra-Curricular Activities and Opportunities and Pupil Achievements

As a school community we recognise that the evaluation of learners' experiences must consider the totality of what is planned for young people throughout their education:

- The ethos and life of the school as a community
- Curricular areas and subjects
- Inter-disciplinary learning
- Opportunities for personal achievement

A wide range of course related trips and excursions are organised throughout the course of each session. A large number of additional trips are organised including our annual French exchange visit to Fougères in Brittany, our annual S2 Paris trip, and the annual ski trip to France. A list of all the trips organised each session is appended to the Standards and Quality Report.

An extensive range of clubs, additional opportunities and leadership opportunities are available to all our pupils. No matter how strong our emphasis on academic standards may be, it is universally recognised that our pupils' education extends far beyond the boundaries of the classroom. Douglas Academy is justifiably proud of the wide range of additional opportunities it offers, in which the willing and enthusiastic participation of staff and pupils alike leads to considerable pleasure and personal satisfaction.

Music offers a wide range of activities for all pupils including three school choirs, three orchestras, wind bands and a variety of other music groups. Pupils may apply for tuition in most orchestral instruments.

Choirs, Clubs, Orchestras, and Teams

Group	Club	Day	Room	Staff
All Years	Dougie Diggers & Eco-Schools	Monday Lunchtime	Geography Room 17	Mrs Aldous & Miss Johnston
All Years	Textile Club	Friday	HE2	Mrs McIlpatrick
		Lunchtime		
All Years	Human Rights Group	Monday at 1pm	Room 24	Mrs Wilson
All years	RRSA Leadership Team	Tuesday at 1pm	Room 22	Mrs Hoyle
All years	RRSA Project Team	Wednesday at 1pm	Science Lab 5	Ms Farrell
All Years	Fairtrade Group	Thursday at 1pm	Science Lab 5	Ms Farrell
All Years	Scripture Union Club	Wednesday lunchtime	Art Room 2	Mrs MacLeod
All Years	Creative Writing Club	Wednesday at 1pm	Room 22	Mrs Hoyle
All Years	Debating	Thursday Lunchtime	Room 20	Mr Sinclair
All Years	Art Club	Tuesday Lunchtime	Art Room 3	Miss Christy

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All Years	EU Club	TBC	TBC	Mrs Forsyth
All Years	Netball	Monday Lunchtime	Games Hall	PE staff
All Years	Dance	Monday Lunchtime	Gym 2	PE staff
All Years	Power 2 U	Monday Lunchtime	Fitness Suite	PE staff
All Years	Badminton	Tuesday Lunchtime	Games Hall	PE staff
All Years	Gymnastics	Tuesday Lunchtime	Gym 2	PE staff
All Years	Girls' Football	Wednesday Lunchtime	Games Hall	PE staff
All Years	Dance	Wednesday Lunchtime	Gym 2	PE staff
All Years	Rugby	Wednesday - After School	Grass Pitch	PE staff
All Years	Hockey	Wednesday - After School	Hockey Pitch	PE staff
All Years	Basketball	Thursday Lunchtime	Games Hall	PE staff
All Years	Footsal	Thursday Lunchtime	Gym 2	PE staff
All Years	Aikido	Thursday - After School	Gym 2	Dr Brew
All Years	Tennis	Friday Lunchtime	Games Hall	PE staff
All Years	Staff volleyball	Friday Lunchtime	Gym 1	PE staff
All Years	Running Club	Friday Lunchtime	Gym 2	PE staff
All Years	Indoor Rowing	Friday Lunchtime	Fitness Suite	PE staff
All Years	Aikido	Thursday - After School	Gym 2	Dr Brew
S1	Cookery Club	Monday Lunchtime	HE1	Mrs McDaid
S1	S1 Right Here, Right Now Challenge	Monday Lunchtime – 1pm	Room 22	Mrs Hoyle
S1 & S2	Dodgeball	Monday	Gym 1	PE staff
S1 & S2	Volleyball	Wednesday	Gym 1	PE staff
S1 & S2	Dodgeball	Thursday	Gym 1	PE staff
S1 & S2	Fitness Training	Tuesday	Fitness Suite	PE staff
S1 & S2	Computing Science Club	Monday Lunchtime	Computing Room 1	Ms Olsen
S1 & S2	The Lego Mindstorm Engineering Club	Thursday lunchtime	CDT 3	Mr. Burton
S1 & S2	Geography Club	Tuesday Lunchtime	Room 17	Miss Donnelly
S1 & S2	Science & Engineering Club	Friday Lunchtime 12.45pm	Science Lab 1	Mr Brown

Section 4 - School Curriculum

S1 & S2	Homework Club	Tuesday lunchtime (from 4/9/18)	Social Subjects Breakout	Mrs McKenzie
S2	Creative Cakes	Monday Lunchtime	HFT 2	Mrs Clark
S1 - S3	Classics Club	Wednesday Lunchtime	Room 19	Mrs McSwan
S1 - S3	Junior Choir	Monday Lunchtime	Assembly Hall	Miss Fyfe
S1 - S3	Book Club	Thursday Lunchtime	Room 30	Miss Di Mambro
S1 – S3	Design & Manufacture Club	Wednesday lunchtime	CDT 4	Mrs Young,
S1- S4	Movie Club	Wednesday & Friday at 12.45pm	CR4	S6 Pupils
S3 – S4	Volleyball	Tuesday lunchtime	Gym 1	PE Staff
S3 & S4	Fitness Training	Thursday	Fitness Suite	PE staff
S6	Young Enterprise	Monday & Wednesday Lunchtime	Bus Ed 1	Miss Thomson & Mr Boyle

The **School Library** is a valuable resource and is available to pupils as part of class activities or in their own time. Books may be borrowed or referred to and the library used for leisure reading or quiet study.

Scripture Union meets once a week at lunchtime. The Christian faith and the Bible are explored in a variety of ways including discussion, games, films and other activities.

The **Chess Club** meets on Friday lunchtime. The club operates a league system in which players compete for a trophy but also welcomes players who are learning the game. The Club also runs a private Douglas Academy Chess Club on chess.com and this allows students to play at any time. The club competes in the EDC Dragon League and in the Delancey Chess Challenge (the largest chess tournament in the world!)

In the **Computing Science** department, an S1/2 Computing Science club runs every Monday lunchtime where pupils come to the department to experiment and create with Raspberry Pi computers, microbits, Kodu game creation apps and many other exciting and innovative areas in computing technology.

Drop-in sessions are offered on Wednesday and Thursday lunchtimes to pupils from S3 to S6 to catch up on class work, seek advice from class teachers, revise, make progress with practical work and explore new Computing Science topics.

Section 4 - School Curriculum

The **Art and Design Department** offers a wide range of creative activities and opportunities to all pupils from S1 to S6. Pupils in S1/2 can participate in the '**Art and Design Club**', which allows pupils to experience working in a team while providing exciting opportunities to learn new, innovative and creative skills such as printmaking, ceramics and jewellery making. The Art and Design Club also encourages enterprise skills in our young people with responsibility for the design and manufacture of the annual Douglas Academy Christmas Cards. Club members are active in the promotion and selling of cards across the whole school community and to family and friends developing their skills for learning, life and work.

The Art and Design Department offers S1/2 pupils the opportunity to participate in a variety of competitions including the annual Thomas Muir and John Byrne competitions, 'Show Racism the Red Card' and Edinburgh Festival Poster competitions. The Glasgow Museums Competition with a related museum/gallery visit is also a regular feature. S3 pupils are often given the opportunity to attend an exhibition related to their Art and Design Studies such as viewing the Joan Eardley archive at the Lillie Art Gallery. Developing Scotland's Young Workforce has been introduced into the department with links being actively forged with colleges/art schools and visits arranged for Senior Phase pupils focusing on careers in Art and Design. Photography is now a permanent feature in the curriculum and junior pupils can attend lunchtime workshops to enhance their skills and techniques in photography.

All pupils enjoy an open door policy within the department and through arrangement with their class teacher, are welcome to come to Art and Design in their free time at lunch or after school for extra tuition.



Well done to Finlay, Amy and Kelsey, whose art work was selected from 12,000 entries for the display at the Thomas Muir Exhibition at Huntershill.

Section 4 - School Curriculum

In **Modern Languages** pupils have a number of opportunities to extend their learning and celebrate achievement outwith the classroom. International events such as European Day of Languages, Chinese New Year and National Poetry Day are celebrated throughout the year and through these, pupils can get involved in competitions and enjoy the electric atmosphere created by having themed food, music and other entertainment in the social area. There is a weekly Languages Club which is run by staff and Senior Modern Language pupils. Pupils from S1-3 have the chance to participate in two competitions run by SCILT in conjunction with Strathclyde University – Word Wizard (a foreign long spelling competition) and Mother Tongue Other Tongue (a poetry competition). There is a well-established French Exchange with a school in Fougères where pupils have the opportunity to experience French family and school life. Senior pupils who take part in the exchange can also opt to undertake a work experience placement there. For S5/6 pupils there is usually either a trip to the cinema to see foreign language film or a trip to the theatre to a performance of one of the literary texts studied at Advanced Higher. Links with China have been forged and pupils have the opportunity to compete at local authority level to gain a place on a three week language and cultural immersion course during the summer holidays. For a number of years, pupils from Douglas Academy have been successful and have participated in this once in a lifetime opportunity. The department participates in and has been very successful in a number of other competitions such as the Institut Français Drama competition, the AMOPA Advanced Higher French

Speaking competition, and also Euroscola, the highlight of which is the opportunity to visit and participate in a live debate in the European Parliament in Strasbourg.

Debating Club

Douglas Academy's Debating and Public Speaking Society meets on a Thursday during lunchtime. A debate takes place each Thursday and it is from this that pupils are drawn to represent the school in a range of competitions. In recent years the school has had notable successes in the English Speaking Union Juniors Competition, English Speaking Union's Mace competition, the European Youth Parliament Forums, the Glasgow Bar debating competition, the Glasgow Rotary Club's juniors and seniors, Rotary of Allander Youth Speaks competition, Debating Matters Competition and the Oxford and Cambridge Union Debating Finals. Debating is open to all and a range of age groups in the school are regularly represented in debates.



Section 4 - School Curriculum

European Youth Parliament

A team of S5 pupils enter the West of Scotland round of the EYP debating competition. 12 teams from across the West of Scotland compete in six debates on European issues for a place in the national final held in Durham every year. Douglas Academy have been chosen three times to represent the UK at International Sessions of the Parliament: Torino (2002), Rennes (2008) and Vilnius (2018).

The Thing

S1 pupils have the opportunity to work with Primary 7 pupils in preparing for a full day of debate organised along EYP lines. Teams from cluster primary school prepare their arguments during meeting with S1 pupils throughout the year. In 2019 the event has been expanded to include Bearsden Academy and its cluster schools.

Public Speaking The school takes part in a range of public speaking opportunities including English Speaking Union and Rotary competitions.

Sporting activities figure importantly inside and outside the curriculum and the following list gives an idea of the variety on offer: Rugby, Football, Hockey, Volleyball, Basketball, Netball, Running, Gymnastics, Dance and Badminton.

Hockey

This takes place after school on a Wednesday (S1 – S6).

S1-S6 Boys/Girls Cup matches and friendlies whenever possible! We have close links with Western Wildcats and players are encouraged to develop their skills within the club setting as well as with school teams.

Rugby

S1 and S2 rugby teams compete at rugby festivals. Both teams train on Wednesday after school. We have close links with West of Scotland and players are encouraged to develop their skills within the club setting as well as with school teams.

Football

The boys U14, U16 and U18 teams play regular fixtures. Currently the three football teams are competing in all age groups in the East Dunbartonshire league as well as the Scottish Cup. Girls' football club meets on Wednesday lunchtimes.

Volleyball

The volleyball club meets at Wednesday lunchtimes and is open to S1-S4 pupils, with S5 AND S6 pupils playing the staff on a Friday.

Netball

The netball team meets once a week at Monday lunchtime in the games hall. This well established team is also part of the East Dunbartonshire Netball league.

Aerobics/ Body Conditioning

The body conditioning club meets at Thursday lunchtime in Gym 1 and is open to senior girls (S4-S6)

Running

The running club meets at Tuesday lunchtime in the fitness suit. This club train both indoors and outdoors (weather dependent).

Section 4 - School Curriculum

Rowing

The Rowing club meets on Wednesday and Friday lunchtimes.

Gymnastics

The gymnastics club meets twice a week on a Monday and a Thursday lunchtime and is open to a range of ages (S1-S6) and abilities.

Tennis

Boys' and Girls' tennis teams are both entered into the Scottish Schools Cup.

Dance

The dance club meets at Wednesday and a Friday lunchtime and dancers learn and perform different dancing styles including "contemporary" and "house".

Badminton

The badminton club meets twice a week on a Tuesday (S1-3) and a Wednesday (S4-6) at lunchtime.

Basketball

The Basketball club (S1-S6) meets on Thursday lunchtimes and Wednesdays after school.

Fitness Suite

S6 pupils are taking advantage of this fabulous facility and there are clubs every lunchtime.

Power 2 U

S1/2 pupils who want to take responsibility for their own health and fitness. They meet in the fitness suite every Monday.

The Sports Council

The Senior Sports Council continues with support from the newly formed Junior Sports Council.

The **Health & Food Technology Department** offers a variety of activities. There is a 'Creative Cake Club' for S2 pupils on a Monday and Wednesday lunchtime (all year). Home Economics also offer 'Douglas Academy MasterChef' for 12-16 year olds, we plan for this to be an annual event, replacing 'FutureChef'. 'MasterChef' is open to any pupil age 12-16 years old. S1 Cookery Club runs on at Monday lunchtimes. Friday lunchtime Textile group also runs with pupil from S1 – S4.

Young Enterprise offers a practical experience for young people in sixth year to learn about business. Through forming and running their own production or service company Young Enterprise enables them to make discoveries about their practical abilities, personal skills and how they can work with others. As part of the experience company members participate in the Dunbartonshire Tradefair Competition – which is highly competitive and exhilarating! Company members also complete the Strathclyde University Business Exam and an SQA Leadership qualification as part of the Young Enterprise process.

Section 4 - School Curriculum

Opportunities for Pupil Responsibility

One of the many spin-offs of such extensive additional opportunities is that they encourage pupils to take responsibility.

This may take the form of captaining sports teams, leading debates, stage-managing school productions or organising lunchtime clubs.

Opportunities are particularly numerous for S6 pupils to experience a wide range of activities.

Mathematics

Last session was very successful for pupils entered in mathematical competitions.

In the UK National Senior Maths Challenge pupils gained 1 gold, 1 silver certificates. In the Intermediate Maths Challenge pupils gained 1 gold, 2 silver and 2 bronze certificates. In the Junior Maths Challenge the tally was 11 gold, 20 silver and 19 bronze certificates.

Computing Science

Every year Computing Science pupils take part in a national computational thinking competition called the Bebras Challenge.

This year, some of our pupils showed excellent computational thinking skills to record scores that were in the top 10% of all pupils in their age group *in the UK*.

Across the UK over 70,000 S1-S2 pupils took part, and over 14,000 S3-S4 pupils.

Music

Our Chamber Orchestra and Choir performed in London for the state visit of the Chinese President in October. At the Glasgow Music Festival in March our Chamber Choir won the Anne Wiseman Trophy for the best school choir. Our First Orchestra won the A.M.Ross Memorial Trophy for the best overall School Orchestra. We also had numerous individual prize-winners at the Glasgow Music Festival. Many of our students have been a part of the National Youth Orchestra and Choir of Scotland. We have also been represented at the National Youth Orchestra of Great Britain. There have also been many individual Musical highlights across the year. I'm afraid too many to mention.

Physics

A team of Higher Physics pupils won the West of Scotland Physics Education Group (WOSPEG) 2017 competition. Competing against teams from over thirty schools our team progressed through heats and semi-finals to the final. They were tested not only on Physics knowledge but also on general knowledge, problem solving, anagrams, picture identification and teamwork. They won the Livewire Bill Sampson Trophy, the second time Douglas has won this competition.

Young Enterprise

Our Young Enterprise group were awarded the Best Marketing Strategy in the Dunbartonshire final at Strathclyde University and donated their profits of over £500 to the Beatson Cancer charity.

Sport

We had many sporting achievements across the year including our S1/2 Netball team who won the East Dunbartonshire League. Meanwhile, our Boys' Hockey team won the Aspire Cup.

Section 4 - School Curriculum

Silver Surfers

Senior pupils from our Computing Science Department continue to support the local community, by helping them access the digital world through the Silver Surfers Group in Milngavie Library. These sessions take place on the first Tuesday in every month.

Charitable Work

Throughout the school year, many of our young people work for charitable causes. Amongst our many charitable causes:

- At Christmas, we deliver boxes of goods to Bellgrove Homeless Hostel & Glasgow City Mission.
- We continue to support East Dunbartonshire's Food bank with a number of collections over the course of year.
- We also offer support through the Mary's Meals charity for the Valley Centre School in Liberia.

School Library

In partnership with the school library, a team of S1/2 pupils once again entered the Kids' Lit competition, successfully winning through the heats to compete in the final in London.

RRSA

The work of our Pupil Rights Respecting School Team was awarded a Silver RRSA award and are now aiming for a Gold award.

Section 4 - School Curriculum

Excursions:

Staff offer many trips and excursions both at home and abroad. These opportunities deliver many experiences to young people, that many of our young people would not have the chance to experience without this commitment. Since the beginning of January 2017 over 60 excursions across all year groups have been organised, amongst them visits to London, Barcelona and Paris. In addition, day visits which complement teaching and learning take place throughout a session and these (such as Geography fieldtrips and attendance at Computing lectures) help enhance the curriculum. Parents will be informed in writing of the full details before any excursion takes place; this information will include, for example, the expected learning outcomes, financial and insurance costs, behavioural expectations, supervision levels and accommodation. Parents are required to complete and sign a consent form giving permission for their child to participate in any day trip or residential excursion. Parents' information evenings are held prior to residential excursions and parents are strongly encouraged to attend these evenings and to contact the school with any queries well before the excursion takes place.

Pupils with additional support needs will be supported to take part in additional opportunities where appropriate including sports and educational visits.

The summary sheet of the current level of EDC Excursion insurance is included.

Section 4 - School Curriculum



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EV4

GROUP PERSONAL INJURY & TRAVEL INSURANCE COVER

INSURED PERSONS: The insurance cover applies to any person participating in an educational excursion or work experience arranged by EDC departments

SUMMARY OF BENEFITS

INSURERS: POLICY NO: EXPIRY DATE:	ACE EUROPE 55UK476571 30/04/2016	CATEGORY A – Persons aged under 18 years old	CATEGORY B – Persons aged 18 years to 75 years old
Death		£10,000	£20,000
Permanent Disabling injuries		up to £20,000	up to £20,000
Personal Accident – Temporary Total Disablement		Nil	£40 per week (only applicable between 26 and 104 weeks after accident)
Personal Accident – Temporary Partial Disablement		Nil	£16 per week (only applicable between 26 and 104 weeks after accident)
Dental expenses		£500	£500
Medical Expenses		Unlimited	Unlimited
- supplementary travel & accommodation		£15,000	£15,000
Cancellation/Curtailment		£10,000	£10,000
Personal Belongings		£2,000	£2,000
Max. limit any one article, pair or set		£1,500	£1,500
Personal Belongings delay		£500	£500
Money (including that held for other person by over 18's)		£2000	£2000
Personal Liability		£2,000,000	£2,000,000
Max. aggregate limit per excursion		£5,000,000	£5,000,000

- The following excesses will apply in respect of each and every claim per Insured Person:
 - (a) Medical Expenses £15
 - (b) Cancellation /Curtailment £15
 - (c) Personal Belonging/Money £15

*Aggregate limit per excursion of £50,000.
Excludes all sports equipment in use except for
skis and all camping equipment, boats &
sailing boards at any time.*
- Cover is subject to the normal terms, conditions and exclusions outlined in the policy;
- Participants must not travel against the advice of a qualified medical practitioner;
- All losses of personal belongings or monies must be reported to police, hotel; management or transport carrier within 48hrs;
- The duration of educational excursions must not exceed 31 day

Section 5 - Assessment and Reporting

Assessment

Assessment makes a positive contribution to the teaching and learning process for all pupils - particularly to aid motivation and assist improvement of pupil performance. Assessment also enables a comprehensive picture of each pupil to be assembled for reporting and guidance purposes.

In each year of the school, each subject department has a set of objectives for their course. In S1, S2 and S3 these objectives have been prepared by the department in line with experiences and outcomes for the subject organisers of Curriculum for Excellence, while in later years the objectives are provided by the Scottish Qualifications Authority in the arrangements for their courses. Assessment will provide information to pupils and teachers which will help each pupil to attain these objectives. Assessment will provide information about a pupil's strengths and weaknesses which have emerged in different parts of the course.

In S1, S2 and S3, assessment will be an everyday part of courses and will provide information on performance as the courses progress. This information will be recorded by class teachers and will form the basis of reports to parents. In S3 and S4, assessment will continue to be an everyday part of courses. In December of S4, preliminary examinations will be held for those sitting national examinations. Reports to parents in S3 and S4 will be based both on everyday performances and on the performances in tests. In S5 and S6, reports to parents will be based mainly on the preliminary examinations held in January. Results of unit tests completed by mid February will also be recorded in the S5/S6 report.

A calendar of assessments is issued for each stage showing the approximate timing of assessments in order to help pupils prepare for these.

Assessment in Broad General Education

Pupils' progress in S1, S2 and S3 will be based on teachers' assessment of their knowledge and understanding, skills, attributes and capabilities as described in the outcomes and experiences for the subject organisers of Curriculum for Excellence.

The principles underlying assessment in Curriculum for Excellence are to support learning through sharing learning intentions and success criteria as well as providing high quality interactions and feedback for pupils. Young people will be more involved in the assessment of their work through reflection, setting learning goals and next steps, personal learning planning, self and peer assessment. Assessment will take place as part of ongoing learning and teaching, at periodic intervals and at transitions. Assessment methods will reflect the variety of more active teaching approaches across departments and will include a range of evidence to fit the kind of learning taking place.

Progress is now defined in terms of "how well" and "how much" as well as learners' rate of progress. This approach promotes greater breadth and depth of learning, including a greater focus on the secure development of skills and knowledge.

Pupils are assessed at the appropriate level which for most pupils in S1 and S2 will be level 3 and for most S3 pupils, level 4 with aspects of level 5 as appropriate. Pupils' progress within a level will be described as developing, consolidating or secure. This will describe the breadth of their learning, how well they can apply their learning in different contexts as well as how

Section 5 - Assessment and Reporting

they respond to the level of challenge in their learning. It may take time to progress from secure learning within one level to the next.

The end of S3 is an important milestone in every young person's education. By the end of S3 all young people will have completed the Broad General Phase of Curriculum for Excellence. Pupils will have produced their own profile, supported by staff, giving a reliable and full account of their progress and achievements. It should focus on what they feel are their latest and best successes. Further information and an explanation of the main differences between the S3 profile and the report to parents is set out in the following briefing paper:

Curriculum for Excellence Briefing 3: Profiling and the S3 profile

<https://education.gov.scot/Documents/cfe-briefing-3.pdf>

Assessment in the Senior Phase

Assessment in the Senior Phase will focus on planned learning across the curriculum and a substantial part of assessment will contribute to young people gaining national qualifications from National 3, 4, or 5 in the subjects they are studying. In addition to these new qualifications, qualifications at Higher Grade and Advanced Higher have been revised to ensure that there is good progression from the experiences and outcomes in learners' broad general education into and throughout the senior phase. The assessment of young people's learning may also include the recognition of their wider achievement through other awards such as the Duke of Edinburgh's Awards Scheme and Saltire Awards.

Young people entering S5 and S6 in session 2015 - 2016 will study for and undertake assessment in preparation for National courses at N4, N5, Higher and Advanced Higher.

Further information about assessment can be found at the following link:

The SCQF: Scotland's framework for lifelong learning

<https://scqf.org.uk/media/1108/scqf-a4-purple-leaflet-final-july-2014-web.pdf>

Details of Assessment for the new National courses are summarised in a helpful leaflet produced by the National Parent Forum of Scotland called Assessment in a Nutshell: National Qualifications which can be found at:

http://www.npfs.org.uk/wp-content/uploads/2013/12/nutshells_assessment_E1.pdf

Section 5 - Assessment and Reporting

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
The Marina
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ

Tel: 0300 123 4510

Email: jacqueline.macdonald@eastdunbarton.gov.uk

Section 5 - Assessment and Reporting

Reports to Parents

Reports are issued to each year group as follows:

S1:	May
S2:	January
S3:	May
S4:	February
S5/6:	February

Reporting in S1 - S3 will follow the principles of Curriculum for Excellence and will include the following information:

- Progress within and between levels and in relation to qualifications
- Strengths and areas for development
- Application of knowledge in different situations
- The need for additional support, where relevant
- Literacy, numeracy, health and well-being

Parental consultation meetings at which pupils' progress can be discussed with staff are held for each year group during the session as follows:

S1 November
S2 February
S3 November
S4 September
S5/S6 October

Please note, however, that parents who wish an urgent interview to discuss any aspect of school life as it affects their child should contact the appropriate Year Group Head or Guidance Teacher.

Award Ceremonies

Pupils' achievements throughout the school are celebrated at awards ceremonies. The Broad General Education Awards ceremony is held in June and recognizes academic and whole school success achieved by pupils. At the Senior Phase Prizegiving in September the year's activities of the school as a whole and the academic successes of S4-S6 pupils in particular are recognised.

Section 6 - Transitions and Enrolments

Transitions are the moves young people make from stage to stage, from primary to secondary, between schools and from secondary to further education and beyond. The vast majority of children and young people look forward to moving on and these moves almost always turn out to be positive experiences. However, the more support young people receive from parents and staff, the more smoothly these transitions take place.

Secondary School Admissions

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

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.

Catchment Secondary School

Douglas Academy is the catchment secondary school for Baldernock Primary School, Clober Primary School, Craighdu Primary School and Milngavie Primary School.

Enrolment

Enrolment of pupils from the cluster transferring into secondary education at Douglas Academy is normally arranged through our cluster primaries, which are Baldernock, Clober, Craighdu and Milngavie Primary.

Parents of pupils from other primary schools can request that their children be enrolled here. The Head Teacher of the primary school concerned will be able to provide information about procedures to be followed in such cases.

All parents of pupils offered or seeking a place in the school are invited each year to attend an evening for parents during the summer term before transfer takes place. At this meeting parents will be given the opportunity to learn about the structure of education within the school.

There is close liaison between primary and secondary colleagues in order to ensure continuation of educational provision and to ease the transition from primary to secondary. Douglas Academy's Support for Learning Department liaises closely with our associated and other primaries over the course of P7 to ensure the smooth transition of pupils with additional support needs.

An important time for prospective S1 pupils are the P7 Open Days, which take place in June. These provide P7 pupils with an excellent opportunity to taste some secondary subjects, meet teachers and experience the atmosphere of the school in general.

Section 6 - Transitions and Enrolments

A junior version of the school handbook, entitled “Going To Douglas!” is also issued to new S1 pupils.

Parents should note that in cases where their daughter/son 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 that 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.

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.

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 1 and Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

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

Primary 1 children must also be enrolled at the catchment area school on the appropriate Enrolment Form 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 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 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt your Placing Request.

Section 6 - Transitions and Enrolments

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.

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.

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.

Transition between stages

Information evenings are currently held for the parents of pupils in S2 and S4/S5 to help them choose appropriate programmes of study in S3 and S5/S6 respectively.

The meeting for S2 parents is held in early January and the meeting for S4/S5 parents in early February and letters of invitation are issued to parents. Pupils in these stages also have a Guidance interview at which their subject choices are discussed.

To ensure smooth progression from S4 into S5, and S5 into S6, our Careers Adviser speaks to S4 and S5 PSE classes to ensure that informed subject choices are made.

Arrangements are made for re-coursing senior pupils if necessary after the issue of national examination results. Details of these arrangements will be published on the school website and on the school Twitter account at the appropriate time of year.

Post-School Transitions

Opportunities for All is an explicit commitment by the Scottish Government to offer a place in learning or training to every 16-19 year old who is not currently in employment, education or training. It requires the post-16 learning system to enable support to be offered to young people more effectively beyond that age. Opportunities for All ensures access for all Scotland's young people to a range of opportunities, including staying on at school, national training programmes, university and college courses, Activity Agreements and additional opportunities offered through Inspiring Scotland, Community Jobs Scotland and Department for Work and Pensions (DWP) Jobcentre Plus.

Section 6 - Transitions and Enrolments

Young people at Douglas Academy are supported in their transition from school to the next phase of their development by a variety of strategies:

- The school works with the EDC Opportunities for All Co-ordinator to ensure that young people are fully informed of the opportunities available to them post school and to provide support for subsequent transitions.
- Guidance staff work with pupils preparing to leave school to support them in their research and applications.
- An information evening on application to Higher Education and Further Education is organised for parents in September.
- The School Careers Adviser is available to advise pupils regarding applications and Activity agreements.
- The school works with partners to support those young people who are identified as requiring additional support with transition arrangements through early transition planning.
- Skills Development Scotland produces an annual School Leavers' Destination Report which is used to identify those pupils who are in danger of not moving into a positive destination in education, training or employment.

In this way we look to improve the life chances of all of our young people, including those with additional support needs, through the provision of learning and training opportunities and the personal support they need to help them achieve and progress.

Careers Programme

From September until November each year there is a series of meetings during which senior pupils get the chance to hear from a range of different educational providers. Speakers include representatives from universities and further education colleges. In addition, each year we take a group of around 50 pupils to attend the Higher Education Convention in September. In November our senior phase pupils have the opportunity to attend the "Skills Scotland" event in the SECC. For those who choose to leave school at an earlier stage, we encourage application for Skillseekers and Modern Apprenticeship training programmes. A wide range of opportunities is available and members of the Guidance Team are always on hand to assist.

Careers Library

The Careers Library, situated within the main library, contains a wide range of information including books on specific jobs, applying for work, student life and college and university prospectuses. Careers information can also be consulted online via the 'My World of Work' website: www.myworldofwork.co.uk and the PlanIT Plus website: www.planitplus.net. Careers information can be found on the notice boards near the contemplation room, in the 6th year area and next to the staffroom.

Careers Advisers - Skills Development Scotland

The School has two Careers advisers which are based in the school from Skills Development Scotland.

Mrs Fiona Howie is based in the school on a Monday, Tuesday, Thursday & Friday and Mrs Gail Sinclair is based in the school on a Monday and Tuesday. They also offer Lunchtime drop

Section 6 - Transitions and Enrolments

ins are held on a Tuesday and a Thursday. No appointment is required for the drop-in session and the session is open to pupils in any year group.

All school pupils are encouraged to register on www.myworldofwork.co.uk where they can to work out their strengths, search job profiles of jobs / careers they are interested in, job search, make a CV, get interview advice and course information.

An additional resource for checking out courses in Scotland is www.planitplus.net.

Pupils are being encouraged to develop their Career Management Skills through using the websites and if they need further support they should ask their Guidance Teacher to make a request for a career appointment or use the lunchtime drop in session if requiring to be seen right away. Guidance staff will also refer pupils whom they feel may require careers support. Careers guidance meetings are tailored to the requirements of individuals and are geared to assist pupils in developing their own career management, research and investigative skills so that they can make well informed and realistic decisions for themselves and know how to plan ahead.

In addition the Careers Adviser facilitates group information sessions to all pupils. Other group work sessions are arranged depending on the requirements of groups, for example, college application and Modern Apprenticeship Workshops.

The Careers Adviser is available to speak to parents at S4, S5 and S6 parental consultation meetings and is happy to help pupils and their parents with any career related queries that they may have. Mrs Howie and Mrs Sinclair can also be contacted by email which is fiona.howie@sds.co.uk or gail.sinclair@sds.co.uk at the local Skills Development Scotland Careers Centre for East Dunbartonshire.

Skills Development Scotland Careers Centre
New College Lanarkshire – Kirkintilloch Campus
50 Southbank Road
Kirkintilloch
G66 1NH
Tel: 0141 777 5860

Some Useful Websites

www.myworldofwork.co.uk

www.sds.co.uk

www.planitplus.net www.prospects.ac.uk

www.ucas.com

@SDSEastDunbartonshire on Facebook

More information about Transitions can be found by clicking on the following link:

Curriculum for Excellence Factfile – 3-18 Transitions

<http://learn.sssc.uk.com/observing/downloads/cfettransitions.pdf>

Section 7 - Support for Pupils

Children and Young People with Additional Support Needs

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

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

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

That the child or young person:

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

Some additional support needs may only last for a short period of time; other additional support needs will be life long.

If you think your child may have additional support needs you should talk to your child's school about this.

All children and young people have their needs continuously assessed and reviewed. Your child's school will be able to show you their assessment of your child's needs and will send you copies of reports on how your child is progressing in school.

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

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

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

Section 7 - Support for Pupils

also benefit from attending the special schools and specialist resources which East Dunbartonshire manages.

Parents have a very important role to play in their child's education and the views of parents and young people will always be taken account of in making decisions which affect the child or the young person. If your child requires additional support at school you can provide the school with important information about your child which will be helpful in making plans to support your child. Parents and young people will always be invited to participate in reviews of progress.

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

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

- mediation
- independent adjudication
- the Additional Support Needs Tribunals for Scotland

to assist in reaching a satisfactory conclusion.

Our aim at Douglas Academy is to enable all pupils to achieve their full potential in learning. Some pupils may have additional support needs - those with a visual or hearing impairment, pupils for whom English is an additional language, the more able, those with general learning difficulties, those with specific learning difficulties (eg. dyslexia)... in other words all may need some support at some time in their learning.

There is a whole school commitment to effective learning and teaching and staff regularly review and develop different aspects of school provision through cross curricular working groups. The Support for Learning Department works together with pupils, parents and teachers to optimise the learning experiences of all pupils.

We use a number of strategies to support the learning of pupils, including:

- effective cluster working to ensure the transfer of information about pupils, including any additional support needs.
- alerting teachers to any additional support needs that a pupil may have and providing advice on appropriate materials and methods.
- teachers can refer pupils to Support for Learning, for further assessment and assistance, if they are concerned about a pupil's progress in learning.
- co-operative teaching (two teachers working together in the one classroom).
- assistance in providing appropriate materials for all pupils.
- the use of psychological services (and any other appropriate agencies, to help us identify and assess the needs of individual pupils.

Section 7 - Support for Pupils

- home-school programmes (eg. spelling, handwriting, reading etc.) can be set up and monitored by Support for Learning and advice given to parents on how best to support their child's learning.
- where required, arrangements can be made with the Scottish Qualifications Authority to enable pupils to access appropriate assessment arrangements in class and SQA examinations (eg. use of specialised equipment, scribing facilities etc.)
- the provision of a Core Skills course in S3 which develops literacy and numeracy to meet the specific needs of some of our young people.
- monthly Pupil Support Group meetings at which the school liaises with Educational Psychology and Social Work to support learners. Parental consent is sought prior to a referral to the Pupil Support Group taking place and it is at this forum that potential supports to pupils experiencing barriers to accessing the curriculum are discussed.
- the provision of a Wellbeing Support Resource to assist pupils during times of personal difficulty.

The pupil's Guidance teacher has the overall picture of the young person's progress and should be contacted in the first instance if a parent or carer has concerns regarding additional support.

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

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

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 (Secondary), 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

Section 7 - Support for Pupils

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include parenting workshops, individual support and Triple P programme. Services also include a holiday play scheme provision for children and young people with additional support needs. If you wish to access any of the services please contact the team on 0300 1234510.

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 requests 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.

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Additional Support Needs

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

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

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

Enquire – the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at <http://www.enquire.org.uk>

Enquire provides a range of clear and easy-to-read guides and factsheets including “The Parents’ Guide to Additional Support for Learning”.

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

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 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 who have social, emotional or behaviour needs
- 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.

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Autism Adviser

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

Pastoral Support

A very important figure in the school career of all pupils is their Guidance Teacher, the linked member of staff with whom they will have regular contact from S1-S6 and who enhances communications between home and school.

Guidance staff are involved in several areas, in particular the personal welfare, academic progress, career choice and transition arrangements for their allocated pupils. Through regular contact, good personal relationships are established, so that support and counselling can be readily provided whenever necessary.

Pupils from S1-S5 meet their guidance teachers at PSE lessons and key adult meetings throughout the session. Individual interviews are held for S1-S6 at least once each session and pupils are actively encouraged to seek out their Guidance Teacher whenever extra support is needed.

Particular priorities do arise with each year group. For example, in S1 the main aim is to check that pupils have moved smoothly from Primary to Secondary and are settling in well. By S4 the vocational aspect becomes more important and we have to ensure that each pupil is making a realistic choice of National Qualifications based upon his or her ability and possible future career path.

In S3 and S4 a close watch is kept on pupils to encourage them to realise their full potential and in some cases to avoid too great an academic burden.

In the Senior Phase a further check is made to ensure that the subjects being studied at National 4/5, Higher Grade and Advanced Higher are those required for entrance into Higher education, Further education or other future career. Careers choice receives careful attention, and two school publications are issued - a guide to programmes of study for pupils entering S3 and an Senior Phase Handbook for senior pupils moving into S5 and S6.

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How pupils are allocated

At present we have a team of six Guidance Principal Teachers each of whom is responsible for the pupils as outlined below. As far as possible, we endeavour to ensure that all members of a family have the same Guidance teacher as they progress through school.

The allocation of pupils to teachers for session 2020-2021 is:-

<u>Guidance Teacher</u>	<u>Allocation of Pupils</u>
Mrs J Wallace	1A, 2A, 3A, 4A, 5A, 6A
Mrs A Halkett	1B, 2B, 3B, 4B, 5B, 6B
Mrs R McKean	1C, 2C, 3C, 4C, 5C, 6C
Mr S Gray	1D, 2D, 3D, 4D, 5D, 6D
Mrs A Liddell	1E, 2E, 3E, 4E, 5E, 6E,
Ms R Hoyle	1F, 2F, 3F, 4F, 5F, 6F

Our Pastoral Care Team provide specialised support to pupils thereby assisting the Senior Leadership Team. As far as is possible all Guidance Teachers deliver Personal and Social Education to pupils in their care.



Douglas Academy

Anti- Bullying Policy

Below is an extract from Douglas Academy's Anti-bullying Policy, a full version of which can be found on our school website.

Aims:

Bullying behaviour is not, and should never be, an inevitable part of school life or a necessary part of growing up. Bullying is a breach of Children's rights and should not be tolerated.

This policy aims to:

- Define bullying, so as to make it more easily identifiable;
- Recognise that creating a positive school ethos and environment is an important aspect of bullying prevention;
- Establish effective policies and practices which prevent all types of bullying behaviour;
- Outline effective policies and practices that proactively deal with all types of bullying behaviour;
- Support the accurate recording of incidents of bullying in order to facilitate an appropriate response and follow up.

Defining Bullying

The following definition is in line with EDC and the Scottish Government's understanding of what constitutes bullying:

Bullying is a combination of both behaviour and impact that can affect an individual's ability to feel in control of themselves; it is behaviour that can make people feel hurt, threatened, frightened, and/or left out. This behaviour happens face to face and online.

Bullying does not need to involve behaviour that is persistent or repeated. The impact an incident has on a student is most important

Prevention

The efforts of all members of the school community to create a supportive and positive ethos and learning environment must continue and develop further. A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it difficult for bullying to occur or be tolerated.

Section 7 - Support for Pupils

All members of the school community should be mindful of their commitment to the school Charter especially their pledge to *“treat all members of the school community with consideration and mutual respect”*.

In addition, upholding the following articles of the UNCRC will help to create the inclusive ethos and environment we strive to achieve and allow members of the school community to recognise bullying as something that is in conflict with the fulfilment of children’s rights:

- Article 2 Without Discrimination
- Article 3 Best Interest of the Child
- Article 5 Parental Guidance
- Article 8 Preservation of Identity
- Article 12 Respect for the Views of the Child
- Article 13 Freedom of Expression
- Article 14 Freedom of Thought, Belief and Religion
- Article 15 Freedom of Association
- Article 19 Protection from Violence
- Article 23 Children with Disability
- Article 28 Right to Education
- Article 29 Goals of Education
- Article 30 Children of Minorities
- Article 34 Sexual Exploitation

Response to Bullying

The issue of bullying is one that concerns all members of the school community. Staff, students and parents and carers should all be familiar with the following expectations and responsibilities regarding responding to bullying:

- Show consideration and respect.
- Follow the specific guidance detailed in the school policy.
- Role model positive relationships and behaviour.

For further details of how pupils, parents/carers and staff should respond to bullying please refer to the Anti-bullying Policy which can be found on the school website.

All pupils coming to the school will visit in June prior to starting in First Year in August.

Information regarding sensitive areas of learning eg relationships, sexual health, parenting, drug awareness etc will be dealt with through PSE lessons. Such lessons will be delivered sensitively. A letter will be Groupcalled to all parents advising of the timing of such lessons.

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The Role of the Key Adult

All young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning.

In the BGE Phase and the Senior Phase in Douglas Academy this role is carried out by our Guidance Team supported by ongoing teacher/pupil discussion about next steps in learning with Subject Teachers. In Douglas Academy the allocation of PSE periods in S1 – S5 is prioritised within our timetable such that Principal Teachers of Guidance have discrete access to their Guidance caseload. This means that Principal Teachers of Guidance see their caseload S1 – S5 at least once per week and in the case of S1 twice per week. This is supported by regular contact through interviews at points of transition, a programme of Key Adult meetings and is informed by a robust framework of relevant information and data collected from the following sources:

Attendance and Timekeeping
Progress in BGE
Monitoring and Tracking
Merits/Demerits
Electronic Referral System
Staged Intervention Information
SHANARRI Round Robins
Interim and Full Progress Reports
SIMD deciles
Pupil Engagement in Wider Achievement

Promoting Wellbeing, Protecting and Safeguarding.

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.

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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.

Section 7 - Support for Pupils

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.

Section 8 - School Improvement

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.

HMle Follow - Through Report

In December 2011 the school was visited by a Quality Improvement Officer from East Dunbartonshire Council to evaluate the progress that had been made since the HMle Inspection of March 2010. The report stated that very good progress had been made by the school in continuing to improve aspects of the curriculum in line with national guidelines and advice. In addition, it found that very good progress had been made in continuing to develop the role of young people, parents and community partners in the school improvement process. The report states that "Self-evaluation is at the heart of the work of the school and the whole school community is committed to improvement."

A copy of the Follow-Through Report issued in January 2012 can be obtained from the school office. It can also be found on the school website by clicking on the following link :

http://www.douglas.e-dunbarton.sch.uk/page_viewer.asp?page=School+Information&pid=3

Standards and Quality Report

Every year the school publishes a Standards and Quality report which highlights the school's major achievements. Over the last twelve months the school has continued to improve aspects of the curriculum in line with National guidelines and advice. Very good progress has also been made in developing the role of young people, parents and community partners in the school improvement process.

A copy of the current Standards and Quality Report can be obtained from the school office.

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School Improvement Plan

A copy of the School Improvement Plan can be obtained from the school office or by clicking the following link to the school website. <http://www.douglas.e-dunbarton.sch.uk/school-info/improvement-plans/>

Overview of Whole School/Establishment Priorities and Targets

No	Improvement Priority	Target
1	Improved attainment in Literacy and Numeracy UNCRC Articles 5, 18, 28 & 29	Parents increased engagement in school family learning events and an improved understanding of strategies that will allow them to best support their child's learning
2	Improve consistency of Learning & Teaching across the school UNCRC Articles 28 & 29	Teachers' practice is more effective through improved knowledge and understanding of high quality learning & teaching as a result of participation in collaborative inquiry
3	Improve the Health & Wellbeing of all young people UNCRC Articles 6, 19, 24 & 29	Teachers will have an increased awareness and understanding of the principles of Growth Mindset and how this can be used in classes to improve young people's resilience.
4	Implement more rigorous approaches to Assessment & Moderation and Monitoring and Tracking UNCRC Articles 28 & 29	Learners have an enhanced awareness of their progress as a result of more effective feedback from teachers during learner conversations
5	Review wider achievement provision across the school and implement wider achievement opportunities across all year groups UNCRC Articles 28 & 29	Learners have an increased number of wider achievement opportunities through participation in a whole school wider achievement programme
6	Pupils have increased opportunities to develop their Skills for Learning, Life and Work UNCRC Articles 12 & 13	<ul style="list-style-type: none">- Learners have increased opportunities to develop their skills for learning, life and work and can articulate more effectively the impact this has on their learning, attainment and achievement.- Pupils knowledge and understanding of the world of work will improve through increased opportunities for work placements and raised awareness of job possibilities linked to curricular areas

Section 8 - School Improvement

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 through the Pupil Census 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.

Section 8 - School Improvement

Your data protection rights

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

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

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

Concerns

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



Intergenerational Project 2018

Section 9 - School Policies and Practical Information

School Uniform

All young people in Douglas Academy are encouraged to wear Douglas Academy's school uniform. There are a number of reasons for this:

- In a large school, for safety reasons, it is essential that all pupils are instantly recognisable as Douglas Academy pupils.
- Wearing school uniform instils pride, a sense of belonging, a sense of purpose in class and projects a positive image to the local community and visitors to the school.
- School dress code is cost effective and significantly cheaper than branded items of clothing.
- School uniform reduces peer pressure to wear more expensive designer clothing.

Our school uniform for 2020/21 is as follows:

Pupils in S1 – S5

- School blazer
- Black trousers or skirt with tights (no shorts, leggings or jeans/denim material of any colour)
- White school shirt/blouse with collar and school tie (school tie must be visible at all times)
- Plain black cardigan, pullover or sweatshirt (no hoodies)
- Plain black shoes or trainers (**footwear must be completely black**)
- In inclement weather pupils will be encouraged to wear a plain black jacket over their blazer which should be removed when entering the building and should not be worn in class.

Pupils in S6

As above with:

- S6 school tie

All pupils PE

- Plain black shorts or tracksuit bottoms
- Plain white, short-sleeved T-shirt or polo shirt
- Change of footwear

As a result of feedback from our Student Council and Parliament we are now working with an external supplier: www.logoxpres-schoolwear.co.uk

- All pupils will be fitted for a school blazer in June with the view to purchasing this over the summer holiday in preparation for returning to school in August. Parents/carers will receive a slip detailing the size to be ordered.
- School ties and Physical Education kit are available online. However, a small supply of blazers and ties in school that can be purchased directly from the school office for parents/carers who do not have online access. The cost of a blazer will be £35 and a school tie will be approximately £5. The cost of PE kit should be approximately £8.50 for a t-shirt and £9 for shorts.
- As always, we are mindful that purchasing school uniform can be expensive for some families, particularly those with more than one child at school. If you have any concerns about the cost of school uniform please contact your son/daughter's Year Head and we will support you in any way we can.

Section 9 - School Policies and Practical Information

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, sweat shirts 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.

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 Community Hubs and 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 Chief Education Officer. Information and application forms may be obtained from schools, the Community Hubs and the education office.



Section 9 - School Policies and Practical Information

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. In Douglas Academy all school meals/packed lunches are taken in the Social Space. 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. Information on current menus can be found at <https://www.eastdunbarton.gov.uk/residents/schools-and-learning/school-meals/catering-service>

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 Community Hubs and the education office or www.eastdunbarton.gov.uk.

Full canteen facilities, with a full cafeteria service operating, are available each day in school. Within this system pupils choose what they wish and pay for their choice using a swipe card, pin number or biometrics. Money may be added to the balance using one of the cash machines in the school. Money may also be added via an online portal. The choice of different courses is wide and varied and should meet all requirements.

Should any special diets be required on medical grounds, arrangements can normally be made to accommodate these.

Pupils who prefer to bring a packed lunch will be accommodated in the Social Area.



Section 9 - School Policies and Practical Information

Transport

(a) General

It is a parent's 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. 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 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

(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 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.

(c) Placing Request

The education authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. Information on eligibility for transport can be obtained from the School Office, Douglas Academy, Craigton Road, Milngavie.

Under the consortium arrangements for the New Kilpatrick area, pupils studying a subject at another school are transported by taxi. This is possible this year because of the very small number of senior pupils involved.

Section 9 - School Policies and Practical Information

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.
- Head Teacher 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 Teacher 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 9 - School Policies and Practical Information

Medical and Health Care

In a large school, it is inevitable that there are occasions when we may have minor illnesses or accidents, which require attention.

In cases where rest or simple first aid is required, we try to deal with this ourselves, but in more serious matters, parents are informed and asked, if possible, to come to the school to decide what action should be taken. If a pupil requires to go home or to go to hospital, help is always available to facilitate this action. Parents are asked to inform the school of any particular medical requirements necessary for their daughter/son, and of any special arrangements which should be made, if the pupil 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 of 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 will seek advice from the school nurse or doctor and, if required, the Chief Education Officer.

Douglas Academy was one of three schools in the Greater Glasgow area involved in piloting a counselling scheme for young people. Susan Maginnis, the youth counsellor, is in school one day per week. Counselling provides an opportunity for pupils to discuss their concerns confidentially and the service complements the existing areas of support for pupils in the school. Appointments are made by the Guidance Co-ordinator. Reasons for referral are varied and include anger/behaviour management, bereavement, depression, anxiety, emotional issues and family difficulties.

Data Protection Act 1998

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

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 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.

Section 9 - School Policies and Practical Information

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

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.

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. Pupils may be included in pictures taken during activities and opportunities and these images may be used on school media platforms to celebrate these activities. Pupil photographs will be held with the school's Management Information System (SEEMIS). Parents will be asked for consent.

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 the authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

Section 9 - School Policies and Practical Information

Pupil Use of Mobile Phones in School

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

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

All establishments will incorporate the following points into their policy:

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

Safety of Pupils

Following the Bailey Gwynne Inquiry in October 2016, 21 recommendations were made to local authorities regarding knife crime/ weapons in school. Under Article 19 of the UNCRC, children have a right to be protected from violence. Clearly, the safety and wellbeing of all young people and staff within school is of paramount importance.

Under the Criminal Law Consolidation (Scotland) Act of 1995 it is an offence for any person to have an offensive weapon on school premises. Any young person, parent/carer or staff member with knowledge of the above should immediately inform a member of the Senior Leadership Team.

East Dunbartonshire have provided detailed advice in the 'Anti Weapon/ Knife Crime Guidance' in Schools policy. This aims to:

- Outline expectations regarding pupil and parental engagement with regard to anti-weapon and knife crime.
- Provide procedural and operational guidance to all East Dunbartonshire Council schools with regard to weapon/knife crime within schools.
- Provide guidance for a multi-agency approach to reintegrating pupils following an incident of weapon/knife crime.

The full text can be found at:

<https://www.google.co.uk/search?q=anti+weapon+knife+crime+in+schools+east+dunbarton+council>

Section 9 - School Policies and Practical Information

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 play schemes 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 0300 123 4510, e-mail chis@eastdunbarton.gov.uk or log onto the service's website at www.scottishchildcare.gov.uk.

Appointment of Adults to Voluntary Childcare 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.

Educational Maintenance Allowance

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

Section 9 - School Policies and Practical Information

Important Addresses

Education Office Southbank House
Southbank Business

Park Kirkintilloch
G66 1XG
Tel No: 0141 578 8000

Community Hub Bearsden
69 Drymen Road
Bearsden
G61 3QT

http://www.eastdunbarton.gov.uk/content/council_and_government/council_general_information/bearsden_community_hub.aspx

Careers Office Kirkintilloch Careers Centre
East Dunbartonshire Campus of Further and Higher
Education
50 Southbank Road
Kirkintilloch
G66 1NH
Tel: 0141 7775860
e-mail: kirkintilloch@careers-scotland.org.uk

Community Education
Office Milngavie Community Education Centre
Allander Road, Milngavie G62 8PN

Councillors Provost Alan Brown
Depute Provost Gary Pews
Councillor Jim Gibbons
Councillor Jim Goodall
Councillor Graeme McGinnigle
Council Chambers
Southbank Marina
12 Strathkelvin Place, Kirkintilloch, G66 1TJ

Education Convenor Councillor Mohrag Fischer
Vice Convenor Councillor Denis Johnston
CLD and Children's Services (School Letting Office)
166 Drymen Road
Bearsden
G61 3RJ

Tel: (0141 578 8695)
Fax: 0141 563 9800
e-mail : letting@eastdunbarton.gov

Although this information 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 of during the course of the school year in question
- b) In relation to subsequent school years

