



BEARSDEN ACADEMY

SCHOOL HANDBOOK 2024/2025

Successful Learners

Confident Individuals

Effective Contributor

Responsible Citizens

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sustainable thriving achieving

East Dunbartonshire Council

www.eastdunbarton.gov.uk

EAST DUNBARTONSHIRE COUNCIL'S VISION STATEMENT IS REFLECTED IN THE ETHOS OF THE EDUCATION SERVICE:

“WORKING TOGETHER TO ACHIEVE THE BEST WITH THE PEOPLE OF EAST DUNBARTONSHIRE”

THE EDUCATION SERVICE WORKS WITH STAFF IN SCHOOLS AND SERVICES TO ENSURE THE BEST OUTCOMES FOR ALL OUR CHILDREN AND YOUNG PEOPLE.

WE SHARE THE COUNCIL'S COMMITMENT TO:

- THE CUSTOMER;
- EXCELLENCE;
- INNOVATION;
- PARTNERSHIP; AND
- OUR EMPLOYEES.

SCHOOL PROFILE



Bearsden Academy was founded in 1911, and is a non-denominational, six-year comprehensive school situated in the Glasgow suburb of Bearsden. Its location on the former St Andrew's College campus gives it a central focus in the community, and it is within easy reach of the four associated primaries: Baljaffray, Bearsden, Castlehill and Mosshead. In addition, a significant number of pupils transfer from nearby St Nicholas' Primary, and placing requests from Glasgow, Clydebank and beyond. In addition, the school is home to a successful Enhanced Learning Resource (ELR) funded by East Dunbartonshire Council. At present, 21 pupils attend the resource and are integrated to varying levels within classes.

The school has a long and proud academic tradition, and has the enviable distinction of regularly being among the 10 top performing state schools in Scotland. Added to this is an impressive record of achievements in other spheres of school life, thanks largely to the provision of an extensive range of extra-curricular activities in which pupils are encouraged to participate.

The new Bearsden Academy was opened in August 2009 and is a purpose-built facility funded by the Council's PPP programme, with a capacity of around 1200. As a result, S1 intake has been capped at 210.

The new building provides excellent opportunities for a variety of teaching approaches. The thrust of the recent improvement planning process has been to prepare staff for these opportunities. Strategic Learning and Teaching initiatives have been successful in helping staff share successful working practices, all with a view to providing stimulating learning contexts for our young people.

The teaching staff complement is currently 100 and includes a Senior Leadership Team of 8, with 18 (22) curriculum, one Education Language Resource, one PT Support for Learning, one Wellbeing Support Teacher and a Guidance team of 6 PTs. The school was last inspected in session 2015-2016 with the school's "excellent" ability to self evaluate and improve being a significant strength. In addition, inspectors highlighted "the very positive climate for learning", noting both the school's "outstanding attainment" and a "strong sense of partnership between all members of the school community" as being key strengths.

The Parent Council, formed in 2007, is active and very supportive of the school, and parents in general are highly supportive of consultation and information evenings, as well as a plethora of extra-curricular school events. The PTA is very active in raising significant funds to benefit the school community. There is a highly positive ethos in the school, and both staff and pupils are committed to excellence – the byword for Bearsden Academy.

Mr G Cooper
Head Teacher

Bearsden Academy
St Andrew's Way
Bearsden
Glasgow
G61 3AX
Tel. (0141) 955 2344

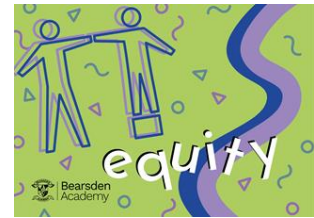
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website: www.bearsdenacademy.e-dunbarton.sch.uk



OUR VISION



BEARSDEN ACADEMY:
COMMITTED TO EXCELLENCE
BY WORKING TOGETHER TO
BE ALL WE CAN BE.



Supporting Rationale: Bearsden Academy is a vibrant learning community that strives to respect the rights of our young people to fulfil their potential. To this end, we are committed to supporting and challenging all members of our school community to become successful learners, confident individuals, effective contributors and responsible citizens.

SCHOOL DETAILS

School Name: Bearsden Academy
Address: St Andrew's Way
Bearsden
Glasgow, G61 3AX
Telephone Number : 0141 955 2344
Pupil Absence Line: 0141 955 2345
Web Address: www.bearsdenacademy.e-dunbarton.sch.uk

The current roll of the school is 1220 (as June 2024)

S1 – 205 S2 - 205

S3 - 207 S4 – 210

S5 – 205 S6 - 188

Roll Projections for Bearsden Academy.

The roll projections include an allowance for known housing development and trends in placing requests e.g the number of placing requests out of the catchment. They are not calculated using actual addresses. It is important to be clear the roll projections below are based on analysis of population data, interpreted through current trends. Should there be changes to current trends – e.g. changes in behaviour around placing requests, unforeseen changes in demographics, other major disruptions to families' behaviours – this will not be accounted for in the projections, and they will not be accurate. It is also important the projections are not taken to be exact predictions. They are intended to provide a guide to likely levels of school population, and we would expect them to be correct in terms of the likely direction of travel, but not to provide accurate specific numbers.

The capacity of Bearsden Academy is 1200, with a cap of 210 in S1.

Roll projections for Bearsden Academy (Updated in November 2019)

| Projected S1 Intake from Catchment Area, with Housing | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Bearsden Academy | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
| Projected S1 Intake | 191 | 197 | 174 | 170 | 179 | 167 | 178 |

This projection includes the associated primary schools and an allowance for some pupils from St Nicholas' Primary.



SCHOOL HANDBOOK 2024/2025

The new building was opened in August 2009 and was constructed under the Council's PPP programme.

It provides a state-of-the-art facility for staff and pupils. The school's ICT infrastructure is excellent with almost all teaching areas featuring interactive board technology designed to support the curriculum.

The school is designed to accommodate the physically disabled.

The campus is spacious and outdoor facilities include all-weather surfaces for sports.

Teaching Staff List 2024/2025

Mr G Cooper – Head Teacher

| | | | |
|--------------------------------|-------------------|-------------------------|--------------------|
| Art & Design | | English | |
| PT | Mrs K Leitch | | PT Mrs K Thomson |
| | Mr I Armour | | PTG Miss L Welsh |
| JS | Mrs H Lambert | | Miss A Anwar |
| JS | Mrs L Lindsay | APT Creative Industries | Mr G Breen |
| NQT | Miss K Meek | | Miss J McGregor |
| | | | Mr M Naidoo |
| | | | Mr A Osborn |
| Biology | | | Miss N Reilly |
| PT | Miss C Thomson | | Miss C Watling |
| | Miss G MacKichan | | Miss A Chalmers |
| | Mrs F McKellar | NQT | |
| APT Digital Learning | Mr L Mitchell | | |
| | Ms L Sawyers | Geography | |
| | | PT | Mr T McCallum |
| | | APT Wider Achievement | Miss A Chamberlain |
| Business Studies | | | Mr D Chappelle |
| PT | Mrs T Burns | | |
| | Miss N Bonner | History | |
| | Mrs L Baran | APT | Mr G Kerr |
| | | ADHT | Miss K Donaldson |
| Chemistry | | DHT | Mr G Stevenson |
| PT | Mrs Y Simpson | PTG | Mrs C Lynch |
| | Mr D Fotheringham | | Mr D Hoffman |
| | Mr A Murray | | Ms M Regan |
| | Dr M Tippen | | Mr A Simonns |
| | Mrs L Patrick | | |
| | | Home Economics | |
| Computer Science | | PT | Mrs C Wright |
| DHT | Mr P Liddle | | Mrs C Elsby |
| PT | Mr J McIntyre | | Mrs G Glen |
| PTG | Mr C Deans | | Miss S Kermack |
| | Ms E McLaughlin | | |
| | | Mathematics | |
| Design & Technology | | PT | Miss F Haxton |
| PT | Mrs C Wright | DHT | Mrs R Higgins |
| | | | Mr G Cameron |
| PTG | Mrs K O'Neill | | Mrs C A Connell |
| | Miss A Caldwell | | Mr P Green |
| | Mr M Hillis | | Mr J Lawson |
| APT STEM Nation | Mr P Strain | | Mr D Macdonald |
| | Mr C Mackenzie | | Mrs A MacGregor |
| | | | Miss L Quinn |
| | | | Mrs J Taylor |
| | | | |
| | | | |



SCHOOL HANDBOOK 2024/2025

| | | | |
|--------------------------------|------------------------------------|-----------------------------|-----------------|
| Drama | | Modern Languages | |
| PT | Mrs C Hamilton | APT | Ms R MacFarlane |
| PTG | Mrs J Westwater | ADHT | Mrs J McIntyre |
| | Mrs J Barker-Brown | | Miss N Bouhala |
| | Miss H Devon | | Miss L smith |
| | | | |
| Modern Studies | | ELR/Wellbeing | |
| PT | Miss L Smith | PT | Mrs C Bruce |
| PTG | Mrs G Zaoui | Teacher of Wellbeing | Mrs E MacRae |
| | Mrs C Graham | | Mrs C Sinclair |
| | Miss J Riley | | Mr J Warnock |
| | | | |
| Music | | Support For Learning | |
| PT | Mrs L Bryce | PT | Miss G Gold |
| PT | Mrs S Panaretou | | |
| | Mr A Edwards | | |
| | Mrs C Lindsay | | |
| | Mr D Nairne | | |
| NQT | Miss A Black | | |
| | | | |
| P.E | | | |
| ADHT | Mr G Sloan | | |
| APT | Miss N Cairney | | |
| | Miss K Diamond | | |
| | Mr S Douglas | | |
| APT Developing Young Workforce | Mr R McArthur (Health & Wellbeing) | | |
| | Mr S McDonald | | |
| NQT | Mr M Dickson | | |
| | | | |
| Physics | | | |
| PT | Mr R Ford | | |
| | Miss J Brockway | | |
| | Mr C Love | | |
| | Mr S Miller | | |
| NQT | Mr S Smith | | |
| | | | |
| RMPS | | | |
| PT | Mr A McKeown | | |
| | Miss K Clarkin | | |
| | Miss R Ward | | |
| | | | |
| | | | |



School Support Staff List 2023/2024

| | | |
|---|--|--|
| School Support Manger | | Home Link Officer |
| Mrs R Aitken | | Mrs J Keough |
| | | |
| | | |
| Administrative Assistants | | IT Technicians |
| Finance Officer - Mrs C Bankier | | Mr L Bonnar |
| Officer Supervisor – Miss V Letham | | Mr D Brown |
| | | |
| Clerical Assistants | | Youth Development Worker |
| Mrs M Carson | | David Smith |
| Mrs J Coulter | | MCR Pathways Co-ordinator |
| Ms G Greig | | Mrs J Murphy |
| Mrs D Macrae | | |
| | | Facilities Management staff |
| Mrs K McKee | | Mrs S Robertson - Day Shift Building Manager |
| Mrs J Phillip | | Mr G Jamieson - Back Shift Building Manager |
| Mrs G Smith | | Mr W Paul - Day Cleaning Team Leader |
| | | Mr M Nguedi - Backshift Cleaning Team Leader |
| School Assistants | | |
| Mrs D English | | SDS Careers Advisors |
| Ms L McFadden | | Mrs D Moran-Smith |
| | | Miss G Pickett |
| Support For Learning Assistants | | |
| Mrs L Calder | | |
| Mr J Cameron (ELR) | | |
| Ms P Devine | | |
| Mrs M Hendry | | |
| Mrs J McIndoe | | |
| Mrs S Mitchell (ELR) | | |
| Ms L Mullen | | |
| | | |
| Librarian | | |
| Miss K McCulloch-Reid | | |
| | | |
| Senior Technician/Technical Technician | | |
| Mr W McCafferty | | |
| | | |
| Science Technician's | | |
| Mrs D Johnstone | | |
| Mrs P McNally | | |
| Mrs M Smith | | |
| | | |

SENIOR LEADERSHIP TEAM: REMITS & RESPONSIBILITIES 2024/2025^(REVISED)

Head Teacher - G Cooper Appointments & staffing; Curriculum co-ordinator; Financial management; Parent Council; Policy development; PR & parent communications; School calendar; School Fund; Staff committees; Staff & school handbooks; Teachers' Professional Association liaison.

| DHT Responsibilities | Year Group | Whole School |
|----------------------|------------|---|
| G Sloan | S1 | SQA co-ordinator; Absence cover; PRD co-ordinator; ICT Rooming Timetable; Health & Safety; CLPL/In service co-ordinator; Staff Welfare; Accommodation/Library facilities; School examinations; Extra-curricular activities/excursions; Buildings; Chaplaincy team, Student Teacher Regent; Targeted Interventions Programme. |
| P Liddle | S2 | School Improvement Plan; Self-evaluation & HGIOS; Standards & Quality report; Learning & Teaching; Homework/family learning; Sharing best practice/visual impact/celebrating success; Behaviour/Pupil Engagement; Newly Qualified Teachers (NQT); School Time-table (current session). |
| K Donaldson | S3 | Achievement & awards; Assessment & reporting co-ordinator; Citizenship/International links; Equal opportunities co-ordinator; Community Contributors; SCQF Ambassador School Link. |
| R Higgins | S4 | Curriculum development (S1-S6); STEM/Outdoor/Creative Learning; DYW co-ordinator; Enterprise; SCHOLAR co-ordinator; Subject choice programme; Vocational programme/FE Liaison; Pupil Voice/Leadership; Digital Learning/ICT co-ordinator; Pupil Equity Fund Coordinator. Supported Study Programme. PTA; school timetable (next session) |
| G Stevenson | S5 | Guidance co-ordinator; Community Learning Development; Pupil welfare/Child protection; Primary Liaison and Transition; Attendance/Registration/EMA procedures; Support for Learning co-ordinator; UCAS administrator/HE liaison; UCAS early applications, (Medicine, Dentistry, Veterinary Medicine); NHS Immunisations Programme. Medical File overview. GDPR. |

- Year group responsibilities change on an annual forward rotation; whole-school responsibilities rotate as appropriate in the longer term.
- All SLT members have a Quality Assurance role with their link departments.
- The School Support Manager will provide support for SLT remits and oversee Parents' Meetings, SQA Administration, Work Experience, management of School Support Staff etc.
- The School Administration & Finance Assistant will be responsible for operating the School Fund.
- The School Office Administration Assistant/Officer Supervisor will be responsible for the daily tasks within in the main school office.

Additional responsibilities

All DHTs: Year group assemblies; Year group ethos; Whole-school supervision; Deputise for the Head Teacher as required.



THE SCHOOL DAY

| Monday & Wednesday | | | | Tuesday, Thursday & Friday | | | |
|--------------------|---------------|--------------|---------------|----------------------------|---------------|--------------|---------------|
| S1 - S3 | | S4-S6 | | S1 - S3 | | S4-S6 | |
| REGISTRATION | 08.50 -09.00 | REGISTRATION | 08.50 -09.00 | REGISTRATION | 08.50 -09.00 | REGISTRATION | 08.50 -09.00 |
| PERIOD 1 | 09.00-09.50 | PERIOD 1 | 09.00-09.50 | PERIOD 1 | 09.00-09.50 | PERIOD 1 | 09.00-09.50 |
| PERIOD 2 | 09.50-10.40 | PERIOD 2 | 09.50-10.40 | PERIOD 2 | 09.50-10.40 | PERIOD 2 | 09.50-10.40 |
| INTERVAL | 10.40-10.55 | PERIOD 3 | 10.40-11.30 | INTERVAL | 10.40-10.55 | PERIOD 3 | 10.40-11.30 |
| PERIOD 3 | 10.55-11.45 | INTERVAL | 11.30- 11.45 | PERIOD 3 | 10.55-11.45 | INTERVAL | 11.30- 11.45 |
| PERIOD 4 | 11.45 -12.35 | PERIOD 4 | 11.45 -12.35 | LUNCH | 11.45 -12.35 | PERIOD 4 | 11.45 -12.35 |
| LUNCH | 12.35-13.25 | PERIOD 5 | 12.35-13.25 | PERIOD 4 | 12.35-13.25 | PERIOD 5 | 12.35-13.25 |
| PERIOD 5 | 13.25-14.15 | LUNCH | 13.25-14.15 | PERIOD 5 | 13.25-14.15 | LUNCH | 13.25-14.15 |
| PERIOD 6 | 14.15 - 15.05 | PERIOD 6 | 14.15 - 15.05 | PERIOD 6 | 14.15 - 15.05 | PERIOD 6 | 14.15 - 15.05 |
| PERIOD 7 | 15.05- 15.55 | PERIOD 7 | 15.05 - 15.55 | | | | |

SCHOOL YEAR 2024/2025

| | | | | | |
|---------------------|--------------------|-----------|----|-----------|------|
| Teachers Return | In Service | Monday | 12 | August | 2024 |
| (In Service Days) | | Tuesday | 13 | August | 2024 |
| Pupils Return | | Wednesday | 14 | August | 2024 |
| September Weekend | Closed | Friday | 27 | September | 2024 |
| | Re-open | Tuesday | 01 | October | 2024 |
| Mid-Term In Service | Closed | Friday | 11 | October | 2024 |
| | Re-open | Monday | 21 | October | 2024 |
| Christmas | Last Day Term | Friday | 20 | December | 2024 |
| | Re-open | Monday | 06 | January | 2025 |
| Mid-Term | Closed | Monday | 17 | February | 2025 |
| | Closed | Tuesday | 18 | February | 2025 |
| | In Service | Wednesday | 19 | February | 2025 |
| | Re-open | Thursday | 20 | February | 2025 |
| Easter Holiday | Last Day Term | Friday | 04 | April | 2025 |
| | Re-open | Tuesday | 22 | April | 2025 |
| May Day | May Day | Monday | 05 | May | 2025 |
| | In Service | Tuesday | 06 | May | 2025 |
| | Re-open | Tuesday | 07 | May | 2025 |
| May Weekend | Closed | Friday | 23 | May | 2025 |
| Pupils Return | | Tuesday | 27 | May | 2025 |
| Summer | Last day of school | Wednesday | 25 | June | 2025 |

| | | |
|-------------------------|--|------------------------------|
| <u>In-Service Days:</u> | Monday 12 th August 2024 | Attached to holiday |
| | Tuesday 13 th August 2024 | Attached to holiday |
| | Friday 11 th October 2024 | Attached to mid term holiday |
| | Wednesday 19 th February 2025 | Attached to mid term holiday |
| | Thursday 6 th May 2025 | |



INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know the details of closure or re-opening. We shall keep you in touch by using letters, notices in the local shops and community centres, announcements in local churches and announcements in the press and on local radio.

PARENTAL COMMUNICATION WITH SCHOOL IN CASE OF EMERGENCY

It is important for parents to inform the school of any emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name and year group is given.

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

PRIMARY/SECONDARY TRANSFER AND ENROLMENT/PLACING REQUESTS

Our associated primary schools are:

Baljaffray Primary School
Grampian Way, Bearsden

Tel: 0141 955 2241

Head Teacher: Mrs L Rodden

Bearsden Primary School
Roman Road, Bearsden

Tel: 0141 955 2254

Head Teacher: Mrs C Smith

Castlehill Primary School
Rosslyn Road, Bearsden

Tel: 0141 955 2215

Head Teacher: Mrs M Thompson

Mosshead Primary School

Stockiemuir Avenue, Bearsden

Tel: 0141 955 2245

Head Teacher: Mrs S Yeoman

A significant number of pupils also transfer from St. Nicholas' Primary in Bonnaughton.

During the first term a meeting for parents of P7 pupils is held in Bearsden Academy when various aspects of transition (e.g. organisation, curriculum, support and ethos) are discussed. Parents are invited to a final meeting in the school in June and can order uniform items and ask questions of senior leaders and Guidance Staff.

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

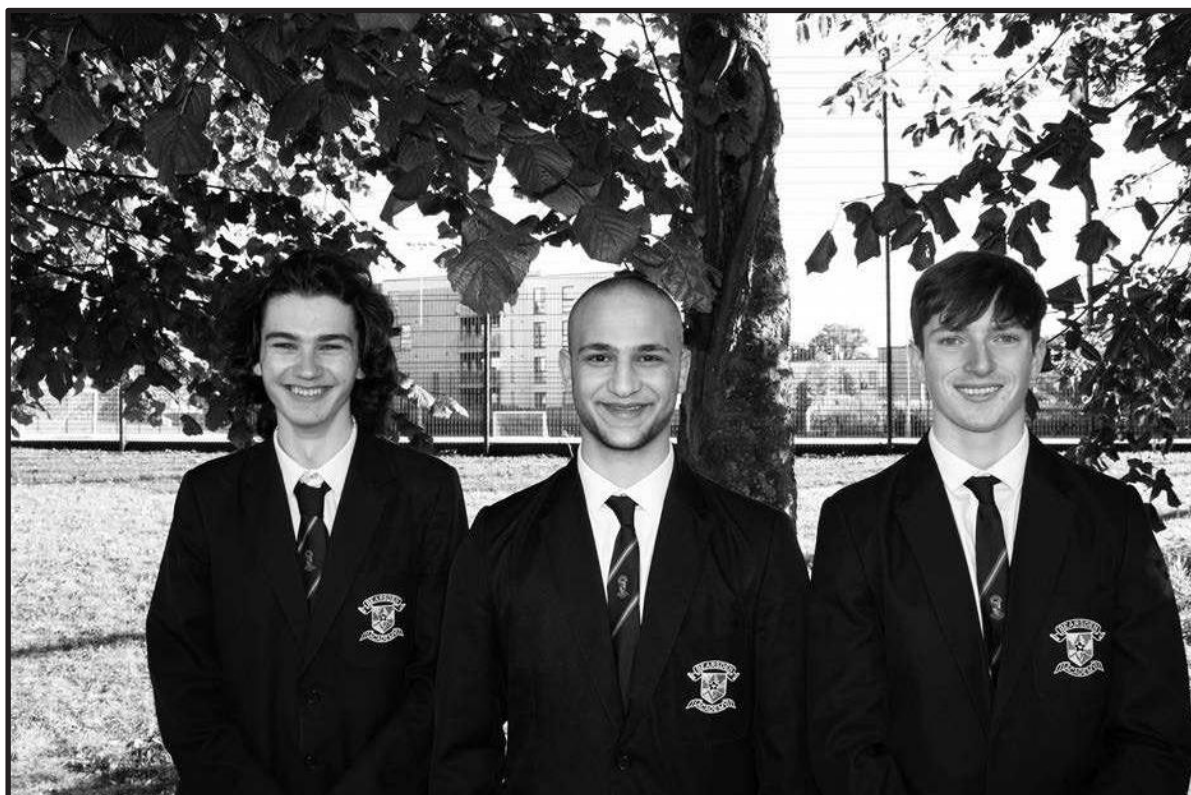
BEARSDEN ACADEMY

For those children who do not live in the catchment area for Bearsden Academy, a Placing Request form must be completed and submitted to the Community Services Department (full address on the Placing Request Form) as soon as possible, and before 15th March at the latest. These forms are obtainable from the school or the education offices. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The Education Authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

Parents who have been offered, or who are seeking a place at the school, are welcome to contact us for more information or to arrange a visit at a mutually convenient time.

P7 pupils, including those transferring as a result of placing requests, visit the school for two days in June, when they are organised into their new classes and sections and follow a variation of their normal timetable. Prefects are allocated to the pupils during their two day visit in June and again when they start S1 in August.

Parents should note that the leaving date for children whose birthday lies between 1st March and 30th September is 31st May, regardless of the date of their 16th birthday. Children whose 16th birthday is between 1st October and 28th February may not leave school before Christmas.





CLOTHING AND SCHOOL DRESS

We strongly believe that pupils should adhere to the Dress Code outlined below for a variety of reasons, primarily on grounds of security since we are able to identify any intruders immediately and easily. Secondly, we believe that pupils should identify with the school. Thirdly, the ethos of the school is greatly enhanced when pupils are in uniform and lastly, but by no means least, it precludes the wearing of designer or casual clothing which is expensive and can easily encourage competition or confrontation.

BEARSDEN ACADEMY DRESS CODE

SCHOOL WEAR

- All pupils must wear a white shirt buttoned to the neck, and a school tie worn at the neck.
- Tops must be plain and black.
- Trousers should be tailored, plain and black, and full length. Skirts should be plain and black and of an appropriate length.
- Pupils should wear the school blazer.
- Headwear may only be worn in school for religious or health reasons and should be plain and dark.
- Items of jewellery, if worn, should be inobtrusive.
- School bags should be capable of carrying securely all textbooks and equipment required for the day, and should be as sturdy as possible.
- Pupils should wear plain black shoes.

UNACCEPTABLE WEAR

- Casual items of clothing or footwear with large advertising names or logos.
- Trainers or other fashion footwear.
- Jeans or other items of denim clothing.
- Football colours, scarves or any item of clothing that could cause offence.
- Loose clothing or accessories that could constitute a safety hazard or cause damage.
- Hooded tops are not to be worn in school.

PE KIT

For all PE activities pupils must have a separate bag with a change of clothing and footwear for the purpose. (Freshly laundered clothing will be issued to pupils who have no kit, to enable them to participate in the lesson).

PE kit is the same for boys and girls, and comprises:

- Plain white or dark t-shirt or polo shirt.
- Self coloured shorts.
- Tracksuit/jogging bottoms.
- Sports socks and outdoor training shoes.

Please note that all jewellery must be removed for safety reasons before a pupil can take part in PE or other extra-curricular sporting activities. Football strips are not permitted in the PE department, nor are tops with zips or hoods.

Details of how to purchase uniform are available on the school website.



LOCAL AUTHORITY POLICY

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

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

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

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

Parents receiving family income support, income-based job seekers allowance, family credit, housing benefit or council tax rebates will normally be entitled to monetary grants for footwear and clothing for their children. Parents who are in receipt of working tax credit and/or child tax credit may be eligible, the area registration offices can provide more details. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Corporate Director - Community. Information and application forms may be obtained from schools, the education offices and the area registration offices.

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



SCHOOL MEALS

The school Canteen provides healthy meals and a “Deli Bar” provision in order to provide our students with healthy eating options. All pupils are issued with a pin number that is used to pay for food and drinks from the counter. As well as at lunchtime, the Canteen is open from 8.30 to 8.50 in the morning and during BGE and Senior interval times when pupils can purchase a range of snacks.

Pupils with special dietary needs can be catered for, and it would be helpful if the School Office could be notified in advance if your child requires a special diet. Pupils bringing a packed lunch to school may eat it in the Canteen.

Children of parents receiving income support or income-based job-seekers allowance are entitled to a free midday meal. Children of parents who are in receipt of child tax credit may also be eligible. Information and application forms for free school meals may be obtained from schools, the education office and the area registration services offices (see addresses). These pupils have the appropriate amount credited at 12.35 pm each day. All schools within EDC are now live with cashless catering. Ipayimpact will allow you to view your child’s meal choices, top up and manage your child’s account. If you have any questions please get in touch with the Catering Payment Support Team at: cateringpayment@eastdunbarton.gov.uk.

You will receive a letter with details on how to register with ipayimpact and a unique reference for each of your children.

Please note: Bearsden Academy aims to be a nut-free school. Parents are asked to support this policy by ensuring that nut-related products are not brought into school.

SCHOOL ATTENDANCE

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

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

UN-NOTIFIED ABSENCE POLICY

East Dunbartonshire Council’s policy states that parents should notify their child’s school if their child is absent from school. In some instances it might not be possible for parents to pre-notify the school of an absence because their child may have become unwell during the night. In these circumstances, parents should notify the school before 8.50 am on the morning of absence. Parents should include the reason for absence and likely duration of



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absence in their message. The telephone number for the pupil absence line is: 0141 955 2345.

Where parents do not inform the school of their child's absence, the school will take action to find your child through the Truancy Call system to your nominated telephone number(s). This will involve contacting you and, where necessary, your emergency contact person(s).

If these actions are not successful, the school will ask the school's Attendance Officer to visit your home. In some exceptional circumstances, where the school believes your child could be at risk of harm, contact will be made with the Police and/or Social Work. Parents should provide an absence note confirming the reason for absence when the child returns to school.

FAMILY HOLIDAYS

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

Parents may request that their child be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Any such requests should be made in writing to the Head Teacher.

Unexplained or condoned absences leading to a pattern of unsatisfactory attendance will be reported to the School Attendance Officer and serious cases may be referred to the local Attendance Council or to the Reporter to the Children's Panel. Please note, this can ultimately lead to the prosecution of parents for failing to ensure their child's attendance at school.

LATECOMING

We place great emphasis on the importance of punctuality as a skill for learning, life and work. Pupils who arrive late after registration must sign in at the School Office, where latecomings are recorded and are monitored by Guidance Staff and Senior Leadership Team. The same procedure applies to pupils who arrive after 1.25 on a Tuesday, Thursday and Friday afternoon or 2.15 on a Monday and Wednesday afternoon.

Persistent latecoming is brought to the attention of parents via text, a letter from Guidance staff, and if appropriate, may be referred to the local Attendance Council.

GUIDANCE SYSTEM

THE ROLE OF THE GUIDANCE TEACHER

Guidance staff monitor and track the academic progress and wellbeing of individual pupils. They provide a direct link between the home and the school. They play a crucial role in assisting pupils with advice about the most suitable courses for them to follow, given their ambitions, abilities and their parents' wishes. (The Principal Teacher of Guidance would usually be the first point of contact for you.)

As far as possible Principal Teachers of Guidance work through the school with the same group of pupils in their care.

Staff for Wellbeing to ensure that there is an integrated approach to supporting pupils with additional support needs.

Principal Teachers of Guidance staff work closely with parents to ensure the wellbeing of pupils. Should there be any concerns or problems, they will not hesitate to contact parents to find a solution. The Principal Teachers of Guidance will also celebrate success with young people and their parents and ensure that this is celebrated across the school community.

THE AIMS OF THE GUIDANCE TEAM

- To make sure that each pupil knows, and is known personally and well by, at least one member of staff
- To identify and respond to the needs of individual pupils
- To foster good relations between teachers and pupils
- To help each pupil be aware of his or her own personal development and to accept responsibility for it
- To work with the support and welfare services where necessary
- To monitor and track pupil wellbeing and attainment progress.
- To work collaboratively with parents to secure best outcomes for pupils.

GUIDANCE TEAM REMITS

TUTOR GROUP

Principal Teacher

Carol Lynch

Colin Deans

Janet Westwater

Kelly O'Neill

Leanne Welsh

Gillian Zaoui

ALLOCATION

Tutor Group

1A, 2A, 2B, 3A, 4A, 5A, 6A,

1B, 1C, 2C, 3C, 4C, 5C, 6C,

1D, 2D, 3D, 4D, 5B, 5D, 6D,

1E, 2E, 3B, 3E, 4E, 5E, 6E,

1F, 2F, 3F, 4F, 5F, 6B, 6F,

1G, 2G, 3G, 4B, 4G, 5G, 6G,



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SUPPORT FOR PUPILS

Guidance staff play a vital role within Bearsden Academy in supporting pupils and promoting their welfare and their achievements. The work done is integrated in the whole school programme, and includes regular interviews that have the following purposes:

- To monitor the progress of all pupils
- To support pupils at key stages where the input of a member of staff has the potential to make a significant difference.

These include:

- | | |
|--|-------------------------------------|
| • S5/6 Confirmation of course choices | August/September |
| • S4 Progress interviews | August/September |
| • S1 Settling-in interviews | September/October |
| • UCAS Application procedures | September/October/November/December |
| • S5 Christmas leavers interviews | November/December |
| • S2 Personalisation and Choice | January/February |
| • S3 Personalisation & Choice discussion | January/February |
| • S4 Course choice interviews | February/March |
| • S5 Course choice interviews | February/March |
| • S1 Progress interviews | May/June |
| • S3 Progress interviews | June |
| • S1 - S6 Wellbeing Survey Term 1, 2 & 3 | |

If parents wish further information about how their child is getting on at school, the Guidance staff will be pleased to discuss their wellbeing and progress. We do ask that parents contact the School in advance to make a suitable appointment, as Principal Teachers of Guidance have a subject-teaching commitment as well as their Guidance duties.



TARGET SETTING

In subject departments, teachers and pupils discuss progress and agree appropriate next steps. This helps the young person reach their full potential by providing strengths and development needs. In the Senior Phase, young people and teachers set targets for the SQA qualifications. Targets are reviewed throughout the year, and interventions put in place to assist the young people. Within the PSE programme pupils are encouraged to review their progress and set appropriate next steps in order to succeed. In the Senior Phase, Mentoring provides additional support for some pupils working towards their targets.

SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

Bearsden Academy is a non-denominational school, and as such we have pupils from a wide range of cultural backgrounds and beliefs. We aim to develop each child as a person, in the context of our Vision and Values stated earlier in this handbook. Our policies have regard to national advice set out in SEED Curricular 1/2005 and The Standards in Scotland's Schools Etc Act 2000. Our policies have regard to national advice set out in Curriculum for Excellence: Provision of Religious Observance in Schools 2011.

We hold an assembly for each year group every week and these provide an opportunity for us to raise social and moral issues, generally linked to our Rights Respecting School agenda and national issues such as Remembrance Day. This is subsequently reinforced throughout programme of Personal & Social Education, which is delivered to every year group in the school. The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community.

We have a Chaplaincy Team drawn from ministers from local churches and leaders of faith groups who have an input into our assemblies once a month. They also lead services at Christmas and Easter, and contribute to the curriculum of the Religious Education department. Parents should be aware that they have the right to request that their child be withdrawn from religious observance under the Education (Scotland) Act 1980.

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

DATA PROTECTION ACT 1998

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

ACCESSING YOUR CHILD’S PUPIL RECORDS

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

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

| Age of Child | Child's Legal Rights | Parent's Legal Rights |
|--------------|---|--|
| Under 12 | A child's parent or guardian may apply on the child's behalf for access to all records. | Right of access to core education record (PPR) |
| 12 and older | If able to show suitable maturity and understanding, the child may apply for access of all records. | Right of access to core education record (PPR) No legal right to all records unless acting as child's representative because child is unable to show suitable maturity and understanding. |

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished “internal” information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within 20 working days of receipt of the request.

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



TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together with schools to transfer data electronically through the ScotXed programme.

Thus SEED has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Executive itself.

WHAT PUPIL DATA WILL BE COLLECTED AND TRANSFERRED?

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified.

Data is held securely and no information on individual pupils can or would be published by SEED.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

WHY DO WE NEED YOUR DATA?

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

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and
- achievement, target resources better.

YOUR DATA PROTECTION RIGHTS

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).



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SEED works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SEED, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith SEED.

CONCERNS

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Pete Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

WANT MORE INFORMATION?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net; which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>

HEALTH AND MEDICAL CARE

Parents are asked to provide the school with information about their child's health care needs and treatment, with the information updated annually.

Any pupil who feels unwell during the school day may be sent to the school office. If necessary the office will contact the parent to arrange for the child to be sent home. No pupil will be sent home without there being contact with the parent or emergency contact, and under no circumstances should pupils leave the school without permission. Similarly, if there is an accident and a child has to be taken to hospital, the parents will be informed as soon as possible. It is therefore essential that the school be informed as to where the parents may be contacted, and of any special medical requirements relating to their child, such as allergies, medication etc.

The following vaccinations are offered during the session.

- DTP/MenACWY S3 – S6
- HPV – S1 girls

Parents are asked to sign the necessary consent forms prior to the immunisations being given.

USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

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

PUPIL USE OF MOBILE PHONES AND RECORDING DEVICES

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

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

All establishments will incorporate the following points into their policy:

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



TRANSPORT

GENERAL

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

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

PICK UP POINTS

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

PLACING REQUEST

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

PROCEDURES DUE TO INCLEMENT WEATHER/TRANSPORT DIFFICULTIES

On occasions severe weather or transport difficulties may prevent pupils and staff from arriving in Bearsden Academy in time for school commencing at 8.50 am. Although these problems may affect pupils, it is more likely that staff arrival in school will be delayed due to the distances travelled. In these cases the following procedures will operate.

The registration period from 8.50 am – 9.00 am will be extended indefinitely until an appropriate number of staff arrive in the school. The registration period would cease when it was deemed that an appropriate number of staff had arrived into the school and were able to commence teaching. Should an insufficient number of teachers have arrived in the school by 9.50 am then registration would be continued until 10.40 am when a decision would require to be made regarding closure of the school.

Every attempt will be made to alert parents and carers through the school's website and East Dunbartonshire Council's website, and Twitter feed. We would attempt to contact parent/guardians via Groupcall. Local radio and other media outlets would also be contacted. Pupils would only be allowed to leave the school premises if they have a safe destination. The school's website would be used as the main source of information regarding the duration of any closure or any other relevant information.

CHILDCARE INFORMATION SERVICE

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

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

APPOINTMENT OF ADULTS TO VOLUNTARY CHILD CARE POSITIONS/DISCLOSURE

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

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

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

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



CHILD PROTECTION

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

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

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

- creating and maintaining a positive and caring ethos
- developing health and personal safety programmes
- being observant of children's needs, views and concerns
- reporting and recording concerns about the welfare or safety of children
- monitoring and supporting children in co-operation with relevant professionals, parents and carers.

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

If parents or others have concerns for any child, they can speak to the Child Protection Co-ordinator about this. They can also contact social work services and/or the police. The telephone number for the EDC Advice and Response Team (Social Work) is 0141 777 3000.

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

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available upon request.

Knife Crime

East Dunbartonshire Council has clear policy guidance on Knife Crime which the school adheres to. The school also works with Mentors in Violence Prevention through our Personal and Social Education curriculum and Pupil Leadership programmes. This programme supports all young people in their understanding of choices to support the values and ethos of an inclusive school and society.

Should you have any concerns in relation to knife crime, you can seek advice from the school's named person as detailed below, or contact your local Police Station.



HOME-SCHOOL CONTACT

We in Bearsden Academy attach great importance to the involvement of parents in all aspects of a pupil's education, and to working with parents to achieve the best for all pupils. We welcome contact from parents, and believe that pupils' development and progress are best served when staff and parents have confidence in each other and work together. In addition, the Senior Leadership Team, Guidance Team and Support for Learning staff contact parents, if the need arises, about their child on an individual basis.

To ensure that such a partnership flourishes, parents should not hesitate to make enquiries, express concerns or share problems, which we will try to deal with promptly and efficiently. While we try to provide all necessary and relevant information at various points throughout the session, we supplement this with a regular information package called "The BANNER". This has proved a successful and convenient way to convey to parents regular information and details of events in the day-to-day life of the school, and is available on our website as well.

Staff provide structured information to parents about learning and teaching, and about pupils' curricular progress. The main channels for this type of information are reports, Parents' Meetings and Parents' Information Evenings. Reports inform parents of pupils' curricular progress, while Parents' Meetings offer parents the opportunity to meet class teachers directly to discuss how pupils are progressing with their coursework. Parents should note that these consultation meetings with staff are held from 4.00-6.30pm, and an appointments system is in operation.

Parents' Information Evenings are organised either to give parents important information (e.g. on course choices) or to update them of curricular and other developments in Scottish education.

The school also shares learning and wider achievement success via our Twitter feed @bearsdenacademy. You can also follow Department feeds at:

| | |
|------------------------------------|--|
| Art & Design: | @Bateamart |
| Biology: | @Biology_Bearsdenac |
| Chemistry: | @BearsdenAcad1 |
| Design Technology: | @BearsdenTechDpt |
| Drama: | @Bearsden_DramaDept |
| Geography: | @geogbearsden |
| History: | @bearsdenHistory |
| Home Economics | @homeecs |
| Maths | @BearsdenMaths |
| Modern Languages | @bearsdenmfl bearsdenmfl.wordpress.com |
| Music | @BA_MusicDept |
| PE | @bearsdenpe @BAcad_Football |
| Physics | @BearsdenPhysics |
| RMPS | @Bearsden_RMPS |
| Science | @BearsdenScience |
| Bearsden Academy Reading Schools | @bearsdenreading |
| DYW | @DYW_BA |
| Guidance | @Bearsden_Guid |
| Bearsden Academy Wider Achievement | @BAachievement |
| Bearsden Academy Library | @bearsdenlibrary |



SCHOOL CAMPUS NO SMOKING POLICY

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

BEARSDEN ACADEMY POSITIVE BEHAVIOUR POLICY RATIONALE

Bearsden Academy is a Rights Respecting School.

Every child has the right to an education. We shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity. (From Article 28: The United Nations Convention on the Rights of the Child.)

In Bearsden Academy, we are committed to safeguarding the rights of pupils and staff to work in an environment which encourages effective learning and teaching. Consequently we expect all pupils to be fully engaged in a challenging and purposeful learning environment. Our school positive behaviour policy promotes the rights of our young people and staff to work within an ethos of mutual respect.

POLICY OBJECTIVES

At Bearsden Academy, we aim to foster the four Curriculum for Excellence capacities in our young people in order that they may leave school fully prepared to cope with the responsibilities of adult life. To this end, we focus on the promotion of positive behaviour and implement a range of strategies to encourage all pupils to achieve success. The Positive Behaviour Policy is available to view on the school website.

POSITIVE REWARD

Pupils who consistently behave in a responsible manner will be rewarded in a variety of ways. These are detailed as follows:

- Text alerts to parents when merits are awarded.
- Letters home linked to Praise Referrals.
- Positive feedback from Guidance Teachers in PSE and Year Heads at assemblies.

SUPPORT FOR PUPILS

Arrangements are in place to support pupils to fulfil their potential. Pastoral Care is implemented through the Guidance, Pupil Support and Senior Leadership Teams. This involvement may lead to early and staged intervention, (for example, referral to appropriate partner agencies) to enable all pupils to realise their full potential and break down barriers to full participation in school life.

Attendance and late-coming issues are addressed through the work of the Guidance Team and SLT (as per the school attendance policy).

PARENTAL INVOLVEMENT

At Bearsden Academy, we wholeheartedly value the involvement and support of our parents and carers in ensuring that every pupil reaches their potential. In terms of promoting positive behaviour, we involve parents in the following ways:

- Merit texts are sent home in order to accentuate the positive achievements of pupils.
- Parents will be contacted by the Principal Teacher of Guidance for their child should a pattern of behaviour be identified which gives cause for concern. This allows for dialogue between home and school to occur which clarifies the situation for parents.
- A letter is issued from a young person's Year Head if ten demerits are accrued.
- The school consults with pupils and the Parent Council to ensure that all stakeholders' views are represented when making decisions on policy and pilot schemes.
- At any point, parents are welcome to contact the school by telephone to receive updates on their child's behaviour and progress.
- We have established a Family Learning Group to introduce approaches that involve parent and child in learning opportunities throughout the year. The group has made recommendations for the School's Improvement Plan and has surveyed the Parent Forum to inform future developments.





ANTI-BULLYING POLICY

The school has a clear policy on tackling and preventing bullying which mirrors national and local guidelines. All instances of alleged bullying are carefully investigated, documented, reported and tracked by the school and local authority.

There are a number of elements in our anti-bullying strategy, foremost of which is the work of the Wellbeing team in raising awareness of issues relating to bullying, cyber-bullying and developing confidence in pupils. This includes the delivery of Personal and Social education lessons on the theme of Anti-bullying for S1/S6 pupils, training for staff and pupils on developing strategies to cope with bullying behaviour, opportunities for S5 and S6 pupils to support younger peers through the work of the Sixes and Ones Scheme and awareness raising across the school on pertinent issues relating thereto.

As part of the schools P7 Transition Programme, there is an opportunity for parents to familiarise themselves with the anti bullying policy as part of the school's annual Making the Wellbeing Curriculum visible event. This event supports families to engage with school wellbeing partners and to gain insight into policies and partners working with us to support children.

Our aim is that all pupils will feel safe in Bearsden Academy and will know how to seek appropriate support should they encounter bullying behaviour.

ADDITIONAL SUPPORT NEEDS

At Bearsden Academy we are committed to promoting excellence in learning and teaching for all pupils by displaying a high degree of professional commitment to ensuring all planned learning is designed and differentiated to meet the needs of our learners. Central to this is ensuring an appropriate curriculum is planned for and takes account of a wide range of learning needs from moderate to complex. Our ultimate aim is to Get it Right for Every Child through positive relationships and nurturing approaches.

There is a whole-school approach to supporting pupils, with all staff being responsible for addressing pupil's learning needs and for the provision of an appropriate curriculum for all pupils. Central to this is a focus on pupil wellbeing for attainment.

The principles underpinning this approach are a commitment to the equal importance and worth of all pupils; a recognition of the importance to effective learning of enhancing pupils' self-esteem; a belief that all pupils can improve their learning; the acceptance that pupils learn in a variety of different ways; a commitment to the provision of an appropriate curriculum for all; and a belief in a collaborative approach to enhance pupils' learning.

The Education (Additional Support for Learning) (Scotland) Act 2014 details provision for the assessment of children or young people with additional support needs.



SUPPORTING FAMILIES SERVICE

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

The school has a department of Support for Learning, comprising a Principal Teacher and a teacher. The department's responsibilities include working collaboratively with subject departments on content and presentation of the subject syllabus, materials and methodologies, and providing support to individual pupils either through co-operative teaching or individual programmes of work.

SCHOOL LIAISON GROUP

The School Liaison Group exists to support pupils who are experiencing barriers to their education or experiencing problems at home or in the community. The School Liaison Group works to ensure relevant partner agencies work collaboratively to plan and co-ordinate appropriate support strategies to support individual pupils needs.

The School Liaison Group consists of representatives from the school's Senior Leadership and Guidance Teams, the Support for Learning Department and Psychological Services. Meetings are held monthly and co-ordinates support for pupils facing barriers to their learning.

CLUSTER SCHOOLS GROUP

The Cluster Schools Group exists to provide an additional layer of support for children and families. The group is a multi agency group, with representatives from the school's Senior Leadership, a Primary Depute Head, Psychological Services, Social Work and a local Authority Inclusion Officer. Meetings are held monthly to co-ordinate support for those pupils who have been identified as facing barriers to their learning.

PSYCHOLOGICAL SERVICE

The school works collaboratively with Psychological Services to deliver East Dunbartonshire's policy for identifying, assessing and supporting all pupils, particularly those with additional support needs.

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

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

SUPPORT SERVICES

Our school benefits from having many pupils who speak two or more languages. We seek to promote bilingual pupils and the use of their first language is encouraged as this strengthens their academic performance. The role of the English as an Additional Language Service (EALS) is to support language development of bilingual pupils, promoting full access to the curriculum. Although many bilingual pupils appear fluent in English, they may have difficulty coping with the academic demands of the curriculum. The visiting English as an Additional Language teacher supports pupil by working on a co-operative basis with the classroom teacher.

East Dunbartonshire Council in supporting inclusion in its school has also established and developed a number of specialist support for learning services. These services are:-

- Language and Communication Service (Tel 0141 955 2215)
- Wellbeing Support Service (0141 955 2342).
- Sensory Service (Visual and hearing impairment) (Tel 0141 955 2226)
- English as an Additional Language Service (Tel 0141 955 2315)

Further information is available from the service managers who can be contacted by telephone on the number provided.

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

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

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

The Equality Act (2010)

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

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

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

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



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

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

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

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

Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.

Promoting social and moral learning through the way in which disciplinary issues are handled.

Ensuring that staff and adults within the school provide positive models for pupils.

Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.

Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.

Providing opportunities within the curriculum to advance personal and social development.

Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.

Providing a programme of moral education.

Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

SCHOOL IMPROVEMENT PLAN

| | | |
|---|---|--|
| <p>Improve the pupil experience of the curriculum through effective learning and teaching</p> | <p>Develop leadership across the community, empowering meaningful change</p> | <p>Use data to improve outcomes for pupils through improvements to tracking and sharing progress, within a mentoring-first approach to getting it right for every child.</p> |
| <ul style="list-style-type: none"> • Develop a digital platform for accessing learning for parents and pupils • Review the curriculum to update to today's context • Review learning and teaching policy including digital learning, homework and behaviour policies | <ul style="list-style-type: none"> • Updates to teacher's PRD processes and the GTCS Standards • Pupil Leadership opportunities • Sharing practice across the school community • Parental Engagement groups • Practitioner Enquiry | <ul style="list-style-type: none"> • Monthly tracking • Data for interventions • Mentoring approaches • Using data effectively |



HOMEWORK & STUDY

RATIONALE FOR HOMEWORK

Homework is an essential and integral part of learning. It can have a positive impact on pupil attainment. Therefore, it should be planned to enhance classwork. Homework encourages pupils to take responsibility for work which ought to be tackled independently. Homework provides an opportunity for pupils to develop effective work and study habits. Homework also provides the opportunity for parents to become involved with their child's learning.

Homework should be planned to provide the principles of CfE, in particular depth and challenge.

The homework policy can be found on the school's website.

We are expanding the use of digital technology to update parents on homework, including the Show My Homework system, accessible via the Bearsden Academy website.



CURRICULUM FOR EXCELLENCE

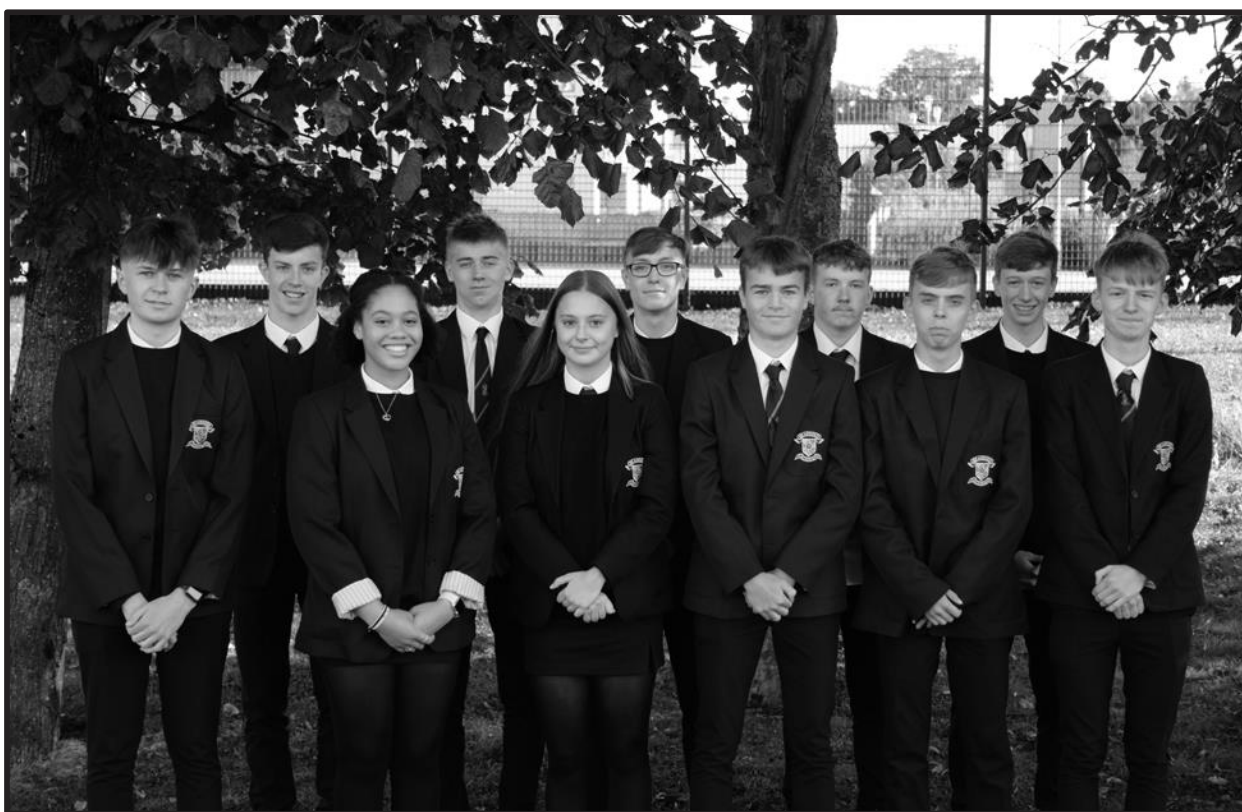
BRINGING LEARNING TO LIFE AND LIFE TO LEARNING.

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

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

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

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





COURSES AVAILABLE

COURSES IN S1-S3: BROAD GENERAL EDUCATION

Our curriculum within the Broad General Education has been designed around the experiences and outcomes up to and including the fourth level, in each of the curriculum areas of Curriculum for Excellence. (Most pupils are working within the third level when they make the transition to us from our associated Primary schools, having already overtaken the experiences and outcomes at the first and second level during their Primary education.)

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

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

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

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

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

COURSES IN S4-6: SENIOR PHASE

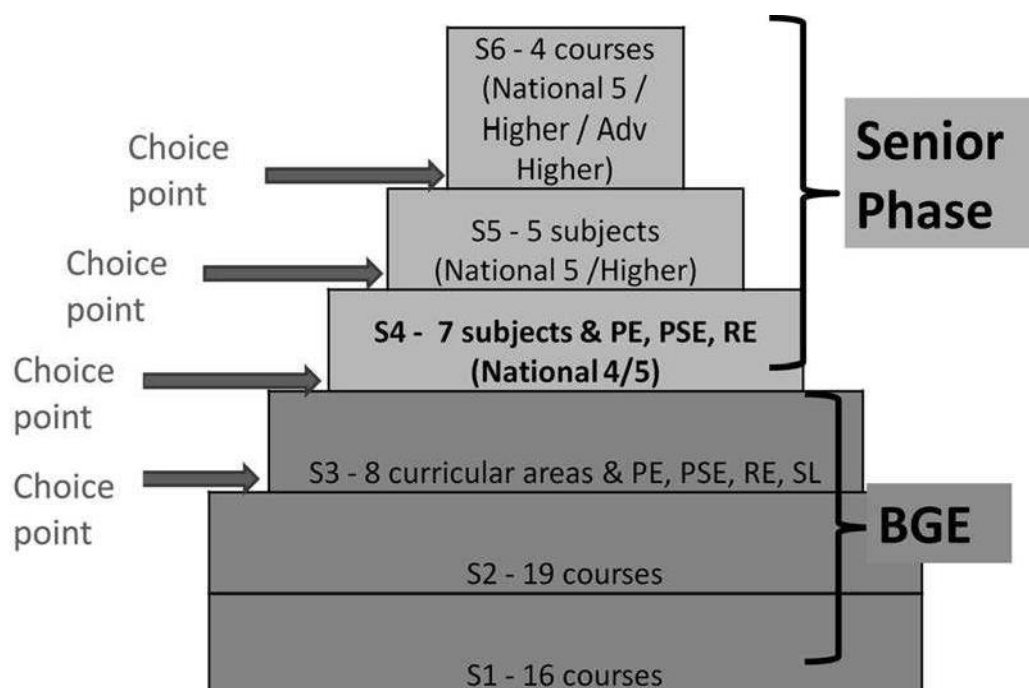
Within the Senior Phase, all students have the opportunity to undertake courses leading to National Qualifications. They will also have the opportunity to access a wide range of courses via the Senior Phase Partnership Programme operated by East Dunbartonshire Council. This programme provides students with the opportunity to access vocational courses to personalise or complement their curriculum.

BEARSDEN ACADEMY

In S4 our students work towards qualifications in seven subjects with presentation at National 4 or 5 level, dependent upon progress.

Thereafter in S5, students will select 5 subjects in which they will work to achieve qualifications at Higher, National 5, complete SQA units, or National Progression awards dependent upon the needs and aspirations of individual students. Almost all of our students return for S6, where they select 4 courses. Many work towards Advanced Higher qualifications; others choose to add breadth to their learning by working towards further Higher or National 5 qualifications. Our S5/6 curriculum is further supported by opportunities to complete courses which may lead to National Progression Awards.

A number of our S6 students benefit from our Community Contributors Scheme where they complete a placement in the local community. We believe that the totality of our Senior Phase curriculum prepares our young people for lives beyond school and helps them to develop Skills for Learning, Skills for Life and Skills for Work.



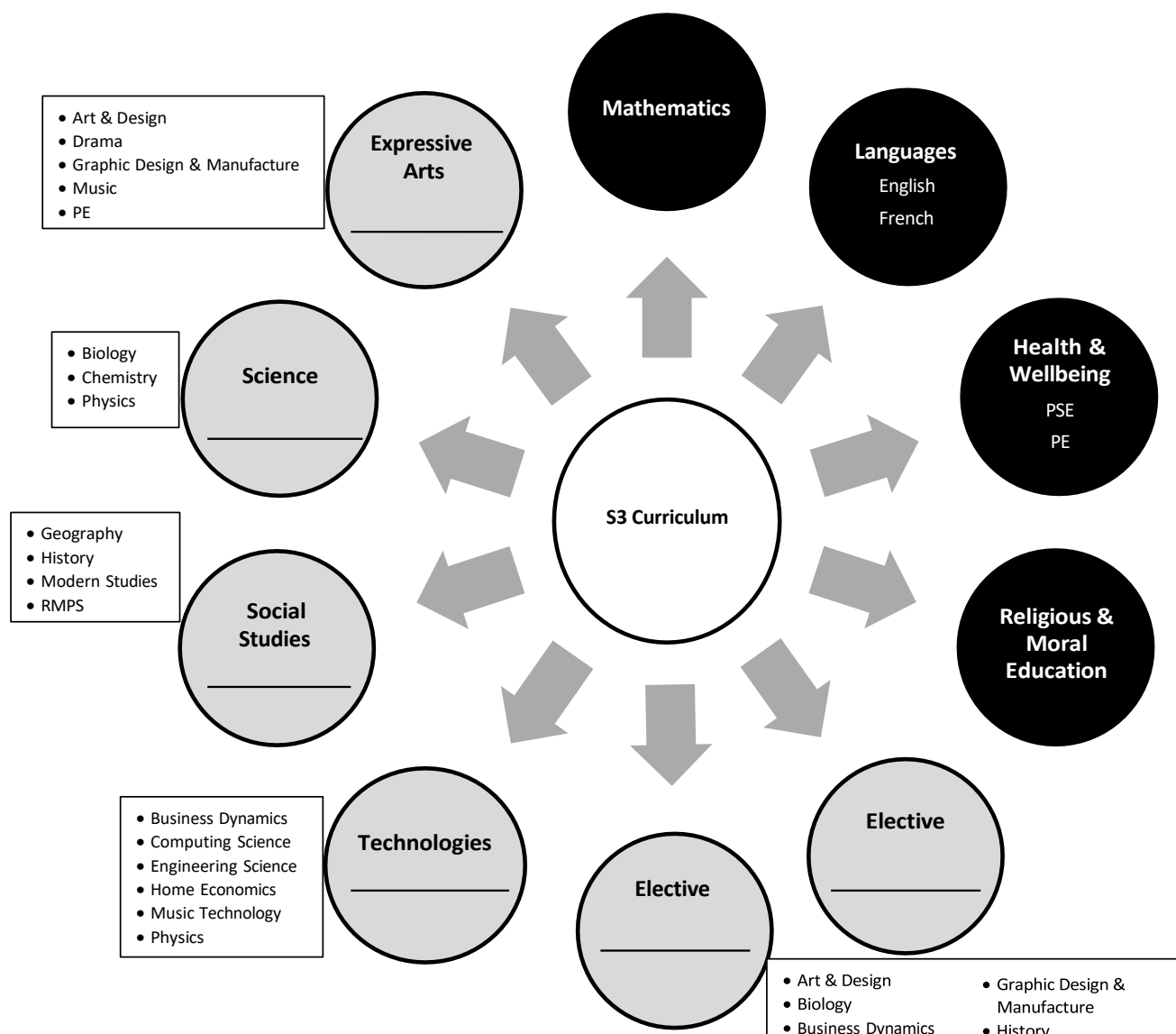
EDUCATION MAINTENANCE ALLOWANCE (EMA)

The Education Maintenance Allowance (EMA) Scheme to encourage access to, and participation in, further and higher education by young people depending on their household income. This weekly allowance of up to £30 will be payable by East Dunbartonshire Council to students who attend a school managed by the Council, regardless of where they live. Application forms and further information can be obtained from: East Dunbartonshire Council, Business Support Team A, Southbank House, Strathkelvin Place, Kirkintilloch, G66 1XQ. Tel: 0300 1234510 Ext. 8947 or www.eastdunbarton.gov.uk



Name: _____ Class: _____

Personalisation and Choice within the Broad General Education: Making Choices for S3.



Make 1 choice in each grey circle; write this clearly on the line in each circle.

Parental Signature: _____

Date: _____

Guidance Teacher's Signature: _____

Date: _____



S4 CURRICULUM OPTIONS FORM: FEBRUARY 2024

Choose one subject from each column.

| | | | |
|-------------------|--|--------------|--|
| Pupil's Name: | | Tutor Group: | |
| Guidance Teacher: | | | |

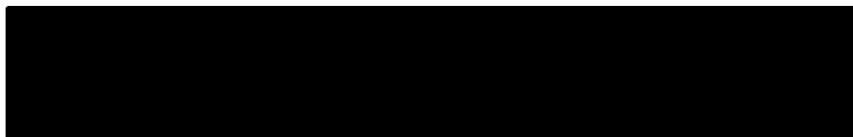
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Chemistry Geography History Modern Studies RMPS | Art & Design Biology Chemistry Computing Science Graphic Communication Physics | Drama French Geography Graphic Communication History Hospitality ** Music PE Studies | Art & Design Business Management Computing Science Design & Manufacture Engineering Science French Health & Food Technology Music Technology Physics Spanish | Biology Business Management Chemistry Design & Manufacture Drama Engineering Science Modern Studies Music PE Studies Physics |
| Choice: | Choice: | Choice: | Choice: | Choice: |

Notes:

- Three science subjects should only be selected by those intending to follow specific careers **and only** after careful discussion with your Guidance Teacher.
- Hospitality will be offered at National 4 only.
- **All courses will depend upon sufficient uptake to form a viable class.**

Parent's/Guardian's Signature: _____ Date : _____ Guidance Teacher's Signature : _____ Date : _____

submitted





S5/6 Options Form

| | | | |
|-------------------------|--|--------------------|--|
| PUPIL'S NAME | | TUTOR GROUP | |
| GUIDANCE TEACHER | | | |

| Level | COLUMN A | COLUMN B | COLUMN C | COLUMN D | COLUMN E |
|----------------------------------|---|---|---|--|--|
| Advanced Higher | English Maths | Drama French Physics RMPS | Art & Design Biology History | Business Management Chemistry Music Referee Development PDA | Computing Science Geography Graphic Communication Modern Studies Spanish |
| Higher | English History Maths Photography Psychology (S6 Only) | Drama English Maths Music for Wellbeing NPA * Music Technology Philosophy RMPS Statistics -1 unit (S6 only) | Accounting Biology Business Management Chemistry Geography Graphic Communication History PE Physics | Biology Business Management Chemistry Design & Manufacture French Human Biology Modern Studies Music Performance NPA Physics Politics | Art & Design Biology Computing Science Drama Drama Technical Theatre NPA * Engineering Science French Geography Graphic Communication Health & Food Technology * Modern Studies Music PE Spanish Sports Leadership (Level 6 Award) |
| National 5 / SCQF Level 5 | English Maths | English Early Education & Childcare Maths Music Technology Philosophy Practical Woodworking RMPS | Art & Design Business Management Chemistry Graphic Communication History PE Practical Cake Craft (S6 Only) | Business Management Design & Manufacture Physics Volunteering Skills | Computing Science Drama Technical Theatre NPA * Engineering Science French Geography Health & Food Technology * Modern Studies Spanish Sports Leadership |
| National 4 / SCQF Level 4 | Skills for Life & Work – Finance Award | Music Technology | | Volunteering Skills | |
| | | | | | Senior Phase Partnership Programme |

- Current S4 pupils – you must make a choice in all 5 columns; current S5 pupils- you must make a choice at least 4 columns
- All courses / levels will depend upon sufficient uptake to form a viable class. Some courses, indicated with *, may only offered every second year. If you are interested in any of these courses, please alert your Guidance Teacher.
- Presentation levels will be determined in consultation with Principal Teachers (Curriculum).

| | | | | | |
|-----------------------|--|--|--|--|--|
| SUBJECT CHOICE | | | | | |
| LEVEL | | | | | |





ASSESSMENT AND REPORTING

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Some assessment is more formal, such as projects, investigations, case studies and written papers.

The assessment of children's progress throughout the Broad General Education is based on teachers' views: their professional judgement. In making these judgements, teachers draw on their professional knowledge and understanding of the child as well as using a range of assessment information.

Within Bearsden Academy, we use a range of assessment information to track children's progress including:

- Standardised assessment
- Periodic assessment
- End of unit assessments

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

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

Reporting

The arrangements for Reports 2024/25 can be seen below.

| | |
|-------|----------|
| S1 | March |
| S2 | December |
| S3 | January |
| S4 | November |
| S5/S6 | November |

The exact dates of Reports are contained within the school calendar. This is also available on the website.

Examples of the existing format for S1/2/3 and for S4/5/6 are given on the following pages.

EXAMPLE OF REPORT SHEETS

MATHEMATICS

Effort

Always works conscientiously

Behaviour

Always behaves well

Homework

Always makes a good attempt

MATHEMATICS

Subject Comment

_____ is a very pleasant and well-motivated student who sets high standards for herself. It is clear that she works hard both in and outside of class time to gain a thorough understanding of each new concept. _____ has demonstrated very good mathematical ability and it is clear that she wants to do well in this subject. Her confidence is starting to improve and this is evident in her daily classwork. _____ has coped well with the demands of the course so far, which has enabled her to meet all deadlines and tackle extension material on a regular basis. She has developed a good understanding of the topics covered so far, including Angles and Patterns. _____ achieved a strong pass in her first assessment and she should be very proud of her achievement. In order to improve her performance in future assessments, _____ must get into the habit of reading over her answers carefully in order to identify unnecessary errors. By following this advice, _____ should achieve her full potential in Mathematics.

ART

Effort

Always works conscientiously

Behaviour

Always behaves well

Homework

Always makes a good attempt

ART

Subject Comment

_____ is a polite and studious pupil who is making steady progress in Art and Design. She started the year exploring lettering for her folder design and captured a variety of fonts successfully. Following this _____ undertook the portraiture unit, where she completed a tonal study and a painting. The painting was particularly successful, with good media handling and observation. Most recently, we have been undertaking a fashion design unit, where _____ has made a strong start with a colourful and expressive bird study. As a next step in her classwork, _____ should build her skills using tone to show form. _____ has evaluated her own work and that of others over the course of the year. As a next step in her homework, _____ should strive to maintain her already high standard. Over the remainder of S2, we will continue to expand _____ experience and skills through a variety of different media and subject matter, supporting her to work towards Level 4 Art and Design. Well done on your achievements, _____

EXAMPLE OF REPORT SHEETS

| Subject | Teacher | Study Level |
|-------------|-----------------------|-------------|
| Mathematics | Ms Connell, Ms MacKay | New Higher |

| Effort | Behaviour | Homework |
|-----------|-----------|-----------|
| Excellent | Excellent | Excellent |

Teacher Action Plan

is a delightful pupil, conscientious and hard working and with a very good grasp of all aspects of the course covered so far. She gained full marks in the first unit assessment, thereby gaining herself a Mathlete badge. She has also passed the first part of the second assessment and while these are set at a basic Grade C standard, it is good to have them completed without any problems. All homework is completed well and with no major problems, although the more complex problems sometimes need a little further explanation.

As resources for home study should make careful use of the SQA Past Papers and Specimen Paper. She also has access to course notes available on the school website and a variety of support material available on the shared network within the school. Mathsrevision.com provides extra practice of exam type extended questions.

Assuming present progress is maintained, I would expect to gain a good award in the exams next May. Well done,

| Subject | Teacher | Study Level |
|---------|-----------------------|-------------|
| English | Mr Osborn, Ms Thomson | New Higher |

| Effort | Behaviour | Homework |
|-----------|-----------|-----------|
| Excellent | Excellent | Excellent |

Teacher Action Plan

is a model student and a pleasure to teach: she works hard in class; gives full and detailed responses both verbally and in written response; she submits homework of good quality and on time. She adds much to class discussion and supports those around her, which in turn develops her own skills and understanding. has passed all internal assessments at first sitting. In In Reading for Understanding, Analysis and Evaluation, she has now fully mastered all the basic skills and is able to identify and overtake individual targets in response to each piece of work - a higher order skill set of which she should be proud. Set Text work reflects her ability to synthesise ideas and make connections within and between texts. Her last assessed mark was 18/20. With regard to her folio, combines both work ethic, sensitivity and confident use of a full range of skills. Her pieces are impressive. Overall, I can ask only that continues to excel as she has done all session. I am sure that she will do so. For additional resources she should make use of the English Blog: <http://bearsdeneng.wordpress.com/>

EXTRA-CURRICULAR ACTIVITIES

PUPIL COUNCILS

This committee of pupils and staff work hard to improve aspects of the school. The committee incorporates the ideas of the school community and they plan on how to take them forward. The team has produced a Pupil Improvement Plan that incorporates the vision and values of the school with a firm focus on Respect and Pupil Leadership.

TRIPS AND EXCURSIONS

We offer a wide range of extra-curricular clubs and activities, as we believe very strongly in the importance of these activities for the pupil's development. As well as developing skills and offering opportunities for enjoyment such activities also help to enhance the quality of relationships within the school, since they bring staff and pupils together in a more informal way than is usually possible in the classroom. Certain activities will require approval and medical information.

Activities that have been offered regularly in recent years include:

SPORTS ACTIVITIES

Athletics, Badminton, Basketball, Football (boys and girls), Gymnastics, Hockey, Netball, Rugby, Skiing, Swimming Team and Volleyball.

MUSIC ACTIVITIES

Baroque Group, Choir (boys and girls), Guitar, Jazz Band, Rock Band, Sax Quartet, School Orchestra, String Orchestra and Wind Band.

OTHER ACTIVITIES

Art Club, Chess Club, Creative Writing, Debating, Drama Club, Duke of Edinburgh Award, Eco Schools, Fashion Show, Geography Club, History Club, Reading Groups, Sculpture Club, Theatre Visit, World Challenge, Young Engineers, Young Enterprise, Zoology Club.





In addition to clubs and societies which meet on a regular basis, the school offers a large number of trips and activities outwith the school campus.

On average the school has 190 different trips per session – which is almost one a day. These range from debating trips, a multitude of sporting events, foreign visits, outdoor learning, Duke of Edinburgh's Award Scheme, museum visits, science centres, charity work in the local community, geography field trips and many more. All are part of the rich learning experiences offered to our pupils.

All activities will require a standard medical consent form to be completed by parents and carers, whilst foreign trips or residential trips will usually involve parental information evenings and detailed itineraries etc. All trips are risk assessed and are covered by East Dunbartonshire's insurance policy – a copy of which can be given on request.

There may be times on an excursion or activity where pupils are not under the direct supervision of a leader and have the freedom to operate independently. The level of remote supervision will depend upon the age and capabilities of the group members and the situation they are in. For example pupils may be given freedom to explore a theme park in small groups only checking in with the supervisors every few hours. We have the highest expectations of behaviour for our pupils – particularly when they are out of the school environment. We are very proud of the contribution our pupils make in enhancing our reputation and acting as ambassadors for the school, when on visits and activities.

ACTIVITY DAY

The activity Day takes place in the last week of June prior to school finishing for the summer to give the pupils the opportunity of participating in one of a number of activities. These include Alton Towers, Paintball, Blair Drummond and Edinburgh Dungeon to name a few. This gives pupils the chance to enjoy a day which is a little different from a 'normal' school day. All of the Activities involve a charge to cover the cost, which is payable well in advance of the day itself.



FURTHER OPPORTUNITIES FOR SIXTH YEAR PUPILS

The sixth year is designed to smooth the transition from pupil to student, and we provide opportunities at this stage to suit each individual's requirements, although a good proportion of time is expected to be devoted to private study. We strongly encourage our sixth year students to take on responsibilities and to participate in the wider life of the school. Pupils may also choose to study further qualifications.

Some of the Volunteer Projects we offer can be seen below. Due to the continued impact of Covid-19, these are subjects to change.

SIXES AND ONES (BUDDIES)

S6 pupils are paired with S1 pupils at the start of the session. S6 are available to support S1, listen to any problems and give advice.

SCOTTISH BACCALAUREATE

Pupils who are studying at least two Advanced Highers may opt to complete an Interdisciplinary Project and gain recognition of their achievements.

STUDY BUDDY:

Senior pupils give a period or two of their own time to pair with a younger pupil and help develop their skills in a particular subject area, for example:

- reading skills through simultaneous reading
- maths through help with basic understanding
- computing with help with basic tasks, etc.

MARK SCOTT LEADERSHIP FOR LIFE AWARD SCHEME:

This scheme, which focuses on developing self-esteem, self determination, and team-work, involves participating in a week-long personal development programme at Outward Bound's Loch Eil Centre, and collaborating with pupils from another school on a community project.

COMMUNITY CONTRIBUTORS SCHEME

Young people work closely with community partners to gain experience through a voluntary placement in an area which will benefit them with later career pursuits. A particularly strong partnership has been developed with our neighbouring BUPA Care Home and cluster primary schools.

S6 pupils also have the opportunity to apply for various Ambassador Roles. They also help run and organise many of the main school events through serving on committees.

YASS

Pupils may opt to study an Open University Module, in a limited number of subject areas, gaining a qualification at First Year University level.



OTHER OPPORTUNITIES

YEARBOOK COMMITTEE

This group puts together the final production for S6 pupils with memories, photos and fun.

CHARITIES COMMITTEE

This group organises the various events which raise thousands of pounds each year for worthwhile causes as well as overseeing donations in kind to groups such as Blythswood and Trussell Trust.

PROM COMMITTEE

The job of this Committee is to ensure that the final event of school days is glamorous and unforgettable – location, food and entertainment.

INTERNATIONAL EDUCATION & LEARNING FOR SUSTAINABILITY COMMITTEE

The International Education & Learning for Sustainability Committee works with teachers works with teachers and pupils to organise events with an international flavour – films, meals and whole school activity days for younger pupils.

All these activities give our pupils a chance to do something for their school and show a sense of social awareness that can be very useful for a job application form, university or college application, as well as being personally satisfying.

BEARSDEN ACADEMY S6 SENIOR PHASE LEADERSHIP ACADEMY

There are a number of opportunities for pupils to become involved in leadership activities within the Senior Phase, including Support Young People Ambassadors, History Ambassador, RMPS Ambassador, Modern Studies Ambassador, Modern Languages Ambassador, Equalities & Justice Ambassador, STEM Ambassadors, Reading Ambassador, Literacy Ambassador, Maths Ambassador, Music Ambassador, Connected Community Ambassador, Enterprise Ambassador, HE Ambassador, Creative Industries Ambassadors and Digital Ambassadors.

PARENTAL INVOLVEMENT ACT

The Scottish Schools (Parental Involvement Act) 2006 aims to improve the quality and extent of parents' involvement in their own child's learning and in the education the school provides. It modernises and strengthens the framework for supporting parental involvement. It also establishes a structure and process to replace School Boards with Parent Councils.

(2) The Act outlines three areas where parents should be supported and encouraged to be more involved in their child's learning:

- At home - providing parents with information on what their children are learning at school and how this can be supported at home
- Through school – providing parents with opportunities to contribute to the life of the school e.g. By helping out in the classroom or at school events
- In a more formal way – deciding what kind of parent representation the schools should have

(3) PARENT FORUM

Every parent in the school is known as a member of the parent forum and as a member can expect to :

- Get information about what their child is learning
- Get information about events and activities in the school
- Get advice / help on how they can be supported in their child's learning
- Be told about opportunities to become involved in the school
- Have a say in selecting a Parent Council to work on behalf of all parents at the school

(4) PARENT COUNCIL

From August 2007 Parent Councils are recognised as the representative body of the parent forum. The role of the council is to:

- Work in partnership with the head teacher and staff to support the school
- Represent the views of all parents
- Encourage links between the school parents, pupils, pre school groups and the wider community
- Report back to the Parent Forum

Bearsden Academy has established a Parent Council with a current membership of 7 parent members. It may also co-opt additional members from school staff, senior pupils, the Chaplaincy Team and the local community. The Head Teacher has the right and the duty to attend all meetings.

Full details of the aims and purposes of the Parent Council, its constitution and details of meetings are posted on the school website www.bearsdenacademy.e-dunbarton.sch.uk under the Parent Council tab.

PARENT COUNCIL MEMBERS

Although the normal term of office of a Council member is four years, when a Council is first formed, half of the Council members must retire after 2 years. There are, therefore, elections to be held every 2 years. It is for parent members themselves (when a Council is first established) to decide who is to serve for the 2 year period. If they cannot agree then the decision must be made by lot.

A Council member may resign office at any time by giving notice in writing to the clerk to the Council or the education authority.

When a vacancy for a parent member occurs, the Council can co-opt to fill the vacancy unless 30 parents, or a quarter of the electoral roll (whichever is the smaller) sign a request for a by-election. The request to hold a by-election must be received within 2 months of the vacancy arising.

When a parent or staff member vacancy occurs and a request has been received to hold a by election, this by election must be held as soon as possible and, in any case, not later than 3 months from the occurrence of the vacancy. The sole exception to this is when the vacancy occurs within 6 months of the end of the members' term of office. Any person elected or co-opted to fill this vacancy will serve for the remainder of the term of office of the person whose place is being filled.

Where a vacancy for a co-opted member occurs, the Council is always required to co-opt another person as soon as possible.

A Council member may, during the term of office, become ineligible through his or her child leaving the school; or, in the case of a staff member, through retirement or transfer to another school; or, in the case of a co-opted member, through his or her child becoming a pupil of the school. If the member has served for 2 years or less, he or she must resign; if for more than 2 years, the person may complete the full term. This arrangement is to allow the Board to continue to benefit from the member's experience. In practice, it is expected that Board members who no longer have a direct interest in the school would resign voluntarily.



PARENT COUNCIL MEMBERS 2024

George Cooper Head Teacher
Christopher Dorman Chair
Stuart Dickson
Andrea Glendinning
Mike Kennedy
Lisa Manchanda
Wendy McLaren
January Morgan White
Lucy Roy
Alison Ward
Arlene Wilson
Jane Whyte

The Parent Council plays an active role in supporting parental involvement in the work and life of the school, while also providing opportunities for parents to express their views on their children's education and learning. The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education. This session, the PTA have developed our School Community Learning Zone.

Feedback: the Parent Council welcomes and encourages feedback from parents and wants to hear from you. If there is anything you want to raise contact Christopher Dorman, Parent Council Chair, use the Parent Council e-mail box, or pop it into the school office and ask them to place your feedback in the Parent Council pigeon hole.



PARENT TEACHER ASSOCIATION

The Parent Teacher Association exists in order to organise events to raise funds to support pupil activities. Details of events and activities are available on the school website www.bearsdenacademy.e-dunbarton.sch.uk

The parent members are:

Andrea Glendinning

Maria Godfrey

Samantha Gorrie

Elaine Gray

Stephanie Hastings

Ruth Higgins

Staff Member

Helen Hollister

Ashley Kellock

Adriana Konjali

Joyce Ling

Shirleyanne Lloyd

Jacqueline Maclean-Holley

Vicky McCabe

Karen Morgan

January Morgan-White

Elaine Paterson

Gillian Robson

Chair

Romali Rosales

Karene Wedekind

The Parent Teacher Association organises a number of events throughout the year in order to support our young people. For example, they organise an annual Christmas Fair and a Summer Fair. They are also responsible for running the School Lottery. This session, the PTA have developed our School Community Learning Zone.





LIAISING WITH AND INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

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

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

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

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

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

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

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

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
Glasgow, G66 1TJ
Tel: 0300 1234510
Email: greg.bremner@eastdunbarton.gov.uk



ADDRESSES

Corporate Director - Community
(School Letting Office)

East Dunbartonshire Council
Education Service
Southbank House
Strathkelvin Place
Kirkintilloch, G66 1XQ

Telephone: 0141 578 8695
E-mail: letting@eastdunbarton.gov.uk

Community Learning & Development

East Dunbartonshire Council
Education Service
Southbank House
Strathkelvin Place
Kirkintilloch, G66 1XQ

Telephone: 0141 578 8000

Area Registration Services Office
East Dunbartonshire Council
Southbank Road
Kirkintilloch

Telephone 0141 578 8020

Skills Development Scotland
Careers Centre
New College Lanarkshire
Kirkintilloch Campus
50 Southbank Road
Kirkintilloch, G66 1NH

Councillors responsible for the Education Service in this area:

Bearsden North: Councillors Duncan Cumming, Sheila Mechan, Rosie O'Neil
Bearsden South: Councillors Denis Johnston, Vaughan Moody, Andrew Polson
Milngavie: Councillors Jim Gibbons, Jim Goodall, Graeme McGinnigle

They can be contacted at:-

East Dunbartonshire Council
Members Services
12 Strathkelvin Place
Kirkintilloch,
Glasgow, G66 1TJ

Telephone: Bearsden South and Milngavie 0141 578 8163
Bearsden North 0141 578 8016

Bearsden Academy is a Community Education Centre, offering a wide variety of activities of which information may be obtained from the Community Support Offices. To obtain a let for any part of the school accommodation at evenings or weekends, contact should be made with the Area Community Education Officer at the address above.



COMMENTS, COMPLIMENTS AND COMPLAINTS PROCEDURE

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

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

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

In relation to making a complaint:

- Please make any complaints initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we may need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take the matter further by e-mailing: complaints@eastdunbarton.gov.uk or writing to:

Director of Corporate Customer Services
East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch, G66 1TJ

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



SCHOOL EXAMINATIONS

1. POLICY WITH REGARD TO ENTERING PUPILS FOR PUBLIC EXAMINATIONS

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

2. RESULTS – SCOTTISH QUALIFICATION CERTIFICATE (SQA) AWARDS

The Scottish Qualification Authority has provided the following information on SQA Awards System which it operates:-

Passes for Advanced Higher, Higher and National 5 are reported as 3 bands, A to C.
National 4 qualifications are reported as Pass or Fail.

At Advanced Higher and Higher, performance which just fails to achieve a pass (45% - 49%) will receive an award at Band D.

At National 5 and Higher performance which fails to achieve a pass (40% - 49%) will receive an award as Band D.

For details about SQA exams, including the post results service, please go to the SQA website at: www.sqa.org.uk



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G61 3AX

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E-mail: office@bearsdenacademy.e-dunbarton.sch.uk
Website: www.bearsdenacademy.e-dunbarton.sch.uk

Contributing to the success of all learners. Confidently leading the way.

Contributing to the success of all learners.