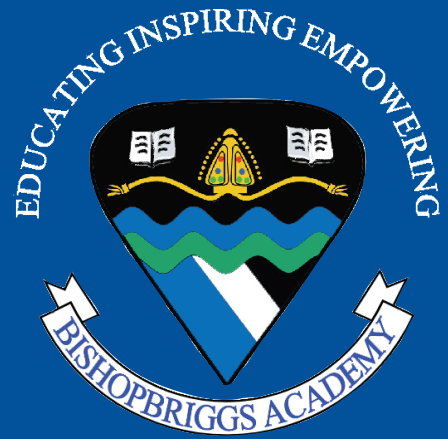


Successful Learners
Effective Contributors
Responsible Citizens
Confident Individuals
Successful Learners
Effective Contributors
Responsible Citizens
Confident Individuals



Bishopbriggs Academy

Handbook 2020-2021



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THE EDUCATION VISION STATEMENT:

Education in East Dunbartonshire -

East Dunbartonshire Council's vision statement is reflected in the ethos of the Education Service:

"Working together to achieve the best with the people of East Dunbartonshire"

The Education Service works with staff in schools and services to ensure the best outcomes for all our children and young people.

We share the Council's commitment to:

- The Customer;
- Excellence;
- Innovation;
- Partnership; and
- Our Employees.

Note: A glossary of educational terms which may be unfamiliar to you is provided at the end of the main section of the handbook. (Page 67) An index to the contents of the handbook is provided on page 1.

Although the information in this booklet is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document:

- (a) before the commencement or during the course of the school year in question;
- (b) in relation to subsequent school years.

SCHOOL DETAILS



Bishopbriggs Academy
Wester Cleddens Road
Bishopbriggs
GLASGOW
G64 1HZ

TEL: 0141 955 2351

FAX: 0141 772 8875

E-mail: office@bishopbriggs.e-dunbarton.sch.uk

HEADTEACHER: GORDON MOULSDALE, BSc

School Website: <http://www.bishopbriggs.e-dunbarton.sch.uk>



VISION, VALUES, AIMS OF THE SCHOOL

VISION

Bishopbriggs Academy offers pupils the opportunity to maximise their talents, develop their skills and unlock their true potential as valued and valuable members of their community.

VALUES

At Bishopbriggs Academy we:

- Treat everyone equally
- Show respect for others
- Have compassion for those less fortunate than ourselves
- Believe in working hard to achieve our goals

AIMS

In Bishopbriggs Academy we aim to promote equality, justice and integrity. We aim to help our young people become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

We seek to:

- Promote equality of opportunity to enable all individuals to achieve their full potential
- Create an ethos of achievement and of raising attainment in a stimulating learning environment
- Promote positive partnerships between the school, parents and the wider community
- Prepare pupils for adult life, equipping them to meet the challenges of the future and to become responsible citizens
- Provide a caring, supportive and well ordered school for everyone

INTRODUCTION AND GENERAL SCHOOL INFORMATION

Bishopbriggs Academy was formed in August 2006 through the amalgamation of Bishopbriggs High School and Thomas Muir High School.

The school is a six year non denominational comprehensive serving the town of Bishopbriggs. The present roll is just over 1200.

Having previously occupied the old Bishopbriggs High site, the Academy moved to its new premises over the summer of 2009. The new building is of the highest standard with state of the art technology including interactive promethean boards in every classroom; large social and dining space for pupils; a beautiful hi spec library and fabulous indoor sports areas including gymnasias, a fitness suite and a large games hall. The indoor facilities provide ideal accommodation for a wide range of sports including basketball, badminton, netball, volleyball and gymnastics. The school has a full-size 3G astrograss pitch and another synthetic area, primarily for hockey skills training and small sided games.

In previous years a large number of young people from outwith East Dunbartonshire attended either Bishopbriggs or Thomas Muir by placing request, but as a result of roll-capping, the school population is and will be largely restricted to those pupils within the catchment area.

The associated primary schools of Bishopbriggs Academy are Balmuildy, Meadowburn, Thomas Muir and Wester Cleddens.

After following the Broad General Education in S1-3, pupils study seven subjects during S4 and then five in S5. In S4, S5 and S6 pupils have the opportunity to choose from a wide range of National Qualification courses across all levels.

In recent years, many young people in Bishopbriggs Academy have enjoyed fairly spectacular success in the national examinations and the school's results have been amongst the very best in the country. When the school's most recent inspection report was published in 2013, Education Scotland awarded the school four 'excellent' grades in four of the key quality indicators and a 'very good' in the fifth. At that time, Bishopbriggs Academy was the first school to achieve four 'excellents' and no other school managed to match that feat. Education Scotland's representatives were hugely impressed by both staff and young people and described the Academy as 'an outstanding school'.

Extracurricular activity has always been a very important part of Bishopbriggs Academy and that continues to be the case. The young people have access to an extensive range of opportunities to experience enjoyment and success in music, drama, public speaking, many different sporting activities and in other areas. The programme of extra curricular activities has been further enhanced by the new facilities.



As well as the unprecedented inspection report and the extremely strong examination results, Bishopbriggs Academy enjoys large participation levels in things such as the Duke of Edinburgh Award and many young people are engaged in work supporting charitable organisations and/or their local community. The school also enjoys unique status as the Scottish partner school with the Goethe Institut. This highly successful partnership has been running for ten years and has resulted in many fantastic opportunities for pupils and staff, including extended language and cultural experiences in Germany. In addition to all of this, a number of pupils have achieved sporting successes at national level, either individually or as part of a team. The afore-mentioned factors have contributed to the very positive reputation the school enjoys within the local community and beyond and also led directly to Bishopbriggs Academy being named twice in recent years (2014/15 and 2017/18) as the Sunday Times' 'Scottish State Secondary School of the Year'.

The Senior Management Team consists of the Head Teacher and five Depute Head Teachers, all of whom have specific remits and responsibilities.

The school also has 16 Principal Teachers (Curriculum) (Art & Design, Biology, Business/ Computing, Chemistry, Design Technology, English, Geography, History/Modern Studies, Food & Consumer Science, Mathematics, Modern Languages, Performing Arts, Physical Education, Physics, Religious Education, Support for Learning) and 8 Principal Teachers (Pastoral)

There is also a specialist teacher of Gaelic (to take account of pupils from the Gaelic Unit at Meadowburn Primary School who receive Gaelic language teaching from S1).

In 2011, the school opened a Language and Communication Resource now known as Enhanced Learning Resource (ELR). The ELR has provided full time support for pupils with significant language and communication needs and continues to do so.

All ELR pupils have had full access to the academic, social and extra-curricular activities available to their peers. Learners within the ELR benefit from the small group environment which enables them to receive intensive support in some subjects whilst gradually accessing other subject areas across the school according to their individual strengths and interests. ELR staff have worked collaboratively with a variety of other agencies to meet individual learners' needs.

During session 2019-20 the school had a roll of 1210 pupils made up as follows:

S1	S2	S3	S4	S5	S6
220	212	213	216	203	146

Our associated primary schools are:

Balmuildy Primary School
Stirling Drive
Bishopbriggs G64 3AJ

Head Teacher:
Ms Lorna Kenney
Telephone: 0141 955 2276

Meadowburn Primary School
Lendale Lane
Bishopbriggs G64 3LL

Head Teacher:
Ms Jennifer Campbell
Telephone: 0141 955 2293

Thomas Muir Primary School
Kerriemuir Road
Bishopbriggs G64 1DL

Head Teacher:
Mrs Annamarie McIntosh
Telephone: 0141 955 2290

Wester Cleddens Primary School
Wester Cleddens Road
Bishopbriggs G64 2NQ

Head Teacher:
Mrs Fiona Kynigos
Telephone: 0141 955 2280

Liaison between primary and secondary staff occurs on an on-going basis throughout the school year.

Our intake will be roll-capped at 210 for the foreseeable future.

Both general and specialised accommodation is used by the local community outwith school hours. Applications for such use should be made to East Dunbartonshire Council. A programme of vocational and leisure classes runs in the evening in the school throughout the autumn and winter, details of which are generally available from the school in August.

The school maintains close links with the local community through its contacts with, for example, local churches, industry and commerce, voluntary organisations, Senior Citizen groups, playgroups, etc, and by participating in various community events.

TRANSITIONS AND ENROLMENT

Cluster Transition Key Events

P7 Open Evening	October
P7 Xmas Dances	December
Construct new S1 classes with P7 teachers	May
P7 Teambuilding	May
P7 Induction Days	May
P7 Parents' Information Evening	May



Building on strong partnership working, staff offer additional support to all young people at times of transition. Enhanced transitions are offered as pupils move from primary to secondary and again at the transition from the Broad General Education to the Senior Phase in S4. A wide range of staff, both in and out of school, support young people to make positive transitions to post school learning, training or work.

Transfer Information will be issued to parents at the end of term one in Primary seven.

There is currently a consultation on the Admissions Policy for primary and secondary schools. The results and any changes will be published on the EDC website.

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

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

Placing Requests

There is currently a consultation on the Admissions Policy for primary and secondary schools. The results and any changes will be published on the EDC website.

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful request for another child.

Primary 7 children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Office.

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

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

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission.



Any Placing Requests received after the 15th March for Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 8 weeks of receipt.

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

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

Mid Session Transfers

There is currently a consultation on the Admissions Policy for primary and secondary schools. The results and any changes will be published on the EDC website.

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are places available at the school.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

SCHOOL LEAVING DATES

Pupils who have reached the statutory age may leave school as detailed:

31 May – (16 on or between 1 March and 30 September)

Christmas – (16 on or between 1 October and 28/29 February)

BISHOPBRIGGS ACADEMY LIBRARY

Bishopbriggs Academy is fortunate to have a superb library which is well equipped with books, DVDs and PCs. As a result it is busy from before school in the morning until late in the day. The library is rarely empty with almost 2000 pupils visiting the library each week and around 7000 items issued each year. Pupils from all year groups participate in a range of activities designed to encourage reading, support the curriculum and develop literacy, digital literacy and information handling skills. Almost all departments use the school library at some point in the year, ranging from S1 and S2 pupils improving their French vocabulary and grammar online to S4 pupils researching information for discursive essays and Advanced Higher Physical Education pupils undertaking research for their reports.

In addition pupils are welcome to use the library out with classes to borrow the latest books and DVDs, complete homework, study or access PCs. A range of careers information is also available to assist pupils in making their subject choices or planning for their future careers. The library has a small but growing collection of resources entitled "Shelf Help: You are not alone" which provides both fiction and non-fiction books on emotional health and wellbeing for young people.

Pupils have the opportunity to become library assistants who volunteer in the library to help with issuing and returning books, assisting other pupils to choose books and visiting bookshops to select new books for the library. Author visits, competitions and literacy initiatives are also undertaken to promote and encourage reading throughout the school. Recently pupils have participated in Scottish Book Week, the Scottish Teenage Book Prize, World Book Day and the First Minister's Reading Challenge. Further information on the school library is available online via the school library's web pages on the school website.





STAFF

In order to give parents more information about who is likely to be the best person to contact about a specific issue, the particular responsibilities of the senior staff are given below.

The Senior Staff of the school are:

Head Teacher	Mr Gordon Mouldsdaie
Acting Depute Head Teacher	Mrs Kathryn Derrick
Depute Head Teacher	Mr Ian Donaghey
Depute Head Teacher	Miss Emma Jane Forsyth
Depute Head Teacher	Mrs Claire Kerr
Acting Depute Head Teacher	Mr Robert Micallef-Eynaud
Depute Head Teacher	Mr Iain Ross
School Support Manager	Mrs Susan Mosher

All senior staff are available for consultation by parents on any matters of concern. However, it is helpful if, before coming to the school, an indication of the nature of the issue can be given by letter or telephone. This will enable enquiries to be made and, if required, a suitable time for interview arranged.

SENIOR MANAGEMENT TEAM REMITS AND DEPARTMENTAL LINKS 2019/20

G Mouldsdaie

Pupil Welfare and Child Protection in conjunction with DHT (Pupil Support)
Appointment and Deployment of Staffing
DMR, Distribution of Per Capita & other Financial Management (in conjunction with SSM)
School Fund
Liaison with Parent Council
Deployment & Management of Support Staff (in conjunction with SSM)
Liaison with Professional Associations
Liaison with Facilities Officer
School Calendar/MTA (in conjunction with IR)
Staff Manual and School Handbook
School Improvement Plan (in conjunction with ID)
Standards and Quality Report (in conjunction with ID)
Supported Study and Easter Revision (in conjunction with ID & PT RA)
Quality Assurance & Self Evaluation (in conjunction with ID)
Timetable (in conjunction with DHT)
Option Process (in conjunction with DHT)
Health and Safety

EJ Forsyth (S1)

Year group responsibility for S1 including curricular pathways, curricula, assessment and reporting
 Literacy (PEF)
 Numeracy (PEF)
 Health & Well-being (PEF)
 Monitoring and Tracking in the Broad General Education (BGE)
 Promoting Positive Relationships
 Cluster Initiatives and Primary/Secondary Transition
 ICT Coordinator
 School in the Community / Publicity / Promotion of the School
 Liaison with PTA
 Extra Curricular Activities
 Coordination of end of term activities including Christmas Talent Show and Activities Week

K Derrick (S2)

Year group responsibility for S2 including curricular pathways, curricula, assessment and reporting
 Moderation
 Absence Cover/staff wellbeing
 Deployment of & support for Supply Staff
 Student Council / Pupil Voice
 Fire Safety Procedures
 Chaplaincy Team
 Student Teacher Support Programme
 Support Programme for, and overview of, Probationer Teachers
 German Partnership Project
 International Education
 IDL

I Ross (S3)

Year group responsibility for S3 including curricular pathways, curricula, assessment and reporting
 Pupil Support Coordinator
 Pupil Welfare and Child Protection (in conjunction with HT)
 Wellbeing Nurture
 Liaison with LSR and ELR
 Timetable (in conjunction with HT)
 School Calendar/WTa (in conjunction with HT)
 Development of the Curriculum
 Option Processes (in conjunction with HT)
 SQA Coordinator
 Organisation of SQA & Internal Examinations



I Donaghey (S4 & S5)

Year group responsibility for S4 & S5 including curricular pathways, curricula, assessment and reporting

School Improvement Plan (in conjunction with HT)

Standards & Quality Report (in conjunction with HT)

Quality Assurance & Self Evaluation (in conjunction with HT)

Analysis of Prelim and SQA Performance

Monitoring & Tracking in the Senior Phase

Coordination of Attainment Initiatives (in conjunction with PT Raising Attainment)

Supported Study & Easter Revision Programmes (in conjunction with HT)

Learning & Teaching

EMA Procedures

R Micallef-Eynaud (S6)

Year group responsibility for S6 including curricular pathways, curricula, assessment and reporting

Professional Learning Coordinator

Professional Review & Development and Professional Update

Responsibility for Captaincy Team and Prefects

Enterprise & Accreditation (in conjunction with PT Enterprise)

Coordination of Vocational Programme

Pathways to Positive Destinations (in conjunction with PT's Ent & Emp)

EMA Procedures

Employability & Work Experience (in conjunction with PT Employability)

Coordinating Charity Initiatives

UCAS administration

Liaison with all post-16 institutions

Departmental Links

EJ Forsyth	Business/Comp; Art&Des; Des Tech; Home Ecs
K Derrick	English; Mod Langs; Performing Arts; RME
I Ross	Hist/Mod Studs; Geography; Pupil Support
I Donaghey	PE; Maths
R Micallef-Eynaud	Biology; Chemistry; Physics

STAFF LIST 2020/2021

DHT	Depute Head Teacher
PT	Principal Teacher
PTE	Principal Teacher Enterprise & Employability
PTG	Principal Teacher Guidance
PTHWB	Principal Teacher Health & Wellbeing
PTL	Principal Teacher Literacy
PTN	Principal Teacher Numeracy
PTRA	Principal Teacher Raising Attainment
NQT	Newly Qualified Teacher
pt	part time
js	job share
sec	secondment

HEADTEACHER

Mr G	Moulsdale
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ART

Mrs F	McCreadie
Ms D	Black
Mrs K	Boddy
Ms J	Emanuel
Mrs C	Robertson

BIOLOGY

Mrs K	Martyn
Mrs L	Glen
Mr R	Micallef-Eyraud
Ms M	Paterson
Mr J	Rushworth
Ms S	Sadiq
Mrs S	Shearer

BUSINESS STUDIES & COMPUTING

Ms N	Quigley
Mrs I	Cunningham
Miss EJ	Forsyth
Mr A	Lochran
Mrs K	Nicholson
Miss L	Phee
Mrs S	Ramage
Mr C	Thomson
Mr A	Young

CHEMISTRY

Mrs F	Gallagher
Dr A	Ghatorae
Mr A	Janeczko
Mr J	Orr
Ms E	Young

DESIGN & TECHNOLOGY

Mr C	Moore
Mr M	Campbell
Mr T	Devine
Mr P	Izatt
Ms H	Ludlow
Mr C	Mackintosh
Mr K	Walls

ENGLISH

Miss K	Hunt	Act PT js
Miss L	Wilson	Act PT js
Mr A	Brander	NQT
Ms H	Chittick	
Mrs K	Derrick	Act DHT
Mr G	Fraser	
Mrs L	Kerr	PTRA
Ms C	MacColl	
Mr C	Ogilvie	
Ms L	Ots	
Ms J	Pollock	

ENHANCED LEARNING RESOURCE

Mrs M	Stevenson	PT
Mrs G	Marshall	

GAELIC

Mr K	MacKenzie	PT
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GEOGRAPHY

Mr C	Wylie	PT
Ms L	Donaghy	NQT
Miss M	McAlister	PTG
Mr M	Willox	

HISTORY/MODERN STUDIES

Mr T	Laver	PT
Mrs L	Dawson	
Ms N	Hendrie	Act PTE
Mr D	Hepburn	
Miss J	McGee	Act PTRA
Miss S	McLaren	Act PTG
Mr I	Ross	DHT
Ms K	Smith	

FOOD & CONSUMER SCIENCE

Ms L	Cooper	PT
Mrs A	Currie	PTG
Ms S	Finlayson	
Ms L	Wilson	
Ms L	Wright	

LEARNING SUPPORT RESOURCE

Mr A	Johnson	Act PT
Mr D	Barry	

MATHEMATICS

Mrs L	Greig	PT
Mrs K	Geary	
Mrs P	Henery	
Ms A	Little	
Mrs C	Mackintosh	
Ms J	McSherry	PTG
Mr A	Moore	NQT
Ms S	Robertson	Act PTN
Ms J	Russell	
Ms J	Watson	

MODERN LANGUAGES

Mrs C	Robertson	PT
Ms N	Blackwell	
Mrs N	Fraser	
Miss L	Gillies	NQT
Mrs AS	McNeish	
Mrs J	Wallace	

PERFORMING ARTS

Mrs E	Mackay	PT
Mr I	Gordon	
Mrs C	Gray	
Miss N	Jones	

PHYSICAL EDUCATION

Mrs E	Kennedy	
Ms A	Muldoon	Act PTRA
Mr G	Pollock	
Mr J	McQuade	PT
Mrs L	Atkinson	
Mrs G	Campbell	
Mr I	Donaghey	DHT
Mr G	Irvine	Act PTHWB
Mr S	Johnson	
Mr J	McCue	
Ms N	McHugh	

PHYSICS

Mrs S	Wylie	PT
Ms D	Carlin	
Mrs C	Kerr	DHT
Mrs L	Wallace	

RMPS

Mrs K	Alexander	PT
Mr K	Gilmour	

These departments are supported by the following non-teaching staff:

FACILITIES MANAGEMENT

Mrs F	Barr	Catering Manager
	vacancy	Cleaning Supervisor

LIBRARIAN

Mrs K	Thomas
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SCHOOL SUPPORT MANAGER

Mrs S	Mosher
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OFFICE

Mrs Y	Moffat	Act Office Supervisor
Mrs W	Denton	Finance Assistant
Miss M	Brown	
Mrs S	Henderson	temp
Mrs L	Tosh	
Mrs K	Urquhart	

TECHNICIANS

Mr S	Alexander	Science - Act Senior
Mr P	Kelly	Science
Mr K	McCallum	Science
Mr G	Fletcher	Technical - temp
Mr M	Paterson	ICT Analyst

SCHOOL ASSISTANTS

Mrs L	Campbell	sec
Mrs F	Bond	temp
Ms K	Harvey	temp
Ms L	McAreavey	

SUPPORT FOR LEARNING ASSISTANTS

Miss A	Callan
Mrs V	Conway
Miss C	Devlin
Mrs G	Findlay
Mrs M	Greig
Mrs S	Hopkins
Mrs K	Kalra
Mrs L	Lyon
Mrs C	Lyons
Mrs I	Roopra
Mrs M	Steen
Mrs M	Whitelaw
Mrs J	Williams

ATTENDANCE OFFICER

Mrs L	Sime
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THE SCHOOL DAY

Monday & Tuesday

Registration	8.50	-	9.00
Period 1	9.00	-	9.50
Period 2	9.50	-	10.40
Interval	10.40	-	10.55
Period 3	10.55	-	11.45
Period 4	11.45	-	12.35
Period 5	12.35	-	1.25
Lunch	1.25	-	2.10
Period 6	2.10	-	3.00
Period 7	3.00	-	3.50

Wednesday – Friday

Registration	8.50	-	9.00
Period 1	9.00	-	9.50
Period 2	9.50	-	10.40
Interval	10.40	-	10.55
Period 3	10.55	-	11.45
Period 4	11.45	-	12.35
Lunch	12.35	-	1.30
Period 5	1.30	-	2.20
Period 6	2.20	-	3.10

ASSEMBLIES

A year group assembly is held each week as shown below:

DAY	YEAR GROUP
MONDAY	Fifth/Sixth Year
TUESDAY	Second Year
WEDNESDAY	Third Year
THURSDAY	Fourth Year
FRIDAY	First Year

These Assemblies are conducted by the Depute Headteacher responsible for the Year. Every month one of the school chaplains attends and addresses the pupils.

At regular times throughout the year Principal Teachers of Guidance will hold House assemblies.

THE SCHOOL YEAR 2020-2021

For Session 2020/2021 the main opening, closing and holiday dates are:

Tuesday	11 August 2020	Teachers return
Wednesday	12 August 2020	In-Service day
Thursday	13 August 2020	Pupils return
Friday	25 September 2020	September
Monday	28 September 2020	Weekend holiday
Tuesday	29 September 2020	Pupils return
Friday	09 October 2020	In-Service day
Monday	12 October 2020	October break
Friday	16 October 2020	
Monday	19 October 2020	Pupils return
Tuesday	22 December 2020	Close for Christmas break
Wednesday	06 January 2021	Pupils return
Friday	05 February 2021	Close for mid-term break
Wednesday	10 February 2021	In-Service day
Thursday	11 February 2021	Pupils return
Thursday	01 April 2021	Close for Easter break
Monday	19 April 2021	Pupils return
Monday	03 May 2021	May Day
Thursday	06 May 2021	In-Service day
Friday	28 May 2021	May weekend
Tuesday	01 June 2021	Pupils return
Thursday	24 June 2021	Close for summer break

NB. Good Friday 02 April 2021. Pupil attendance will be 190 days after deducting 5 In-Service days, the first two of which are Tuesday 11 August 2020 and Wednesday 12 August 2020 - the remaining In-Service days are Friday 09 October 2020, Wednesday 10 February 2021 and Thursday 06 May 2021.



GIRFEC

The Scottish Government introduced Getting it Right for Every Child (*GIRFEC*) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and included. These are the eight wellbeing, SHANARRI indicators.

The *Getting It Right* approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. This approach, based on the United Nations Convention for the Rights of the Child, is:

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

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

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

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

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

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

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

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

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

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

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



PASTORAL CARE

The modern comprehensive school has a much more complex structure than the schools remembered by many parents. Pastoral Care assists pupils to gain the maximum benefit from their secondary school experience.

Pastoral Care has a number of aims:

(1) Curricular

To ensure that pupils are aware of the various curricular choices they can make.

To assist and advise pupils in selecting courses. Monitoring and progress.

(2) Personal

To know the strengths and weaknesses of individual pupils.

To assist pupils to solve personal problems.

To make pupils aware of aspects of adult life through a personal and social education programme.

(3) Vocational

To make pupils aware of the range of careers available. To guide pupils towards sources of information on careers.

To help pupils make a realistic assessment of their abilities and of suitable careers.

To assist pupils, once a career area is chosen, to follow the most suitable path towards that goal.

Bishopbriggs Academy has a Pastoral Care Team whose role is to provide specialised support to assist the Senior Management Team in their pastoral duties. Most of them are involved in the delivery of our personal and social development programme to all of our pupils, highlighting the aims mentioned above.

SENSITIVE AREAS OF LEARNING

Information regarding sensitive aspects of learning e.g. LGBT, Counselling, relationships, sexual health, parenthood, drugs awareness etc would be dealt with in school via lessons in PSE (Personal and Social Education). These lessons are delivered to all pupils from S1 to S6 by the pupil's Guidance teacher during timetabled PSE lessons. The content of the PSE course is listed on the school website.

BISHOPBRIGGS ANTI BULLYING POLICY

Definitions of Bullying

Bullying is a combination of behaviours and impacts that can affect someone's ability to feel in control of themselves; it is behaviour that can make people feel hurt, threatened, frightened and left out.

This behaviour can harm people physically or emotionally and, although the behaviour may not be repeated, the threat may be kept up over time, by actions, looks, messages, confrontations, hitting or hurting or the fear of these.

Prevention of Bullying

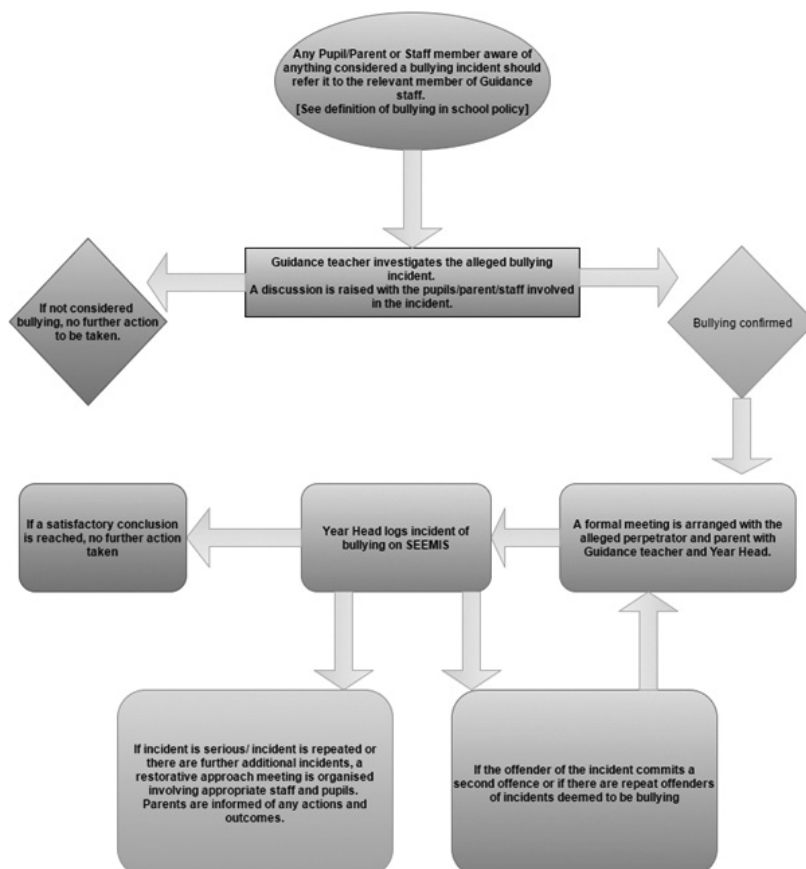
Bishopbriggs Academy will work to create a positive and supportive ethos. A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it difficult for bullying behaviour to occur or be tolerated

Aims

The aims of Bishopbriggs Academy's Guidelines are to ensure:

- that all children and young people are provided with a safe, inclusive and supportive environment in which to learn;
- children, young people, parents and carers and staff have a robust understanding of what bullying behaviour is and the action which will be taken when it is witnessed or reported.
- a culture is promoted where bullying is recognised as being unacceptable;
- the prevention of bullying of children and young people through a range of approaches;
- effective support for children and young people and their parents and carers who are affected by bullying.

Full details of The Bishopbriggs Academy Anti Bullying Policy can be found on the school web site and the basic steps involved are summarised by the flow diagram.





THE PUPIL SUPPORT TEAM

When pupils join the school they come under the care of a member of the Guidance Team. This teacher is responsible for all aspects of life affecting the education of the pupils in their group. For this purpose the school is divided into six houses by surname.

For session 2020/2021 the structure will be:

Year	Teacher	House
1 – 6	Mr J Rushworth	Burns
1 – 6	Ms M McAlister	Fleming
1 – 6	Mrs S Ramage	Kelvin
1 – 6	Ms J McSherry	Macdonald
1 – 6	Mrs A Currie	Muir
1 – 3	Mrs S Shearer	Thomson
4 – 6	Miss S McLaren	Thomson

This means that where parents have more than one child in the school the same member of the Guidance Team will deal with all members of the family. These teachers are the main link between home and school. Pupils should not hesitate to ask advice or discuss a problem with their Guidance teacher. This is particularly important at times when curricular choices have to be made i.e. in Second, Third and Fourth Year. There is close liaison between the Senior Management Team and the Guidance Team. Parents are encouraged to contact the appropriate member of the team with any general concerns, a convenient contact time can then be arranged. Parents may also wish to contact the Guidance team or members of the Senior Management Team by letter.

It is essential that parents do not delay in consulting the school when a matter which concerns them arises. The problem may be curricular, social, medical, emotional or vocational. It may be circumstances outwith the school which could affect behaviour or attitude within the school. Very often, early and frank discussion brings a speedy resolution to the problem whereas delay may compound the difficulties.

Bishopbriggs Academy takes a very strong line in dealing with bullying should it arise. The school adheres to East Dunbarton's Anti Bullying Policy and makes returns to EDC as required.

If an allegation of bullying is made, all persons involved will be interviewed by either Guidance staff and or Year Heads. If required, parents will be contacted and invited to a meeting at the school. The situation will be monitored and, if required, pupils will be interviewed at a later date.

All pupils coming to the school will visit it in June prior to their starting in First Year in August. Their parents will also be invited to a meeting in the school in June.

Other members of our Pupil Support Team are listed below:

Mrs A Johnson	(Acting Principal Teacher – Support for Learning)
Mrs A Muldoon	(Principal Teacher) Raising Attainment & Senior Phase
Miss L Phee	(Acting Principal Teacher – Pastoral) Enterprise
Miss N Hendrie	(Acting Principal Teacher) Employability
Mrs L Kerr	(Principal Teacher) Raising Attainment Broad General Education
Miss J McGee	(Acting Principal Teacher) Literacy
Miss S Robertson	(Acting Principal Teacher) Numeracy
Mr G Irvine	(Acting Principal Teacher) Health & Wellbeing

EDUCATIONAL DATA PROTECTION ACT

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

The following explanation has been provided directly by ScotXed:

THE SCOTXED PROGRAMME

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

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

Data policy

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

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



The individual data collected by Scottish Government is used for statistical and research purposes only.

Your data protection rights

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, , in order to help meet our aim of improving our education system, we may make individual data available to partners and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Mal Cooke, at Mal.Cooke@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, 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.

DATA PROTECTION ACT 2018

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

USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

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

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

PUPIL USE OF MOBILE PHONES IN SCHOOL

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 Committee of East Dunbartonshire Council as a result of these concerns, agreed that each school sets its own policy in relation to pupil use of mobile phones in school.

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 the phone will be confiscated and returned at the end of the school day.
5. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Headteacher, depending on the circumstances, will decide on an appropriate sanction. 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.

ACCESSING YOUR CHILD'S PUPIL RECORDS

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

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

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

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

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

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

SKILLS DEVELOPMENT SCOTLAND

The School has two Careers Advisers, Sandra Fleming, who is in school on a Monday, Tuesday, Thursday and Friday and Ruth Bell who is in school a Monday and Tuesday.

The Careers Adviser holds a lunchtime drop-in session on Monday, Tuesday Thursday and Friday in Room G139. At this time any pupil is welcome to speak to the Careers Adviser, no appointment is needed.

Guidance staff may make a referral to the Careers Adviser following a meeting with a pupil. The Careers Adviser works closely with the Guidance Team to ensure that individual pupils are offered the help and support they need for future career planning.

Careers interviews are tailored to the requirements of individuals and are geared to assist pupils in developing their own career management skills so that they can make well informed and realistic decisions for themselves and plan ahead for leaving school.

In addition to one to one meetings with pupils the Careers Adviser facilitates presentations for fourth, fifth and sixth year pupils.

The Careers Adviser is available to speak to parents/guardians/carers at S4, S5 and S6 parents' meetings and is happy to help any pupil or their parents/guardians/carers with career related queries. (Contact details please see page 66)

Some useful websites for careers research:

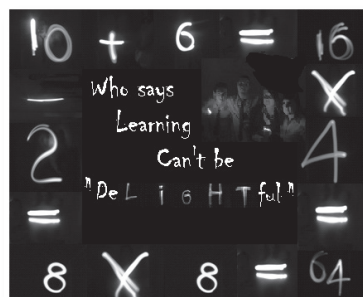
www.myworldofwork.co.uk

www.planitplus.net

www.prospects.ac.uk

www.ucas.com

www.apprentishipsinscotland.com



THE CURRICULUM

Curriculum for Excellence

Bringing **learning to life** and **life to learning**

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

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

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

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

Assessing Progress and ensuring every child achieves their potential is of paramount importance at Bishopbriggs Academy. In S4 pupils are assessed at National 4 and 5 level and in S5-6 pupils are assessed at National 5, Higher and Advanced Higher. Implementation of Curriculum for Excellence and More Choices, More Chances highlighted the importance of robust transition planning in enabling young people to participate and progress beyond compulsory education. 16+ Learning Choices, therefore, was introduced in 2008 as the transition planning model for ensuring an offer of an appropriate place in post-16 learning for every 16-18 year old. It aims to improve the transition for young people choosing to stay on at school; leaving school and for those moving from one post-16 option to another. Integral to Curriculum for Excellence, it supports all young people to make effective transitions.

Opportunities for All

More recently, in response to the economic downturn and the resultant adverse effects on young people's prospects in the labour market, the Government introduced Opportunities for All in its Programme for Government in September 2011. This is an explicit commitment to an offer of an appropriate place in learning or training for every 16-19 year old not currently in employment, education or training. It brings together and builds on existing Scottish Government policies and strategies and embraces relevant UK Government policy in a single priority to support young people to participate in learning or training in order to improve their employment prospects. Opportunities for



All became a live offer from 1 April 2012 and will ensure that the post-16 system delivers for all young people. It focuses on supporting young people who have disengaged, seeking to re-engage them with appropriate learning or training from their 16th, until at least their 20th, birthday. Whilst Opportunities for All commits to offering a place in learning or training, those young people who wish to move into employment should be supported to do so.

USEFUL LINKS

Assessment in a Nutshell - <http://www.npfs.org.uk/assessment-in-a-nutshell/>

Progression in a Nutshell - <http://www.npfs.org.uk/progression-in-a-nutshell/>

Skills in a Nutshell - <http://www.npfs.org.uk/skills-in-a-nutshell/>

Revision in a Nutshell - <http://www.npfs.org.uk/national-5-revision-in-a-nutshell/>

Nationals in a Nutshell - <http://www.npfs.org.uk/nationals-in-a-nutshell/>

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

BROAD GENERAL EDUCATION (S1 – S3)

FIRST YEAR

Classes are co-educational and of mixed ability, and all pupils follow a common course. There will be an opportunity for pupils with specific needs in basic skills to receive assistance through cooperative teaching, and from teachers with specialist training in learning support.

The modern language studied is either French, German or Gaelic, depending on which language has been studied in Primary. In general this language will be studied for the duration of the Broad General Education (S1 – S3).

Close contact is maintained with the Primary schools both before and after the pupils join Bishopbriggs Academy. Work begun in Primary 7 is continued in S1 to assist the pupils to settle in. Pupils' strengths and areas for development as indicated in their primary school assessments and P7 profiles are taken into account when preparing programmes of work in the first year.



BROAD GENERAL EDUCATION (S1 – S3)

SECOND/THIRD YEAR

In Second and Third Year the classes are again co-educational and of mixed ability. Pupils with specific needs in basic skills receive assistance through cooperative teaching and from teachers with specialist training in learning support. Our aim is that every child achieves his or her full potential.

During the second term of Second Year the Pastoral programme includes a study of the factors involved in choosing Third Year programmes of work. A range of options are presented to the pupils before Easter.

Health and wellbeing is also an integral part of the Broad General Education.

Extensive consultation with parents takes place during this time concerning the choice of Third Year programmes of work. Details of the Pastoral programme, information sheets and reports are issued. A general information meeting with senior staff takes place in addition to an evening with the subject teachers. Arrangements are also made for advice to be obtained from careers advisor.

Pupils choose Third Year programmes of work which take account of their interests, abilities, aptitudes and career requirements. The final result should be a balanced course through which pupils are experiencing all curricular areas.








SENIOR PHASE (S4 – S6)

FOURTH YEAR

S3 is the final year of our Broad General Education which is designed to provide a smooth transition to the Senior Phase (S4 – S6). The new curriculum in our Fourth Year has been designed using the principles of Curriculum for Excellence. The programmes of work will provide pupils with rich learning experiences which will develop skills and knowledge for learning, life and work.

In May 2014 new qualifications (known as 'Nationals') were implemented for pupils. The table, below, offers a comparison between the Nationals and the qualifications they have replaced –Standard Grade and Intermediate I and II.

<i>Previous Qualifications</i>		<i>New Qualifications</i>
Advanced Higher		Advanced Higher
Higher		Higher
Standard Grade Credit/Intermediate 2		National 5
Standard Grade General/Intermediate 1		National 4
Standard Grade Foundation/ Access 3		National 3

Programmes of work chosen are the subjects pupils take at the end of S3.

Assessment activities will be planned throughout the Broad General Education to determine the appropriate level of presentation for the S4 qualifications. Learners will be involved in assessing their learning and teachers, pupils and parents will all be involved in deciding on presentation levels.

Each pupil's curriculum should suit not only their career requirements but also develop skills they require for life, learning and work.

As in previous years additional assistance is given to pupils in a number of subjects through cooperative teaching and specialist learning support. Our aim is to allow all pupils to fulfil their potential.



SENIOR PHASE (S4 – S6)

FIFTH AND SIXTH YEARS

A range of options is offered which lead to SQA presentation which currently is at Advanced Higher, Higher and National 5 Level.

Pupils also undertake short courses aimed at developing skills for life, learning and work in order to equip them for later life. The choice made by each person depends on:

- (i) Career requirements
- (ii) Ability
- (iii) Performance in previous SQA examinations

In S6, due to the proximity of other secondary schools, it may be possible to undertake a specialist course at another establishment; this includes other EDC schools and local colleges. However it should be noted that all main subjects continue to be offered at Bishopbriggs Academy.

At all stages, opportunities additional to the normal contacts with Pastoral staff, are available to parents to receive help and information from senior staff, subject teachers and careers services staff on subject progress and choice. These take place through meetings, reports, questionnaires and information papers.

Partnership Working

Bishopbriggs Academy has forged strong partnerships with a wide range of external experts to enrich the curriculum and enhance the experience of our young people.

The school is the only school in Scotland to be awarded the status of Partner School with Germany leading to a wide range of cultural, sporting and academic activities. Working alongside native speakers, staff have planned innovative learning experiences both at home, in Germany and, via the net, with young people across the globe. As a result of this and a wide range of other initiatives the school was given the International School Award for 2012-2015 and again for 2016-2019.

We also work with a number of local and national businesses, colleges, universities and apprenticeship providers. This allows our young people to develop their skills for learning, life and work and also equips them with the necessary career management skills for their next steps.

Through the EDC Active Schools team a wide range of people from the wider community work with our pupils to help young people to become more active and engaged in sport. The team also provides support and training to enable young people to become involved in volunteering within their local community.

MULTICULTURAL AND ANTI-RACIST EDUCATION

Britain is a multicultural society with people from a wide variety of backgrounds. Children and teenagers must develop an understanding of the complex relationships which exist within British society and between Britain and the rest of the world. To this end East Dunbartonshire Council and therefore Bishopbriggs Academy, is committed to providing equal opportunities for all pupils regardless of gender, race or class, to teaching pupils to have respect for all humanity and to have an appreciation of the cultural diversity of our society.



THE AIMS OF MULTICULTURAL EDUCATION

- 1 To seek a way of preparing all children for life in a multicultural society.
- 2 To counter racism and racist attitudes.
- 3 To build on and develop the strengths of cultural and religious diversity.
- 4 To respond sensitively to the specific needs of minority groups.

THE CURRICULUM

Multicultural education in Bishopbriggs Academy is approached in a cross-curricular, whole school manner. Every effort is made to ensure the curriculum:

- ◆ reflects the multicultural aspects of society.
- ◆ takes into account the diversity of pupils' cultural experiences.
- ◆ aims to create an understanding of and interest in different environments and cultures around the world.
- ◆ provides opportunities to show the contribution that different societies have made to the growing understanding and knowledge of mankind.
- ◆ encourages pupils to recognise that each society has its own values, traditions and styles of everyday living.



- ◆ ensures that pupils understand that migration and movement of people are underlying themes in history and the contemporary world.
- ◆ shows how inaccurate and potentially dangerous racial and cultural stereotyping can be.
- ◆ allows and promotes the development of the concepts and skills which will allow pupils to criticise and actively participate in all social institutions.
- ◆ promotes relevant teaching to children from ethnic minority backgrounds taking account of their individual needs.

There will be periodic reviews of material and texts to evaluate the permeation of multi-cultural and anti-racist issues throughout the curriculum.

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

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

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

Race

In relation to race equality, the school follows written procedure whenever a racist incident is reported. This procedure is detailed in the document "Tackling Racist Incidents Within the Education Service". Parents/Carers who want to find out more about this procedure should ask the school for a copy of the leaflet Managing Racial Harassment and Racist Bullying in Schools: A Guide for Parents/Carers.

Disability

The Disability Equality Duty (DED) places Education Authorities under a statutory duty to actively promote disability across all of their functions (policies and practices). East Dunbartonshire Council's Education Service's Disability Equality Scheme (DES) and Action Plan were published in December 2006. This Scheme and Action Plan will build on the wide range of work that the Education Service does to promote disability equality in East Dunbartonshire Schools. Further information is also available in the Education Service's Accessibility Strategy. A copy of these documents 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 Ex 8709.

Gender

The Gender Equality Duty (GED) was created by the Equality Act 2006. The GED requires Scottish Schools and Education Authorities to actively promote sex equality and improve services, policies and practices for **all** boys and girls. Schools and support services in East Dunbartonshire work hard to ensure that all pupils achieve their full potential and their Gender Equality Scheme and Action Plan reflects this commitment. A copy of these documents 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 Ex 8709.

ASSESSMENT AND REPORTS

In the Broad General Education (S1 – S3) a system of continuous assessment is used. This means that classes are assessed by a variety of methods at intervals throughout the three years. These intervals vary from subject to subject. A range of assessment methods are used - assignment, case study, performance, portfolio, practical activity, project and question paper. Again the range used depends on the subject.

In Fourth Year a range of assessments are also used, leading to formal Preliminary Examinations for Fourth Year in December.

A full Report Card is issued once in Third Year, with a brief interim report mid-way through the year. In the Senior Phase one Report card is issued in Fourth year, before the Preliminary Examinations.

Assessment methods in S5/S6 follow a similar pattern to Fourth Year such as written, oral and practical. One Report Card is issued after the Preliminary Examinations in February.

The reports are complemented by a Parents' Evening for each year group held at an appropriate time of the year.



HOMework

Homework includes tasks that are to be completed outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. Therefore it is important that information regarding homework tasks is shared with not only pupils but also parents so young people receive the necessary support at school and at home. Pupils will be assigned formal homework tasks via Show My Homework to complement recommended personal revision tasks in order to reinforce the learning that takes place in the classroom. The homework set will vary depending on age, subject and presentation level. The degree of difficulty and length of homework will also be set according to their age and ability.

SHARING AND ACCESSING HOMEWORK INFORMATION

Following a recent homework review, a new and improved electronic homework model has been introduced that co-exists with the traditional student planner, now known as Pocket Diaries. Pupils can continue to record homework tasks issued in class in their Pocket Diaries but also have access to an online tool called Show My Homework (SMHW) that allows them to see the details of the tasks they have been set, all their deadlines and their submission status.

SMHW can be accessed by teachers, students and parents in the following ways:

- An overview of the school homework calendar can be accessed without login details via the SMHW icon on our school website but a personalised homework calendar is available for all users, pupils, parents and staff, by logging into a private account.
- Pupils and staff access their personal account using GLOW usernames and passwords and parents are issued with a unique pin number. Once logged in, only information specific to that user can be viewed.
- There are iPhone/Android apps available for free for pupils, teachers and parents.



SPIRITUAL, SOCIAL, MORAL & CULTURAL VALUES

All pupils from First to Fourth years will follow a course in Religious, Moral and Philosophical Studies taught by a specialist teacher. This course, while concentrating on Christianity, looks also at religions such as Judaism, Sikhism, Hinduism and Islam. There is an examination of such things as the ceremonies dealing with events in the individual's life (birth, marriage, death), events in the community (Christmas, Passover, Divali), together with the symbols of the religion (dress, buildings, actions). The approach is non denominational in nature. This approach is continued in Third and Fourth Years when pupils take courses in RMPS as a compulsory part of their balanced programme.

Religious observance is conducted by the chaplains to the school.

At present these are:

Rev J Gemmell
Kenmure Parish Church

Rev I Taylor
Springfield Cambridge Church

Mr Paul Watson
St James The Less
Scottish Episcopal Church

Mr Darren Trainer
Mr Alan Donald
Woodhill Evangelical Church

Rev John MacGregor
Cadder Church

James Faddes
Bishopbriggs Community Church

The chaplains are available to any pupil or parent requiring pastoral help.

Any parents who, for religious or philosophical reasons, wish to exercise their right to withdraw their child from religious observance should contact the Headteacher. Parents should note that religious education is compulsory in Scottish schools.

Parents from minority and minor ethnic religions 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 arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

The school will provide several opportunities for religious observance in a school year in addition to traditional celebrations central to the life of the School Community.

For further information refer to Additional Guidance on Religious Observance in East Dunbartonshire schools, October 2006.

EXTRA-CURRICULAR ACTIVITIES

Pupils at Bishopbriggs Academy have the opportunity to take part in a huge range of extracurricular activities both within and out with the school day.

Pupils taking part in activities which require them to leave the school will be given a parental letter and a consent form which must be completed by their parent/carer and returned to the member of staff organising the activity prior to the event. Pupils involved in multiple trips e.g. members of the football, netball teams will complete one form which can be used for all trips.



Staff organising such activities will comply with the procedures set out in EDC Procedure Manual 3/17.

Voluntary clubs and activities make a very valuable contribution to the atmosphere of the school. It is hoped that parents will encourage and help pupils to participate in these pursuits.

Certain activities require parental approval and relevant medical information, which will be sought in writing before any pupil participates eg skiing.

Extra Curricular Activities which were available during the previous session were:

Athletics	Badminton	Orchestra	Duke of Edinburgh
School Show	Senior Choir	Gymnastics	Film Club
Scripture Union	Computing	Skiing	Walking
Geography	Debating	Football	Art Club
Cross-Country Running	Junior Choir	'Young Enterprise'	Drama
Theatre Group	Public Speaking	Magazine	Journalism
Maths. Club	Chess Club	Science Club	Young Engineers
Eco Group	Reading Club	Table Tennis	Illustration
Netball	S1 Chat & Chill	Manga	
Origami			

As these activities depend on staff giving of their own time and expertise the range provided varies from year to year according to the availability and interests of staff.

In previous sessions the school provided after school classes and Easter Revision for senior pupils prior to national examinations. We have also organised conferences for pupils to assist with course choice, higher education, team building and confidence boosting.

GALAXY OF STARS 2019 – RECENT ACHIEVEMENTS BY ACADEMY PUPILS

Our Debating and Public Speaking teams have performed extremely well. **Mia McAllister** and **Tiana Koliatsas** were runners up in the 2019 Glasgow Bar Association Junior Debating Competition final at Glasgow Sheriff Court in June 2019. The girls also gave excellent speeches at the Rotary Club Glasgow Schools Public Speaking competition with **Mia** going through to the final on 28 November 2019 at which she took runner up position. **Tiana** and **Hannah Morrison** narrowly missed out in the Law Society of Scotland Donald Dewar Memorial Debating Tournament at Douglas Academy in November 2019 where they came second.

Hannah Morrison and **Jamie Brown** had a winning entry and a runner up entry respectively in a writing competition for the National Trust for Scotland. Using visual prompts provided by the Trust, both Hannah and Jamie displayed great imagination and story-telling ability in writing creative pieces of the highest quality. This competition was open to all members of the public and had Gaelic, Scots and English categories. Hannah scooped 1st place in the Gaelic 12-17 category, whilst Jamie finished as runner up in the same category.

Katie Shanahan - In the European Youth Olympic Festival 2019 Katie won Gold in the Women's 400 m individual medley, Gold in the women's 200m individual medley, Gold in the women's 200m backstroke, Silver in the women's 4X100m medley relay, Silver in the women's 4X100m freestyle relay and Silver in the women's 4X100m mixed medley relay.

In the European Junior Championships 2019 Katie won Bronze in the 400m individual medley.

In addition, Katie was awarded West District swimming's Most Promising Female Junior Swimmer for the second year.

In the past year, she has broken 5 Scottish 14yr old Long Course records and 5 Scottish 14yr old Short Course records. She also has 2 Scottish Long Course Junior records and 2 Scottish Short Course Junior records. Junior records are for females 17 & under. She was Scottish 15 year old National Age Group Champion in 8 events at the Scottish Age Group Championships in March this year. The 400m Individual Medley Junior Long Course record, which she broke in April 2019, had been held by Commonwealth Games and Olympic medallist Hannah Miley since 2005. In the same month, at the British Championships, Katie broke the 14 year old British Long Course record in 200m Individual Medley.

She's also been selected as part of a Scottish Swimming Squad to compete at the Barcelona leg of the Mare Nostrum series in June and has recently been selected as part of the GB Team for European Junior Championships in Kazan.

Katie is a finalist for the Sunday Mail Young Sports Personality of the Year.

Katie was shortlisted by Sports Aid for One-to-Watch award.



Lauren Smith, S3 represented the school at the Dunbartonshire Schools Badminton Competition. She finished runner-up amongst some tough opposition. In March 2019 Lauren also represented Bishopbriggs Academy at the Scottish Secondary Schools Badminton finals in Perth where she was runner up in the B final.

Higher Business pupils **Emma Connelly, Calum Morrison, Ethan Chan, Alistair Box, Ben Foster, Alan Orr, Rachel Russell** and **Joanne Marshall** won the Investment Challenge final.

Ross Macpherson received a Diana Award for his work supporting 'Tourette Scotland' over many years. Following this, Ross was one of 20 young people invited to Kensington Palace in November 2019 to discuss his campaign with HRH The Duke of Cambridge. Shortly afterwards, Ross was announced as the only Scottish recipient of the incredibly prestigious Diana Legacy Award.

In the British Biology Olympiad Competition run by Royal Society of Biology **Arzjang Fathi** received a Commended award and **Jordan Campbell** a Bronze Award.

Alex Mandova and **Lovely Selwyn** won the Scotland's National Centre for Languages Mother Tongue Other Tongue competition with highly recommended poems in the S2-S3 category.

Harris McGlynn, Simi Kalra, Olivia Fail & Alvin Zheng achieved second place at The Salters' Chemistry competition at Glasgow University.

Two teams from Bishopbriggs Academy entered the prestigious National Gaelic Schools debate held in Stornoway. **Hannah Morrison** and **Aodhan McGrory** took part for the first time this year and performed excellently, finishing mid-table. **Sorley Johnston** and **Blair Mills** were our other representatives and qualified for the National finals which were held at Holyrood in Edinburgh in December 2019.

Sophie Wilson S3, achieved a merit in the UKMT Junior Mathematics Kangaroo Competition. She was one of two pupils invited to take part and received a Merit. Only the top 25% of entrants are awarded a merit in the UK!

Aaron Park S3, was invited to take part in the UKMT Junior Mathematics Kangaroo Competition and he received a certificate for his performance. Well done to both pupils and thank you for representing your school and the mathematics department with such great success.

Louise Millar 3K1 and **Lucia D'Alessio 3F1** started their own club in August based on the United Nations program for empowering girls across the world. Their club has grown in numbers throughout the year and they successfully ran a fundraiser to raise money for the education of girls in developing countries. They have more events planned for next term and are continuing to raise awareness of what can be done to tackle gender inequality.

Our School Dancers won Overall school for EDC Dance Fest, the senior hip hop came 1st and senior lyrical came 2nd at this also.

Euan Cameron - made a first team appearance for Partick Thistle football team.

Catalina Cifuentes S3 - British Wrestling Champion 3 times, European Champion and British Champion in Brazilian Jiu Jitsu.

Carina Cifuentes S1 - Gold medal in the British Championships for Brazilian Jiu Jitsu.

Fatimah Sarwar (S4) - raised a large sum of money for Islam Relief, through fundraising activities in school.

Ciara McCarthy received award from Deaf Scotland for outstanding citizenship. She has applied to be deaf ambassador.

S4 - Throughout the last school session 76 S4 pupils were involved in a range of Dementia Friendly events with the purpose of closing the intergenerational gap. All pupil volunteers were trained in Dementia Awareness by East Dunbartonshire's Dementia Team to ensure the quality of these events was appropriate for their audience. As a result pupils planned, organised and carried out three events held over the year; each with a theme such as Remembrance, Christmas and Easter. These were a fantastic success with over 60 members of the local community being welcomed into our school. Consequently, all 76 pupils were successful in achieving their SQA Volunteering Award at Level 5 and also went on to become the first ever non-sporting team to receive the Bishopbriggs Academy Team of the Year Award 2019.



SCHOOL COUNCIL/CLASS REPRESENTATIVES

Bishopbriggs Academy has a School Council which has representatives from each year group S1 to S6. The School Council meets regularly with the Management Team in the school.

Each tutor class votes for 2 representatives who will represent their peers in a meeting called by the Head of House (their Guidance Teacher). Both school council and class representatives take on roles as ambassadors for the school welcoming visitors to the school or acting as ushers for parents at information evenings.

We will continue to use the school council and class representative system to ensure the views of all young people are given full consideration and pupils are given an opportunity to develop self confidence and self esteem through active participation in council meetings.

PROMOTING POSITIVE RELATIONSHIPS

The school has a Code of conduct which all pupils are expected to follow. The Code sets out simple rules to make sure that the school runs smoothly and that pupils have the opportunity to learn in a quiet and settled atmosphere. Pupils are made aware of the Code of Conduct at the start of each session and have regular reminders during registration and at assembly.

The main points of the Code of conduct are:

- Full school uniform to be worn every day
- Keep left and move quickly and quietly between classes
- No phones to be used between or in classes
- No eating on the way to or in classes
- Put your litter in the bins provided

Pupils are always reminded to be:

- respectful
- responsible
- focussed
- prepared
- determined

Guidance staff and/or Year Heads will interview pupils whose behaviour is causing concern and will contact parents/guardians as appropriate.

Pupils will be awarded merits for positive behaviour and demerits for failing to follow school rules. Merits and demerits will be considered if a pupil is to lose their privilege card. Pupils need to have their privilege card to access trips, dances etc merits are also used to identify and celebrate a 'class of the month' for each month of the school term.

Discipline exercises may be issued to pupils who have not responded to advice/warning about inappropriate behaviour. All such exercises must be completed by the pupil, signed by their parent/guardian and returned to the member of staff that issued it.

At all stages the school looks for the support of parents to establish a strong partnership which can be used to prevent further indiscipline and provide a secure and safe environment within and around the school.

CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS

All pupils are supported in their learning by subject teachers, support for learning staff and guidance teachers as they progress through the school. Some pupils may require additional or alternative forms of support during their school career. This may be from staff from within the school or members of external agencies. Assistance will be given to pupils who are identified in terms of Education (Additional Support for Learning) (Scotland) Act 2005, as having additional support needs. Support for Learning for pupils is coordinated by Mrs A Johnson, Acting, Principal Teacher of Support for Learning.

All Teachers, try to meet the needs of pupils in their care by using strategies of support including adapting materials and altering teaching methods. If additional support is needed, help from the Learning Support Resource department is requested. After consultation, Learning Support staff work with class teachers in a number of ways to support pupils' learning, and may also offer direct tuition to a small number of pupils who follow a reduced curriculum. All support is reviewed regularly in consultation with parents.

ENHANCED LEARNING RESOURCE

Bishopbriggs Academy Enhanced Learning Resource (ELR) opened in August 2011 and provides full time support for pupils with significant language and communication needs. Learners from across East Dunbartonshire attend Bishopbriggs ELR.

All ELR pupils have full access to the academic, social and extra-curricular activities available to their peers. Learners within the ELR each have an individual timetable which is updated weekly giving details of subject classes they access across the school and time they spend within the ELR. Pupils benefit from the small-group environment of the ELR for some subjects in order to receive intensive support and access a differentiated curriculum responsive to their individual learning needs. They are supported to gradually access subject areas across the school according to their individual strengths and interests. There is a strong focus on health and wellbeing and ELR staff work very closely with SMT, Learning Support staff and the Pastoral Care team. ELR staff also work collaboratively with a variety of other agencies to meet individual learning needs including Speech and Language Therapy, Educational Psychology and CAMHS.

AUTISM ADVISER

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



SUPPORT FOR PUPILS

Children and Young People with Additional Support Needs

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

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

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

That the child or young person:

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

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

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

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

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

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

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

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

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

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

- mediation
- independent adjudication
- the Additional Support Needs Tribunals for Scotland to assist in reaching a satisfactory conclusion.

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



Supporting Families Service

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

Protecting Children and Young People

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

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

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

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

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

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

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

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

Additional Support Needs

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

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

Specialist Support Service – teachers teaching in more than one school

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

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs;
- children who have language and communication difficulties.

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

Enquire: www.enquire.org.uk, 0845 123 2303

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

Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Careers Link: www.careerslink.org.uk, 0141 955 2131

Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.



ATTENDANCE

Section 30 of the 1980 Education Act lays a duty on every parent of a child of “school age” to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of The Education (School and Placing Information (Scotland) Amendment, 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

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

If parents do not inform the school of their child’s absence, the school will take action to find your child. This will involve contacting you and, where necessary, your emergency contact person(s). The school has introduced a text messaging initiative. This provides the facility for the school to communicate effectively and efficiently with parents/guardians via mobile telephone and email. If these actions are not successful, the school will ask the school’s Attendance Officer to visit your home. In some exceptional circumstances, where the school believes your child could be at risk of harm, contact will be made with the Police and/or Social Work. Parents should also give their child a note on his/her return to school confirming the reason for absence.

Family Holidays

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

Parents may request that their 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. Requests should be made in writing detailing the destination and the duration.

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

A poor attendance record may lead to referral to the Bishopbriggs Area Attendance Council, who have the power to write to, interview or prosecute parents, or to refer pupils if necessary to the Reporter to the Children's Panel.

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4 no information is given and *** is inserted in place of the figures.

The authority's and Scotland's figures include all education authority and grant-aided secondary schools, but exclude all special schools.

EDUCATION MAINTENANCE ALLOWANCE (EMA)

The Scottish Government has introduced the Education Maintenance Allowance (EMA) Scheme to encourage access to, and participation in further and higher education. If you are 16 years of age or over before 30 September, you may be eligible for an EMA from the beginning of the school term. If you are 16 years of age between 1 October and February, you may be eligible for an EMA from January. This weekly allowance will be payable by East Dunbartonshire Council to students who attend a school managed by the Council, regardless of where they live. Application forms and further information can be obtained from the Head Teacher or Education Offices, Tel: 0300 1234510 X8947 or www.eastdunbarton.gov.uk



CLOTHING AND SCHOOL DRESS

It is the policy of the Education and Cultural Services Committee to encourage pupils to wear an acceptable form of school dress as determined by Headteachers, 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 new proposal will be the subject of widespread consultation with parents and pupils.

The school uniform for Bishopbriggs Academy is that listed below:

- Blazer
- Plain white shirt/blouse
- School tie
- Black Skirt or dress trousers
- Black Shoes

We would ask for the support of parents in ensuring that the highest standard of dress is the norm in our school. In particular the Head Teacher would like to emphasise that pupils, should not wear:

Trainers or any other 'casual' shoes
Jeans (of any colour/shade including black)
Tracksuit trousers
Sweatshirts, 'hoodies' or any other garment which covers their shirt and tie
Caps or any other headgear
Excessively large or bright belts
Excessive jewellery
Football colours

Pupils will be expected to comply with these regulations at all times.

Appropriate clothing to provide a change for physical education activities is listed below:

1. Gym shoes or training shoes (preferably without black soles which mark the gymnasium floor).
2. Swimming trunks or costume.
3. Towel (for after-activity showers).
4. Shorts
5. Plain T-shirt or blouse (girls).

For outdoor activities particularly it is advisable to carry a change of socks and underwear.

If a parent/guardian wishes their child to be excused from a PE lesson because of injury or illness, the pupil should bring a note of explanation to assist staff in complying with parents' wishes.

Unless a pupil is completely incapacitated, eg in plaster, then we would ask that PE kit is still brought in order to allow partial participation – umpiring, refereeing, score-keeping, observing or evaluating. This also facilitates full supervision of classes by the teacher responsible.

For Health & Safety reasons jewellery must not be worn during PE activities. Any piercings (earrings, nose studs, etc) must be removed. Parents should note that if a child has a body piercing that cannot be removed then this would prevent participation. This would be in direct contravention of the Authority's policy and, as such, it is requested that parents ensure such a situation does not arise.

It is also strongly recommended that valuable possessions such as expensive or precious watches or other jewellery are not brought to school.

For pupils taking Home Economics it is advisable to have some form of apron to protect clothing.

Parents/Carers receiving income support or income based job seekers allowance or housing benefit or council tax –rebates (not discount) or employment and support allowance (income related) will normally be entitled to, monetary grants for footwear and clothing for their children. Parents who are in receipt of working tax credit and/or child tax credit may 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 Director of Community Services. 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.



TRANSPORT

(i) General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to secondary pupils who live three miles or more from their local secondary school by the recognised shortest walking route. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning 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.

The Chief Education Officer has discretion in special circumstances to grant permission for pupil's to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August. Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk.

(ii) Pick up Points

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

(iii) Placing Request

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

ADVERSE WEATHER CONDITIONS

Driver's Responsibilities

- In adverse weather conditions drivers MUST liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.*
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

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



PARENTAL RESPONSIBILITIES

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

INFORMATION IN EMERGENCIES

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

Parental Communication With School in Case of Emergency

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

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

COMMENTS, COMPLIMENTS AND COMPLAINTS PROCEDURE

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

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

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

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the complainants satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, 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.

MEALS

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

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

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

Our dining area, known as "The Pod" is very popular with pupils. A selection of main meals and hot and cold snacks are available at lunchtime in the school. This area is also available for snacks at the morning interval. A 'healthy eating' diet is encouraged.

A separate snack bar offers, pizza, paninis and healthy snacks

Provision for pupils on special diets can be made. Medical authorisation and details should be given to the Headteacher who will make appropriate arrangements with the Team Leader.

Pupils bringing packed lunches can also eat in the Dining area.

Bishopbriggs Academy operates a cashless catering system, parents/carers/pupils receive information on how this is managed.

Some families may be eligible for free school meals. Children of parents/carers receiving income support or income based job seekers allowance are entitled to a free midday meal. Children of parents who are in receipt of child tax credit or working tax credit and child tax credit or employment and support allowance (income related) or support under part IV of the immigration and asylum act 1999, may also be eligible. Information and application forms for free school meals may be obtained from schools, the education office and area registration services offices or www.eastdunbarton.gov.uk.



HEALTH AND MEDICAL CARE

During their years in secondary education pupils will follow a programme of health and medical care conducted by doctors of the Greater Glasgow Health Board.

In addition the school will cooperate with the Health Board, in specific immunisation programmes eg BCG skin testing.

Parents will be notified in writing in advance of the date of each of these procedures.

A Medical Room is maintained in the school, where pupils can receive help for minor ailments and injuries. Where an illness or injury requires the pupil to be sent from the school a telephone contact will be made with the parents or a designated person who has agreed to act as an emergency contact.

A pupil in these circumstances will be looked after by one of the Support Staff who if necessary, where hospital treatment is required, will accompany the child to Stobhill Hospital.

It is essential that the school be given, by all parents, a telephone number for contact in an emergency.

Where a pupil has a medical condition which might affect their education, or which requires regular medication, the school should be informed in order to make the best arrangements within the school.

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.

CHILDCARE INFORMATION SERVICE

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

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



The Childcare Information Service, launched in May 2000, is a key element of East Dunbartonshire Council's Childcare Strategy which aims to develop, quality, accesible, affordable and flexible childcare across the East Dunbartonshire area.

To use this service please call the helpline number on **0300 123 4510**, email **chis@eastdunbarton.gov.uk** or log onto the service's website at **www.scottishchildcare.gov.uk**

CHILD PROTECTION AND SAFEGUARDING

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Child protection means protecting a child from child abuse or neglect. If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141-777 3000, or the Police. Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Coordinator should be displayed prominently within the school.

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

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

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

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

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

If parents or others have concerns for any child, they can speak to the head teacher about this. They can also contact social work services and/or the police.

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

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

APPOINTMENT OF ADULTS TO VOLUNTARY CHILD CARE POSITIONS

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

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

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

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



LIAISING WITH AND INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

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

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

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

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

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

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

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

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
GLASGOW
G66 1TJ
Tel: 0300 123 4510
email: jacqueline.macdonald@eastunbarton.gov.uk

PARENT 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.

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 at school events
- In a more formal way - deciding what kind of parent representation the schools should have

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

Parent Council

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

Bishopbriggs Academy Parent Council was established in June 2007, and meets twice per term. The aim of the Parent Council shall be: Continually to enhance and promote the standards and quality of the education of the children in the school through partnership and involvement that will lead to the development of children to their fullest potential. Parent Councils will play 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, will have the right to information and advice on matters which affect children's education. The school and the education authority will consult with the Parent Council and take their views into account wherever decisions are being taken on the education provided by the school.



Membership of the Parent Council shall be open to parents, staff and co-opted members. Pupils will be invited to contribute their views to the Parent Council through a representative but will not have membership rights. The Parent Council shall consist of no less than 6 members and no more than 15 members. Parent members should always be in the majority at a meeting of the Parent Council. The Headteacher, who has a right and a duty to attend, will act as an Adviser to the Parent Council on educational matters but is not a voting member of the Parent Council.

Any member of the Parent Forum has the right to nominate a parent member for the Parent Council as long as the parent member has given their consent to nomination. Any nomination will require another parent member to second the nomination. If the number of nominations equals or is less than the number of parent vacancies, then the nominees will be declared as members of the new Parent Council.

If there are more nominations than vacancies then all nominations will be sent to all members of the Parent Forum. Nominees may place a supporting statement of not more than 250 words on the school website if they wish and a paper copy will be available on request from the School Office. Ballot papers will be issued and should be returned to the School Office. The maximum number of votes a parent can cast shall be no more than the number of vacancies on the Parent Council. Where a tie exists, the Headteacher will preside over a draw between the nominees, in their presence. Where there are more staff candidates than places the Headteacher will conduct an election.

Membership of the Parent Council shall be for two years and every year one half of the parent and staff membership shall retire in order to provide continuity. They may stand for re-selection, if they wish. Co-opted membership shall be decided annually at the Parent Council's first meeting of the academic year.

The Parent Council shall elect annually, at its first meeting of the academic year, a Chair and Vice Chair. The Parent Council may appoint a Secretary and Treasurer if it requires. Parents and co-opted members may hold offices but staff members shall not. The Parent Council may also appoint a Clerk for the purpose of minute taking. The Clerk shall be paid the agreed rate and is not a member of the Parent Council.

BISHOPBRIGGS ACADEMY PARENT COUNCIL 2019/20 CONTACT DETAILS

Name	Phone/e-mail
DAVID WILLIAMS (CHAIR)	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
JONATHAN CAMPBELL (VICE-CHAIR)	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
LOUISE OUDEGA (CLERK)	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
ANDREA MACDONALD	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
BRIGITTE SCHILLMEIER	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
ROBERT JOHNSTON	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
CAROL ROBERTSON	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
ALISON KEITH	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
JANE MCGRORY	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
ALLISON LUNAN	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
NATALIE STOREY	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
ANGELA MCDONALD	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
SHEENA MURRAY	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
LINDA BOWERS	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
FIONA SAUNDERS	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
GORDON MOULSDALE (HEAD TEACHER)	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
MARION MCALISTER (STAFF MEMBER)	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
KAREN THOMAS (STAFF MEMBER)	0141 955 2351 (school office) office@bishopbriggs.e-dunbarton.sch.uk
CLLR ALAN MOIR	alan.moir@eastdunbarton.gov.uk
CLLR GARY PEWS	gary.pews@eastdunbarton.gov.uk
CLLR GORDAN LOW	gordan.low@eastdunbarton.gov.uk
CLLR ALAN BROWN	alan.brown@eastdunbarton.gov.uk



PARENT TEACHER ASSOCIATION

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

The school also has an active Parent Teacher Association:

Chair: Beverley Moore
Treasurer: Audrey McMullan

EXAM PRESENTATION

In S3 pupils begin preparing for presentation in SQA examinations they will sit at the end of S4.

At all stages a pupil's progress is monitored and parents are kept informed of likely presentation levels. Since the cost of presentation is borne by the Education Authority, those candidates presented must demonstrate reasonable performance in the subject at that level.

Schools, in consultation with pupils and parents, decide on presentation for examinations.

The Scottish Qualifications Authority has provided the following information on the SCQF Awards system which it now operates:-

- National 4 awards are graded pass/fail
- National 5 awards are graded A to D
- Higher and Advanced Higher continue to be graded A to D

OTHER AWARDS

These are also given in Appendices (1) and (2), 3 bands A to C.

Public Examination Results: Analysis

This is given in accordance with government requirements. School, Local Authority and National statistics are provided.

The Authority's and Scotland's figures include all education authority and grant-aided secondary schools.

For Fourth Year SQA results the "percentage of pupils achieving" under any heading is calculated by expressing the number of pupils achieving as a percentage of the S4 roll in September, at the start of the school year. The percentage shown under the fifth and sixth year headings is calculated by expressing the number of pupils achieving in S5 and S6 as a percentage of the original S4 roll.

S4 to S5 staying on rate is calculated by expressing the S5 roll at the start of the second term (January) as a percentage of the roll of the same group of pupils when they were in S4 at September of the previous year.

PROVISIONAL CALENDAR

Parents' meetings are held throughout the academic year and parents are notified in a number of ways including; information on the school website, letters home via pupils, texts, e mails and telephone calls. Parental views and comments are sought following each parental meeting and the information is discussed at SMT meetings and information is passed on to staff.

Out with formal parents' meetings parents are encouraged to contact the school to raise/ discuss any issue of concern. In the first instance the calls would be directed to and dealt with by Guidance staff and year heads.

Parents can also check progress on a daily basis as they are strongly encouraged to make regular checks of their son/daughters' planners.

The school gathers information and opinions from parents in a number of ways including issuing of newsletters and seeking parental views on topics such as changes to the school day, changes in uniform etc.

Report Cards

Year	Issued During
1 (interim)	September 2020
1 (main)	May 2021
S2 (interim)	November 2020
S2 (main)	January 2021
S3 (main)	December 2020
S4 (main)	October 2020
S5/6 (interim)	November 2020
S5/6 (main)	February 2021

Meetings with Teachers

Year	Issued During
P7 Open Evening	October 2020
P7 Information Evening	June 2020
1	December 2020
2 (Senior Staff)	January 2021
2 (All Staff)	March 2021
3	April 2021
4	January 2021
S5/6	November 2020

It should be remembered that reports can be obtained at any time about a pupil's progress should a parent have a concern. Contact should be made through the appropriate Depute Head Teacher or member of the Guidance team.



USEFUL ADDRESSES

Skills Development Scotland Centre

East Dunbartonshire Campus of Further and Higher Education
Southbank Road
Kirkintilloch
G66 1NH

Tel: 0141 777 5860
email: Sandra.fleming@sds.co.uk
email: Ruth.bell@sds.co.uk

Education Scotland

The Optima
58 Robertson Street
GLASGOW

Tel: 0141 282 5000

School and Community Centre Letting

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

T: 0300 1234510
Email: letting@eastdunbarton.gov.uk

Education Support Services

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ

Tel: 0300 1234510 Ext 8709.
Email: jaqueline.macdonald@eastdunbarton.gov.uk

Area Registration Service Office

Bishopbriggs Library
70 Kirkintilloch Road
BISHOPBRIGGS G64 2LX

Tel: 0141 777 3155

The local councillors with responsibility for Bishopbriggs Academy catchment area are:

Councillor Paul Ferretti,
Councillor Mohrag Fischer,
Councillor Billy Hendry,
Councillor Gary Pews,

Councillor Alan Brown,
Councillor Gordan Low,
Councillor Alan Moir,

GLOSSARY

Certificate Course	A course which, if completed successfully, would lead to the issue of a certificate.
Co-educational	Takes boys and girls.
Common Course	The subjects taken by all pupils of a Year.
Comprehensive School	Takes all pupils from an area without any selection according to ability.
Continuous Assessment	Testing of performance in a subject by a variety of means at short intervals rather than by one or two big examinations only in the year.
Co-operative Teaching	Where two or more teachers work together with a class.
Curriculum	The range of subjects studied.
National 4 and 5	Courses assessed and examined by the Scottish Qualifications Agency
Extra-curricular Activities	Activities provided beyond the time-tabled programme.
Higher Grade	Courses assessed and examined by the Scottish Qualifications Agency
Mixed Ability	Pupils of all abilities taught together as a class.
Non-denominational	Takes all pupils irrespective of religious background.
RMPS	Religious, Moral & Philosophical Studies
PSE	Personal and Social Education
PE	Physical Education
CfE	Curriculum for Excellence

IMPROVEMENT PLAN

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility
1. Leadership and approach to improvement	Improvement in attainment, particularly in literacy and numeracy	School leadership, teacher professionalism, school improvement, 1.1-1.5	Facilitate opportunities for leadership within and across establishments	K.Derrick, I.Donaghey

Tasks/Action Required	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
Make in-house CPD programme more accessible to staff by utilising in-service days. Streamline school's quality assurance calendar, protect collaborative discussion at DMs, review and develop PT Collaboration meetings, facilitate the sharing of resources on the shared area on key features of an effective department, distributed leadership audit to assist with PRDs and empowerment of staff	September 2019	Collegiate time	C.Kerr, K.Derrick	Staff voice, staff participation numbers, link meetings, quality assurance and curricular calendar, minutes, materials on shared area	
Implement Parent Voice initiative via questionnaires for each of the 5 school improvement priorities, consult with Parent Council on implementation of SIP and suggested improvements from Parent Voice results	Ongoing-February 2020	Parent Council meetings, PT collaboration, Microsoft Forms	I.Donaghey	Minutes of meetings, results collated on Microsoft Forms	
Review and develop Pupil Voice so it is robust and aligned with Staff and Parent Voice and utilise Pupil Council for a strategic approach to pupil led school improvement. Continue to utilise pupil collaboration among all year groups to enhance the learning experiences for all stakeholders	March 2020	Collegiate and development time	K.Derrick	Pupil Council meetings, Guidance DMs, minutes	
Leadership and Parental and Learner Engagement Opportunities					
As outlined in tasks and actions.					
Resource Requirements		Cluster/Partnership/PEF Funding		Professional Learning	
As above		Money to be allocated accordingly		Self-evaluation and critical reflection processes, professional dialogue with colleagues, other professionals, parents, and learners, leading or participating in a working or task group.	

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility
2. Curriculum	Closing the attainment gap between the most and least disadvantaged children	Assessment of children's progress, school improvement, performance information, 2.2	Secondary schools offer appropriate pathways in the Senior Phase that meet the needs of all learners.	C.Kerr, I.Ross

Tasks/Action Required	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
Implement revised changes to National Qualifications, ensure BGE programmes of work incorporate benchmarks and allow coherent progression to SP, develop alternative courses within each subject so there are progression pathways for pupils of all abilities making SP courses more accessible, develop resources for all subject courses that enable parental engagement	April 2020	Collegiate and development time	I.Ross	Number of pupils remaining in school, presentation numbers, INISGHT tariff points	
Sustain and develop links with external partners to enhance the delivery of courses, raising awareness of each subject within the context of the world of work and enable pupils to recognise the skills for learning, life and work they are developing to inform the planning of future learning	Ongoing-April 2020	Networking opportunities, industry conferences and exhibitions	C.Kerr, N.Hendrie, L.Phee	Partner database, number of on and off site visits	
Utilise the WA programme by making more courses available that are relevant to SP courses to allow progression opportunities, support young people in vulnerable groups to access appropriate vocational pathways, raise awareness among stakeholders of course accreditation through the SCQF and develop a strategic approach to tracking pupils' achievements and ensuring it is accredited when appropriate	April 2020	Staff training with SCQF, collegiate time with colleges	I.Ross, C.Kerr, N.Hendrie, L.Phee	Number of courses available, range of accreditation	
Leadership and Parental and Learner Engagement Opportunities					
Accessible course resources that enable parents to reinforce learning at home, parents can provide work placement opportunities and participate in whole school events to promote the world of work. Learners can acquire accreditation out with the classroom and across the curriculum.					
Resource Requirements		Cluster/Partnership/PEF Funding		Professional Learning	
		Money made available for bespoke qualifications out with classroom, targeted workshops for those most vulnerable		Professional dialogue with colleagues, other professionals, parents, and learners, learning about aspects of the curriculum or pedagogical practice, planning learning which is inter-disciplinary or cross-sector	

IMPROVEMENT PLAN (Continued)

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility
3. Learning, teaching and assessment of learners' progress	Improvement in children and young people's health and wellbeing	Assessment of children's progress, school improvement, 2.3	Secondary schools have an effective process for monitoring and tracking in the BGE	<u>EJ Forsyth</u>

Tasks/Action Required	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
Sustain and develop awareness among staff of the 6 principles of nurture, share best practice on the effective use of ICT in the classroom so learning is enriched and supported by the effective use of digital technologies, staff supported in deploying a wide variety of innovative and creative ICT equipment that enables pupils to select and make use of high-quality resources	March 2020	In-service days, Learning and Teaching Committee, reciprocal visits	<u>I.Donaghey</u> , <u>R.Micalleef-Eynaud</u> , <u>I.Ross</u>	Reciprocal visits pro-forma, participation numbers in week of good practice, learning rounds, PT/SMT visits	
Develop a consistent approach among departments to Primary/Secondary liaison in terms of information sharing, programmes of work, common methodologies, pupil experiences and collaboration on assessment standards, create exemplars of work for various levels and make them accessible to stakeholders, participate in moderation of writing at level 3 and 4 involving West Partnership and all associated Primary schools	May 2020	Collegiate time, calendar for Cluster meetings, networking opportunities	<u>E.Forsyth</u>	Moderation activities, minutes of DMs, Cluster meetings, exemplars of work	
Consultation with Cluster on the implementation of a new M&T database on new SEEMIS model allowing the tracking of pupil progress throughout the 3-18 learning journey, update M&T policy, support all stakeholders to effectively use all appropriate data available to ensure pupils literacy, numeracy and health and well being levels are taken into consideration and support provided accordingly, review and develop S4 Transition Exams	May 2020	Collegiate time, authority collaboration, staff training	<u>E.Forsyth</u>	Staff consultation, feedback from training sessions, review of policy	
Leadership and Parental and Learner Engagement Opportunities					
Pupil collaboration opportunities to enhance the learning experience within and out with the classroom, parents have more opportunities to be aware of their child's progress and be involved in learning conversations, better understanding of realistic target setting					
Resource Requirements	Cluster/Partnership/PEF Funding	Professional Learning			
	Targeted support for pupils who have been identified from data analysis (see PEF IP)	Classroom visits/peer observation, co-operative or team teaching, participation in collaborative activity and in activities relating to assessment and moderation			

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility
4. Partnerships, personalised support and parental engagement	Closing the attainment gap between the most and least disadvantaged children	Parental engagement, school leadership, assessment of children's progress, 2.1, 2.4-2.7	All schools have a family learning programme in order that parents can support their child's learning and development	<u>I.Donaghey</u>

Tasks/Action Required	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation	Progress
Review and develop S5 Parent Information Evening so it is coherent and progressive to the one in S4, support this and the S5/6 Parents Evening with department leaflets providing an overview of Higher courses, PP presentations sharing similar information accessible on school website for each department, school calendar with specific events to each year group shared on SMHW	October 2019	Development time, Parent Council meeting for consultation	<u>A.Muldoon</u>	Parent attendance, feedback, engagement with SMHW	
Support staff in the interpretation of M&T terminology so Parent Reports include grades that are relative across all subjects, utilise SMHW to inform parents of significant measures of S4 pupil progress i.e. S4 Transition Exam results, bi-monthly M&T data, S4 Prelim results, utilise an S4 Interim Report that includes TG, WG, E, B and HW in March, learning conversations with pupils embedded in every course, Pupil Support Team (PST) to work collaboratively providing personalised and coherent support to pupils with all concerns raised to PST via SEEMIS who involve partners accordingly, collegiate time for PST and SMT protected following completion of M&T to discuss barriers to pupils' learning and intervention strategies	August 2019 – ongoing	Staff training during in-service, collegiate time in working time agreement	<u>I.Donaghey</u> , <u>I.Ross</u>	SMHW reports on information shared and engagement of all stakeholders, minutes and actions of meetings	
Utilise SMHW to give parents regular information on homework, pupil progress, whole school and departmental calendars and resources that are specific to homework tasks, update GLOW resources in line with course changes and ensure consistency across departments, create video tutorials that will allow parents to reinforce the learning in the classroom at home, issue every child with a Pocket Diary that can be used to complement SMHW	August 2019	Development time, staff training, money for diaries	<u>I.Donaghey</u> , <u>EJ.Forsyth</u>	SMHW reports, content on GLOW departmental pages	
Leadership and Parental and Learner Engagement Opportunities					
Parents and pupils will have access to meaningful information with regards to expectations, course requirements, resources and progress equipping them and making them accountable for supporting the learning taking place in school at home					
Resource Requirements	Cluster/Partnership/PEF Funding	Professional Learning			
	BGE Diaries, explore electrical organisers for targeted pupils	Peer support e.g. coaching or mentoring, professional dialogue with colleagues, other professionals, parents, and learners			

IMPROVEMENT PLAN (Continued)

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility
5. Successes, achievements and outcomes for learners	Improvement in employability skills and sustained, positive school leaver destinations for all young people	Performance information, school improvement, 3.1 - 3.3	Ensure that all schools have an approach to careers education in place	<u>C.Kerr</u>

Tasks/Action Required	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation	Progress
Develop approaches to teaching L, N and HWB coherently across all curricular areas with targeted support in place when required, central departmental attainment spreadsheets tracking all relevant attainment data made accessible to all staff within each department, develop raising attainment support programme in the BGE and SP so stakeholders have a coherent, meaningful and relevant experience as they progress through the school, engage all staff in using INSIGHT as a tool to measure progress and lead improvement	May 2020	Development time, staff training, PEF funding	<u>EJ.Forsyth</u> , <u>J.McGee</u> , <u>S.Robertson</u> , <u>G.Irvine</u> , <u>A.Muldoon</u> , <u>I.Donaghey</u>	INSIGHT, SLD Report, SQA analysis, SNSA data, stakeholder feedback	
Sustain and develop stakeholders' awareness of the career education standard entitlements and career pathways within subjects, continue to increase engagement with MWOW resources, expand WEX provision by utilising partner database, develop means of communicating DYW opportunities with all stakeholders via DYW newsletter, weekly employability bulletin and MWOW ambassadors to increase engagement	May 2020	Development time, collegiate time, staff training	<u>C.Kerr</u> , <u>N.Hendrie</u> , <u>L.Phee</u>	<u>Stakeholder</u> feedback, partner database, attendance and participation levels	
Sustain and develop communication with stakeholders, specifically parents, on criteria for reward trips, utilise public areas, meeting and waiting rooms to further promote events, achievements and opportunities for achievements, effective use of digital media to publicise achievements and events, review and develop approach to S3 Pupil Profiles in order to implement a strategic and consistent approach to profiling in the BGE	May 2020	Noticeboards, banners, wall charts and displays, development time	<u>I.Ross</u> , PST, <u>K.Derrick</u>	Visual impact, engagement on social media, completion and content of S3 Pupil Profiles	
Leadership and Parental and Learner Engagement Opportunities					
Support programme will facilitate parents and pupils to take ownership of learning and make informed decisions that will enable young people to fulfil their potential and acquire the 4 capacities of CfE, stakeholders will have more opportunities relating to a positive and sustained destination					
Resource Requirements	Cluster/Partnership/PEF Funding	Professional Learning			
	Targeted support initiatives, residential weekends	Self-evaluation and critical reflection processes, learning about aspects of the curriculum or pedagogical practice			



Class.....

- Please indicate your choice of subjects below (in Column 1 please place a 1 beside your first choice and 2 beside your second choice)
- Possible Career Choice.....

[illegible]

Please return to your Guidance Teacher by 09/03/2020

Guidance Signature.....Pupil signature.....Parent/Guardian.....Return Date:



Bishopbriggs Academy BGE (S3) to Senior Phase (S4) Option Form 2020-21

Name

Class.....

Pupils must select 7 subjects from the 9 they are currently sitting. Select one subject in Columns A-E and two subjects in the final section.

Col A (4)	Col B (4)	Col C (4)	Col D (4)	Column E (4)	Please write in the boxes below the 2 other subjects from the choices below you would like to choose in S4 (both subjects will be allocated 4 periods each).		
English	Mathematics	Business Management	Biology	Art & Design	Accounting	Admin & IT	Computing Science
		Geography	Chemistry	Business Management	French	Gaelic	Fashion and Textiles
		History	Physics	Design & Manufacture	German	Hospitality (N4 only)	Media
					LSR*	Spanish	Practical Woodworking
		Modern St	Science (N4 only)	Drama	Art & Design	Biology	Business Management
				Engineering Science	Chemistry	Drama	Engineering Science
				Graphic Communication	Geography	Health & FT	Graphic Communication
				Health & FT	History	Modern Studies	Music
				Music	PE	Physics	RMPS
				PE			
English	Maths						

Please return to your Guidance Teacher by 15/01/2020

* Learning Support Resource tutorials





Bishopbriggs Academy S5 and S6 Course Choice Form 2020-21

Name..... Class.....

- Please indicate your choice of subjects below only if you intend to return to school.
- If leaving school say what you intend to do

Level	Col A	X	Col B	X	Col C	X	Col D	X	Col E	X
(S6 only)	History		English		Biology		Chemistry		Art & Design	
AH	Mathematics		Geography		Music		Drama		German	
	Modern Studies		Physics						PE Studies	
H	English		Business Management		Art & Design		Business Management		Administration & IT	
	ESOL		English		Computing Science		Chemistry		Art & Design	
	Mathematics		Mathematics		Design & Manufacture		Graphic Communication		Chemistry	
	Photography		Psychology		Fashion and Textile		Health & Food Technology		Drama	
	Drama		Engineering science		French		History		Engineering Science	
			Politics		Geography		Human Biology		Exercise and Fitness (NPA)	
			Accounting		Human Biology		Music		Gaelic	
					Modern Studies		PE Studies		Geography	
					Physics		Spanish		German	
					RMPS				History	
									Modern Studies	
									PE Studies	
									Physics	
N5	English		English		Art & Design		Biology		Administration & IT	
	Maths		Mathematics		PC Passport		Business Management		Art & Design	
	Application of Maths		PDA/Vocational (S5 only)		French		Chemistry		Geography	
			Vocational Programme (S6 only)		Modern Studies		History			
					Media		Hospitality		German	
					Computing		Practical Woodworking		Physics	
									Drama	

If you wish to discuss undertaking a Foundation Apprenticeship with Mr Micallef- Eynaud (DHT) please tick this box. ☐

- If your choice is not available, please note it on the back of this form. S5 **must** choose 5 subjects, S6 choose **at least** 4.
- Pupils going into S5 MUST not "crash" a subject. You should pick your 5 strongest subjects from S4
- Some courses are S6 only due to the nature of the course content and limited resources to deliver these courses.

Please return to your Guidance Teacher by 03/02/2020

Guidance Signature.....Pupil signature.....Parent/Guardian.....



Bishopbriggs Academy

Successful Learners • Confident Individuals • Responsible Citizens • Effective Contributors • Successful Learners • Confident Individuals



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