



# Dalbeattie High School

2020



# LOCAL AUTHORITY HANDBOOK

Up to date information and local authority policies can be found at the following address:  
<https://www.dumgal.gov.uk/article/20049/Education-Authority-Handbook>

Last updated on 01 December 2019

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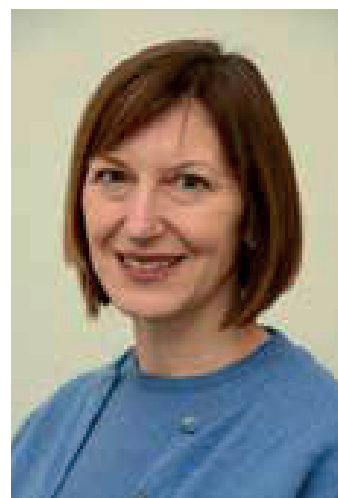
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AND HOLD THE AIM

# I. LETTER FROM DIRECTOR EDUCATION SERVICES

Dear Parent/Carer

Our schools across Dumfries and Galloway have high expectations and high aspirations for pupils and staff. Like you, we want the best possible future for your child. We know that children do better at school and go on to achieve more in life when families and schools work together. We want to make sure that you, as parents and carers, feel involved in your child's learning, feel welcome and listened to in our schools. We have a shared interest in your child being happy, confident and successful in school.



Parents, pupils and staff are partners in the education process and we all have a role to play. The information in this handbook should reflect information that is important to you and your family to support your involvement and engagement in your child's learning. Working with your Parent Council and your Headteacher we can make sure you have the information about your school, the Education Service and our partners to give your child the best start in life.

Yours sincerely

**Gillian Brydson**  
**Head of Education**

More Information on Education Services is available at  
<http://www.dumgal.gov.uk/schools>

and in our Annual Report  
<http://www.dumgal.gov.uk/article/17612/Education-Authority-Annual-Plan>



## 2. WELCOME FROM THE HEADTEACHER

I am delighted to introduce myself as the Head Teacher at Dalbeattie High School.

This handbook is designed for you to find information which will prove both useful and helpful.

As a school improving education and closing the attainment gap is the priority. Our focus is unwavering in ensuring every young person, no matter their circumstances, has an equal chance to succeed. At Dalbeattie High School we try to ensure that every young person benefits from engaging and rewarding learning in a safe, nurturing and inclusive environment.

At Dalbeattie High School the aim is to provide a full educational experience for all our young people, which is effective, enjoyable and rewarding. As a school community we deliver the school's motto of 'aim high and hold the aim' in the learning and teaching and in the wider achievement of the school. In promoting the school values of compassion, co-operation, equality, integrity, respect and responsibility we aim to enable all young people to take their place in a rapidly changing world and to become citizens who value and respect social, cultural and

ecological diversity. Our partnerships are key; only when young people, parents/carers, school staff and the wider community work closely together can we achieve the very best outcomes for all our young people.

I look forward to meeting all new pupils and parents/carers when they join our school.

Best wishes

**Kirsty MacPherson**  
Head Teacher



# 3. EDUCATION SERVICES AIMS

## Priorities and Commitments

Education Services continues to have high expectations and high aspirations for pupils and staff.

We aim to provide a good start in life for all and are committed to giving all our children and young people an equal chance to make the most of their potential.

We believe in the benefits of working in partnerships within a culture of collaboration and trust.

We believe that the most important decisions are made in the classroom and we expect professional excellence in our staff; we support this by building confidence and capacity in school leadership at all levels, by listening to parents and pupils, by empowering Head teachers to make local decisions and by trusting professional judgements.

This has been the basis for our approach to delivering Curriculum for Excellence, Getting it Right for Every Child (GIRFEC) and Developing the Young Workforce (DYW).

## Our Council's Priorities and Commitments are to:

1. Build the local economy;
2. Provide the best start in life for all our children;
3. Protect our most vulnerable people and
4. Be an inclusive Council.

Our schools have a role in delivering all four priorities, but we make the greatest contribution to Priority 2 where the Council aims to provide the best start in life for all our children'.

## Our commitment is to:

- Ensure early intervention, to keep our region's most vulnerable children safe.
- Invest in creating schools fit for the 21st century, which are at the heart of our communities.
- Raise ambition and attainment, to address inequalities.
- Support children to be healthy and active.





## 4. SCHOOL AIMS

We are committed to providing a full educational experience for all our students which is effective, enjoyable and rewarding

### 1. Ethos

To be a caring school where each person is recognised as a unique, valued, participating member, where the school values are actively promoted.

### 2. Attainment

To provide a learning environment which actively encourages high expectations of attainment, achievement and participation.

### 3. Learning and Teaching

To provide a learning environment which takes account of individual learning styles, stimulates willing, interested learning and encourages independent critical thinking and enquiry.

### 4. Curriculum

To provide students with the skills to become successful learners, confident individuals, responsible citizens and effective contributors required by our ever changing society and within the world of work.

### 5. Partnership

To build an active partnership between staff, students, parents and the wider community for the benefit of all.

### 6. Lifestyle

To encourage a respect for, and understanding of the environment, and to promote a healthy life-style for staff and students.

### 7. Management/Leadership

To create an environment which enables staff to work to their best ability within a



# SCHOOL VALUES

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## Compassion

All members of the school community are expected to display sensitivity and feeling towards each other, and should be encouraged to extend this to the broader local, national and world communities of which we are part.

## Co-operation

Understanding the importance of working together should be promoted within the school community.

## Equality

It should be recognised within the school community that every member is of equal Value, and that the curriculum should provide for the needs of each individual pupil.

## Integrity

Honesty and truthfulness underpin the mutual trust and respect that enable the school community to function in a healthy manner.

## Respect

Everyone involved with the school is expected to treat others with consideration, and to respect their aspirations.

## Responsibility

All members of the school community should demonstrate willingness to act independently and should recognise that they are responsible for the decisions and choices they make and how they affect others.



# 6. SCHOOL INFORMATION

## 6.1 School information

### Dalbeattie Learning Campus

Dalbeattie High School

Craignair Road

Dalbeattie

DG5 4LU

Telephone: 01556 613100

### Website

[www.dalbeattiehigh.org.uk](http://www.dalbeattiehigh.org.uk)

### E-mail

[gw08officedalbeattie@ea.dumgal.sch.uk](mailto:gw08officedalbeattie@ea.dumgal.sch.uk)

### Facebook

[www.facebook.com/dalbeattiehigh](http://www.facebook.com/dalbeattiehigh)

### Twitter

@dalbeattiehigh

## 6.2 Headteacher

Mrs Alison Chambers

## 6.3 Roll of school

363

## 6.4 School staff

See following pages

## 6.5 Terms and holidays

See overleaf



# SCHOOL TERM DATES

## Holiday list for session 2018/19

### 2019

<b>Term 3</b>	(Monday 7 <sup>th</sup> January 2019 - Friday 5 <sup>th</sup> April 2019)
Mid-term holiday	Thursday 21 <sup>st</sup> and Friday 22 <sup>nd</sup> February 2019 (teacher training days)
Spring Holiday	Monday 8 <sup>th</sup> April 2019 - Monday 22 <sup>nd</sup> April 2019
<b>Term 4</b>	(Tuesday 23 <sup>rd</sup> April 2019 - Friday 28 <sup>th</sup> June 2019)
May Day Holiday	Monday 6 <sup>th</sup> May 2019
Summer Holiday	Monday 1 <sup>st</sup> July 2019 - Tuesday 20 <sup>th</sup> August 2019
Staff Return	Monday 19 <sup>th</sup> August 2019
Pupils Return	Wednesday 21 <sup>st</sup> August 2019

## Holiday list for session 2019/20

### 2019

<b>Term 1</b>	(Wednesday 21 <sup>st</sup> August 2019 - Friday 11 <sup>th</sup> October 2019)
Autumn Holiday	Monday 14 <sup>th</sup> October 2019 - Friday 25 <sup>th</sup> October 2019
<b>Term 2</b>	(Monday 28 <sup>th</sup> October 2019 - Friday 20 <sup>th</sup> December 2019)
Christmas Holiday	Monday 23 <sup>rd</sup> December 2019 - Monday 6 <sup>th</sup> January 2020

### 2020

<b>Term 3</b>	(Tuesday 7 <sup>th</sup> January 2020 - Friday 3 <sup>rd</sup> April 2020)
	Monday 6 <sup>th</sup> January 2020 (teacher training day)
Mid-term Holiday	Monday 17 <sup>th</sup> February 2020 - Friday 21 <sup>st</sup> February 2020
	Thursday 20 <sup>th</sup> and Friday 21 <sup>st</sup> February 2020 (teacher training days)
Spring Holiday	Monday 6 <sup>th</sup> April 2020 - Friday 17 <sup>th</sup> April 2020
<b>Term 4</b>	(Monday 20 <sup>th</sup> April 2020 - Friday 2 <sup>nd</sup> July 2020)
May Day Holiday	Monday 4 <sup>th</sup> May 2020
Summer Holiday	Friday 3 <sup>rd</sup> July 2020 - Wednesday 19 <sup>th</sup> August 2020
Staff Return	Tuesday 18 <sup>th</sup> August 2020
Pupils return	Thursday 20 <sup>th</sup> August 2020

# STAFF LIST

## Senior Leadership Team

Mrs K MacPherson - Headteacher  
Mr S McGougan - Depute Headteacher  
Mr S Foster - Depute Headteacher  
Ms B McLachlan - Support Manager

## Leadership Team (Curriculum)

Mr A Bowles - Science & Maths  
Miss S Bowie - Languages & RME  
Mr A Bremner - Social Subjects & Exp Arts  
Mrs G Blackburn - Technologies & Health  
Mrs A Houston - Employability, Business Links & Wider Achievement

## Leadership Team (Student Support)

Mr S Mein - Bruce/Douglas Houses (&SfI)  
Mr K McMahon - Maxwell/Wallace Houses

## Teaching Staff

### English, Modern Languages & RME

TBC - English  
Miss S Bowie - English  
Miss J Wells - English  
Ms L Curry - French & Spanish  
Mrs S McGougan - French & Spanish  
Ms B Holod - French (maternity cover)  
Miss H Dalziel - RME & RMPS

### Technologies & Health

Mrs G Blackburn - Design, Engineering & Tech  
Mr R Orr - Design, Engineering & Tech  
Mr S McGougan - Design, Engineering & Tech  
Mrs A Houston - Home Economics/DYW  
Ms J Young - Business Education & ICT  
Mr A Brown - Physical Education  
Mr R Drennan - Physical Education  
Mr K McMahon - Physical Education/PSE

## Expressive Arts & Social Subjects

Mr V Donnelly - Art and Design  
Mrs A Henderson - Art and Design  
Mrs I Blamire - Drama  
Mrs E Clarke - Drama (maternity cover)  
Mr K Wright - History & Modern Studies  
Mr S Mein - Geography & Modern Studies  
Miss G Watret - Geography

## Support for Learning

Mrs A Chester - Learning Support  
Mrs H Paterson - Learning Support

## Mathematics and Science

Mr A Bremner - Chemistry/Mathematics/Physics  
Mr A Bowles - Physics/Mathematics  
Mr T Cuddihy - Physics/Maths  
Mrs A Bellas - Mathematics  
Miss L Fariss - Mathematics  
Mrs C Rae - Mathematics  
Mrs F Farquhar - Biology  
Mrs S Finland - Biology  
Mr S Foster - Biology  
Miss A Mohan - Chemistry  
Mrs H Paterson - Biology & Rural Skills

## Support Staff

### Office Staff

Mrs L Ashton - Office Manager  
Mrs M Burns  
Miss L Kirkpatrick  
Mrs D Newbould  
Mrs L Curry

## **Support Staff (cont.)**

### **Behaviour Support**

Mrs E Nish

### **Pupil Equity Worker**

Mrs G Docherty

### **Learning Assistants**

Mrs M Brown

Mrs M Gerrard

Mrs M Jackson

Mrs W Livingstone

Mrs I MacDonald

Mrs A Walkinshaw

### **Technicians**

Mr K Jardine - ICT Network Administrator

Mr T Nish - Science/DET

### **Janitors**

Mr D Parker

Mrs J Radwell

Mrs J Widdowson

### **Key Partners**

Mrs M Harper - Opportunities For All Officer

PC N McFadzean - Community Police Officer

Mrs A Leonard - School Nurse

Ms S Jones - SDS Careers Officer

Tracey Wood - Youth Worker

### **Catering Staff**

Mrs E Henderson

Mrs A McTier

Mrs L Porter

Mrs S Smith

Mrs J Galbraith

Mrs E Bell



# 7. CONTACT US

## 7.1 If you need to find out something

Routine enquiries relating to the operation of the school or matters affecting your child which are causing you uncertainty or concern should be made via the school office. An appropriate member of school staff will then aim to respond to your enquiry directly.

## 7.2 If you have a comment or concern

A comment might be some brief feedback about how we have handled a situation or delivered a service. It is best to pass a comment straight to the school so that we can take any necessary action. You may be suggesting an improvement to what we do or a change to how we operate. If you have something you would like to raise, we would always ask you to discuss any concerns / issues you have initially with your:

- In Secondary, the Curriculum Principal Teacher if the enquiry relates to classroom practice in a particular subject.
- Headteacher if the enquiry relates to whole school matters or you require an unresolved classroom issue to be discussed further.
- Parent Council and/or Connect (the membership organisation to support your Parent Council) If your enquiry relates to whole school matters linked to Parental Involvement.
- In Secondary, the Student Support Principal Teacher if the enquiry relates to a personal, social or emotional issue, followed by the Headteacher.

If you are not happy with the response you receive or a decision that has been made, you can Ask us to Look Again. You can do this by contacting [EducationSupport@dumgal.gov.uk](mailto:EducationSupport@dumgal.gov.uk). At this point an Officer will contact you and discuss the issue and share directly with you the outcome of this work.

Remember you can also access Dumfries & Galloway Have Your Say at <http://www.dumgal.gov.uk/article/17349/Have-your-say>.

## 7.3 If you remain dissatisfied and wish to make a formal complaint

If you remain dissatisfied, Education Services operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at <http://www.dumgal.gov.uk/article/15382/Complaints-procedure>.

# 8. HOW THE SCHOOL WORKS

## 8.1 School day

The school is open to pupils from 08:30 on Mondays to Fridays.

The school day begins, promptly, at 09:00. Pupils should be arriving at classes for this time.

The school day finishes at 03:30. The school normally closes to pupils to at around 17:00.

	Period 1	Period 2	Personal Support	Interval	Period 4	Period 5	Period 6	Period 7
Monday	9-9.50	9.50-10.40	10.40-11.10	11.10-11.25	11.25-12.15	12.15-1.05	1.50-2.40	2.40-3.30
Tuesday	9-9.50	9.50-10.40	10.40-11.10	11.10-11.25	11.25-12.15	12.15-1.05	1.50-2.40	2.40-3.30
Wednesday	9-9.50	9.50-10.40	10.40-11.10	11.10-11.25	11.25-12.15	12.15-1.05	1.50-2.40	2.40-3.30
Thursday	9-9.50	9.50-10.40	10.40-11.10	11.10-11.25	11.25-12.15	12.15-1.05	1.50-2.40	2.40-3.30
Friday	9-9.50	9.50-10.40	10.40-11.10	11.10-11.25	11.25-12.15	12.15-1.05	1.50-2.40	2.40-3.30

Lunch Time: 1.05pm - 1.50pm



## 8.2 School uniform/dress policy

All Dumfries and Galloway schools must have a dress code which encourages pupils to dress in a way appropriate to attendance at school. This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, disability or poverty. Prior to drawing up the dress code, parents, pupils and staff should be fully consulted, and it is the expectation of Education Services that parents will be supportive of the dress code. Clothing which is unacceptable in school under any circumstances would include items which:

- Could potentially encourage factions (eg football colours).
- Could cause offence (eg anti-religious or political slogans).
- Could cause health and safety difficulties (loose-fitting clothing, dangling earrings)
- Are of flammable materials which may be a danger in certain classes.
- Could cause damage to floors.
- Carry advertising, (such as alcohol or tobacco)
- Could be used to inflict damage on other pupils.

Parents in receipt of a grant for footwear and clothing from the authority will be encouraged to purchase items which are in accordance with the school dress code.

### School Clothing grants

The award of clothing grants is to assist with the cost of school clothing for families who are on a qualifying benefit or on low income. The current award is £100 per child.

Guidance and more information is available at

<http://www.dumgal.gov.uk/article/15246/School-clothing-grants>

While it would not normally be the policy of the authority to exclude a pupil from school solely based on his/her dress, persistent refusal to respond to a reasonable dress code could be deemed to be a challenge to the headteacher's authority and thus be detrimental to the well-being of the whole school community. In such circumstances, a headteacher could justify the use of the school disciplinary procedures.



## Dalbeattie High School Uniform Code

- DALBEATTIE HIGH SCHOOL - SCHOOL TIE FOR ALL PUPILS
- A plain, collared white shirt/blouse
- A plain, black sweatshirt, jumper or cardigan – preferably embroidered with the school logo
- Plain, black trousers or skirt suitable for a formal workplace
- A plain, black belt may be worn.
- Plain socks/tights – flesh, white, black or grey
- Footwear that is sensible e.g. black shoes
- Limited jewellery, which is deemed to be safe during participation in lessons
- Limited make-up
- S6 are permitted to wear a plain collared black shirt/blouse as an alternative to the white shirt and are expected to wear the school tie at all times.

The following categories of clothing are unacceptable in school at all times:

- Clothing which may cause health and safety problems, i.e. those that are flammable or that have attachments that may cause injury or may catch in machinery etc e.g. scarves, gloves.
- Footwear that may cause damage to flooring or carpets
- Clothing which is any other colour than those mentioned in the school dress code i.e. black and white. In particular, no coloured tops should be worn under school shirts. Clothing with words or pictures which may give offence.
- Clothing which is so tight, short or revealing that it may cause offence.
- Clothing which advertises the use of alcohol, tobacco or other drugs.
- Any form of jewellery which may interfere with safety in school.
- Belts other than plain black.
- Head gear – inside the school building.
- Outdoor garments such as jackets, scarves, hats and gloves must not be worn inside the classroom.



## 8.3 School meals

In Dumfries & Galloway Council, Economy, Environment and Infrastructure, Facilities Management - Catering Services, are bound by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007, which means they create a balanced nutritious menu over any one week.

### By following these guidelines Facilities Management - Catering Services:

- Places health promotion at the heart of school activities
- Ensures that food and drink served in schools meets nutritional requirements
- Ensures their local authority promote the uptake and benefits of paid and free school meals

### The NaturallyD&G brand promoting by Facilities Management ensures that:

- Meals are freshly prepared, with seasonal ingredients
- Eggs are from free-range hens and our meat is from animals farmed to British welfare standards
- They don't serve any endangered fish
- Their menu is free from undesirable additives and GM ingredients

In addition to the menus handed out in school, Facilities Management - Catering Services has a NaturallyD&G website <http://www.dumfriesandgalloway.scottishschoolsmeals.co.uk> that provides supplementary information

## Special Dietary Requirements

Facilities Management - Catering Services provide special dietary requirements for food allergy and intolerances; medically prescribed diets; or diets for religious or cultural reasons specific meals for children of different ethnic origin. Simply ask the school for a registration form to allow us to inform the catering team who will discuss your child's requirements in full.

For more information call 030 33 33 3000 and ask for Facilities Management - Catering Services.

Free school meals are provided for all pupils in Primary 1, 2 and 3. Younger pupils at nursery or older pupils at primary and secondary school may also be eligible for free school meals in certain situations as well as those families on qualifying benefits.

Free school meals can lead to a large saving each year, nursery and primary school pupils can save £351 and secondary pupils can save £370. You'll also be helping your child's school if you qualify for free school meals. Some Scottish Government funding provided directly to schools is linked to the numbers of pupils who are entitled to free school meals.

For more information visit <http://www.dumgal.gov.uk/schoolmeals>

## 8.4 School transport

Free school transport is available for some school children attending primary or secondary school if they live within the school catchment area and if they meet certain criteria. For more information and guidance visit

<http://www.dumgal.gov.uk/article/15245/Free-school-transport>

### Who is entitled to school transport?

Pupils who live 2 miles away from their catchment school if they are under 8 years old

Pupils who live 3 miles away from their catchment school if they are 8 years and over

Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

However, it is the Parents responsibility to ensure that that their child reaches the designated pick-up point or the school safely. With respect to the safety of any route to a designated pick-up, the Transport Policy states that "All routes are assessed on the assumption that the child is accompanied by a responsible person."

### How do I find out if my child will receive school transport?

When school transport is required for a pupil, the school will contact Education Services. If your child is eligible, details of the transport arrangements will be communicated to you in time for the new academic year. You can check whether your child is entitled to school transport

using 'Find My Nearest' on the Council's website

<http://apps.dumgal.gov.uk/findnearest?q>

Your child is not entitled to transport if they attend an alternative school by parental choice. It is the responsibility of the parent/guardian to organise transport to the school.

Any alterations to transport arrangements that occur during the school year will be communicated prior to any changes being made. If school bus passes are required these are issued at school.

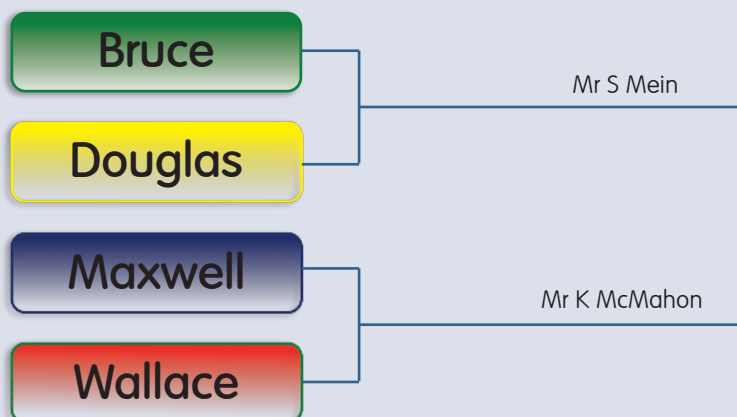
### Behaviour on Buses

Students travelling on school buses are expected to conduct themselves in an orderly fashion and show consideration to their fellow passengers.

School drivers should also be treated with respect and students should follow all their instructions with regard to seat belts and general safety. Senior students on each bus are asked to report to senior school staff any problems which may arise during journeys to and from school. Parents should note that the Education Authority can withdraw permission to travel on school buses if necessary as a result of inappropriate behaviour. Under such circumstances, it is the responsibility of the parents to transport young people to and from school. Issues with transport should be addressed to the school in the first place.

## 8.5 Class Organisation

All pupils are allocated to one of four houses.



These houses form the basis for organisation of the Student Support structure in the school.

Student support is provided by two Principal Teachers and overseen by the Senior Leadership Team. For pupils in Bruce and Douglas this is Mr Mein. For pupils in Maxwell and Wallace this is Mr K McMahan

### Classes in the Broad General Education (S1-S3)

When students enrol in S1, the transition process helps to ensure pupils are placed in suitable classes. Pupils in S1 and S2 attend non practical classes in an x, y or z group. This will consist of mixture of pupils from across the house groups. Pupils attend practical classes and Personal Support in their house groupings, either B, D, M or W.

Pupils make some subject choices towards the end of S2. This obviously influences the make up of some of their classes in S3.



Maths and English classes are set by ability from S1 to S3.

### Classes in the Senior Phase (S4-S6)

Pupils are grouped in subjects depending upon their choices at the conclusion of the previous year. S4, S5 and S6 are grouped together for some classes.

Pupils also continue to attend core classes in their non practical groups. These include Religious and Moral Education, Personal and Social Education and Physical Education.

## 8.6 Positive behaviour and celebrating success

We aim to improve outcomes for children, young people and their families. As such, our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.

We strive to ensure that all of our children and young people feel safe, healthy and are achieving, nurtured, active, respected, responsible and included. Similarly, all staff and partners should feel valued and supported.

Learners at Dalbeattie High School have the opportunity to benefit from the high-quality education which we provide for all children and young people. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.

We consider each child and young person as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives

### **We have the following expectations of our young people:**

- School is the place you come to work. Try to ensure you always do your best and make sure your behaviour allows others to do the same.
- Wear the school code of dress.
- Listen to teachers and other students and treat everyone with politeness, courtesy and respect. Language, which

is abusive, offensive or rude, is unacceptable, as is shouting out, interrupting or answering back in class.

- Bring all necessary equipment to each class and complete all work and homework on time.
- Respect your own and others' belongings, together with materials and equipment which are issued or in use in the school and respect the school environment - its buildings and surroundings; please do not litter these areas.
- Think about your own safety and that of others in the school building and in its grounds: please keep to the left in corridors and on stairs, do not run anywhere in the building and do not cycle in the playground or pathways between 8.30am and 4.30pm. Avoid the car park.
- Think about your own and others' health. Cigarettes, lighters, alcohol and any other legal substance must not be brought to school, nor should chewing gum or playing cards. Take part in activities which will benefit your health, wherever possible.
- Avoid bringing large sums of money or valuable items to school. If this is unavoidable, check these in at the school office as soon as you arrive in school and collect them only when you need them. Mobile phones should not be used by pupils in the school building unless as part of a learning activity with permission of the teacher.
- School is open to students from 8.30am. Arrive on time at school and class.

## Positive behaviour

When young people display positive behaviour in classes it means that everyone can make the most of opportunities. For this reason all schools like to encourage positive behaviour. Positive behaviour which reflects the school values and may earn a merit in the reward system. For example, a merit may be awarded if students have worked particularly hard on an assignment, completed all homework, or anything else that teachers feel deserves particular mention. The way in which the behaviour monitoring system recognises and rewards behaviour is regularly reviewed.

### Behaviour support

Behaviour Support is staffed by one Learning Assistant.

Behaviour Support exists to promote the positive behaviour which underpins effective learning, and to offer support to students who are experiencing difficulty in managing their own behaviour and emotions.

Supporting positive behaviour is the responsibility of all staff and students.

Behaviour Support is offered in the context of a whole-school Behaviour Support Policy, agreed by staff, students and parents/carers. The central aim is to promote the school values. Behaviour Support staff also contribute to supporting positive behaviour by running focus groups eg Positive People and by working with groups on conflict resolution.

**The right of all students to learn must be protected by a fair and consistent system which respects the teacher's right to teach, gives students choices and responsibilities, and involves parents/carers directly at an early stage.**

The Behaviour Policy has the school values as a key reference point.

All staff record noteworthy behaviour. This information is stored on computer and is monitored by student support and behaviour support staff. Where concerns are persistent, parents/carers will be contacted by Student Support. The school reward system is reviewed on a regular basis.

The information stored is made available to students and parents/carers at regular intervals, usually when reports are sent home and it can, of course, be inspected on request.

If students require help in changing their behaviour, they will be offered support of various kinds by school staff. Where additional help is required, a GIRFEC meeting may be held, involving the Principal Teacher Student Support and other relevant professionals drawn from a number of support agencies outside the school.

# 9. CURRICULUM FOR EXCELLENCE

## 9.1 Curriculum for Excellence

**Curriculum for Excellence (CfE)** is bringing learning to life in the way education is delivered for all 3-18year olds - in nursery, primary, secondary, at college, workplace or community learning. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture children and young people as successful learners, confident individuals, effective contributors and responsible citizens.

**How does Curriculum for Excellence work? Curriculum for Excellence includes four contexts for learning:**

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

**Curriculum levels and stages**

- The curriculum has two stages: the broad general education (from the early years to the end of S3) and the senior phase (S4 to S6).
- The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities and interests

**Broad General Education** Children and young people work their way through

Experiences and Outcomes in each of the five Curriculum Levels (Early, First, Second, Third, Fourth) and in each of the eight Curricular Areas. The five Curricular Levels span pre-school to the end of S3. This is the Broad General Education. Pupils progress at their own pace, working through the Experiences and Outcomes of the most appropriate level for them. Pupils will be supported in collecting evidence of their achievements, with a profile of these being produced in P7 and S3.

**Experiences and Outcomes** are what the learner will be able to explain or do. There are detailed Experiences and Outcomes for all subjects available on the Education Scotland website; teachers work to deliver these, and the progress of learners is measured in the achievement of Outcomes. Reporting to parents is likely to include information about children's Experiences and Outcomes and about the Levels at which they are working.

**Senior Phase** learners work towards qualifications in the Senior Phase. Available qualifications and awards include National 1, National 2, National 3, National 4, National 5, Higher, Advanced Higher, Skills for Work, Progression Awards. Learners may also gain awards such as the John Muir Award, the Duke of Edinburgh Award and Youth Achievement Awards. When young people leave school aged 16+, they are entitled to a positive and sustained destination. This may be college, university, work, apprenticeships or training.

## 9.2 Subject information

### Curriculum for S1-S3

Pupils continue to follow the broad general education across 8 curricular areas. Skills courses provide learning beyond the traditional classroom setting, developing skills in an interdisciplinary context. Contexts have included first aid, rural skills, mental wellbeing, camp craft and an introduction to Duke of Edinburgh.

Pupils begin to make choices at the end of S2 and can elect to have more specialisation in particular curricular areas. Moving into S3, pupils are expected to continue to study across all curricular areas and are strongly encouraged to continue study in a foreign language. Pupils will choose one course which they will continue to study in S4 as a National Qualification. Pupils will also choose whether to study Physical Education (PE) as a National Qualification.

Literacy and numeracy knowledge, understanding and skills are promoted and developed across all curricular areas.

### Subjects and courses in S1/2/3

Curriculum area	Subject	Subject	Subject	Subject
Languages	English	French	Spanish	
Maths	Mathematics			
Expressive arts	Art & Design	Drama	Music	
Health & Wellbeing	PE	PSE	Personal Support	
RME	RME			
Sciences	Biology	Chemistry	Physics	Environmental Science
Social Subjects	Geography	Modern Studies	History	
Technologies	Administration & IT	Design, Engineering & Technology	Home Economics	

### Making choices

Pupils will make subject choices at the following key points in their secondary career:

1. End of S2 – pupils will choose to begin specialising in particular curriculum areas, whilst maintaining a broad general education..

2. At the end of S3 pupils will choose again for the courses they will pursue as SQA national qualifications. Further to English, Maths, the two year option made at the end of S2 and PE, pupils will choose 3 subjects.
3. Pupils will have the opportunity to choose subjects at the end of S4 and again at the end of S5.

### **Curriculum for S4-S6**

Following the Broad General Education pupils can start to make informed choices about subjects they wish to specialise in.

Pupils in S4 will study English, Maths, the two year option chosen at the end of S2 and a further three choices (also PE if chosen as a National Qualification). This is in addition to core classes such as RME and Personal Support. Personal and Social Education is delivered throughout the year through focus and conference days in partnership with outside agencies.

Pupils in S5 will study five subjects. Pupils are expected to continue to study English and Maths until a level 5 award for literacy and numeracy has been achieved.

Pupils in S6 will study a minimum of four subjects. S6 pupils will commit to a personalised program of personal development which may include work experience,, Open Learning courses through the Open University (OU) or Dumfries and Galloway College (Dagcoll), participation in committees or peer/pupil support.

### **9.3 Health and well being education**

Health and Wellbeing Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

Many of these are met through our Personal and Social Education programme along with the wider school curriculum. Outside speakers are regularly invited into school to share their expertise and knowledge with our young people.

Children and young people at Dalbeattie High School should feel happy, safe, respected and included in the school environment and all staff are proactive in promoting positive behaviour in the classroom, playground and the wider school community.

Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person will only be met through a concerted approach: the school and our partners working together closely to plan our programmes for health and wellbeing explicitly, taking account of our local circumstances and individual needs.

## Personal Support

Each young person now has a Personal Support Tutor who they meet with every day of the week, for 30 minutes each time.

As well as providing key opportunities for reflection, help is provided in a wide number of areas such as study skills, time management, correspondence and communications, homework and job skills.

There are many ways in which Dalbeattie High School assists young people. These include peer support, buddies, and safe areas where pupils can socialise with their friends e.g. computer club, mentors, pupil support staff and extended support teams.



# SUPPORTED STUDY CLASSES

Subject and Level	Teacher	Time and Place
Art and Design Nat 5/Higher	Mr Donnelly	Tuesday 3.30 - 4.30 F169a
Biology Nat5/Higher	Mrs Fingland	Tues 3.30 - 4.30 F309
Chemistry Higher	Miss Mohan	Monday 3.30 - 4.30 F210
Chemistry Nat 5	Miss Mohan	Wednesday 3.30 - 4.30 F210
English Nat 5/Higher	Miss Bellwood	Thursday 3.30 - 4.30 F189
English Nat 5/Higher	Miss Bowie	By Appointment F188
English Higher	Mrs Little	Wednesday 3.40 - 4.30 F196
Hospitality Nat 5	Mrs Telfer	Thursday 3.30 - 4.30 G99
Graphic Communication Nat 5/Higher	Mr Dorrans/Mr McGougan	Mon - Thurs 3.30 - 4.30 G111
French/Spanish French Nat4/5	Ms Curry	Tuesday 3.30 - 4.30 F194
History Nat 5/Higher	Mr Wright/Miss Bales	Open door policy. Pupils should seek teacher to arrange. F173
Design & Manufacture Nat 5/Higher	Mr Dorrans/Mr McGougan	Open door policy. Pupils should seek teacher to arrange. G109
Administration and IT	Miss Young	Open door policy. Pupils should seek teacher to arrange. G106
Maths Nat 5	Mrs Bellas	Tuesday 3.30 - 4.30 F204
Maths Nat 5	Mrs Rae	Monday 3.30 - 4.30 F203
Maths Nat 5/Higher	Miss Fariss	Tuesday 3.30 - 4.30 F199
Physics Nat5/Higher/A Higher	Mr Cuddihy	Monday 3.30 - 4.30 After Christmas
Physical Education National 5/Higher	Mr Brown	By prior arrangement GP Room
RMPS National 5/Higher	Miss Dalziel	By prior arrangement F181
Drama National 5/Higher	Mrs Blamire	Open door policy. Pupils should seek teacher to arrange. Drama box

# 10. WIDER ACHIEVEMENT AND PARTICIPATION

## 10.1 Extra curricular activities

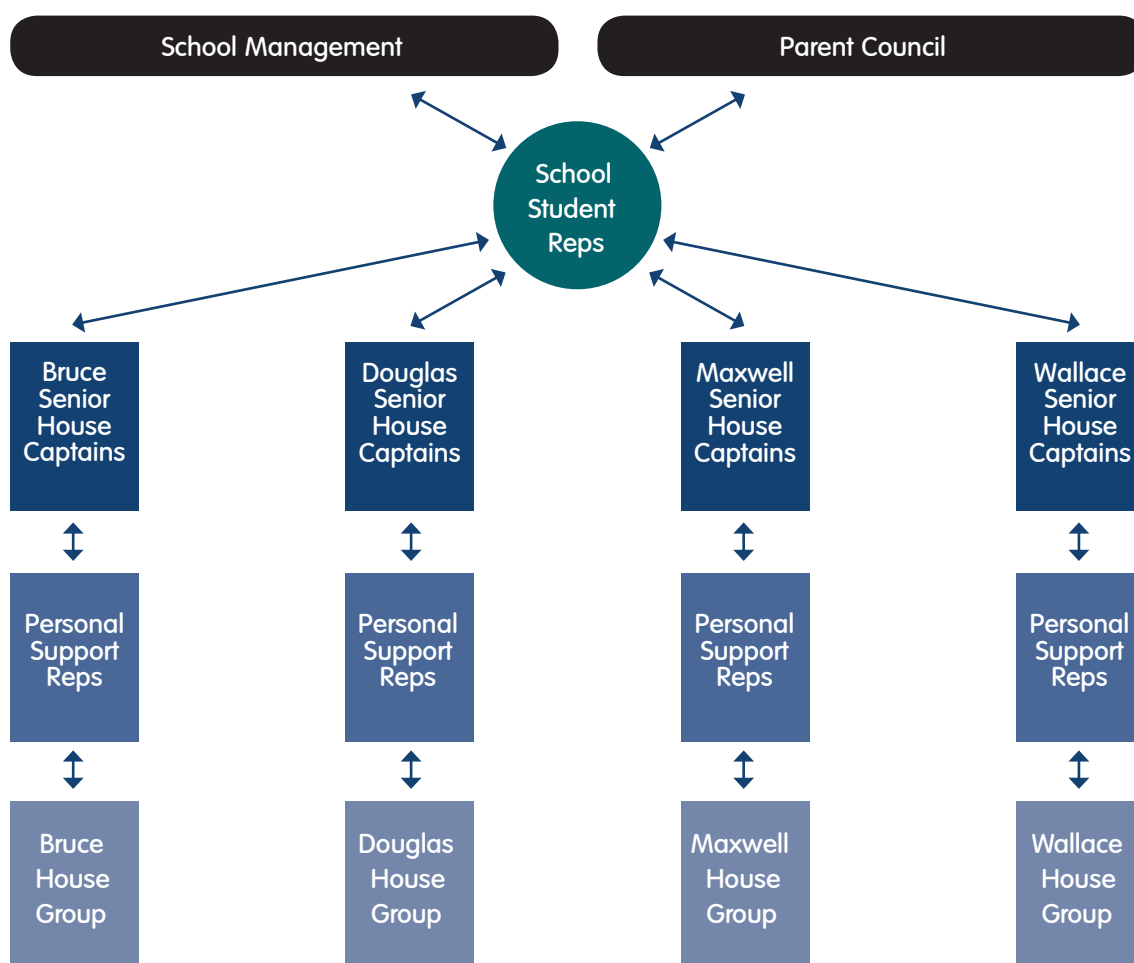
There is a full programme of extra-curricular activities taking place within the school and it includes both sporting and leisure pursuits. The staff are extensively involved in the programme and if there is a demand for an activity we will do our best to meet the demand. Below is a sample list of activities:

- Duke of Edinburgh
- Da Vinci (academic decathlon)
- Drama Club
- Art club
- Modern Languages initiatives (including Erasmus+)
- Various musical groups (see department for details)
- Badminton club
- Junior and Senior Football training and matches
- Junior and Senior Rugby training and matches
- Junior and Senior Netball training and matches
- Junior and Senior Hockey training and matches



## 10.2 Pupil Council

The pupil council consists of representatives from each Personal Support class in S1-S5. S6 are represented by their Senior School Representatives.



The council meets termly, during Personal Support periods. The council meeting process occurs over the space of the week: agenda discussion on day one, agenda agreed on day three, and meeting held on day four.

Senior School Representatives duties include planning agreed agenda items, displaying minutes, and then sharing points with the Headteacher after the meeting.

### School Student Representatives – the process

- Students informed of this on Induction Day
- Students apply in writing + 3 nominations: 1 staff, 2 students
- Summary of students who have applied to staff
- Longleet interviews drawn up then shortleet announced
- Shortleet interviews take place – 15 min intervals. Interview panel involves partners involved in wider school life.
- Announcement made to school body

## Senior HOUSE Representatives – the process

- Split into 4 HOUSES on Induction Day
- Students then nominate the 2 Senior HOUSE Representatives.
- At end the house should give names of 2 Senior Students from their Group + 2 reserves (incase they are appointed as Senior SCHOOL Representatives).
- Announcement of the 8 Senior HOUSE Representatives in Assembly Hall at end of Induction

## S6 Steering Group

Senior SCHOOL (2) and HOUSE (8) meet with Principal Teacher in charge of pupil voice termly to discuss and take forward ideas and initiatives put forward by the whole school body.

All S6 students are SENIOR STUDENTS representing their house and the school, working as 4 individual teams with the Senior HOUSE Representatives maximising house potential.

Some of the activities all SENIOR STUDENTS can become actively involved in include:-

Organise 10K	Remembrance Assembly/wreath laying	End of Term Events
Buddying	Halloween Disco	Paired Reading
Christmas Dances	Fund Raising	Valentine's Disco
Classroom Support	Awards Ceremony	Burns Night



## 10.3 School trips

A wide range of visits, both curricular and extra-curricular, are offered to students throughout their education as a means of making many aspects of their schoolwork more meaningful.

Such visits, especially those which have a residential element, play an important part in promoting the personal and social development of students, as well as contributing to their understanding of particular subjects, activities and topics.

Parents/carers are informed of trip through letters and schoolbag mail. The school will also advertise many of these through social media.

Some excursions of a very simple and non-hazardous nature occur regularly throughout the year (e.g. curricular visit to the local swimming pool, field trips close to the school, and team sports).

A blanket consent form will be requested for such excursions at the beginning of the term/session. All other excursions organised by the school will be treated on an individual basis. A clear explanation of the excursion will be given and parent/carer consent requested in writing. **Good behaviour is an essential element of being allowed on school Excursions.**

Should variations to school trips arise on the actual day of the trip, parents/carers will be notified via GroupCall.



## 10.4 The School Community

Close links are being established with many local businesses and enterprises. This is through our planned work experience programme for senior pupils and also through curriculum projects in both BGE and senior phase subjects. We currently enjoy close partnership links with the Rotary Club of Dalbeattie, Jas P Wilson, DG First, Dalbeattie Community Initiative and Tom Kirkpatrick.

### School's Based Police Officer

PC Nicola McFadzean is our School's Based Police Officer. She is involved in planned input to all year groups, including PSE, S1 Skills course and initiative such as S3 Do the Right Thing day every November which affects the lives of young people both within and out with the school community. Pc McFadzean also offers advice to the school community and is proactive in helping the school with any issues



## Sports facilities

Sports Facilities Dalbeattie High School is exceptionally well provided for in terms of sports facilities. On campus we have:

- A Games hall suitable for a wide range of activities. We have four badminton courts and three basketball courts across the hall. There is also a five-a-side football pitch, a volleyball, netball and basketball court running the length of the hall.
- We have a Fitness Suite hosting three cross trainers, four cycle trainers and a treadmill. In terms of weight machines we have a Lat Pull Down/ Row machine, a leg extension machine, a multi press machine and a leg press machine. There is a dumbbell set from 2kg - 20kg as well as range of other free weights and medicine balls. There are 'steps', mats and Swiss balls which could be used for a variety of circuit activities.
- A classroom for sports analysis and the delivery of national/ higher courses. This includes a computer, video and digital projector and a whiteboard.
- A large gymnasium which is frequently used for PE activities. This has a 'Peter Pan' belt which can be attached to pupils when they are doing trampolining. There is also a range of wall bars which could be pulled out for gymnastics. The hall is lined with a single badminton court and there is a set of basketball hoops at each end of the hall. This hall can be used for a wide variety of activities including table tennis (7 tables), gymnastics, basketball, fitness, short mat bowling, etc.
- A large corridor links all four of PE's main teaching areas. However the corridor itself can be used as a teaching space as there is a 'traversing' climbing wall on it. This is a huge opportunity for pupils to experience an activity they may never have done before.
- The changing facilities consist of two bathrooms with a sink in the open and 8 single cubicles. This leads off into 4 separate changing rooms with showers in each.
- Outside there is a 3G pitch which is fully flood lit. It is marked for both full pitch hockey and football. Going across the 3G it is marked for two half pitch games with goals. (6 football goals in total, 2 hockey goals).
- There is a six-lane running track, which covers a full four hundred meters, and an eight lane hundred meter sprint area. Surrounding the track there is shot putt circles, a long jump pit and a javelin throwing area. This is all covered by flood lights which can light up the full track.
- In the centre of the running track there is a grass pitch which is currently marked for rugby and it has rugby posts. There is also another set of football goals which could be rolled out to replace the rugby posts.
- At the side of the running track there are two large containers. One is dedicated as storage while the other is used as a Judges Hut.
- The school facilities are managed most evenings and weekends by the school and are widely used by the community. Outwith the school campus, Dalbeattie Forest and Barhill Wood are nearby venues used for Orienteering course in the PE examination courses.
- Some facilities can be booked out with school time through [www.dumgal.gov.uk/schoollets](http://www.dumgal.gov.uk/schoollets)

## 10.5 Developing the Young Workforce

The skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential. All pupils are given opportunities to develop skills for learning life and work, with the skills being relevant from early years through to their senior phase of learning and beyond. It is the responsibility of all staff to support the acquisition of skills for learning, life and work.

At Dalbeattie High School we support the development of these skills through the following:

- Offering a flexible learner pathway in senior phase which can include work based learning for example through either work experience, or skills for work courses such as Automotive Skills or Rural Skills.
- Increased awareness of careers and challenge to gender stereotyping, this is done by attendance and participation at Careers Events, Open Days and guest speakers visiting school.
- Universal support for all to prepare and inform choices and changes to help pupils achieve a sustained positive destination. All pupils have access to our Careers Adviser, Shirley Jones and Employability Link Worker, Sharee Rennie.
- Targeted support for those pupils who require additional support with applications, CV building and mock interviews.
- Effective employer links through the development of partnership working with local employers such as Jas P Wilson, Dumfries and Galloway Council and Dalbeattie Community Initiative.
- Actively encouraging pupils to participate in extra curricular activities which help to demonstrate the skills for learning, life and work such as volunteering, Duke of Edinburgh Award Scheme, sporting and creative activities.



# 11. HOME/SCHOOL PARTNERSHIP

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents who have chosen to represent the parent forum. As a member of the Parent Forum, each parent 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 education it provides;
- Work in partnership with staff; and
- Enjoy taking part in school life in whatever way possible

**The type of things the parent council may get involved in include:**

- Supporting the work of the school;
- Gathering and representing parents' views to the Headteacher, Education Authority and Education Scotland;
- Promoting contact between the school, parents, pupils and the local community;
- Fundraising and organising events;
- Reporting to the parent forum; and
- Being involved in the appointment of senior promoted staff.

Parents can be directed to <http://www.dumgal.gov.uk/article/17608/Parental-Involvement> for further information on Parental Involvement and Engagement and support information for Parent Councils. In addition, ALL parent Councils in Dumfries and Galloway have membership to CONNECT (formally SPTC). Membership includes Insurance cover and training opportunities. For more information visit <https://connect.scot>.

## Parent Council

The Parent Council at Dalbeattie High School consists of a group of parents who represent the voice of the Parent Forum. We offer a point of contact, providing a platform for the discussion of the school improvement plan, performance data, educational developments and general issues raised by parents with regard to the school and pupils' education.

As well as representing parents, the Parent Council works closely with Mrs Chambers - Headteacher and the school's Leadership Team to support the aims of the school. We identify issues where we might be able to add value and help out, and we work together to take these forward. Often, the Parent Council carries out its work through subgroups, which inevitably vary from year to year according to the school's needs. Our sub-groups consist of both parent members and staff and we work together, with the aim of helping to improve many diverse aspects of pupils' life in our school.

We are fortunate in that all of our meetings are well attended by our Parent Council Chair, our Head Teacher, our Senior Pupil representatives, various staff members, as well as our local councillors. At many of our meetings we invite a speaker, often a member of the school staff, to explain more about a particular initiative or subject area.

The Parent Council meets six times per academic year with an AGM in September, when Parent Council members are elected by the Parent Forum. You do not have to be a member of the Parent Council to attend our meetings; we welcome all parents who wish to be involved. We are a diverse group of people with varying skills and ideas which, hopefully, bring a benefit to the school.

We are keen to put parents and pupils at the centre of key decisions that we make and welcome you to take part in parent focus groups. If you are interested in taking part in our Parent Focus groups then we very much welcome your input and time. Parent Focus groups look at different topics from our options policy to pupil welfare issues. Parents, pupils and members of staff can all suggest topics to be discussed. If you would like to be part of our Parent Focus groups, please contact us at: [gw08officedalbeattie@ea.dumgal.sch.uk](mailto:gw08officedalbeattie@ea.dumgal.sch.uk).

We are trying hard to improve the way we communicate with the wider Parent Forum and are now regularly updating our website with relevant information and links as information comes to us. As well as encouraging your involvement, it is important to emphasise that we are a point of contact for parents. If you wish to raise any general issues or concerns, please contact us at: [gw08officedalbeattie@ea.dumgal.sch.uk](mailto:gw08officedalbeattie@ea.dumgal.sch.uk).

### Parent Council members are:

Chairperson: Lorna McCubbin

Treasurer: Aylett Roan

### Parent/Carer Members:

Marion Gourlay, Suzanne Christie, Islay Herrick, Brian Carson, Fiona Carson, Anne Dingwall, Carol Hill, Isabel McMinn and Annette Need.

### Non Parent/Carer Members:

Councillor Rob Davidson, Davie Stitt and Ian Blake

### Head Teacher (acting)

Alison Chambers

### Senior School Representatives

Louie Forsyth and Alice Parker

## 11.2 Communicating with home

Parents/carers are the most important partners the school has in the education of our children and Dalbeattie High School aims to use every opportunity to work with you in helping achieve the best individual outcomes.

### Formal Contacts

The reporting dates for written reports and Consultation Evenings are published annually. In every report, there will be a reply slip and the opportunity for you to make any comment either on the content of the report or any other issue that has occurred to you during the year. Please use this opportunity for giving the school feedback- your perspective is always important.

### Reports

Tracking and full reports can always be followed up by contacting the Principal Teacher Student Support and in some cases they may contact you for further discussion of specific issues.

### Urgent Communications

During an emergency, group texting is routinely used as the quickest way of reassuring parents that their children are safe, as soon as we have verified this. Groupcall is used on numerous occasions sending brief messages to parent/carer mobile phones. Please ensure you contact the school if a change of mobile occurs. This allows us to stay ahead of the unhelpful rumours or misinformation that often circulate at such times. These texts are followed up with other methods of communication, including phone calls and the creation of reception areas, where additional information is required.

### Consultation Evening

The school regards this as an essential contact during the school year and the opportunity for all Parent/carers to be in school and talking to teaching staff. We aim to see a parent/carer for every student at least once a year.



### Informal contacts

If we have a concern or something good to share, a parent/carer may be contacted by phone and we encourage you to do the same. Communication between home and school is essential to success. We enjoy meeting with parents/carers at all school events and actively encourage you to take part in these.

## 11.3 Attendance

It is your responsibility as parents to ensure that your child/children attend school regularly. For the safety of all children it is important for you to telephone the school office prior to/at the beginning of the absence.

Absences are recorded in class registers and frequent or irregular absences not supported by a reasonable excuse, will be notified to parents and the matter may be referred to the Opportunities for All Service.

If possible please, try to make dental/medical appointments outwith school hours. However, if this is not possible please inform us in writing or by telephone of the appointment and arrange to collect your child from class.

### Unexplained Absences / Lateness. Parents are asked to ensure that:

1. The school is informed if the family are running late.
2. Any legitimate absence is notified to the school by telephone before 9am on the first day of the absence without fail, and that further calls, before 9am, are made on every subsequent day of the absence. Schools will contact you in writing with any concerns.
3. Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up to date and are genuinely numbers where a response will be received. This is particularly important with mobile phone numbers.
4. The school is kept informed of the absence and the likely return date.
5. Any planned absences are officially notified to the school, in writing, in advance.
6. School would be informed before 1.15pm if a child was not returning to school after lunch because of becoming unwell over that period.
7. Latecomers report to the school office on arrival at school.

Staff will ensure that absences are checked every day and follow up the whereabouts of any child for whom we have no explanation. Due to the amount of extra work involved and necessity of having the correct information we would ask you to make note of the above requirements and ensure that you follow through the procedures to ensure the safety of all our children.

### Holidays

The Government has highlighted the importance of school attendance to a child's development and has required schools to set targets for improved attendance. Against this background, there is considerable concern at the increasing number of term-time holidays being taken by children at the request of their parents. The Headteacher is not

able to refuse permission to parents for such holidays but it is the position of Education Services that these holidays are officially recorded as "unauthorised".

Education Services recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods and whilst parents remain free, within reason, to remove their children for holidays during term time. They should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is not possible and not fair to other children - to direct teaching time to assist a child who has been on holiday to catch up on what they have missed. Parents should always inform the school, in writing, of any such holiday plans.



The exception to this is when a family holiday is judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.

A parent may be asked to come into school to explain the reason for their child's absence in line with the Education Authority's legal duty under the [Education (Scotland) Act 1980, Section 36].

### **Absence from school**

Pupils who need to leave school during the school day ie doctor/dentist appointments, are required to sign out at the school office and give their reason for leaving. They must also report to the school office on their return to school. The School requires a written notification of any absences. The procedure for pupil's absence or sickness must be clear.

### **Curricular Planned Absence**

Pupils may be absent from school whilst they attend curriculum related trips and activities. Pupils will be registered by the member of staff responsible for the trip with unexplained absence being communicated to the school office.

## 11.4 Homework

Home learning is a vital link between home and school. It is one expression of the three-way partnership of parents and carers/ students/teachers.

Regular homework will be a feature of school life from first year and will become increasingly so as your child progresses. Student planners are issued to all students and will be carefully monitored by teaching staff.

Poor performance and non-completion will be brought to your attention - initially through the planner.

### **How You Can Support Your Young Person in Home learning and Home-Study:**

- Show an interest in what your child is doing at school.
- Check your young person's planner weekly and sign it.
- Give positive feedback and if you are not happy with your young person's work, try to make criticism constructive.
- Communicate to your young person that homework is an important part of education - if you value it your young person may.
- Help your young person find a quiet warm place and a time for doing homework.
- Remember that your young person's learning and working style may not be similar to yours.
- Communicate to us your concerns or ideas about homework or home study.



## 11.5 How is my child doing? (Assessment and reporting)

'Assessment' is the word used to describe all the things which schools do to see how your child is getting on, what they are learning and what they know and understand.

It is important to know how each child is getting on so that schools can make sure that each child is progressing and developing according to their abilities.

Assessment happens all the time in schools and your child's progress will not just be based on 'tests' but also on how they learn both in class and in other settings. Written work will be used to assess your child but so will their ability to take part in class discussions, make presentations, be in a production or team, produce drawings or projects etc.

Parents will be involved both informally in discussion with teachers, looking at their child's work and also formally through parent's nights, profiles and reports. In senior school children will also can be assessed through a range of qualifications.

### **SNSA**

At some stage during their S3, pupils will sit the Scottish National Standardised Assessments (SNSAs) in Numeracy, Reading and (tools for) Writing. These provide useful information on how our pupils are progressing against national expectations.

There will be several opportunities for you to discuss your child's progress. This may be through informal discussion with the teacher or at Parents' Nights or for some it

may be through more formal, focussed meetings with other agencies.

The progress of all students is monitored regularly through the school's SEEMIS Tracking and Monitoring system but also through the assessment of course work, end of unit tests and, where appropriate, formal examination.

Pupils in S1 - S3 are assessed through a variety of formative and summative techniques.

There are no formal examinations until pupils are completing National 4 or National 5 courses in S4.

### **Reports**

Tracking & Monitoring Reports provide information on a young person's progress against previous performance, including information regarding effort, behaviour and homework.

Full reports are also provided annually, and add a teacher comment for each main subject. Advice is generally given on appropriate next steps to ensure further progress.

S1 – January 2019

S2 – May 2019

S3 – April 2019

S4 – February 2019

S5/6 – March 2019

Guidance is provided with both types of report.



## 11.6 Pupil profiles

A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at learners and their parents and draw together a range of information about a child or young person's learning. It is one of the ways in which a learner's achievements can be recognised. The process of profiling is ongoing and progressive for all learners throughout their school years (2-18yrs). It is important that profiling is seen within the context of career education.

In Secondary Schools, the end of S3 represents an important milestone in every young person's education. By the end of S3 all young people will have completed the Broad General (BGE) Phase of Curriculum for Excellence. Young people should have produced their own profile, supported by staff, which gives a reliable and full account of their progress and achievements to date. It should include a focus on what they feel are their latest and best successes and the skills they have developed. Schools should describe their approach. Parents should know why this is produced and support their child/children in the process.

## 11.7 Helping the school

All parents and carers have the opportunity to help in the school in a variety of ways. Those who are interested in doing so should contact Lorna McCubbin, the Chair of the Parent Council or Alison Chambers, Head Teacher.

## 11.8 Helping your child

- Parents can support their child by Listening, talking, and encouraging - this can have a big influence on children's learning.
- Encourage your child to talk to you about their learning, what learning is happening at school and do what you can at home to build on that.
- Talk to your child about their strengths/interests and how they are progressing.
- Encourage your child to talk to you about their next steps in learning and find out how you can work with the school to support this.
- Ask for help if you think your child needs it for any reason.
- Praise your child if he/she is working hard at something or has achieved something within or out of school.
- Look for opportunities at home to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, encouraging reading, writing, understanding instructions, questioning information.
- Encourage your child to take part in activities e.g. hobbies, clubs which will provide opportunities to develop a range of skills.
- Help them work on tasks on their own and then talk about it with you afterwards.



# 12. SUPPORT FOR ALL

## 12.1 Pupil support

### Personal Support

All pupils have a personal support tutor.

The Personal Support Tutors are led by Mr Simon Mein who works closely with the 2 Principal Teachers Student Support.



Personal Support Tutors meet regularly with the Principal Teachers Student Support to discuss pupil welfare and pupil progress.

The term Student Support Services covers Pastoral Care, Support for Learning and Behaviour Support. It also embraces sources of student support available out with the staffing complement of the school.

### Student Support

The Student Support Services Team aims to offer fully integrated support to all students, at all stages of their school career. The

team is led by the Headteacher, who takes overall responsibility for all aspects of Student Support, including care and welfare issues, inclusion and equality, and values and Citizenship.

Two Principal Teachers of Student Support each have direct responsibility for the Pastoral Care of two Houses– a cohort of about 200 students, in each case.

Each student in the school is assigned to a Student Support Principal Teacher, with members of the same family in the same House group.

The Student Support Principal Teacher will make every effort to get to know all young people as individuals as they progress through school.

The Student Support Principal Teacher is the first point of contact between the home and school. In most cases where parents/carers have any concerns whatsoever about their child's progress, attitude or behaviour, the appropriate Student Support Principal Teacher should be contacted.

Students have regular interviews with their Personal Support Tutor, during which progress is discussed, course preferences are discussed, targets are set and files are updated. During these and other less formal exchanges, students are able to bring problems or general queries for discussion.

Student Support Principal Teachers are closely involved in delivering Personal and Social Education (PSE) throughout the school. These courses are important in helping young people develop the school values. These classes involve a structured programme so that they become responsible citizens of the future. These are based on health and wellbeing experiences and outcomes as part of the broad general education (BGE).

Student Support Principal Teachers maintain contact with all others involved in the education of your child - from their Personal Support Tutor colleagues and others within the school, through to the careers service and other support agencies out with the school. While information-sharing is encouraged, there will also be areas in which confidentiality will be respected.

### **External**

Other staff, such as Opportunities For All Officer, Skills Development Scotland Careers Adviser, DG TAP Employability Officer, Child Health School Nurse, the Educational Psychologist, CAMHS and Social Services contribute regularly to the work of the Student Support Services through the Getting it Right for Every Child (GIRFEC) group.

The GIRFEC group meets weekly to discuss individual students who may benefit from the additional support these services can provide. The Dalbeattie cluster has an Opportunities for All Officer who liaises closely with families and schools. Other professionals from the wider community also contribute from time to time to the work of the Student Support Services Team

eg School Nurse or school based Police Officer.

### **Additional Support**

The allocation of Additional Support for Learning Teachers has been determined by annual Authority audit, and is based on identified student needs. The allocation of Additional Support for Learning Classroom Assistants is also dependent on audit and the specific needs of particular students. It too varies from year to Year.

In addition to collaborating with colleagues, the Additional Support for Learning staff provide support for some individual students by working alongside them in classes, or by withdrawing them individually or in groups to the Support for Learning Base.

They also play a key role at the point of transfer from Primary to Secondary school to ensure a smooth transition. They are also involved in planning students' future support needs when they leave school, at their next transition point.

Additional Support for Learning staff work with them directly, but also take responsibility for assessing needs, constructing Individual Educational Programmes (IEPs), referring students to agencies outside school for further support and reviewing individual needs on at least an annual basis.

## 12.2 Pastoral care/Anti-bullying

Education Services Respect for All Guidelines (2018) for Schools incorporates revised national anti-bullying guidelines (Scottish Government 2017) that underpins our Schools Policy.

### **We also acknowledge The United Nations Convention on the Rights of the Child**

- Children's rights are now embedded in Scottish legislation with the promotion and upholding of the rights of children and young people and states that all education should develop each child's personality and talents to the full. Children's voices should be heard, and their wishes respected without discrimination of any kind.
- AND

### **The Equality Act 2010 that places a duty on schools to:**

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it..
- Foster good relations between people who share a protected characteristic and people who do not share it.

### **The Equality Act 2010 put legislation in place to prevent direct or indirect discrimination against persons due to their:**

- |                                     |                           |
|-------------------------------------|---------------------------|
| ● Age                               | ● Pregnancy and maternity |
| ● Disability                        | ● Race                    |
| ● Sex (gender)                      | ● Religion or belief      |
| ● Gender reassignment (transgender) | ● Sexual orientation      |
| ● Marriage and civil partnership    |                           |

Dumfries and Galloway Council's priorities also place every child's wellbeing at the centre. In schools we do this by adhering to the principles of GIRFEC (see 12.4)



## 12.3 Additional support for learning

Dumfries and Galloway Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility to ensure that all children and young people have access to quality learning opportunities and experiences.

The Authority aims to remove barriers to learning for all children with additional needs through a range of provision from mainstream classes (with or without support) to part-time or full-time provision in a school with a learning centre or base.

This commitment to meeting the needs of all children is based on the requirements of the

- Social or emotional difficulties
- Problems at home
- Being particularly able
- A physical disability
- Moving home frequently
- Behavioural difficulties
- Bullying
- A sensory impairment
- Communication problems
- Being a young carer
- Being a young parent
- Having English as an additional language
- A learning disability
- Autism Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Health Problems
- Long-term absence
- Dyslexia/Dyscalculia
- Fine or gross motor problems

Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009.

What is Additional Support for Learning (ASL)? If your child has a barrier to learning they can be said to have 'Additional Support Needs'. Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

If you have any concerns about your child, you should speak to a member of staff in the school in the first instance. There are several ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers, Impairment Specialists and Educational Psychologists. It may also involve your child being referred onto staff in external agencies such as Health staff (Speech and Language Therapist, Occupational Therapist, Physiotherapist etc.). As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate your child will have an educational plan agreed which will identify how they are to be supported.

Your child's progress will be kept under review and any plans and support will be changed as agreed. As a parent you will be closely involved in any review process.

A small number of children will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a Co-ordinated Support Plan. The Co-ordinated Support Plan process is overseen by the Supporting Learners Service with responsibility for Additional Support for Learning.

In school, members of the Additional Support for Learning team are available out with class times on nominated days for students wishing to refer themselves for help with writing skills, spelling, homework and any other matters of concern.

In the event that you have any concerns about your child's learning, you are welcome to approach the school through your child's Student Support teacher to arrange to discuss these with Support for Learning staff.

### **Paired Reading**

At Dalbeattie High School we have a paired reading and spelling buddy scheme for those students who could benefit from some help in one or both of these areas. Volunteers from S6 have been specially trained by the Support for Learning Department with the skills they need to help younger students in the school. All those involved find this an enjoyable and worthwhile experience as the young people develop confidence and skills that will have an impact across the curriculum and beyond.

### **Additional Support Needs**

The education (Additional Support for Learning) (Scotland) Act 2004 introduced a new framework for providing support for children and young people who need some additional help with their learning. This Act has now been amended further by the Education (Additional Support for Learning) (Scotland) Act 2009.

The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also



encourages all those supporting children and young people to work together.

### **A Guide for Parents and Carers**

The authority is currently developing a range of information booklets outlining both policy and practise, which should be available online at [www.dumgal.gov.uk](http://www.dumgal.gov.uk) or from your local school.

If you would like further information or advice, please contact the school in the first instance or contact the central support team at CYPLLDumfries & Galloway Council 122-124 Irish Street DUMFRIES DG1 2AW.

Further information on the above is available from the school or on the Council website

<http://www.dumgal.gov.uk/article/16163/Additional-support-for-learning> or from the following sources:

- Enquire - the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527 <http://enquire.org.uk/>
- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 <http://www.google.co.uk/search?hl=en&source=hp&q=Scottish%20Independent%20Advocacy%20alliance>; or
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

Parents may also access further support through mediation services provided by

Common Ground Mediation

<http://www.commongroundmediation.co.uk/> or advocacy support through People's Advocacy Support Service (P.A.S.S. Direct ) or Parents Inclusion Network (PIN) <http://www.parentsinclusionnetwork.org.uk/>



## 12.4 Getting it Right for Every Child

Getting it right for every child (GIRFEC) is an approach from The Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it - the right help at the right time. For you and your child, GIRFEC means that:

You are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.

Every child will have a Named Person in the School. If you or your child need any advice or any support, the Named Person is your first point of contact and will make sure you get the help or advice that you need. Having a Named Person means that if there is anything that could affect your child's wellbeing, he or she will receive support as quickly as possible so that problems do not develop.

- If your child has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your child. You should never have to keep telling your story to lots of different staff in the School or the Education Department or the NHS. Your child will have a single plan that everyone works to and everyone is clear about what they are doing. When your child moves to secondary school there will be a Transition Plan in place for them in good time.

For more information on getting it right for every child email [GIRFEC@dumgal.gov.uk](mailto:GIRFEC@dumgal.gov.uk) or visit [www.dumgal.gov.uk/girfec](http://www.dumgal.gov.uk/girfec) to see the Dumfries and Galloway services plan.

## 12.5 Child Protection

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: safe, nurtured, healthy, achieving, active, respected and responsible and included. Schools and front-line education and child care services will play an important role in ensuring all children and young people are safe and well. Further information can be found at <http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families>

**Parents, carers and pupils have a key role in keeping the school community safe. We would therefore urge parents to share any information which would keep everyone safe, and to support and encourage their child(ren) to do the same.**

There is an expectation that drug, substance and weapons will not be brought onto the school environment "In responding to drug/substance or weapons related incidents, schools will follow education authority guidelines. In all such circumstances, parents/carers will be contacted, and their cooperation expected. The police will be involved if drug use is suspected or discovered or, if there are concerns regarding the possession, threat or use of weapons.

All schools and early child care and education settings in Dumfries and Galloway are expected to record any unusual incidents or concerns they may have about a child. Normally this information will be shared with parents or carers when issues of concern arise.

## 12.6 Educational Psychology Service

Educational Psychologists aim to improve the life chances of all children and young people. Working in partnership with families and other services, we use applied psychology and knowledge of child development to address inequalities, support vulnerability and enhance inclusion. We seek to ensure that young people realise their potential to become successful learners, confident individuals, effective contributors and responsible citizens.

We do this by:

- Working with others in a consultative way to help them make sense of difficulties and make informed choices and decisions.
- Sharing knowledge about 'what works' and promoting evidence informed approaches to develop the policy and practice of literacy, numeracy and health and wellbeing in our educational establishments and communities.
- Raising awareness of the crucial role of communication, relationships and nurture in children's lives.
- Training and developing the skills of other professionals to improve children's attainment and achievement

- Highlighting the interactive nature of assessment, teaching and learning.
- Designing and implementing interventions in partnership with others which support individuals and communities to develop resilience and ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included.
- Supporting effective transitions (early years into primary, primary to secondary and secondary to post school) to improve the life chances of young people

The Psychological Service is based in offices in Newton Stewart, Dumfries and Annan, and each school has an identified Educational Psychologist. Further information about the service is available from the school.

## 12.7 Supporting Learners Service AND Opportunities for all Officers

Opportunity for All Officers work with children and young people (upper primary and secondary) as part of the Supporting Learners Service to help build positive relationships to reduce levels of exclusion and disengagement to enable pupils to achieve successful outcomes and positive destinations. They also undertake attendance officer duties.

# 13. STAYING ON AT SCHOOL/ LEAVING SCHOOL

## 13.1 Educational Maintenance Allowance

Activity Agreements (flexible, tailored learning plans) have been delivered in each local authority in Scotland since 2011/12. This provides a weekly allowance of £30 payable to eligible young people aged 16 to 19. Detailed guidance on Activity Agreements can be found on the Scottish Government and Dumfries and Galloway Council websites:

<http://www.mygov.scot/ema>

<http://www.dumgal.gov.uk/article/15247/Education-Maintenance-Allowance>

Application forms and guidance leaflets are available through the links below:

[http://www.dumgal.gov.uk/media/17522/Form-application-for-Education-Maintenance-Allowance/pdf/0082-18\\_EMA\\_Form.pdf](http://www.dumgal.gov.uk/media/17522/Form-application-for-Education-Maintenance-Allowance/pdf/0082-18_EMA_Form.pdf)

[http://www.dumgal.gov.uk/media/17521/Guidance-notes-Educational-Maintenance-Allowance/pdf/0082-18\\_EMA\\_Guidance\\_Notes.pdf](http://www.dumgal.gov.uk/media/17521/Guidance-notes-Educational-Maintenance-Allowance/pdf/0082-18_EMA_Guidance_Notes.pdf)

For more information on eligibility and application forms please visit <http://www.dumgal.gov.uk/article/15247/Education-Maintenance-Allowance>.

## 13.2 Staying on or leaving school/Dumfries and Galloway

## Youth Guarantee Choices/AND Skills Development Scotland

Dumfries and Galloway's vision is that all young people will receive an appropriate offer of post-16 learning, training, employment or personal skills development with 100% positive destinations for all school leavers in Dumfries & Galloway.

Planning forms part of the process for ensuring there are opportunities available for you on leaving school. Planning will help identify the most appropriate offer that matches your needs and career aspirations. It must be:

- at the right level
- accessible both in terms of location and local labour market opportunity
- delivered through the right learning method
- fit with your chosen pathway

To find out more visit:

<https://www.dgtap.co.uk/education> and <https://www.myworldofwork.co.uk/>

The DG Youth Guarantee is an extension of the Scottish Government's commitment that every single 16-19-year-old in Scotland will be offered a place in appropriate learning or training if they are not already in a job, Modern Apprenticeship or in education this includes 3 critical elements:

- the right learning - with a range of options on personalisation and choice. This will include staying on

at school, entering further or higher education, taking up employment, an Apprenticeship, participating in training, or taking part in personal skills development in a community learning and development setting or a third sector organisation.

- the right support to remove barriers that might restrict young people's learning choices and information, advice and guidance; to help young people take up and sustain their offer; and
- the right financial support to help young people take up the offer which is right for them and not the choice which pays best or offers the most generous support

For more information visit:

<https://www.dgtap.co.uk/youth-guarantee>



### Universal Support for all Learners

All learners are asked to identify their plans for the future from S3 onwards. This information is saved by the school and can help young people choose relevant subjects as well as being passed on to

partner organisations to plan for pathways beyond school.

Young people are asked about their anticipated leave date, preferred route and preferred sectors. This information is updated annually as young people change and consider pathways. Final destinations secured on leaving school are recorded on a leavers form.

For more information and to see copies of the questions visit:

<https://www.dgtap.co.uk/planning-your-future>

### Targeted Support for Learners

Targeted Support for Learners who don't have a secure destination but are planning to leave school: The Employability Coordination Group (ECG) has representation from Pupil Support staff, Skills Development Scotland and the Employability & Skills Service plus Supporting Learners Officers where there is persistent absenteeism and Additional Support for Learning Staff when appropriate.

As ALL young people progress through the BGE phase, Skills Development Scotland and/or Supporting Learners staff will have established a model of support for pupils.

The employability coordination group will meet regularly to consider all pupils (S4-S6) to determine their level of risk of not achieving a positive destination up to 6 months before their leaving date. For those who wish to leave but don't have a positive destination a key partner will be agreed. to ensure the appropriate support is in place for each young person. Young people who

have been given extra support in school will automatically be considered to enable the right support to continue through the transition to post school if needed.

There are a range of identified support programmes available to help young people who wish to leave school but require more support before moving in to training, employment or further education. For more information on Activity Agreements, the DG Employability Award or Project Search visit:  
<https://www.dgtap.co.uk/training-development>

To see the range of staff who can help download the 'who can help school' leaflet.

### **Skills Development Scotland My World of Work**

<https://www.myworldofwork.co.uk/>

Skills Development Scotland offer support in schools and online for pupils and parents including:

- Information for parents: parents and careers section to help parents support their children through career decisions.
- Subject choices: everything young people need to consider when choosing their subjects.
- Leaving School: help to find the right job, training or further education opportunity.
- Exam results: help to plan their next steps after exams.
- Preparing from a job: build a CV and practise for interviews.

- Apprenticeships: find out what apprenticeships are available including foundation apprenticeships which begin at school.

Additional contact for information for staff and parents include:

- For DG Employability Award:  
[DGEmployabilityAward@dumgal.gov.uk](mailto:DGEmployabilityAward@dumgal.gov.uk)
- For all Employability (Employability and Skills Service) referrals:  
[ESS.referrals@dumgal.gov.uk](mailto:ESS.referrals@dumgal.gov.uk)
- For Project Search:  
[Projectsearch@dumgal.gov.uk](mailto:Projectsearch@dumgal.gov.uk)
- For Work Experience:  
[workexperience@dumgal.gov.uk](mailto:workexperience@dumgal.gov.uk)
- For Youth Guarantee or DYW:  
[DGyouthguarantee@dumgal.gov.uk](mailto:DGyouthguarantee@dumgal.gov.uk)

## **13.3 More information**

### **Employment of Pupils**

If a school is notified by a pupil that they intend to take up part-time employment. Schools should direct pupils and parents to the following Scottish Government Guidance on Employment of Children.  
<https://www.gov.scot/Publications/2017/08/4185/1> (Employment of Children - A Guide for Children).

# 14. SCHOOL IMPROVEMENTS

## 14.1 Improvement planning and priorities

In May/June of each year, the school publishes a Standards & Quality Report providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn.

In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following engagement with staff, pupils and parents. Parents will be asked to contribute to this process and can do so through the Parent Council and associated focus group.

The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are published on the school's web-site and are also available in hard copy, on request.

## 14.2 Achievements

The Young people of Dalbeattie High School have experienced many successes over the last academic year. These have ranged from winning the regional Di Vinci Academic Decathlon, success in the completion of Duke of Edinburgh Awards to much sporting success in football, hockey and netball.

All of young peoples' achievements can be viewed on our Facebook page at [www.facebook.com/dalbeattiehigh](http://www.facebook.com/dalbeattiehigh).

## 4.3 More information

Further information about the school can be found on the Education Scotland Parentzone dashboard at

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/SchoolInformationDashboard-Secondary/Introduction>

Further information on the Dumfries and Galloway Education services improvement planning can be found at <http://www.dumgal.gov.uk/article/17612/Education-Authority-Annual-Plan>.

# 15. HEALTH AND SAFETY

## 15.1 Emergency procedures

If your child feels ill during the school day and we feel that he/she would be better at home, we will telephone you or your emergency contact. Minor accidents, e.g. cuts, bruises, are dealt with by the school staff. Serious accidents are few, but should one occur your child will be immediately taken either to your doctor or to hospital, if necessary, and you or your emergency contact will be notified. We cannot stress enough the importance of supplying the school with the relevant information we require in such a situation, i.e. your own home and work number and a telephone number of an emergency contact.

Please remember that if your child stays in more than one home setting contact details should take account of this. We will request such information at the beginning of each new school year. Please update this as necessary.

In some emergency situations, when the circumstances near the school could endanger the safety of the school community, pupils and staff must stay within the school to be safe. Schools will follow the guidance and procedures outlined in Education Services Safer Together Inside. A copy of this can be requested from the school.

## 15.2 Severe weather and school closure arrangements

Headteachers are authorised to make an emergency closure when the state of the weather or any other exceptional circumstance make it necessary in the best interests of the pupils. In these circumstances parents will be communicated with in a variety of ways including text messages/ phone calls and emergency contact arrangements. All school closures will be notified on the Council Website.

In the event of a school closure:

- At the earliest opportunity, information will be communicated through 'school closures' section of the Council website.
- A GroupCall will be issued to all parent/carer contacts in the school's SEEMIS system.
- Information will be relayed through the school's social media accounts.

Parents can help the school by planning for any potential school closure by monitoring weather reports and checking on the Council Website:

<http://www.dumgal.gov.uk/article/15240/Emergency-school-closures>

### 15.3 Health care (Inc. First aid)

Education Services is committed to ensuring that all children can fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the nursery/school environment, for most children this will be for short periods of time only, but for some children this may require more long-term planning and support. If your child has any health care needs, please contact the school to discuss arrangements. Full details of the support available and your role as a parent and the role of your child are contained within Health Care in Schools 3-18 (NHS and Dumfries and Galloway Council) which is available from the school.

Schools should also include information on their approach to first aid in the school. The Health and Safety (First Aid) Regulations 1981 includes the duty of care referred to in the Approved Code of Practice to persons who are not employees but who regularly visit premises, e.g. pupils in schools. Schools should make clear that they have staff with responsibility for first aid with appropriate training that includes administering first aid, reporting in line with the Accident and Incident Reporting procedures and keeping a record of first aid administered.

### 15.4 Data protection

Each year, your child/young person's school will send home a copy of the personal data we hold about your child/young person as part of our annual update process. If at any other time you would like to review information held as part of your child's Educational record, you

can do so as part of the Access to Educational Record legislation. In the first instance you should contact the Headteacher of your school to make this request.

#### **What personal information do we collect from you and why do we need it?**

Data about pupils includes, name, date of birth, gender, and address, racial or ethnic origin, religion. It will also include information about any additional support needs and any relevant medical conditions.

Data about the pupils' family will include, names, addresses, email, phone number, emergency contact details and family situation.

Data held will also include pupil progress, assessments and exam results. It will also include records of attendance, absence and any exclusions.

We will hold data about when and where the pupil goes after they leave Early Learning and Childcare Centre (ELCC)/School. This includes information about their next setting, career paths or intended destinations.

If your child is accessing school transport and school meals, data will be shared with School Mainstream Transport Team/Contractors and Enterprising DG.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that have legitimate reason to. We will not keep personal data for longer than is necessary and will follow

the Council's Record Retention Schedule and archival procedures.

### Sharing Pupil data

If a child/young person moves Early Learning and Childcare Centre (ELCC) /School, we have a legal obligation to pass on information to their new ELCC/School/education authority. Sometimes we also receive information about child/young person from other organisations, such as, NHS, Police Scotland, Social Work, Additional Support Services and sometimes other organisations or groups connected to the pupil's education.

We also need to share pupil information with other organisations. Law requires us to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes.

We share your data with third parties who process it on our behalf, including the operator of our Education Management Information System, our schools' intranet GLOW, and our text messaging provider Groupcall. For more details about this processing please contact [miss@dumgal.gov.uk](mailto:miss@dumgal.gov.uk).

The Council take the security of your data seriously and access to SEEMiS is restricted to approved staff and by username and password only. The Council Data Protection Policies and Procedures make clear that all staff have a responsibility to ensure that they handle personal data appropriately and that suitable organisational security measures are in place. To prevent unauthorised disclosure,

hard copies of data are stored securely at your child's nursery or school.



The Council need to ensure you and your child's personal data remains accurate, to assist with this, please ensure you keep your nursery and school up-to-date with any changes. For example, if you do not inform the school that you have moved to a new house, this may result in your personal data being sent to an incorrect address.

If you would like to access any information we hold, then you can do so under the Pupils' Educational Records (Scotland) Regulations 2003, by making a Request to your child's school in the first instance.

### More Information or Concerns

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern please follow this link <http://www.dumgal.gov.uk/article/15129/Data-protection>

If you have any concerns about data sharing you can discuss this with the school office, or data protection officer at

the Council via  
[dataprotection@dumgal.gov.uk](mailto:dataprotection@dumgal.gov.uk)

## 15.5 ICT in school (2015)

The Authority has an overall Policy and Procedure for the use and application of ICT in Schools. We recognise that social media and mobile phone technology has potential benefits for learning and teaching. It is unreasonable and impractical to attempt to impose a ban on mobile devices in schools therefore the authority has produced guidelines for Digital Citizenship, Use of Technology, Mobile Phones, Digital Images and Use of Social Media.

Schools take images of pupils for various reasons e.g. the prospectus; ceremonies (recognition of achievement, Prize giving, Sports Day etc.); functions (discos, charity events etc.); curricular activities (Communication Passports, performance in

sport/dance, field trips etc.); extra-curricular activities (school sports fixtures, school excursions, class outings etc.). Images are also used to create a record of an event to show to participants, other pupils and parents/carers. To do this, photographs are displayed throughout the school; videos and photographs are shown to parents/carers, staff and others; media coverage arranged; prospectuses are published and distributed

The Authority has a policy on the use of images of pupils. You will be asked to read this when your child enrolls and to clarify your consent about the publication of images of your child, but you can amend your permission at any time by contacting the school office. Please ask at the School Office to see a copy.

## 15.6 Use of the Internet, and Social Networking sites

As part of the process of learning we allow our children supervised access to the Internet and e-mail. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material. This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use, which we ask parents and young people to sign up to.

## 15.7 More information

More information on health and safety practice can be found on the national Health and Safety Executive (HSE) website [www.hse.gov.uk/services/education/index.htm](http://www.hse.gov.uk/services/education/index.htm)



# 16. USEFUL LINKS AND POLICIES

## 16.1 Useful inks

Staff, Parents and Pupils can access key Policies for the Authority at <http://www.dumgal.gov.uk/article/16350/Strategies-plans-and-policies>.

Parents can access more information by visiting Dumfries and Galloway Home page and clicking on schools or clicking <http://www.dumgal.gov.uk/schools>. From this one page you can access information on schools, school meals, transport and Parental involvement. We would also suggest that parents are aware of the following local and national websites to support parents/carers and young people on their journey through school life.

- Youth Democracy: <http://www.dumgal.gov.uk/article/17522/Youth-Democracy-and-Youth-Participation>
- DGvoice: <http://www.dgvoice.co.uk/index.php/youth>
- Cool to talk: <http://www.nhsdg.scot.nhs.uk/News/Cool2talk>
- My World of Work: <https://www.myworldofwork.co.uk/>
- Youthlink Scotland: [www.youthlinkscotland.org](http://www.youthlinkscotland.org)
- Citizens Advice Dumfries and Galloway: <https://www.cas.org.uk/bureaux/dumfries-and-galloway-citizens-advice-service-dagcas>
- Support in Mind, Scotland, National Rural Mental Health Forum [www.ruralwellbeing.org](http://www.ruralwellbeing.org)
- University and Colleges Admissions service: <http://www.ucas.ac.uk>
- GLOW (Scottish Schools' Intranet): <https://sts.platform.rmunify.com/Account/SignIn/glow>

# FREQUENTLY ASKED QUESTIONS (FAQ)

<b>My child feels ill?</b>	Your child should tell the class teacher who will send him/her to Student Support. If the school cannot deal with the problem you will be contacted. In serious cases, your child will be taken to hospital. You will be notified.
<b>My child misbehaves?</b>	In most cases a verbal rebuke or a demerit is all that is necessary. If the problem is contained to one subject the Principal Teacher of that subject will contact you. In those cases where misbehaviour is occurring in a number of classes, your child's Student Support Teacher will contact you.
<b>I need to contact my child?</b>	Telephone the school reception and a message will be passed on. 01556 613100
<b>My child is being bullied?</b>	
	Encourage your child to tell you and/or a teacher. If your child is reluctant to talk about it, please act on his/her behalf and contact his/her Student Support Teacher.
<b>My child is not coping with coursework?</b>	Contact the Principal Teacher Student Support if your child is having problems with.
<b>My child cannot do class work?</b>	Write a note in your child's School Planner.
<b>My child arrives late?</b>	Pupils are required to sign in at the School reception Parents/ Carers will be contacted if a pupil is persistently late.
<b>My child is absent?</b>	On the day of absence it is imperative that you contact the school before 9.15am (preferably as close to 9am as possible). If your child is absent and we have not heard from home, a Groupcall message will be forwarded to the contact numbers we have on your child's record. Please send a note to explain the absence when your child returns to school. If the absence is likely to be more than a week contact your child's Student Support Teacher. Please note that all absence in term time, which is not medical, has to be recorded as unauthorised or truancy which does not reflect well on your child's pupil record.
<b>My child has a doctor or dentist appointment?</b>	Send a note or appointment card with your child in order that he/she is able to sign out of school at the appropriate time.
<b>My child has a bus pass problem?</b>	The School Office handles any difficulty with bus passes.
<b>Unable to attend a Parents' Information evening?</b>	Contact your child's Student Support Teacher. It is sometimes possible to make alternative arrangements.

School phone number: 01556 613100

Website: [www.dalbeattiehigh.org.uk](http://www.dalbeattiehigh.org.uk)

Office email: [gw08officedalbeattie@ea.dumgal.sch.uk](mailto:gw08officedalbeattie@ea.dumgal.sch.uk)



**Dalbeattie**  
High School  
2019