‘Strength through knowledge’

DOUGLAS ACADEMY SCHOOL HANDBOOK 2026/2027







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Douglas Academy is a non-denominational, co-educational, six-year school with an agreed capacity of 1004. The school roll at 16th September 2026 is 1048.

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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 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 sixth 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 an 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 any questions.

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!

Michael Healy
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 : Michael Healy

School Roll and Cluster Primary Schools

1st Year	-	175
2nd Year	-	176
3rd Year	-	179
4th Year	-	180
5th Year	-	176
6th Year	-	162

In line with Council policy our S1 roll in session 2026-2027 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 -	1.25pm (Mon to Fri)
Interval - 10.40 am			
Lunch - 12.35 pm		Close -	3.05pm (Mon, Wed & Fri)
			3.55pm (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.

32 Period Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	32 Period Week
	REGISTRATION 8.50am - 9.00am	REGISTRATION 8.50am - 9.00am	REGISTRATION 8.50am - 9.00am	REGISTRATION 8.50am - 9.00am	REGISTRATION 8.50am - 9.00am	
	Period 1 9.00am - 9.50am	Period 1 9.00am - 9.50am	Period 1 9.00am - 9.50am	Period 1 9.00am - 9.50am	Period 1 9.00am - 9.50am	
	Period 2 9.50am - 10.40am	Period 2 9.50am - 10.40am	Period 2 9.50am - 10.40am	Period 2 9.50am - 10.40am	Period 2 9.50am - 10.40am	
	Interval 10.40am - 10.55am	Interval 10.40am - 10.55am	Interval 10.40am - 10.55am	Interval 10.40am - 10.55am	Interval 10.40am - 10.55am	
	Period 3 10.55am - 11.45am	Period 3 10.55am - 11.45am	Period 3 10.55am - 11.45am	Period 3 10.55am - 11.45am	Period 3 10.55am - 11.45am	
	Period 4 11.45am - 12.35pm	Period 4 11.45am - 12.35pm	Period 4 11.45am - 12.35pm	Period 4 11.45am - 12.35pm	Period 4 11.45am - 12.35pm	
	Lunch 12.35pm - 1.25pm	Lunch 12.35pm - 1.25pm	Lunch 12.35pm - 1.25pm	Lunch 12.35pm - 1.25pm	Lunch 12.35pm - 1.25pm	
	Period 5 1.25pm - 2.15pm	Period 5 1.25pm - 2.15pm	Period 5 1.25pm - 2.15pm	Period 5 1.25pm - 2.15pm	Period 5 1.25pm - 2.15pm	
	Period 6 2.15pm - 3.05pm	Period 6 2.15pm - 3.05pm	Period 6 2.15pm - 3.05pm	Period 6 2.15pm - 3.05pm	Period 6 2.15pm - 3.05pm	
		Period 7 3.05pm - 3.55pm		Period 7 3.05pm - 3.55pm		

Assembly Days (2026-2027)

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, Mr Sinclair and Mrs McDowell will hold special assemblies with S5 and S6 pupils where necessary.

Calendar 2026-2027

The link below provides information on school holidays and key dates:

https://www.eastdunbarton.gov.uk/services/a-z-of-services/primary-secondary-and-early-years-education/school-holidays/

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, Composition. 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 SQA Higher Music (S4), Advanced Higher Music (S5) and A Level (S6) 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, West of Scotland Schools Symphony Orchestra and Concert Band and many more ensembles.

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

Recitals and masterclasses 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 Obchinikov – 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
Brodsky Quartet
The Ayoub Sisters
Steven Osborne
Jubilee Quartet

Attendance at School

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

Attendance must be recorded twice a day, morning, and afternoon. Each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority, or unauthorised i.e. unexplained by the parent (truancy) or temporarily excluded from school.

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

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

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

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

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Included, Engaged and Involved (Part 1)

Un-notified Absence

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.
In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child's school/centre of all absences.

Missing in Education

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time.
Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland. (Attendance, exclusion and missing from education - Schools - gov.scot). Schools should ensure their Child Protection Co-ordinator is notified and seek central support from the ASN and Children's Services team if they have any concerns.

Family Holidays

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

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

Clearly with no explanation from the parents, the absence is unauthorised.

Information regarding exceptional closures

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you updated using the usual digital methods of communication used by the school i.e. email, Groupcall or social media. There will also be updates on the website www.eastdunbarton.gov.uk

(a) Parental Communication with School in Case of Emergency

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

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

Comments, Compliments and Complaints Procedure

We are keen that you should be completely satisfied about your child's education, and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment of any type about the school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

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

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.

- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.

- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman (SPSO), our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

Child Friendly Complaints

Child-friendly complaints are processes designed to allow children and young people to raise concerns or complaints in a way that respects their rights, ensures accessibility, and provides appropriate support.

Child-friendly complaints processes are structured to **empower children and young people** to express concerns about services, treatment, or decisions affecting them. These processes are guided by the **United Nations Convention on the Rights of the Child (UNCRC)**, ensuring that children's rights are central to complaint handling and that their views are taken seriously.

The benefits of ensuring our Child Friendly Complaints processes are fully embedded to ensure that:

- They can voice their concerns safely and confidently
- Receive responses that respect their rights and needs
- Contribute to improvements to the Council through meaningful feedback

In embedding these principles East Dunbartonshire are complying with our legal obligations under the **UNCRC**, and fostering a culture of respect, inclusion and accountability for children and young people.

Further information can be found using the following link - Child Friendly Complaints | SPSO

We will take account of our parent/carer needs and will respond with patience and understanding when parent/carers have specific requirements of us. We recognise that some of our parent/carers will encounter the Council at difficult times in their lives and/or when experiencing challenging circumstances, and that this may cause them to act in ways that are out of character, however, the Council has clear expectations around how we aspire to deliver excellence in parent/carer services. We would always suggest that contacting your child's school in the first instance to try and respond to any complaints quickly.

For further information around Council policy please see the link below:

Unacceptable Behaviour Policy 2024 – 2028 - East Dunbartonshire Council

Plan of School - Ground and Lower Ground Floors



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/Carer Involvement and Engagement

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

Parents/carers 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/carers, keeping them informed of pupils' progress and liaising with them over any matters of concern that arise.

Our School Website and X 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/carers of new intake pupils.
- Meetings as required to discuss pupil welfare and progression, involving all stakeholders.
- Emergency interview. Parents/carers will be contacted, usually by telephone, if there is any problem causing concern that has to be dealt with quickly. They will be invited to the school to discuss the matter.
- Parents/carers 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.
- Parent/carer Information Evenings.
- Family Learning Events.
- 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.
- Parents and young people are provided regular updates about homework or upcoming assessment deadlines through SATCHEL.
- Parent/carer drop-in sessions.
- Parent/carer surveys and questionnaires.
- Parent/carer focus group interviews.

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;

- Email/telephone call from Guidance Teacher, and/or Year Group Head as required.

- Email/telephone call from Depute Head Teacher with responsibility for learning continuity, as required.
- Parents/carers can contact the school office via telephone or email and the appropriate staff member will be in contact by email or telephone
- Online meetings held using Microsoft Teams
- Updates through Groupcall
- Parent/Carer 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
- express their views on school education generally and work in partnership with their child's school

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

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

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

The main aims of the Parent Council are:

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

Parent Council Members:

Chair: Michael Lodhi
Vice Chair: Claire Crothers

Parent Members

Shalini Agrawal
Lavinia Hirsu
Liz Arbuckle
Jenni Sharpe
Ian Fyfe
Amanda McCaw

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 **https://education.gov.scot/parentzone**

Parent Teacher Association (PTA)

The PTA is mainly responsible for arranging events for parents/carers and raising funds for the school. Volunteers are welcome - please contact the PTA if you would like to join.

The current Chair of the PTA is: Katie Risk, contact via email at DOffice@douglas.e-dunbarton.sch.uk

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

The Scottish Parent Teacher Council (now known as Connect) 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 474 6199, or email on info@connect.scot or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

Please see the links below for further information about parental involvement and family engagement.

Scottish Schools (Parental Involvement) Act 2006

Family engagement and support for parents - East Dunbartonshire Council

Douglas Academy Pupil Council:

Douglas Academy launched its Future Leaders Panel in Session 2025/2026. The Future Leaders Panel is made up by volunteer representatives from each year group. The representatives gather the views of their year group peers and then form an agenda to discuss the items and decisions that are relevant to them. Each Future Leader Panel is led by an S6 captain who facilitates the discussions.
Future Leaders also engage with the How Good is OUR School framework to evaluate the school and identify items for improvement within the school.

Items raised by the Future Leaders go to the Senior Leadership Team for further discussion and help formulate a Pupil Improvement Plan for Douglas Academy.
Feedback to all pupils from the panel meetings is provided in the form of You Said We Did presentations at assemblies.

Sports Captains and Sports Council

The Sports Captaincy Team consists of three S6 Captains and three S6 Vice Captains. In addition, each year group from S1 to S5 is represented by two pupils. The Sports Captaincy Team plays a central role in promoting participation, leadership and a positive sporting culture across the school. The team helps organise and lead inter-class and whole-school sporting events, supports the PE department with clubs and activities, and encourages pupils of all ages and abilities to get involved in physical activity. Captains and representatives act as role models, providing pupil voice on sporting matters and helping shape improvements to sports. They also take responsibility for motivating their year groups, communicating key information and representing the school at selected sporting events and assemblies.

Section 3 — School Ethos

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 February 2023 mentions particular strengths of the school:

- "Relationships across the school are very positive and set the tone for calm, supportive and purposeful learning experiences."

- "The school has a culture of ambition and high expectations. The headteacher, fully supported by his senior leadership team, has a relentless drive to ensure that each individual young person fulfils their potential."

- "Almost all young people across the school are developing a broad range of skills and attributes as a result of participation in the school's extensive programme of wider achievement. Almost all young people are also gaining a wide range of recognised and accredited awards. The levels of achievement across the school are outstanding".

Young people's achievements are celebrated through our awards ceremonies, at assemblies, on display boards, in the school newsletters and SWAY presentations and on our school website and social media platforms.

East Dunbartonshire Council Vision Values and Aims



The Vision for the Education Service is '*Excellence for All - A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life'.*
This Vision is combined with the carefully chosen values of respect, courage, creativity, fairness and trust to encapsulate the skills, actions and values expected for all our staff, children and young people.

Underpinning our commitment to continuous improvement for all, five aims were identified as overarching priorities. These aims will be measured against the Education Service improvement priorities to ensure a key focus on improving outcomes for all.

These are as follows:

Equity & Opportunity
To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.

Family & Community Partnerships
To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.

Learning and Teaching
To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.

Child Centred and Future Focussed
To provide an education system based on relationships and collaboration to prepare every learner for a successful future.

Inclusion and Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

The visual representation of the Vision, Values and Aims was carefully considered. The symbolisation of mind, knowledge, growth, and success is at the heart of the concept. The graphic combines the brain representing critical thinking; the light bulb as a symbol of ideas and innovation; the heart as a symbol of care, compassion and emotional intelligence; the open book as the traditional symbol of knowledge and learning and finally the laurel symbolising growth, harmony and aspiration.

Education Scotland's Thematic Review of the Education Service in September 2024 highlighted the following strength.

"The culture of high levels of trust, high aspirations and high expectations permeates all levels of the system. The relationship-based approach leads to highly effective collaboration at all levels with a strong focus on improving experiences for children and young people."



Our Cluster Vision is:

Working Together: Respecting Others: Pursuing Excellence.

This vision is reflected our school through the following: participation of all stakeholders in our many collaborative activities; a clear link between improvement plan priorities and UNCRC articles which shows our continued commitment to working towards the Rights Respecting Schools Award Gold Status; and our continued pursuit of both personal and academic excellence in every aspect of school life. Our school values are reflected in the acronym CARE. These are:

- Compassion
- Ambition
- Resilience
- Effort

Our school aims are:

- Be determined to succeed
- Show respect and concern
- Prepare for tomorrow

In our recent HMIe Inspection report it was noted that:

"The ethos and culture at Douglas Academy, as an inclusive learning community, clearly reflect the school's vision of Working Together, Respecting Others and Pursuing Excellence. This clear vision is embedded in their core values of compassion, ambition, resilience and effort and in the high expectations that the headteacher sets out for all young people. These are further underpinned by the school community's commitment to promoting the articles of the United Nation's Charter of the Rights of the Child (UNCRC)."

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 and many other projects involving the local community.

Some examples of this community work are outlined below:

Glasgow Children's Hospital Charity

Pupils in our S3 Admin and IT class run a non-uniform day to raise funds for Glasgow Children's Hospital Charity. Pupils are responsible for creating and delivering presentations at assemblies, creating marketing and promotional materials, and communicating with the charity through email and letter.

Macmillan Coffee Morning

The skills for learning, life and work group run an annual coffee morning in aid of Macmillan Cancer Support.

Silver Surfers

The Silver Surfers group is an intergenerational learning project where S6 pupils visit the local library to provide IT support to members of the local community. 8, S6 pupils have volunteered to participate in the programme this session.

Silver Swans

Our hospitality pupils organise a variety of events for local community members. Through this intergenerational learning project, young people and adults are able to learn new skills together, while also enjoying meaningful opportunities to connect and socialise.

Culinary Excellence Event

S4-6 pupils demonstrate their culinary skills by working with professionals from a local restaurant. The pupils 'take over' Massimo Restaurant in Bearsden, where they prepare and serve a delicious 3-course meal for school staff and their families.

The Youth and Philanthropy Initiative (YPI)

The Youth and Philanthropy Initiative (YPI) is an active citizenship programme, empowering young people to make a difference in their communities while developing a range of skills. Each school is responsible for directing a grant of £3000 to a local charity championed by its students through a unique programme of teamwork, research, and competition. The programme raises awareness of social issues and local charities. All S2 pupils at Douglas Academy participate in this initiative.

Education Scotland inspectors reported that "Young people . . . take responsibility and make positive and effective contributions to the life of the school and the local community".

Furthermore, "a range of pupils are involved in supporting the local community through the Youth Philanthropy Initiative, Silver Surfers, Milngavie Community Council and working with local Care Homes and elderly within the community. Young people have a very strong understanding of their responsibility to others".

Equal Opportunities for All

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

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

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

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

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

The school will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for schools in Scotland' in the development of its policy and practice.
Technical guidance for schools in Scotland | EHRC (equalityhumanrights.com)

Please all see the schools' Anti-Bullying Policy:
https://www.douglas.e-dunbarton.sch.uk/media/16540/anti-bully-policy-updated-november-2022.pdf

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

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

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

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

Child Poverty

The impact of poverty can have a significant effect on children's achievement and attainment. The Cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing.
In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background.
If you have specific concerns, please contact the school to discuss as there are ways in which support can be provided.

For example:

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

Child Poverty Report and Action Plan - East Dunbartonshire Council

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1, and Plan 24-30 including individual service briefings, have helped to inform the current

plan and can be viewed here *https://thepromise.scot* It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC

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

Implementation of the UNCRC July 2024, ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

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

Promoting Positive Relationships, Behaviour and Learning in Education

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

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

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

We aim to:

- Develop a shared vocabulary to reflect the language of inclusion.

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

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

These principles are:

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

Douglas Academy is working toward achieving its UNICEF accredited Rights Respecting Gold Award.

Students meet to organise events and activities that aim to promote awareness of children's rights.

Rights Respecting School Group:

- Produced a School Charter which is a statement of agreed expectations and commitments for conduct within the school.
- Focus on Global Citizenship with fundraising for causes chosen by our pupils and raising awareness of issues important to our pupils.
- 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.

Douglas Academy Promoting Positive Relationships Policy

Rationale and Aims

At Douglas Academy all staff are expected to be proactive in promoting positive relationships (PPR) and behaviour in the classroom and the wider school community. We are committed to ensuring that all young people are treated equally and fairly in accordance with the Equality Act (2010).

We aim to:

- Place emphasis on praise and reward for positive behaviour.
- Foster a more positive attitude to learning in pupils by recognising good work and good attitudes and behaviours.
- Promote positive self-esteem.
- Involve parents in supporting the development of a whole school approach to PPR choices and building and sustaining relationships.
- Encourage all pupils to realise that they each have a part to play in the life of the school.
- Give pupils a clear but concise statement of rewards and sanctions related to their behaviour and effort.
- Encourage staff to adopt a consistent approach to classroom management.

Expectations with regard to Pupils

Pupils will be expected to:

- Conduct themselves in a safe, sensible manner and show regard to others;
- Arrive on time to all lessons;
- Bring appropriate equipment to all lessons;
- Follow instructions given by staff;
- Be polite to all staff and other pupils;
- Show kindness and compassion to others in the school community;
- Show respect for the opinions and beliefs of others;
- Complete all class work to a high standard;
- Hand in homework at the time requested;
- Show respect for the school environment;
- Demonstrate behaviours in line with our school vision and values.

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.

Section 4 —Curriculum

Curriculum for Excellence

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

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

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

In line with Education Scotland, our school is committed to providing high-quality learning experiences through Scotland's Curriculum Improvement Cycle. This national approach supports continuous improvement by ensuring that the curriculum remains relevant, inclusive and responsive to the needs of children and young people in a changing world. It enables schools to review evidence, reflect on practice, implement improvements and evaluate their impact, ensuring that learning continues to meet the aspirations of Curriculum for Excellence.

Through this process, we ensure our curriculum continues to develop the four capacities of Curriculum for Excellence, promotes equity and inclusion, reflects the principles of Getting it Right for Every Child (GIRFEC) and the United Nations Convention on the Rights of the Child (UNCRC), and supports every learner to achieve their full potential. Curriculum improvement is closely aligned with our School Improvement Plan and our self-evaluation using *How Good Is Our School? (4th Edition)*, ensuring that our learners are equipped with the knowledge, skills, attributes and values they need for learning, life and work.

Curriculum Areas

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

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 Broad General Education Phase

Our curriculum within the Broad General Education has been designed around the experiences and outcomes up to and including the fourth level, in each of the curriculum areas of Curriculum for Excellence.

Courses within the Broad General Education provide relevant depth and challenge for our young people and support appropriately paced progression, whilst ensuring they offer enjoyment through the approaches to learning and teaching.

Pupils have the opportunity to develop skills for learning, life and work through a wide range of opportunities within and across our curriculum. Literacy, Numeracy and Health and Wellbeing outcomes are embedded in our broad general education and learners benefit from this approach. There are also opportunities for Interdisciplinary Learning. Such opportunities allow pupils to make connections in their learning and promote skills development.

Within the Broad General Education at Douglas Academy, our young people undertake courses within all eight Curriculum Areas: Languages, Mathematics, Expressive Arts, Technologies, Science, Social Studies, Health and Wellbeing and Religious and Moral Education.

All young people within Douglas Academy have the opportunity to personalise their curriculum as they move from S2 into S3, continuing to cover all curriculum areas whilst having the flexibility to make choices to reflect their interests, abilities and aptitudes. Our young people can make choices within the following Curriculum Areas: Expressive Arts, Technologies, Science and Social Studies.

They all continue to study Languages (English and French), Mathematics, Health and Wellbeing (Personal and Social Education and Physical Education), and Religious and Moral Education. This continues to provide our young people with a challenging and interesting Broad General Education to the end of S3.

The Senior Phase

Within the Senior Phase, all students have the opportunity to undertake courses leading to National Qualifications. They will also have the opportunity to access a wide range of courses via the Senior Phase Partnership Programme operated by East Dunbartonshire Council. This

programme provides students with the opportunity to access vocational courses to personalise or complement their curriculum.

In S4 our students work towards qualifications in seven subjects with presentation at National 4 or 5 level, dependent upon progress. Thereafter in S5, students will select 5 subjects in which they will work to achieve qualifications at Higher, National 5, complete SQA units, or National Progression awards dependent upon the needs and aspirations of individual students. Almost all of our students return for S6, where they select 4 courses. Many work towards Advanced Higher qualifications; others choose to add breadth to their learning by working towards further Higher or National 5 qualifications. Our S5/6 curriculum is further supported by opportunities to complete courses which may lead to National Progression Awards. A number of our S6 students benefit from our Work Experience Programme where they complete a placement in the local community. We believe that the totality of our Senior Phase curriculum prepares our young people for lives beyond school and helps them to develop Skills for Learning, Skills for Life and Skills for Work.

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.

S1/S2 Curriculum - Session 2026/2027

Curriculum Area	Subject	S1	S2
Literacy	**English**	4	4
	French	3	3
	Spanish	1	1
Numeracy	**Mathematics**	5	4
Science	**Science**	3	4
Social Studies	**Geography**	1	1
	History	1	1
	Modern Studies	1	1
3 periods of each subject per week in rotation			
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**	1	1
PSE	**Social Education (P.S.E.)**	1	1
Wider Achievement/Skills		1	1

DOUGLAS ACADEMY **S3 CURRICULAR PROGRESSION 2026/2027**

A	B	C	D	E	F	G	H	I
English	Mathematics	French Spanish	Biology Chemistry Physics	Geography History Modern Studies RMPS Psychology	Art & Design Geography Mandarin Media Music PE	Administration & IT Business Management Computing Science Dance Design & Manufacture Music School Practical Cookery	Art & Design Biology Business Management Chemistry Computing Science Music Practical Cookery Practical Woodwork Spanish	Drama Graphic Communication History Italian Modern Studies PE Physics
	1st Choice	1.	1.	1.	1.	1.	1.	1.
	2nd Choice	2.	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. Colored copies of these forms, completed, should be returned to Guidance Teachers by Thursday 12th March, 2026.

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

S4 Curriculum Progression

NAME: CLASS: GUIDANCE TEACHER:

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. Pupils must select a 1st and 2nd choice where possible from columns C to G.**

English	Mathematics							

A	B	C	D	E	F	G
English	Mathematics	Biology Business Chemistry Geography History Media Modern Studies PE Physics Psychology Spanish	Biology Business Chemistry Computing Science Dance Energy History Italian Physics	Art & Design Biology Business Chemistry Computing Science Design & Manufacture French Geography Modern Studies PE Practical Cookery	Admin Art & Design Biology Chemistry Graphic Communication History Media Music Music School PE Physics Practical Cookery	Biology Chemistry Computing Science Drama French Music PE Practical Cookery Practical Woodworking RMPS
English	Mathematics	1.	1.	1.	1.	1.
		2.	2.	2.	2.	2.

S4 Course Planning: 2026 - 2027

The above courses are offered subject to the availability of staff, accommodation, the viability of sections and timetabling constraints.

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
HIGHER **(Level 6)**	BUSINESS MANAGEMENT GEOGRAPHY HISTORY MATHEMATICS MODERN STUDIES SPANISH	ADMINISTRATION & IT ART & DESIGN COMPUTING SCIENCE DANCE DESIGN AND MANUFACTURE ENGLISH ITALIAN PSYCHOLOGY SENIOR PHASE PARTNERSHIP PROGRAMME (SPPP)	ENGLISH BIOLOGY CHEMISTRY DRAMA GRAPHIC COMMUNICATION HUMAN BIOLOGY MANDARIN PHYSICAL EDUCATION PHYSICS SPANISH	APPLICATIONS OF MATHEMATICS BUSINESS MANAGEMENT FRENCH HUMAN BIOLOGY MATHEMATICS MUSIC PHYSICAL EDUCATION PHYSICS RMPS	ART & DESIGN CHEMISTRY COMPUTING SCIENCE ENGLISH ESOL* FRENCH HISTORY MEDIA STUDIES PHOTOGRAPHY **(S6 Only)**	PSE	PE RME HE
NATIONAL 5/4 **(Level 5/4)**	BUSINESS MANAGEMENT EARLY LEARNING & CHILDCARE with LEADERSHIP (Level 6) HISTORY MATHEMATICS MODERN STUDIES SPANISH	ADMINISTRATION & IT ART & DESIGN DANCE ITALIAN SENIOR PHASE PARTNERSHIP PROGRAMME WORK EXPERIENCE	ENGLISH GRAPHIC COMMUNICATION PHYSICAL EDUCATION SPANISH	APPLICATIONS OF MATHEMATICS BUSINESS MANAGEMENT FRENCH PHYSICAL EDUCATION SKILLS FOR LEARNING, LIFE AND WORK	ART & DESIGN FRENCH HISTORY TRAVEL & TOURISM		
SQA NPA/WIDER ACHIEVEMENT **(Level 5/6)**	NPA: JEWELLERY (Level 5) NPA: DIGITAL MEDIA (Level 6)	NPA: EVENTS (Level 6) SENIOR PHASE PARTNERSHIP PROGRAMME	ENTERPRISE AND EMPLOYABILITY as a NAIL TECHNICIAN (Level 5/6) HOSPITALITY (Level 5) with LEADERSHIP (Level 6)	ENTERPRISE & LEADERSHIP AWARD (Level 6) NPA COMPUTER GAMES (Level 6) NPA FURNITURE MAKING (Level 5)	NPA: SPORTS DEVELOPMENT (Level 6) and REFEREEING (Level7) NPA BUSINESS with INFORMATION TECHNOLOGY (Level 6) CREATIVE THINKING (Level 5/6)		
ADVANCED HIGHER (S6) **(Level 7)**	MATHEMATICS PHYSICAL EDUCATION	COMPUTING SCIENCE FRENCH ITALIAN	ENGLISH PHYSICS GRAPHIC COMMUNICATION	ART & DESIGN BIOLOGY BUSINESS MANAGEMENT	CHEMISTRY GEOGRAPHY HISTORY MUSIC		PSE
OU ONLINE	OPEN UNIVERSITY (YASS MODULE)	OPEN UNIVERSITY (YASS MODULE)	OPEN UNIVERSITY (YASS MODULE)	OPEN UNIVERSITY (YASS MODULE)	OPEN UNIVERSITY (YASS MODULE)		

Name: **Pupil Signature:**

Registration Class:_____ **Parent/Carer Signature:**_____

Underline in ink or highlight the subject you wish to take in each column at the appropriate level.

ALL PUPILS:

- Subjects and courses will be offered subject to the availability of staff, accommodation, the viability of sections and timetabling constraints.
- Any pupil who is unable to select a preferred combination of subjects should still choose an available subject from each column and note on the form the subject or combination of subjects which they have been unable to include.
- 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 5/6 and Level 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. Although NPAs at Level 6 are the SCQF equivalent of Higher, you must check their admissibility for undergraduate courses. This will vary across universities.
- 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.
- 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.
- Higher Psychology is only available for those with N5 Psychology at A-C Grade or S6 pupils.
- Higher ESOL is open to pupils for whom English is a second language. You cannot choose Higher English if have studied National 5 English.
- Higher Mandarin – those wishing to pursue this course must discuss this first with their Year Group Head.
- Advanced Higher Graphics – those wishing to pursue this course must discuss with their Year Group Head.

WORK EXPERIENCE

- Where a pupil selects Work Experience as a subject option, it is the pupil's responsibility to identify a placement by Friday 29 May 2026 to allow for planning.
- Those seeking to pursue a work experience opportunity must select a subject option in Column B. Pupils may withdraw from the subject chosen in Column B once a work experience has been secured and approved by East Dunbartonshire Council.
- Please see Mrs McVicar in the first instance if you wish to pursue a work experience in S5 or S6.

SENIOR PHASE PARTNERSHIP PROGRAMME (SPPP)

- Where a pupil selects SPPP as a subject option, they must also select a subject option in Column B. Pupils may withdraw from the subject chosen in Column B once their college place has been confirmed.

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

Homework

Homework increases as pupils' progress through the school. Even in S1 and S2 pupils should spend some time in the evenings on homework, consolidating prior learning and preparing for the following day.

It is important that good study habits are developed in the early stages and there is a need for young people to go over the work that they have done in class to ensure that they have fully grasped it.

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

Douglas Academy uses "Satchel One", a web based approach to publishing homework for pupils. Homework increases in S4-S6 particularly in SQA courses and at Higher Grade; courses cannot be completed successfully without a considerable time spent on working outside the classroom.

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.

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.

Personal and Social Education Programme

A formal programme of personal and social development (PSE) is taught from S1-S6. Consisting of one weekly period, the course is taught by promoted guidance staff. Such programmes are designed to ensure that all pupils cover some aspects of social education not otherwise covered by individual subjects. For example, pupils will encounter aspects of careers and health education, the law, relationships, self-awareness and studying. Your child's PSE teacher will generally assist them with option choices. Aspects of sex education are included at each stage and details are sent to parents.

Careers - Skills Development Scotland

The school's Careers Adviser, Irene Travers, is based in school on a Monday, Tuesday, Thursday and Friday. The Careers Adviser works closely with the Guidance team to support pupils to develop their Career Management Skills and make realistic, well informed career choices. She will give information, advice and guidance to ensure that pupils have a plan in place for leaving school and successfully move onto a Positive Destination.

In addition to one to one career interviews the Careers Adviser meets with S1-S4 pupils through PSE classes which develop pupils' understanding of the routes and pathways available to them when leaving school, how to make a good career decision and an introduction to My World of Work which is Skills Development Scotland's online resource.

All S3 pupils will be offered a one to one career appointment to support their subject choice decisions. It is important to realise that pupils have open access to the Careers Adviser when they decide they need advice: it is up to the pupils to ask, through the Guidance teacher, or independently, for an appointment time to speak to the Careers Adviser.

Parents too are welcome to contact the Careers Adviser for help if they feel their child needs advice. This can be done through the Guidance teacher. The Careers Adviser will be in attendance at each parents' evening.

Some useful websites for careers research:
www.myworldofwork.co.uk
www.planitplus.net
www.prospects.ac.uk
www.ucas.com
https://www.apprenticeships.scot/

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 L Brennan, Rev A Frater, Rev J MacLeod,
Rev A Hagenbuch, Rev R Shields

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

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.

Education Scotland Inspectors described the achievements of our young people as 'sector leading' and went on to note that;

'Young people are highly successful, confident and exercise responsibility and contribute exceptionally well to the life of the school and wider community. They have achieved an impressive range of skills and attributes through a wide range of activities'.

The links below provide details of some of the opportunities available to our young people:

S1-S3

http://www.douglas.e-dunbarton.sch.uk/media/21225/01-bge-clubs-pupil-booklet-2025-26.pdf

S4-S6

http://www.douglas.e-dunbarton.sch.uk/pupil-zone/clubs-activities/

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 August 2017 over 2650 excursions across all year groups have been organised, amongst them visits to London, Barcelona and Paris. 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 costs, behavioural expectations and accommodation. Parents are required to complete and sign a consent form giving permission for their child to participate in trips or residential excursion. Parents' information evenings are typically held prior to residential excursions and parents are encouraged to attend these evenings and to contact the school with any queries well before the excursion takes place.

A list of planned trips and excursions can be found below:

http://www.douglas.e-dunbarton.sch.uk/media/21375/douglas-academy-overview-of-trips-compressed.pdf

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

American International Group UK Limited
SPECIALTY MARKETS

Group Policy Schedule (Renewal)
Group Policy Wording Applicable – AHSU0787 (Council Policy Wording 0822) AUG22

American International Group UK Limited			**Policy Number: 0010627986**
Group policyholder	A. East Dunbartonshire Council B. **Participating establishments**		
Address:	Southbank Marine, 12 Strathkelvin Place, Kirkintilloch, Glasgow, G66 1TJ		
Period of insurance: **start date of cover**: To: Renewal Date:	 01 June 2024 31 May 2025 01 June 2025	And for any subsequent period for which a premium is paid and accepted.	Premium & Insurance Premium Tax (IPT) @ 12.00% Premium £ 7,406.00 IPT £ 888.72 Total £ 8,294.72 Calculated in accordance with rates agreed between American International Group UK Limited and the **group policyholder** and paid to American International Group UK Limited by the **group policyholder**.
any one accident limit scheduled aircraft accumulation limit non–scheduled aircraft accumulation limit	£ 10,000,000 £ 5,000,000 £ 5,000,000		
Silver Plan **Gold Plan** **Table of Benefits B (On-Site Cover)**	**Operative** **Inoperative** **Inoperative**		

Section 5 — Assessment and Reporting

Assessment and Reporting

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Some assessment is more formal, such as projects, investigations, case studies and written papers. The assessment of children's progress throughout the Broad General Education is based on teachers' views: their professional judgement.

In making these judgements, teachers draw on their professional knowledge and understanding of the child as well as using a range of assessment information.

Within Douglas Academy, we use a range of assessment information to track children's progress including:
- Standardised assessment
- Periodic assessment
- End of unit assessments

The information gathered through a variety of assessments is used to inform learning and teaching. Assessment data is used to inform strengths and next steps for your child in order to help support them achieve their full potential.

Within the Senior Phase, most departments have an internal assignment that is externally marked. A more formal examination will take place in the summer term that will provide an overall course award. Throughout the Senior Phase young people are also assessed in a variety of ways to help determine strengths and next steps. This will assist the young person in reaching their full potential.

Reporting to Parents

The arrangements for reporting to parents/carers for the 2025/2026 session can be seen below:

Parents' Consultation Evenings

- S1 Parents' Evening – Tuesday 20th October 2026 (in-person).
- S2 Parents' Evening – Monday 22nd February 2027 (in-person).
- S3 Parents' Evening – Wednesday 25th November 2026 and Wednesday 5th May 2027 (online).
- S4 Parents' Evening – Thursday 1st October 2026 (in-person) and Wednesday 13th January 2027 (online).
- S5/6 Parents' Evening – Wednesday 4th November 2026 (in-person) and Monday 8th February 2027 (online)

Interim Reports

- S1- January
- S2- May
- S3 – November

- S4 – November and January
- S5/6 – November and February

S1 and S2 will also receive a written report based on strengths and next steps for your child:

- S1 – June 2027
- S2 – December 2026

Any parent who is concerned about a child's progress is welcome to contact the school at any time to discuss the matter.

Liaising with and Involving Parents in their Child's Education

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

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

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

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

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

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

This publication is available from schools or the Chief Education Officer who can be contacted at:
East Dunbartonshire Council
Southbank House
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1XQ

Tel: 0300 123 4510
Email: greg.bremner@eastdunbarton.gov.uk

Section 6 —Transitions and Enrolments

Early Learning and Childcare

East Dunbartonshire Council is committed to the provision of high-quality early learning and childcare experiences for children. We aim to provide places that meet the needs and demands of both children and families, offering accessible, flexible and affordable provision where possible. The Early years admissions policy - East Dunbartonshire Council sets out the options available to parents, including location of early learning and childcare providers, the available hours, and the way that places are prioritised and allocated.

It is important to note that there is no automatic entitlement for a place in any East Dunbartonshire primary school following a funded place at any early learning and childcare provider / early years centre.
Early learning and childcare provisions are non-denominational. This means that all early years centres are open to children and parents of all religions and beliefs. Placement in the early years centre does not guarantee a place in the primary school.

Our early years centres provide places for children aged 3-5 and eligible 2-year-olds who meet qualifying criteria. Full details on delivery models within Local Authority Early Years Centres can be found on the East Dunbartonshire Council website
Funded places are available in local authority early years centres or with a Funded Provider. Funded Providers, include early learning and childcare providers in the private, voluntary, and independent sector, as well as childminders who are part of East Dunbartonshire Councils early years partnership framework to provide funded early learning and childcare.

The East Dunbartonshire Council website sets out clear information to guide the online application process for all funded early years places. Applications for 3- and 4-year-old places normally open on the first week of January and close on the last day of February each year. Applying before the closing date will give you the best chance to get the early years centre and pattern that you have requested; however, this is not guaranteed, and all places are allocated as per the Early years admissions policy - East Dunbartonshire Council. Parents must upload a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence) at the application stage.

Some two-year-olds are also eligible to access funded early learning and childcare, where their household meets Scottish Government criteria. The criteria can be found under the FAQ's section on the East Dunbartonshire Council Early Years webpage. Applications for a funded two-year-old place can be made at any time. When applying, parents are required to upload a recent confirmation of qualifying eligibility, a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence). Eligible two-year-olds can start from the term after their second birthday, as per the Early Years Admissions Policy. Parents must also complete an application for their child's 3- and 4-year-old place.

East Dunbartonshire Council has some availability for parents to purchase childcare for children aged 3 months to two years, and for two-year-olds; online applications can be found on the website.

Parents and carers have the legal right to defer their child's entry to primary school if their child's fifth birthday falls between the first day of the school term in August and the last day of the following February.

A change in Scottish Government legislation from August 2023 means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year. Full information can be found on the council's website, Deferred entry to primary school - East Dunbartonshire Council

It is important to note that parents/carers who are applying for deferred entry for their child must also register their child for Primary 1. The Early years admissions policy - East Dunbartonshire Council provides the framework for allocation of early years places in local authority early years centres in East Dunbartonshire.

Please note: Children who have their fifth birthday between 1st March and the first day of term in August must start school. Exceptions are only made in extraordinary circumstances, and where it would be considered in the best interests of the child to further delay their school commencement date. This would normally only apply to children with significant additional support needs.

Transfer from early learning and childcare to primary

Registration and enrolment

Information on new school entrants can be found on the council's website, Primary, Secondary, and Early Years Education - East Dunbartonshire Council. Enrolment is in November each year. Pupils should be registered in only one school for their catchment area. Information about the school, can be found on the school website. 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 sharedservices.education@eastdunbarton.gov.uk

Before leaving an early years centre, a transfer of information record for each child will be prepared by early years practitioners to ensure a smooth transition and continuity of care and education for the child transferring to primary.

Primary School Admissions

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be checked using the following webpage School catchment areas - East Dunbartonshire Council If parents have any queries on catchment areas they can email sharedservices.education@eastdunbarton.gov.uk for assistance.

Enrolment dates will be set by the Education Service and the enrolment should be completed in November prior to the start of term in August. The authority will provide information on enrolments on the website, in the local press and early years centres advertising the date(s) for registration. Parents are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

You are still required to enrol your child(ren) at your catchment school even if you do not wish him/her to attend that school.
You are still required to enrol your child(ren) at your catchment school even if you are also applying to defer their entry and take up an additional year of early learning and childcare.

Enrolment dates will be available through the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.

Children eligible for enrolment are those whose 5th birthday falls between 1st March and the end of February the following year.

Secondary School Admissions

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

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

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

Transition process

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. 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 nondenominational 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 viceversa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Arrangements within Douglas Academy

Parents whose children are in Primary 7 in one of our associated primary schools will automatically receive details of the transfer arrangements. Parents of children in Primary 7 at other schools may make a placing request (see below) for their children to attend Douglas Academy to Community Education Service, East Dunbartonshire Council, Southbank House, 1

Strathkelvin Place, Kirkintilloch, Glasgow G66 1XQ. Tel No: 0141 578 8000. This application process is now done online via the EDC website: www.eastdunbarton.gov.uk. In the event that an applicant does not have access to the internet then they can visit one of the East Dunbartonshire Hubs where they can access online services or obtain a printed application. Close links are maintained with our associated primary schools and Primary 7 pupils who come to Douglas in the summer term to meet some of their new teachers and to follow a typical S1 timetable. These days have proved in the past to be very successful in allaying the apprehensions that children can have when moving from primary to secondary and allow them to become familiar with the layout of the school.

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.

Associated Primary Schools

The addresses and telephone numbers of associated primary schools are:

Baldernock Primary School	Clober Primary School	Craigdhu Primary School	Milngavie Primary School
Fluchter Rd	17 Kirk St	Prestonfield	2-4 Hillhead St
Balmore	Milngavie	Milngavie	Milngavie
Glasgow	Glasgow	Glasgow	Glasgow
G64 4AS	G62 7PN	G62 7PZ	G62 8AG
Tel: 0141 955 2341	Tel: 0141 955 2232	0141 955 2237	0141 955 2251

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary and Secondary Placing Requests to commence school in August will be considered following the application process detailed on the Placing Request section of the East Dunbartonshire Council website School placing requests - East Dunbartonshire Council.

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

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

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

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

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Further information is available on the East Dunbartonshire Council website.

Any Placing Requests received after the 15th March for Primary and Secondary will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt your Placing Request.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

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

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.

Section 7—Support for Pupils

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

Guiding Principles

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

Universal and targeted planning for children and young people should be proactive and solution focussed. A whole school and classroom ethos and culture should include strategies that support all children.
Provision across all establishments focuses on developing and supporting the whole child and this includes having: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

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

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

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the Young Workforce. Education for learners can be provided as a blend of activity through access to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element of this provision focuses on literacy, numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

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

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

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs.

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

School Counselling

Lifelink is the School Counselling provider for East Dunbartonshire Council. Having delivered counselling and groupwork services since 2022, Lifelink will continue with a similar suite of services from 1st August 2026 for two years, with the option of a further two-year extension thereafter. Services include universal 1:1 school-based counselling, groupwork and Holiday Support for pupils from 10 years of age. Schools have designated therapists assigned within a cluster-based model.

Targeted Intervention Tier 2 provision:

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

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

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

Learners who may require to additional resources could be experiencing:

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

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

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

Targeted Intervention Tier 3 provision:

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

The GLG is the decision-making forum for all specialist placements.

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

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

Advocacy

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

My Rights My Say
Enquire: www.enquire.org.uk 0845 123 2303
Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 510 9410
Take Note: National Advocacy Service for Additional Support Needs (Barnardo's in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include group parenting workshops, bespoke 1 to 1 support and advice. Services also include holiday a play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services, please contact the team by emailing: parenting@eastdunbarton.gov.uk A member of the team will be in touch. Further information can be found on website Parent and family learning - East Dunbartonshire Council

Protecting Children and Young People

2026 National Guidance and the East Dunbartonshire Child Protection Procedures (PM 3/21) adopted a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

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

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

(National Child Protection Guidance, 2021, p.12)
Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment.

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

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

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

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

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

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

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

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.

The Child Protection Coordinators for Douglas Academy are Depute Head Teacher (Stephen Sinclair) and Head Teacher (Michael Healy).



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:

- is hearing or visually impaired;
- has a particular health need;
- 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 lifelong.

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.

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.

Some children and young people with additional support needs may require a co-ordinated support plan (CSP). This will be considered in liaison with young people, parents/carers and officers of East Dunbartonshire Council. Support for pupils is coordinated by Mr S Sinclair, Depute Head Teacher, who liaises regularly with all those concerned.

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, 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.
- 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 Qualification Scotland to enable pupils to access appropriate assessment arrangements in class and 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.

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

- Enquire : www.enquire.org.uk, 0845 123 2303
- Scottish Independent Advocacy Alliance, www.sia,org.uk, 0131 260 5380.
- Take Note: National Advocacy Service for Additional Support Needs (Barnardos in association with Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633

Autism Advisor

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

Specialist Support Service

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

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children who have language and communication difficulties

- children 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.

The Guidance Team

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

You will be told before your child enters S1 who their guidance teacher will be. That teacher will, during the session

• interview pupils in their group
• be available at other times for consultation on health, personal, social and educational problems
• liaise with their register teachers to monitor the attendance and punctuality of the year group
• counsel individuals who find difficulty in adapting to the demands of working in a school environment
• liaise with other members of the Pupil Support Team and the Senior Leadership Team to ensure additional support is given when required.

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

Psychological Service

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

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

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

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 access to their Guidance caseload. This means that Principal Teachers of Guidance see their caseload S1 – S5 at least once 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.

It is the entitlement of every child to be supported throughout their education. The EDC Including Every Learner Policy 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. This is in line with GIRFEC National Practice Model.

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 following a model of staged intervention.

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 the Children and Young People (Scotland) Act 2014 and the Additional Support for Learning (Scotland) Act 2004 as amended.

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

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.

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.

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.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's key achievements and areas of future focus for improvement.

A copy of the current Standards and Quality Report can be obtained from the school office or by clicking the following link to the school website.

https://sway.cloud.microsoft/ol7rzrzw1H8b7eLo?ref=Link

Achievement Sway

The link below details some of the fantastic achievements our young people have been involved in:

https://sway.cloud.microsoft/LTxXbWh6XuaHhYDH?ref=email

Education Scotland Inspection

A team of inspectors from Education Scotland visited the school in November 2022.

There were many highlights for pupils and staff in the report, including:

- Young people are very motivated to achieve, highly articulate and demonstrate high levels of responsibility. Positive relationships across the school support a very purposeful learning environment and a climate of high expectations and aspirations.

- Consistently outstanding levels of attainment from S1 to S3 and in National Qualifications. Young people are achieving much better across almost all national measures than learners with similar needs and backgrounds across Scotland.

- Young people are highly successful, confident and exercise responsibility and contribute exceptionally well to the life of the school and wider community.

- The headteacher's empowering leadership creates a climate of high aspirations and expectations. As a result, young people's attainment and achievements are sector leading.

- The arrangements for monitoring and tracking attainment throughout the school is outstanding.

A copy of the summarised inspection findings can be found on the school website by clicking on the following link :

http://www.douglas.e-dunbarton.sch.uk/media/16901/douglas-academy-sif-feb-2023.pdf

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.

https://www.douglas.e-dunbarton.sch.uk/media/j2eamxc1/douglas-academy-sip-26-27.pdf

The ScotXed Programme

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

Accurate and up-to-date data allows us to:

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

Data policy

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

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). 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.

Section 9 — School Policies and Practical Information

School Uniform

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

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. Clothing Grants are available for families to help with the cost of uniforms. The use of recycled uniforms is highly supported. A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders. Wearing school uniform also 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.

Our school uniform for 2026/27 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: https://www.kitmykid.co.uk/Douglas-Academy/

- 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, there are 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 approximately £40 and a school tie will be approximately £7. The cost of PE kit should be approximately £10 for a t-shirt.
- 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 child's Year Head and we will support you in any way we can.

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.

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

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

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

School Meals

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

The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations.

Any Special diets or allergies should be discussed with the school.

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

Free School Meals

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

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

Please note food containing nuts or traces of nuts should not be brought to school.

TRANSPORT

(a) General

- It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. *PRIMARY ONLY*. 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 primary pupils who live one mile or more from their catchment primary school by the recognised shortest walking route. *SECONDARY ONLY*. 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.

- 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 parents' responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

(c) Placing Request

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

In the case of early entry requests, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with the council policy stated above. Information on eligibility for transport can be obtained from the School Office, Douglas Academy, Craigton Road, Milngavie.

Adverse Weather Conditions

Driver's Responsibilities

- In adverse weather conditions drivers MUST liaise with Head Teachers to ensure the safety of the children.

- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.

- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.*

- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.

- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

Strathclyde Partnership for Transport/East Dunbartonshire Council's Responsibilities

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

Parental Responsibilities

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

Medical and Health Care

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 child, 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.

Life Link provide youth counsellors, in school. In addition the school provides a further day per week of private counselling. 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 2018

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 2018 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit - www.eastdunbarton.gov.uk/council/privacy-notices

ACCESSING YOUR CHILD'S PUPIL RECORDS

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

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

AGE OF CHILD	CHILD'S LEGAL RIGHTS	PARENT'S LEGAL RIGHTS
Under 12	A child's parent or guardian may apply on the child's behalf for access to all records	Right of access to core education record (PPR)
12 and older	If able to show suitable maturity and understanding, the child may apply for access to all records	Right of access to core education record (PPR)

		No legal right to all records unless acting as child's representative because child is unable to show suitable maturity or understanding

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. If a pupil's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access worldwide.

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

School Campus No Smoking Policy

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

Pupil Use of Mobile Phones in School

THE USE OF MOBILE DEVICES IN SCHOOLS

This policy sets out the East Dunbartonshire Council framework on the use of mobile devices (*e.g.* phones, tablets and smartwatches) in schools. It aims to support learning and teaching, safeguard young people, promote consistency, and ensure equity of access across schools. The policy aligns with Scottish Government guidance (2024) and reflects the outcomes of extensive stakeholder engagement. Mobile device use should be guided by clear educational purposes that reflect teacher professionalism and context specific judgement.

Operational Guidance

Primary Schools

- Pupils are strongly encouraged to leave personal mobile devices at home.
- Where mobile phones are brought solely for use during travel to and from school (*e.g*. for safety, communication during pickups, or family transition arrangements), they must remain switched off and stored securely in school bags throughout the school day.
- Smartwatches must be set to airplane mode, to disable messaging, notifications, and camera functions.
- Personal mobile phones and smartwatches must not be used during lessons and not used during lunch or interval. Local arrangements are subject to Head Teacher discretion in consultation with stakeholders.
- Exceptions may be granted for medical, communication, or additional support needs, with parental agreement and Head Teacher approval. If use of mobile devices is permitted clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use.
- All parent/carer communication should be directed through the school office.

Secondary Schools

- Mobile devices are not permitted in lessons unless expressly authorised by the class teacher for a specific planned educational task. If approved use has not been given, mobile devices should be switched off and remain out of sight.
- Use of mobile devices during interval and lunch times may be permitted and should be considered in consultation with pupils and staff. Where allowed, clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use such as listening to music with earphones.
- Exceptions may be granted for medical, communication, or additional support needs, with parental agreement and Head Teacher approval. If use of mobile devices is permitted clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use.
- The use of mobile devices is strictly prohibited during assessments or examinations.

Safeguarding and Prohibited Uses

All schools must ensure rigorous measures are in place to ensure that mobile technologies are not misused. Staff are required to be vigilant and report breaches to their line manager. The following are strictly prohibited:

- Recording or photographing staff, pupils, or premises without explicit consent.
- Audio recording of lessons or individuals.
- Sharing school-related content on social media without approval.
- Engaging in any form of online cyberbullying.
- Accessing, viewing or sharing content which is of a violent or adult nature.

Policy Exceptions

Exceptions may be granted where justified and supported by appropriate documentation. This may include:

- A medical requirement (*e.g.* continuous glucose monitoring).
- A communication need (*e.g.* augmentative technology).
- A documented additional support need (*e.g.* ASN Action Plan).

- Young carers who require ongoing contact with family members.

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

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 or during the course of the school year in question
b) In relation to subsequent school years