



Welcome to Dumfries Academy



CONTENTS

WELCOME	3
VISION, VALUES AND AIMS	4
SCHOOL INFORMATION	5
CONTACTING THE SCHOOL	5
SCHOOL UNIFORM POLICY	5
THE SCHOOL DAY	5
SCHOOL HOLIDAY DATES	5
STAFF INFORMATION	6
TRANSITION	8
THE LEARNING EXPERIENCE	9
HOMEWORK	9
CURRICULUM FOR EXCELLENCE	10
MAKING CHOICES	11
REPORTING AND ASSESSMENT	12
PUPIL SUPPORT	13
GIRFEC	13
PUPIL SUPPORT TEAM	13
ADDITIONAL SUPPORT FOR LEARNING	13
CHILD PROTECTION	13
SUPPORT FOR ALL AND INCLUSION	14
BULLYING AND EQUALITIES	14
NURTURE	15
HEALTH AND WELLBEING	16
HEALTH AND WELLBEING EDUCATION	16
PHSE PROGRAMME	16
DEVELOPING THE YOUNG WORKFORCE (DYW)	17
16+ LEARNING CHOICES	17
CAREER CHOICES	17
EXTRA-CURRICULAR	18
PARENTAL ENGAGEMENT	19
THE PARENT FORUM	19
THE PARENT COUNCIL	19
SCHOOL IMPROVEMENT PLAN	20
USEFUL LINKS	22

WELCOME

Dear Parent/Carer

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



To help children reach their potential we focus on removing barriers to learning; meeting the needs of children and upholding their rights underpin all we do.

This year we know that the increased cost of living will mean that many families have money worries - school should not add to those. There should be no costs involved in the school day which are a barrier to your child joining in. This handbook gives important information on the benefits you may be entitled to and how we can help you apply for free meals, free transport, free childcare, clothing grants and allowances, and to make sure you have the right financial advice.

This handbook sets out the responsibilities I have, as Director, for your child's education. While we have core values and shared ambitions, our schools put this into practice slightly differently to meet the needs of the local community. Your schools Headteacher will publish their own handbook to provide information which is on specific to your school.

I hope this information is helpful in setting out how we can work together to benefit your child's learning and make sure they have the best possible experience at school. Our schools are welcoming places at the heart of our communities and always want to hear from you about how we can do more to support you, so please talk to us. There are many useful contact numbers in this handbook, or you can contact me on

DirectorSkillsEducationLearning@dumgal.gov.uk

Yours sincerely

Dr Gillian Brydson

Director Skills, Education and Learning

More Information on Education and Learning Directorate is available at www.dumgal.gov.uk/schools

Dumfries and Galloway Council

Education and Learning Directorate

Militia House, English Street

DG1 2HR Call 030 33 33 3000

or visit <https://www.dumgal.gov.uk/article/15379/Contact-us> for more ways to engage with the Council.

Dear Parent/Carer

I would like to take this opportunity to introduce myself as Headteacher of Dumfries Academy. I am honoured and privileged to be leading such a great school. This handbook aims to help you and your child understand our school better and highlights the vast array of experiences we have to offer. I believe we provide very good experiences for our young people at Dumfries Academy. Our pupils' performances are consistently in line with, or above, local averages in all measures relating to SQA attainment and we ensure that we encourage all young people to aim high. We provide a rich and varied curriculum that allows young people in our school to develop skills, talents and abilities that are essential for life, learning and work. In doing so, we work in partnership with you, as parents/carers, our young people and our local community to help our pupils to experience high quality learning and teaching. We are constantly working in partnership with others, including our cluster primaries, to make sure that our learners' experiences build upon their prior learning and are based around meaningful contexts. We endeavour to make learning fun and challenging and our wide variety of outdoor learning experiences, including excursions and residential trips, further enriches pupils' experiences.



The partnership between home and school is crucial in helping young people to be successful. There are many ways for parents to support our school. My aim is to inform all parents/carers regularly about the life and work of the school through various methods, including this handbook and the school website, but also through the various information evenings and events that we run. We understand that Curriculum for Excellence terms are not always parent-friendly and aim to work closely with our Parent Council to provide you with information that is "jargon-free" and explains simply what your child's learning journey looks like at Dumfries Academy.

At Dumfries Academy our aims, values and vision are centred on supporting young people to become confident, successful, included and responsible. Our school motto (steeped in history and tradition) is "Doctrina Promovet". This translates as Learning Promotes. I believe the philosophy behind this is undeniable. Successful learning is a means to unlocking each individual's unique talents and abilities, enabling them to use those to promote better opportunities in life, learning and work. I look forward to working with you and your son/daughter and would like to reassure you that you can contact me at any time to discuss any aspect of your child's education.

Yours sincerely

Mrs Joanne Dillon



Our Vision, Values and Aims

Vision

Working together to promote and value learning as a means to improving our chances of achieving success in school, our community and in our future lives – Doctrina Promovet

Values

- Respect • Ambition • Compassion • Fairness
- Responsibility

Aims

- To include all young people so that they achieve to the best of their ability
- To make learning a meaningful and enjoyable experience for all;
- To motivate, challenge and encourage our young people to be, creative, enterprising, objective, independent learners;
- To build a curriculum that enables all young people to develop skills for life, learning and work;
- To work with our partners to build a strong school community that supports and cares for all our young people;
- To aim for continuous improvement in all we do

SCHOOL INFORMATION

CONTACTING THE SCHOOL

Headteacher	Mrs Joanne Dillon
School Address	Academy Street, Dumfries, DG1 1DD
Telephone Number	01387 274350
Absence Line	01387 274356
Email	gw08officedumfriesac@ea.dumgal.sch.uk
Website	www.dumfriesacademy.org
School app	School App for Parents
Facebook	Dumfries Academy Events
Denomination status	Non-denominational
Current School Roll	592

SCHOOL UNIFORM POLICY

School Blazer (*compulsory*)
 School Tie (*compulsory*)
 Black/Maroon V-neck pullover/cardigan
 White shirt/blouse (*compulsory*)
 Black trousers/skirt (*compulsory*)
 Black footwear (*compulsory*)

THE SCHOOL DAY

A seven-period day is in operation
 (five in the morning and two in the afternoon)

Arrangements for Social Times

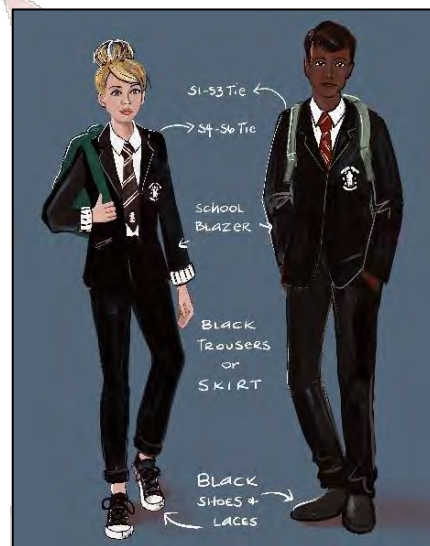
Arrangements for morning break and lunch time are as follows:

- S1 – Café (indoor), rear of school to Tower Block (outdoor)
- S2 – Café (indoor), in front of link corridor (outdoor)
- S3/4 – Main Hall (indoor), front of Main Building (outdoor)
- S5/6 Minerva (indoor), front of Minerva (outdoor)

Attendance

If your child is absent from/late to school for whatever reason, it is your responsibility to inform us at the earliest possible opportunity, by telephoning the absence line below.

Pupil Absence Line – 01387 247356



Monday - Friday

Tutor Time	08.51 – 09.00
Period 1	09.00 – 09.45
Period 2	09.45 – 10.30
Break	10.30 – 10.50
Period 3	10.50 – 11.35
Period 4	11.35 – 12.20
Period 5	12.20 – 13.05
Lunch	13.05 – 13.45
Period 6	13.45 – 14.30
Period 7	14.30 – 15.15

SCHOOL HOLIDAY DATES

<https://www.dumgal.gov.uk/article/15239/School-term-and-holiday-dates>

STAFF INFORMATION

SENIOR MANAGEMENT TEAM

Mrs J Dillon	Rector
Mr D Dillon	Depute Rector (S1-S3)
Mr R Drennan	Depute Rector (S4-6)
Dr J Gordon	Depute Rector (Learning and Teaching)
Mrs L Black	School Support Manager

PRINCIPAL TEACHERS – PUPIL SUPPORT

Miss D Barton	S3 & S6
Mr G Leonard	S2 & S5
Mrs C Wilson	S1 & S4
Vacancy	Additional Support for Learning

LANGUAGE AND LITERACY FACULTY

English

Ms M Kell Principal Teacher

Mrs J Dillon
Dr J Gordon
Miss L King
Mr G Leonard
Mrs L Patterson-Urquhart
Mr S Powell
Mr C Scade

Modern Languages

Mrs L Bernam
Miss J Kerr
Mrs C Wilson

English as an Additional Language

Mrs A Cullens
Mrs K Ghani

MATHS, NUMERACY & DIGITAL LEARNING FACULTY

Maths

Mrs P Mair Principal Teacher

Mrs E Inglis
Mrs K Patterson
Mrs D Turska

SOCIAL SUBJECTS FACULTY

History

Mr L Mika	Principal Teacher
Mr W McGair	SWEIC

Geography

Miss I McGuire
Mr S Mohan

Modern Studies

Miss G Bone

Psychology

Miss A Little

SCIENCE FACULTY

Biology

Mr C Grierson Principal Teacher

Miss D Barton
Miss K Harrison
Miss R Budgen

Chemistry

Miss E Desai
Miss V Kernohan

Physics

Mr M Viola

TECHNOLOGY FACULTY

Craft, Design and Technology

Mr R Knox Principal Teacher

Mr R Drennan
Mr B Mills

Business Education

Mrs A McQuarrie Acting Principal Teacher

Mr M Dames

Computing Science

Mr S Wilson

STAFF INFORMATION

ARTS AND CREATIVITY FACULTY

Art

Mrs S Murray Principal Teacher
Mrs G Adair
Mrs C McColl

Drama

Mrs K Miller
Miss P Torrance

Music

Miss H Fyfe

HEALTH AND WELLBEING FACULTY

Physical Education

Miss I Haile Principal Teacher
Mr D Dillon
Mr R Douglas
Mr W Nicholson
Mr F Scott

Home Economics

Miss E Hay

ADDITIONAL SUPPORT FOR LEARNING FACULTY

Vacancy

Principal Teacher
Miss A Little
Miss J Walsh

Classroom Assistants

Ms A Adair
Mrs F Cameron
Mrs S Donnelly
Mrs C Fraser
Mrs Klair Gilbert
Mrs N Kerr-Young
Mrs D McDonald
Mr R Moore
Miss H Nichol
Mr A Nelson
Mrs A Wallace

NURTURE/HUB

Mr F Scott Principal Teacher
Mr C Johnstone

Home Link

Ms L Dunbar

Admin Team

Mrs L Black School Support Manager
Mrs C Farish
Miss M Gillan
Mrs M Jarvie
Mrs A McCormack
Mrs A Nicol
Mrs G Rippingale

Library

Mrs A Booth-Wallace

Careers Advisors – Skills Development Scotland

Mr D Leadbetter
Ms G Wiez

Youth Information Worker

Mr B Hughes

School Nurse

Mrs T Mills

School Police Officer

PC H McKerlie

Technicians

Mr G Edgar
Mr J Graham
Mr L Mein

Facilities Assistants

Mr P Jardine
Mr G Beveridge
Mr D Lockhart

TRANSITION

Dumfries Academy has established very good links with its 6 cluster primary schools and we have developed a programme of activities which starts with pupils in Primary 6. This programme is designed to help make the transition from Primary to Secondary School less daunting for pupils.

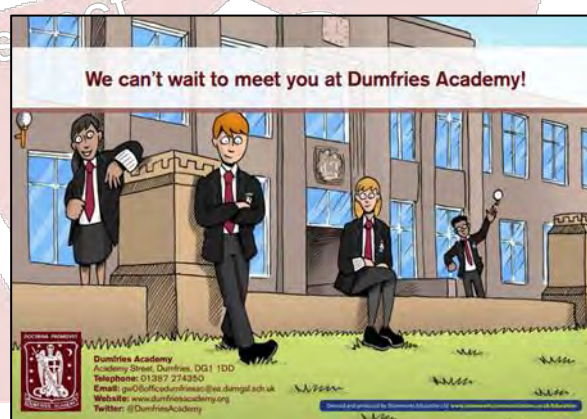
This culminates in 3 induction days in June when pupils come to Dumfries Academy and participate in a normal school timetable.

Our 6 cluster schools are:



Please visit the link below for our P7 Transition guide to joining Dumfries Academy.

<http://dumfriesacademy.org/content.php?page=P7%20Transition%20Information>



THE LEARNING EXPERIENCE

We give careful consideration to placing pupils in classes that are mixed by gender and ability. In S1, pupils will be allocated to a Tutor Group (and House Group) and they will be taught most courses along with this same group. Our average class size in S1 and S2 is fewer than 20 pupils, except for Social Studies and Modern Languages. In all classes, teachers make sure that the pace of lessons, the methods used and the resources meet the needs of all pupils. Additional Support staff are present in a lot of S1 lessons to help support pupils where required, whether they need extension work or consolidation work, or just reassurance.

At the end of S2 and S3 pupils will make choices about which courses they would like to follow. This means they may find that they have different grouping for each course and class sizes could vary from 15 to 33 pupils. They will, however, remain in the same Tutor Group throughout their school career.

HOMEWORK

It is school policy to set homework, where appropriate, for the following reasons:

- Homework helps pupils to develop the habit of study.
- Homework is, for some subjects, a necessary means of practising skills acquired in class.
- S1-S3 homework from English and Maths will sometimes take the form of reflective journals, in addition to developing self-reflection skills and habits from the journals will provide an additional means to communicate any concerns with their teacher.
- To further support learning at home every class has their own Microsoft Teams page providing access to subject specific resources. Students should ask their teacher if they have any issues accessing their class Team. In addition, subject specific information and links to supportive resources can be found on our school website.
- Homework support and computer access is available Thursday lunchtime in High-Tech.
- Student guides to Satchel One can be found here: <https://help.satchelone.com/en/articles/5472638-student-video-guides>



Parents are asked to assist with homework by:

- Providing appropriate conditions in which homework can be done effectively.
- Encouraging your child to do homework conscientiously and to your satisfaction.
- Ensuring that students download the Satchel One app, which is the main communication platform for S1-S3 homework.
- Download the Satchel One App to monitor your child's homework.
- S4-S6 homework may be issued via Satchel One and/or Microsoft Teams.
- Parent Guides for Satchel One can be accessed here: <https://help.satchelone.com/en/articles/5472656-parent-video-guides>

THE LEARNING EXPERIENCE

CURRICULUM FOR EXCELLENCE

Broad General Education S1 – S3

Curriculum for Excellence brings learning to life in the way education is delivered for pupils in S1 to S3. It takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

- In S1 and S2 pupils experience a broad general education covering the following curricular areas.
- Expressive Arts (Art, Drama and Music)
- Health and Wellbeing (Home Economics and Physical Education)
- Languages (English, French and Spanish)
- Mathematics
- Religious and Moral Education
- Science
- Social Subjects (Geography, History and Modern Studies)
- Technology (Design and Manufacture, Admin and IT, Computing Science)

In S3 pupils will follow a similar curriculum to that which they experienced in S1 and S2 but will also be able to personalise their learning by choosing to specialise in some curricular areas midway through S3, as well as still continuing with the core curricular areas.

Senior Phase S4 – S6

In S4-6 pupils will choose a range of subjects according to their needs, abilities and interests. Virtually all subjects are certificated in the senior phase. It is expected most pupils will embark on subjects at National 3, 4 and 5, Higher and Advanced Higher during S4-6.

Pupils in S4 will study English and Mathematics courses and 5 other National courses.

S5 pupils will study five courses at either National or Higher level.

S6 pupils will study between three and five courses at National, Higher or Advanced Higher level. The majority of subjects at National 3, 4, 5 and Higher will run over one year.

We also work in partnership with other schools to offer network classes in the Senior Phase.

As well as the traditional subjects offered, we offer a range of vocational courses at times in partnership with Dumfries and Galloway College.

These courses are run in our own school with staff from the Colleges using our facilities for teaching or by our own teaching staff. These subjects can pave the way for further study and progression at the Colleges.

Although most pupils will embark on subjects that will lead to certification, there are also opportunities for pupils, particularly in S6, to become involved in activities which recognise wider achievement. Some of our young people participate in the YASS (Young Applicants in Schools Scheme), Saltire Awards, Duke of Edinburgh Awards, more regular work experience, Leadership of School Committees or Young Enterprise.

THE LEARNING EXPERIENCE

These opportunities provide pupils with the skills and experiences that are both valuable for life, but also help boost their CV when applying for work, college or university courses.

There will also be a core element to the curriculum that all pupils will study covering Personal and Social Education with a strong focus on health and wellbeing and preparing pupils for leaving school and moving on to positive and sustained destinations.

MAKING CHOICES

Pupils make choices about the subjects or courses that they wish to study as they progress towards formal qualifications.

The following diagram shows how pupils progress through the Senior Phase qualifications pathway. This can vary, depending on resourcing.

Subject	SCQF Level 4	SCQF Level 5	SCQF Level 6	Subject	SCQF Level 4	SCQF Level 5	SCQF Level 6
Accounting				History			
Administration and IT				Horticulture			
Animal Care				Human Biology			
Applications of Mathematics				Introduction to E-sports			
Applied Science				Laboratory Science			
Art and Design				Make Up, Hair and Beauty Skills			
Automotive Skills				Mathematics			
Biology				Media Studies			
Business Management				Mental Health and Well-being			
Chemistry				Modern Agriculture			
Childhood Practice				Modern Studies			
Classical Studies				Music			
Computing Science				Music Technology			
Construction Crafts				Photography			
Creative and Digital Media (FA)				Physical Education			
Creative Industries				Physics			
Cyber Security				Play in a Sports Environment			
Data Science				Politics			
Design and Manufacture				Practical Cake Craft			
Digital Media Animation				Practical Cookery			
Drama				Practical Woodworking			
Early Education and Childcare				Professional Cookery			
Electrical Engineering				Psychology			
Engineering				Renewable Energy Practical Skills			
Engineering Science				RMPS			
English				Social Services: Children and Young People			
Food and Drink Technologies				Sociology			
French				Spanish			
Geography				Sport and Recreation			
Graphic Communication				Sports Leadership			
Health and Food Technology				Travel and Tourism			
Health and Social Care				Web Design			

REPORTING AND ASSESSMENT

Pupils are assessed continually in class in a variety of ways. These can be in the form of class tests and assessments, practical performance and prelim examinations. However, we firmly believe that assessment of learning is on-going and pupils should be involved in assessing their own strengths and areas for development. This enables them to work with their teachers to set targets for learning.

Under Curriculum for Excellence, most pupils are broadly expected to achieve the following levels as outlined below:

- Second – by end of Primary 7.
- Third – by end of S1/S2.
- Fourth – by end of S3. Fourth level broadly equates to SCQF Level 4 (National 4).
- Senior – in S4 to S6

Parents will receive a full progress report, containing information on their child's progress in each course, at least once per session. Tracking reports will be sent out over the course of the year to ensure parents are kept up to date with their child's progress.

Reports will be issued as below:

S1 – April 2024
 S2 – November 2024
 S3 – December 2024
 S4-S6 – February 2024

Parents Evenings will be as below:

S1 – May 2024
 S2 – January 2024
 S3 – January 2024
 S4-S6 – November 2024

Any questions arising from reports can be raised with staff at Parents' Evenings or by appointment with your child's Pupil Support Teacher.

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earliest or later for some.
Third and Fourth	S1 – S3, but earlier for some. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.

PUPIL SUPPORT

GIRFEC



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

For you and your child, GIRFEC means that: You are the expert on your child and what you think matters.

Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously

Every child will have a person in the school that is there to provide pastoral support. At Dumfries Academy this is your child's Pupil Support Teacher. If you or your child need any advice or any support, the Pupil Support Teacher is your first point of contact and will make sure you get the help or advice that you need. Having a Pupil Support Teacher means that if there is anything that could affect your child's wellbeing, he or she will receive support as quickly as possible so that problems do not develop. For more information on getting it right for every child email GIRFEC@dumgal.gov.uk or visit www.dumgal.gov.uk/girfec to see the Dumfries and Galloway services plan.

PUPIL SUPPORT TEAM

Your child will be allocated a Pupil Support Teacher who will be responsible for personal, curricular and vocational guidance.

Your child's Pupil Support teacher should be your main contact. Your child usually has the same Pupil Support Teacher from throughout their time in school.

Our Pupil Support Principal Teachers are:

- Mrs C Wilson – S2 and S5
- Mr Geoff Leonard – S3 and S6
- Miss D Barton – S1 and S4
- **Vacancy – Additional Support for Learning**
- Mr F Scott - Nurture

ADDITIONAL SUPPORT FOR LEARNING

Additional Support for Learning

At Dumfries Academy we support all children with additional needs in a variety of different ways: in classes, identified groups or on an individualised basis. This commitment to meeting the needs of all children is based on the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009.

What is Additional Support for Learning (ASL)?

If your child has a barrier to learning they can be said to have 'Additional Support Needs'. Children may need additional support for a variety of reasons and this support may be short or long-term. Ms Papworth, our Principal Teacher of ASN/Nurture will be happy to answer any questions you might have, Alternatively, more information on ASN can be found at the link below:

<http://www.dumgal.gov.uk/article/16163/Additional-support-for-learning>

CHILD PROTECTION

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: safe, nurtured, healthy, achieving, active, respected and responsible and included. Schools and frontline education and child care services will play an important role in ensuring all children and young people are safe and well.

The school's procedures for reporting a child protection concern can be found at the link below:

<http://dumfriesacademy.org/content.php?page=Child%20Protection>

Further information can also be found at:

www.dumgal.gov.uk/article/16640/Support-forchildren-and-families

SUPPORT FOR ALL AND INCLUSION

BULLYING AND EQUALITIES

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

Our Bullying and Equalities Policy can be accessed via the link below:

<http://dumfriesacademy.org/content.php?page=Bullying%20and%20Equalities>

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

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

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

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

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

Dumfries Academy is the proud recipient of LGBT+ Gold Award and is the only school in Dumfries and Galloway to have achieved this. We are currently working towards re-accreditation.



NURTURE

This is a programme developed to help ensure secure and positive transitions from Primary school.

Lessons take place in “The Hub” (T14) and are timetabled during the Responsibility of All S1 lessons. There are three lessons a week. We also provide breakfast from 8.00am each morning and a lunch club. The lessons are based on the literacy, numeracy and health and wellbeing outcomes. Lessons are structured to help give pupils the skills to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life, for life.

Classroom activities are based on the six principles of Nurture:

1. Children’s learning is understood developmentally

- We respond to the child not in terms of expectations about “attainment levels”, but in terms of the child’s current developmental progress.

2. The classroom offers a safe base

- Environment is welcoming, safe, structured and predictable.
- Boundaries are set and delivered clearly, fairly and with sensitivity.
- Adults are reliable and consistent in their approach.

3. The importance of nurture for the development of self-esteem

- Engage in reciprocal shared activities eg play, meals, reading, talking about events and feelings.
- Value the children as individuals by noticing and giving positive attention.

4. Language is a vital means of communication

- Language puts feelings into words. Children are helped to understand and “name” how they feel.
- Importance of non-verbal communication.
- Provide informal opportunities for talking and sharing eg welcoming the children into the group; having breakfast together etc.

5. All behaviour is communication

- Given what I know about this child and their development what is this child trying to tell me?
- Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way.
- If the child can sense that their feelings are understood this can help to diffuse difficult situations.
- Restorative approaches.

6. The importance of transition in children’s lives

- Awareness of the numerous transitions the child makes.
- Changes in routine need to be carefully managed with preparation and support.

Pupils who attend Hub lessons are also offered the support of a senior mentor. S6 pupils work with their mentees in small groups and on a one-to-one basis. They help build positive relationships, improve pupils’ communication, concentration and organisational skills.



HEALTH AND WELLBEING

HEALTH AND WELLBEING EDUCATION

All pupils from S1 to S6 are entitled to two periods of physical education per week. This is to support physical wellbeing in line with the Governments recommendations.

As well as physical education, all pupils undertake personal health and social education programmes within school that are delivered by their Tutor, one period per week.

Below is an outline of some of the areas that are covered by pupils in Personal, Health and Social Education lessons in each of the year groups. Pupils have an entitlement to this support and assistance as they make progress through the school and at important stages of transition.

PHSE PROGRAMME

Our PHSE programme below brings together Personal, Social, Health Education, emotional literacy, social skills, and mental health and resilience development. There is a clear focus on positive mental health being a pre-requisite for successful learning, for health, happiness and positive life choices. It is also crucial for understanding that young people need to be empowered to understand themselves and their minds to combat stress, pressure and influences that may cause them harm.

S1	S2	S3
<ul style="list-style-type: none">• Healthy Relationships• Internet and Mobile Safety - Cyberbullying• Substance Misuse – alcohol and drugs• First Aid• LGBT Awareness	<ul style="list-style-type: none">• Sun Safety• Sexual Health• LGBT Awareness• Planning for Choices and Changes – Career dating• Internet Safety• Domestic Abuse• Positive Body Image• Substance Misuse - Alcohol	<ul style="list-style-type: none">• LGBT Relationships• Substance misuse• Sexual Health and Relationships• Planning for Choices and Changes – Options for S4 - CVs• Internet Safety• Youth Philanthropy Initiative• Exam Preparation• Profiling

In S5/S6 the focus is on independent learning and preparation for the world of work and/or further study. The S5/S6 PHSE programme below is delivered one period per week, and through specific targeted events and leadership opportunities.

- Tracking and Monitoring
- Mental Health
- Personal Statements
- Citizenship
- UCAS (Universities and College Admissions Service)
- University Talks/SAAS (Student Award Agency Scotland)
- Student Finance
- Carer Management
- YASS (Young Applicants in Schools Scheme)
- Planning for Choices and Changes – Options
- Work Experience

DEVELOPING THE YOUNG WORKFORCE (DYW)

DEVELOPING THE YOUNG WORKFORCE



Mrs McQuarrie is our DYW coordinator in school. She works closely with our teaching staff, employability partners and careers advisors to ensure that we are providing the right support to develop skills for work and to ensure young people achieve a positive destination upon leaving school. This is an entitlement for all young people and there are many opportunities for school leavers to help them find employment, training and support.



Please see link below for further information relating to this Youth Guarantee Offer:

<https://youngpersonsguarantee.scot/>

16+ LEARNING CHOICES

16+ Learning Choices is a Scottish Government commitment to giving every young person an entitlement to learning at least until age 18. It is part of the Curriculum for Excellence.

The 3 key aspects are:

- The right learning provision must be in place – a range of options, including staying on at school, entering further or higher education, participating in the national training programmes, or taking part in personal and social development opportunities offered through community learning and development, must be available to each young person.
- The right financial support must be available to ensure that young people make choices based on the most appropriate learning for them, rather than on the amount of money offered.
- The right information, advice and guidance must be available to make sure that young people know what opportunities are on offer, how those fit with their own needs and ambitions, and how they will progress. Every young person leaving school at their earliest opportunity is entitled to further learning opportunities to help them develop skills for their future.

CAREER CHOICES

Career Choices Advice and education on the topic of careers is embedded throughout all years of the school's PSE programme. Pupils have the opportunity to consider and discuss career choices with the support of their Tutor and Head of Year.

The Careers' Officer is present in school on a weekly basis to meet with pupils and offer guidance, and is available to meet with parents at Parent's Evenings via prior appointment. Parental appointments can be made by contacting the pupil's Head of Year or the Careers' Officer directly. Pupils can access the Careers' Officer by attending the weekly lunchtime drop-in session.

All pupils in S4 receive two Careers focused workshops delivered by Skills development Scotland (SDS) - Career Management Skills and the SDS My World of Work Career Management Skills enable each of us to build our capability and take control of our future. They are skills for life, empowering us to strengthen our understanding of self, strengths, horizons and networks. The My World of Work website provides a wealth of information on careers and education, and pupils are encouraged to access this website as part of their career planning.

EXTRA-CURRICULAR

EXTRA-CURRICULAR ACTIVITIES

As well as curricular programmes to support physical and emotional health and wellbeing, pupils are encouraged to take part in the wide range of extra-curricular activities on offer in school. We have many lunchtime and after school clubs that pupils can join to make new friends and develop new skills. These are run by staff, at no cost to the pupils. Please see link below to our Extra-Curricular Booklet.

<http://www.dumfriesacademy.org/pdfM1636019180pdf6183abecda5c8.pdf>



SCHOOL TRIPS AND EXCURSIONS

As well as our extra-curricular clubs, pupils can also benefit from a wide range of trips and excursions on offer in school. These include day trips to various shows and events, weekend trips and longer foreign excursions. These trips are linked to the curriculum but also help cover the Health and Wellbeing and wider experience agenda as part of Curriculum for Excellence.

Some of these are:

S1 to S3

- Day trips to the cinema
- Theatre
- Museums
- galleries
- theme parks
- ecological sites
- residential trips within the UK

S4 to S6

- International trips to the Battlefields of WW1 in Belgium and France
- Camps International Trip to Kenya



S2 trip to Belfast



Battlefields Trip in Belgium and France



History trip to Bannockburn



S2/3 Ullswater trip

PARENTAL ENGAGEMENT

THE PARENT FORUM

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents who have chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:

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

THE PARENT COUNCIL

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

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

Parent Council Office Bearers

Sharron Harper – Chairperson

Vacancy – Vice Chairperson

Lucille Tiberghien-Giriat – Treasurer

Liza Vinnie – Secretary

Parent Council – Contact Information

Email: dumfriesacadaemyparentcouncil@gmail.com

Facebook: Dumfries Academy Parent Council

You can find out more about Parent Councils are parental engagement from the following links:

<https://www.npfs.org.uk/>

Parental Involvement and Engagement (PIE) - Dumfries and Galloway Council (dumgal.gov.uk)

<https://connect.scot>

Parent Voice is crucial in helping the school develop and implement its School Improvement Plan.

PRIORITY ONE

Developing skills for
LIFE, LEARNING AND WORK

Preparing our pupils in S1-S3, with:
Literacy
Numeracy
Health and Well-being



PRIORITY THREE

Building an
INCLUSIVE COMMUNITY

Establishing partnerships
to improve:
Family engagement,
Readiness to learn,
Attendance
A better start to the day

PRIORITY TWO

High quality
LEARNING AND TEACHING

Lessons that exemplify a
consistency of approach
and an expectation of
THE DA WAY

DUMFRIES ACADEMY

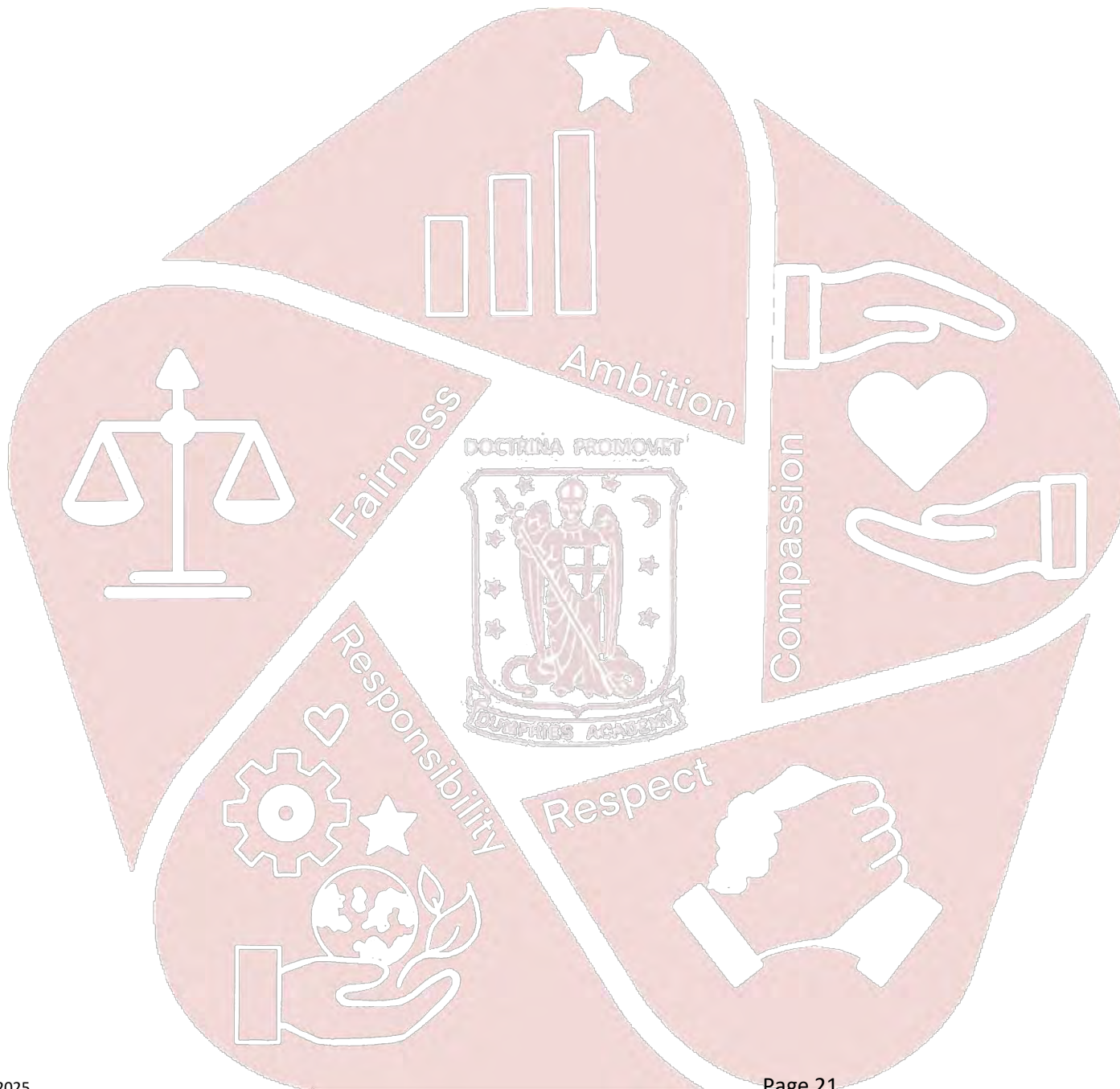
School Improvement Plan

- ✓ READY
- ✓ RESPECTFUL
- ✓ SAFE

PRIORITY FOUR

Leadership through
LIFELONG LEARNING

Pupils and Staff will continually
strive to improve their own
skills and abilities



USEFUL LINKS

Staff, parents and pupils can access key policies and support for pupils in Dumfries and Galloway at www.dumgal.gov.uk. Parents can also access more information by visiting the school's website www.dumfiresacademy.org.

We would also suggest that parents are aware of the following local and national websites to support parents/carers and children and young people on their journey through school life.

CURRICULUM AND LEARNING

Broad General Education S1-3

<https://education.gov.scot/education-scotland/scottish-education-system/broad-general-education/>

Senior Phase (S4-6) and Beyond

<https://education.gov.scot/education-scotland/scottish-education-system/senior-phase-and-beyond/>

ASSESSMENT AND QUALIFICATIONS

<https://www.sqa.org.uk/sqa/84154.html>

CAREERS ADVICE/EMPLOYMENT

dgypg@dumgal.gov.uk

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

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

PUPIL VOICE/RIGHTS

<https://myrightsmysay.scot/>

www.youthlinkscotland.org

<https://syp.org.uk/>

SUPPORT/RIGHTS FOR PUPILS WITH ADDITIONAL NEEDS

<https://enquire.org.uk/>

www.dgvoice.co.uk

www.callscotland.org.uk

www.dyslexiascotland.org.uk

The above list covers some of the areas that may be useful over and above those sites that are referenced to support Parental Engagement on page 19.