



Welcome to

Langholm Academy



December 2019



Letter from Head of Education



Dear Parent/Carer,

Dumfries and Galloway Education Services is committed to delivering a high quality education for your child/ren. As part of Dumfries and Galloway Council's overall vision we aim to provide all children and young people with a good start in life and prepare them for adulthood and employment.

Education Services cannot deliver this alone for children and young people but work together with others and, as parents, you are one of our key partners. The research tells us that when parents are involved in their child's education the child will do better. The school handbook is one of the ways in which we inform parents, not just about how the school works, but also about how you can help us help your children to succeed in school and life.

It gives me pleasure as Head of Education to commend this handbook to you as an invaluable source of information about your school and Education Services.

Yours sincerely
Gillian Brydson
Head of Education

Letter from Head Teacher



I would like to take this opportunity to introduce myself as the Acting Headteacher of Langholm Academy Cluster. I am honoured and privileged to be the acting head teacher of such a lovely school. We are a small cluster with one Academy and two Primary schools - Langholm Primary and Canonbie Primary.

Our pupils mainly come from the town of Langholm itself as well as the neighbouring towns and villages of Canonbie, Hawick, Newcastleton and others.

I believe we provide very good experiences for our young people at Langholm 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 are all continuously learning at Langholm Academy and we are always striving to improve on the high quality learning and support which we provide for our pupils. Langholm Academy being a smaller secondary school within Dumfries and Galloway, means that we benefit from having opportunities to really get to know all of our students and their families as individuals. Smaller class sizes mean that learning can be more individualised and any issues can be identified and solved quickly and effectively.

Our students' achievements, attainment and wellbeing are paramount and we never forget how special and important they are both to ourselves and their families. We benefit from fantastic support across the community, whether that be from our parents, local businesses, trusts and organisations or other individuals who care about the school and its students. We endeavour to make learning fun and challenging and offer a wide variety of outdoor learning experiences, including excursions and residential trips, all of which further enriches our pupils' experiences.

I hope that your child will be happy and benefit fully from his/her schooling at Langholm Academy. As a school we feel that the optimum conditions for learning can be achieved when parents/carers and teachers work closely in partnership to provide a challenging and relevant education for children. Our teaching is most effective when parents/carers support us. We are aware that to do so you require information about our teaching programmes and the organisation of the school. This Handbook is one of the documents we have produced to provide you with a wide range of information about the school. I hope that most of your questions will be readily answered by it. If, having read the Handbook, you have any further questions, do not hesitate to contact us.

Yours sincerely,
Lauren McLean-Gill

A History of Langholm Academy

Langholm Public School, later to be known as Langholm Academy, was the amalgamation of three local schools, the Parish School, the Free Church School (also known as Broomholm School) and the Infant School. It was opened on 6th March 1876 and the first head teacher was Mr John Howie; his staff consisted of six certificated teachers, eleven pupil teachers and a sewing mistress. The schoolrole at that time was 570.



In February 1881 Langholm Public School was recognised as a secondary school in connection with bursaries allocated by the Hannahfield Trustees. At that time there was only one other recognised secondary school in the three counties (i.e. Dumfriesshire, Wigtownshire and Kirkcudbright) - Dumfries Academy.

Plans for the current secondary school building were drawn up in the late 1950s and the building was officially opened in October 1962. The new building contained a much larger gymnasium than the old one and was supplied with a lot more specialised equipment. The head teacher at that time was Mr James Pattie.

In 1984 Langholm Academy and Langholm Primary School were separated to become two schools and in 1998 discussions began for the building of a community sports facility, which was opened in 2001.



School Vision



In April 2014 a new primary school and nursery were opened on the Langholm Academy site along with a full sized 3G sports pitch and a new dining facility. At this point Langholm Academy was brought together with Langholm Primary School and Canonbie Primary School under a shared management structure to form Langholm and Canonbie Cluster, providing a continuous education for pupils aged from 2 to 18.



Today Langholm Academy is a six-year comprehensive school with around 250 pupils. The pupils are drawn from the town of Langholm and the surrounding countryside within a radius of 15 miles. Most pupils transfer from our two cluster primary schools at the end of P7 but we also accommodate a number of pupils from outwith our cluster.

Aims & Ethos

Education Service Aims

Our aim is to raise levels of attainment, achievement, participation in all our children and young people

Our Objectives

1. We will ensure that children and young people are at the centre of our plans

This means planning by schools and support from Education Services will be focused on delivering to all our children and young people the entitlements embedded in Curriculum for Excellence and Getting It Right for Every Child

2. We will improve our partnership working

This means an emphasis on Cluster working, training on Getting It Right for Every Child themes, parental involvement, multi-agency working, partnership with Community Learning and Development (CLD); Professional Learning Communities and collaboration with Education Scotland, the Care Inspectorate and Further Education Colleges

3. We will encourage innovation, creativity, collaboration and culture of sharing and learning in all our staff.

4. We will streamline our business processes

This means empowering our school and staff to find better ways of working, with an emphasis on professional autonomy, local solutions, developing leadership, capacity building, effective Continuing Professional Development, and implementing Getting it Right for every child processes.

The ethos of Langholm Academy reflects these authority aims by promoting a culture where children are supported and encouraged to challenge themselves, think creatively to achieve their very best in becoming successful learners, confident individuals, responsible citizens and effective contributors both to our school, local community and to society as a whole.





School Information

Information for Parents

Acting Head Teacher
Mrs L McLean-Gill

Address:
Langholm Academy, Langholm
DG13 0BL

Tel: 013873 80418
Email: gw08officelangholmac@ea.dumgal.sch.uk
Website: www.langholmandcanonbieschools.dumgal.sch.uk

School Hours (Secondary)

Morning Session	09.00 a.m. – 1.15 p.m.
Pupil Interval	10.45 a.m. – 11.a.m.
Afternoon Session	2.00 p.m. – 3.30p.m.

The School Day

The school day begins at 9:00am each day. Pupils are expected to arrive in good time for school and any pupils arriving late must be able to provide an acceptable reason for his / her lateness.

Period 1	09.00 – 09.15
Period 2	09.15 – 10.00
Period 3	10.00 – 10.45
Period 4	11.00 – 11.45
Period 5	11.45 – 12.30
Period 6	12.30 – 1.15
Period 7	2.00 – 2.45
Period 8	2.45 – 3.30

Present School Roll (November 2019)

Secondary (S1 - S6) 253

Denomination Status:

Non Denomination

Primary Transfer

P7 pupils at Langholm and Canonbie Primary schools will be automatically enrolled in Langholm Academy unless instructions to the contrary are received.

Parents who wish to enrol their child from outwith these primary schools should in the first instance contact the head teacher at the Academy. A number of such requests are made each session.

Cluster Schools

Langholm Academy, Langholm, DG13 0BL
Tel: 013873 80418

Langholm Primary School, Langholm, DG13 0BL
Tel: 013873 80900

Canonbie Primary School, Canonbie, DG14 OXA
Tel: 013873 71336

Cluster Transition Programme

In order to make transition from primary school to secondary school as smooth as possible we operate an extended transition programme for all pupils during P7, leading up to transfer.

Between Christmas and Easter, P7 pupils from Langholm and Canonbie Primary Schools attend the Academy over three mornings to participate in Literacy, Maths and Health and Wellbeing sessions. During this time they also work with the Transition Teacher within their current school, in order to get to know a member of Academy staff well before joining the Academy. After Easter, pupils attend the Academy a day a week for six weeks, where they follow a timetable which reflects Academy life and gives them learning experiences across a range of subject areas. During this time they will have the opportunity to become familiar with the layout and routines of the secondary school, as well as getting to know their peers and new teachers. After the induction days In June, we hold a celebration event for parents, pupils and teachers to view the achievements of pupils during their transition programme. This also gives us the opportunity to welcome all parents and carers into school and provide some key information before their child transfers in August.



Home and School Communication

SEEMIS Messaging Service

A system called SEEMIS Messaging Service is in operation within the school to support our attendance reporting system. This system allows the school to contact parents by telephone if their child is absent (unless they have previously notified the school they will be absent from school). The system is based upon telephone contact, either via voicemail to telephone landlines, or text message to mobile phones, and will allow us to contact some, or all parents very quickly. The system also gives us the reassurance that you have received the message. Please note that telephone numbers may receive text and/or voicemail messages. We may also use SEEMIS to contact you on other occasions for example:

- News from excursions, updated arrival times etc.
- Sudden cancellation of activities e.g. clubs etc.
- School closure due to bad weather

Absence from School

You will understand the need for us to have robust procedures in place in order to safeguard our pupils and reassure parents. We would therefore request:

- That any legitimate absence is notified to the school by telephone before 8.30am on the first day and that further calls before 8.30am are made on every subsequent day of the absence.
- That contact telephone numbers - whether for home, for parents at work or for other contacts - are kept up-to-date.
- That the school is kept informed of the progress of an absence and of the likely return date.
- That all planned absences are officially notified to the school in advance.
- Parents/Carers send in an absence note and/or notes about latecoming where appropriate.

We would like to stress that the school will do all it can to safeguard your children in this respect and ask that you support us by keeping us up to date with the above information.

Home and School Communication

How and When to contact us

In the first instance please contact our school office. Our office staff will assist you by either answering your enquiry directly or by arranging for someone to phone you back.

The most popular way to distribute information is by School Bag mail. This will be used for distribution of our Cluster Newsletters, information/trip letters, school reports, annual update forms and leaflets from outside agencies. School information is also shared with Non-resident parents where possible. Non-resident parents will also receive a copy of their child's school report by post - please let us know if you would like this to happen.

We will also use the cluster website, Facebook page and Twitter account to share information about upcoming events.



If you have a concern

Where possible, we will always try to resolve any complaint respectfully and timeously. Initially your first step is to speak to someone who has been involved with your enquiry, usually a teacher or a Principal Teacher who will fully investigate any concern which you may have and get back to you in due course to discuss the outcome and work with you to agree suitable solutions.

If you are still not satisfied with that response you should contact the appropriate member of the Senior Management Team either the Depute or Head teacher.

If you have a complaint

You can raise a complaint directly with the Deputes or Head teacher again through contacting the school office.

Individual schools are supported to ensure that matters of complaint are recorded, acknowledged and responded to within normal complaints handling timescales, which is normally within 10 working days.

Education Services operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at: <http://www.dumgal.gov.uk/index.aspx?articleid+9246>

Mrs L McLean-Gill, Acting Head Teacher. Ms L Jamieson, Depute Headteacher (Wellbeing and Pupil Support) Ms K Millar, Depute Headteacher (Curriculum)

You can also email the school at gw08officelangholm@ea.dumgal.sch.uk

Normally issues arising at a school level should be brought to the attention of the class teacher or senior school staff, such as Head or Depute Head Teachers as appropriate. Complaints received directly by Education Services will, where possible, be dealt with at **as local a level as possible, i.e. at individual school** level. Education Services operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at: <http://www.dumgal.gov.uk/article/15382/Complaints-procedure>

Further support and advice can be provided to individual complainants through contacting either the complaints handler within Education Services or to the Council's Corporate Complaints Unit.

Absence and Holidays in Term Time

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

of any absence. Absences are recorded in our information management system, SEEMIS and frequent or irregular absences not supported by a reasonable excuse, will be notified to parents and the matter may be referred to the Attendance Officer.



If possible please try to make dental/medical appointments outwith school hours. If this is not possible, please inform us of the appointment by phone or letter and arrange to collect/return your child to school at appropriate times.

Unexplained Absences / Lateness

We have procedures in place to keep all our children and young people safe - in order that these procedures work efficiently and effectively we ask that:

1. The school is informed if pupils are running late in the morning.
2. Any legitimate absence is notified to the school by telephone before 8.30am on the first day of the absence without fail, and that further calls, before 8.30 am, are made on every subsequent day of the absence.
3. Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up to date and are numbers where a response will be received. This is particularly important with mobile phone numbers.
4. The school is kept informed of the absence and the likely return date.
5. Any planned absences are officially notified to the school, in writing, in advance.
6. The school is informed before 1.05pm if a child is not returning to school after lunch as a result of becoming unwell over that period.
7. Latecomers report to the school office on arrival at school and sign in.

Holidays in term time

The Government has highlighted the importance of school attendance to a child's development and has required schools to set targets for improved attendance. Against this background, there is considerable concern at the increasing number of term-time holidays being taken by children at the request of their parents. The Head teacher is not in a position to refuse permission to parents for such holidays but it is the view of Education Services that these holidays should be officially recognised as "unauthorised".

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



on holiday to catch up on what they have missed. This means that, whilst parents are at liberty to remove children from school for the purposes of family holidays, such absences will be recorded as 'unauthorised' and parents will be notified of this by letter. Parents should continue to inform the school, in writing, of any such holiday plans.

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



School Office

The School Office is located on the ground floor at the entrance area of the Academy and is open on weekdays until 4.00pm including some school holidays. Visitors to the school, with or without a prior appointment, should report in the first instance to the School Office where staff will make arrangements for signing in and issue of a visitor badge and thereafter entry into the school if appropriate.

School Uniform

School uniform promotes a positive, equitable environment for learning and encourages pupils to take pride in their school and community. Council policy also supports the wearing of school uniform and staff will strongly encourage students to follow the guidelines. While it would not normally be the policy of the Authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code would be deemed to be a challenge to the Head Teacher's authority and thus be detrimental to the wellbeing of the whole school community. In such circumstances, the Head Teacher may consider the use of disciplinary procedures.

Pupils are expected to wear:

- Black blazer with school badge
- School tie, done up to the top button

- White shirt with collar designed to be worn with a tie
- Black school trousers or skirt (skirts should be close to knee-length)
- Black school shoes (no trainers, Converse, Vans etc.)
- Black v-necked jumper or cardigan in colder weather

Hooded tops, black jeans, jeggings, leggings, jogging bottoms etc. are not acceptable. Football colours are not acceptable for school and outdoor clothing including hats and scarves should not be worn when inside school.

Makeup and jewellery should be kept to an absolute minimum and should not be obvious.

If you require further information on uniform or wish to purchase a school tie or blazer please contact the school office.

Guidance is available on Clothing Grants from the Pupil/Parent Support Unit at:

Education Support Services

CYPLL

122-124 Irish Street

Dumfries

DG1 2PB

Tel: 01387 260493

Email: EducationSupport@dumgal.gov.uk

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

PE Kit

A change of suitable clothing and trainers will be needed for PE. Tracksuits can be worn in colder weather.

Homework

We actively encourage pupils to do homework. Homework can take a variety of forms - learning notes/diagrams, practice in mathematical and scientific problems, completion of class work, projects, analytical/creative/descriptive writing, revision, reading, research. It is beneficial because it gives pupils the opportunity to consolidate the work they have done in class, to prepare for the next section of the work and further pupils' learning.

Studies show that regular revision of learning improves pupils' retention. It is therefore important that pupils develop good study habits. To help each pupil to organise his/her homework, each pupil will be issued with a student planner/diary which we expect them to keep up to date. Parents are encouraged to act in partnership with the school in ensuring that this planner is maintained and that work is carried out. If pupils are experiencing problems in this area, they should be brought to the attention of the school as quickly as possible.

Lunchtime

Academy pupils have the option of buying and eating lunch in our school dining hall, bringing a packed lunch to school or going into Langholm to buy lunch in the town.



School Meals

Dumfries and Galloway Council's school meal service, in line with The Schools (Health Promotion and Nutrition) (Scotland) Act 2007, provides and promotes healthy food choices with a restriction of certain foods which are high in fat, sugar and salt.

Pupils have a choice of hot or cold meals.

Our uptake of uptake of school meals is high and we would like to thank you for your continued support in encouraging your child to have a school lunch.

School meals can be paid for with cash or Young Scot card.

Free School Meals

Free School Meals are available to support families who live and attend a school in Dumfries and Galloway and who are in receipt of qualifying



benefits. All P1-P3 pupils currently receive free school meals. Application Forms for free school meals are available from the school office.

Further information and completed forms should be sent to the Pupil/Parent Support Unit, Dumfries & Galloway Council, Woodbank, 30 Edinburgh Road, Dumfries. Telephone number 01387 260493 or <http://www.dumgal.gov.uk/schoolmeals>

Pupils who prefer to bring packed lunches will be accommodated in the dining area.

Pupil Behaviour

For effective learning and teaching to take place, an atmosphere of order and calm must be present with pupils fully engaged in the work set by the teacher. The following elements help to create such an environment:

- Positive partnerships between pupils, staff and parents
- Respect for all within the community
- A desire and commitment to achieve the best of one's abilities
- Rewarding positive behaviour
- Shared aims in respecting positive behaviour
- Clearly understood procedures for promoting positive behaviour, managing behaviour, de-escalating behaviour and in dealing with instances of poor behaviour.

It is the responsibility of all staff to promote positive behaviour and address any minor incidents of inappropriate behaviour. It is the responsibility of the senior staff within the school to ensure that staff, Parent Council members, parents and pupils are involved in the creation of a positive school ethos that encourages and actively promotes positive behaviour. Equally the school will support our young people should any incidents of bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and children know what is expected of them in trying to change the behaviour and attitudes that contribute to the bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment

that young people can enjoy and feel safe. Incidents of bullying should be reported to the school immediately so that each alleged incident can be resolved. Together we can work towards creating a safer school for children and staff.

The school aims to provide good conditions for learning in a disciplined atmosphere. The Head Teacher and staff provide such an atmosphere, by setting the standard of behaviour in the school and seeking the support of parents in maintaining this standard. The school acts in partnership with parents at all times. Serious problems of indiscipline are always reported to parents. The Head Teacher has the right to exclude pupils who will not behave. This is the most extreme sanction and it is exercised rarely, only when all other sanctions have not worked.

Restorative Practices (RP)

Restorative Practices aim to help young people, teachers, parents and carers deal with a wide variety of situations that can happen both at home and at school. The RP approach ensures that those responsible for causing harm or upset have the opportunity to understand how their behaviour has affected other people and gives them the chance to put things right. It also helps those harmed to feel better about both the situation and themselves. RP has been successfully used in schools throughout Scotland and the rest of the UK to help solve a wide variety of situations. However, there



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are times when it is not appropriate to use RP and in these cases the school's discipline procedures will be applied. Restorative Practices can be used to address situations such as:

- name calling
- bullying
- incidents involving aggressive behaviour
- other relationship issues

Everyone who has been affected by an incident is given the opportunity to speak openly and honestly about what has happened. They can discuss how it has affected them and are given an opportunity to express their thoughts and feelings in a safe environment.

The restorative approach allows people to discuss:

- What has happened?
- Who has been affected and how?
- What is needed to put things right?
- What has been learned to allow the person responsible to make better choices in the future.

Restorative Practices give support both to those harmed and those responsible. The person responsible has to accept that what they did was wrong and find a way to make things right. The person harmed also has a say in the solution, helping to rebuild their confidence and self-esteem. Restorative Practices give young people

the skills and confidence to be able to deal in a mature and responsible way with the sort of situations they will face throughout life. It helps develop an understanding of the impact their attitude and behaviour can have on others and helps them to become part of the solution. Parents and carers can be a key part of this process by providing support at home and reinforcing the principles of responsibility and accountability of their child for their own behaviour.

Celebrating Success

Pupils' successes are celebrated every day in the classroom and are regularly highlighted at school assemblies. The school will operate a Merit system which recognises and rewards pupils' achievements in their learning, in the contribution that they make to the school, in their attitude and in citizenship. Parents are made aware of their child's merits via the school Group Call Text messaging system.

Rewards are organised to reward those pupils who gain the most merits over the course of school session. At the end of each school session an Awards Ceremony is held to recognize the achievements of pupils in their learning. Awards are given for both application and academic success. The 'wider' achievements of our young people are also recognized at our Annual Awards Ceremony in September.



School Rules

School rules exist to enable each pupil to get the most from his or her time at the Academy. They provide a framework so that everyone knows what is expected of them and ensure that the school functions smoothly.

- Come to school prepared to learn.
This means that staff and pupils are fully equipped and prepared for learning.
- Pupils will follow the uniform code and staff are expected to dress in a professional manner.
This means that we show respect for our working environment and other people in it by dressing appropriately.
- Respect your environment and the others who share it.
- All aspects of the school building and grounds are shared by staff and pupils alike. It is our duty to respect the resources we have and value them.
- When moving around the school - walk on the left in an orderly fashion.
- Conduct and good order in and around the school are important for our wellbeing.
- Mobile telephones must be switched off and out of sight.

Whilst mobile telephones have their important uses they should not be switched on in school and should be out of sight.

Extra-Curricular Activities

For recreational activities the school has the use of the Sports Hall and Fitness Suite, a multi-purpose Assembly Hall and new 3G sports pitch. Activities available for pupils outwith class times take place either at lunchtime or after school.

After school there are a variety of activities on offer which vary according to the time of year. These include a popular badminton and basketball club as well rugby, football (both boys and girls), cricket and hockey. We also welcome suggestions from the pupils for activities they would like to try. The Academy is also keen to become involved in regionally or nationally arranged competitions, such as quizzes and maths challenges as well as

taking part in various sporting tournaments within the region.

There are many clubs and associations in Langholm and district, and we would encourage pupils to join those that allow Junior Membership.

Residentials

Pupils at Langholm Academy have the opportunity to participate in residential experiences at various stages of their school career. Third year pupils are all encouraged to take advantage of a one week Outward Bound course where they can experience a range of outdoor activities. This experience is paid for by the Stevenson Foundation.

Health Care

Education Services is committed to ensuring that all young people are able to fully participate in the life of the school. Many pupils will require their health care needs to be met at sometime within the school environment, for most pupils this will be for short periods of time only, but for some, this may require more long term planning and support. If your child has any health care needs please contact the school to discuss arrangements. Full details of the support available and your role as a parent and the role of your child are contained within Health Care in Schools 3-18 (2013) which is available from the council website. In the event of a pupil falling ill during the school day, every effort will be made to contact parents. If this should prove impossible, we will contact the pupil's identified emergency contact. If a young person requires to take medication during the school day, parents should complete the Parental Request for Medication to be Administered Form which is available from the school office.

Immunisations

Immunisations will take place in line with NHS guidelines as follows-S1/2 (girls only) HPV (course of 2 injections with a 6 month period in between) S3 (all pupils) Diphtheria, Tetanus and Polio Booster Parents/Carers will be notified in advance of immunisations and pupils will be recalled as necessary.

School Productions

Music concerts are a regular feature in the life of the Academy and give pupils the opportunity to perform in front of a live audience, showcasing the huge range of talents of our pupils in school as well as raising much needed funds for the Music and PE Departments.

Christmas 2018 the school put on a Christmas Variety Show which involved pupils from P6 to S6 singing, dancing and performing.



Pupils visited Battlefields in Belgium - September 2018

The School Library

The school library resource centre provides pupils and staff with a pleasant environment which supports learning and teaching.

A wide range of cross-curricular materials is available for reference and borrowing. Pupils and staff have access to PCs, periodicals, study aids and current information on a wide range of topics. In First Year all pupils are given an introduction to the Fiction Section and the procedures for borrowing materials, to encourage recreational reading.

During their first year pupils visit the Library again to become familiar with the Reference and Non- Fiction sections as well as the many other resources, which will enable them to independently research information, a useful skill required for most subject areas. The library is well-used by all year groups and is open at intervals and lunchtimes to allow pupils to study quietly, or to have access



to the resources. The library is open from 8.30am and is open after school to allow pupils to access resources or to complete homework.

School Transport

Many pupils travel to the Academy by bus. Pupils are expected to be on their best behaviour while travelling to and from school in order that no discredit is brought to the Academy and that others can travel in safety. The right to free travel is conditional on good behaviour.

Free travel is provided to pupils within the Langholm Academy catchment area who live outwith 3 miles of the school. Pupils outwith the catchment area must pay any transport costs involved.

Likewise parents who have made a placing request to send their child to Langholm Academy will have to meet their travel expenses in full.

The school office can assist with any enquiries.

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

In the event of transport not appearing.

The school telephone is manned from 8.00am. If

transport fails to appear by ten minutes after the normal time, then please contact the school office.

Should the pick-up point be a distance from your home, please contact the school before leaving home if you anticipate that there may be a problem with transport. In bad weather, updates will be posted on Dumfries & Galloway website.

At all times the safety and well being of pupils is paramount. Please ensure that your child knows what to do and where they should go if the school is closed for an emergency. The Adverse Weather Conditions Procedure would then come into force; please refer to the following page for further information.

Should school buses be unable to leave their base then coach companies / or bus drivers are asked to contact the Headteacher and the school as early as possible so that parents who telephone can be kept informed.

School Closures



If it is necessary to make an emergency closure of the school due to the state of the weather or for any exceptional circumstance then the following procedures will be implemented:

1. Pupils who normally walk to school will be sent home as long as the school can verify there will be someone there. If parents will not be at home, then they should give advice now to their son/daughter as to what they should do/where they should go in the event of an emergency closure. It is essential that no pupil is sent home to an empty house. They must be told what to do by parents in the event of a closure.

2. If pupils are unsure if anyone will be at home, they will be allowed to telephone. If there is no-one there, then the pupils should know where they have to go as indicated on their form. When such a decision is made everything possible will be done to get youngsters home safely. However, in extreme weather, this may not always be possible. This is why we require the assistance of parents in preparing for such an eventuality.

Parents are asked to provide current information regarding transport arrangements, contact details and any local alternative accommodation arrangements. They are also asked to inform the school immediately should any of the details change e.g. a new mobile phone number.

3. Once it has been decided to close the school, transport contractors will be contacted to come to the school in order to take pupils home as soon as they possibly can and a groupcall sent to parents. The school will try to contact parents should transport not be possible and parents should contact the school if their child does not return home by their usual time.
4. If the school is not going to open due to the severe state of the weather, a text message will be sent to parents' mobile phones, advising them of the closure. The school website and the council website will also be updated.

If the weather changes dramatically during a school day, then parents should feel free to telephone the school to check what is happening. It is also helpful to the school if parents inform us of any concerns you may have regarding travel or weather in their vicinity.



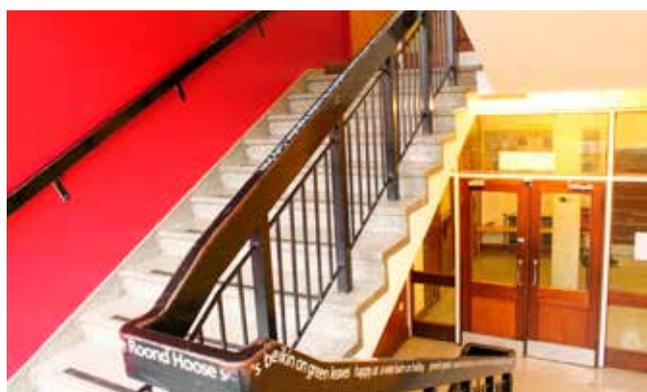
5. If transport is not running due to these circumstances and a parent brings a pupil to school, then they have the responsibility for their return home.

Instrumental Instruction Service

Instrumental instruction is available for Strings (violin, cello, etc.), Woodwind, Brass, Guitar and Percussion at the Academy. The Instrumental Instruction Service undertakes to provide a minimum of 32.5 hours of lessons over the school session (from the end of August until the end of June). There are limited places for new S1 starts as priority is given to Primary pupils, but when spaces occur in instructor timetables these can then be filled. Lesson fees are £200 p.a. This can be paid in full or by 10 monthly instalments.

Some instruments may be hired at a cost of £49. Application forms for the next school session are available from the School Office on request. New starts are usually processed in February and March.

Application information can be obtained from Ms S Berker, Teacher of Music, by contacting her at Langholm Academy, or from the school office.





The school has also purchased a state of the art video conferencing facility and some instruments are taught partly via this link by an instructor in Dumfries. This controls expenditure and ensures the widest possible range of instrumental tuition can be offered.

Other Information

Careers Officer attached to School

Shirley Jones
Careers Adviser
Skills Development Scotland
Loreburne Centre
High Street
DUMFRIES
DG1 2BD
Tel - 01387 272500
Email - shirley.jones@sds.co.uk

Education Service Manager

Woodbank
122-124 Irish Street
DUMFRIES
DG1 2PB
Tel - 01387 260435

Instrumental Instruction Service

CYPLL
122-124 Irish Street
DUMFRIES
DG1 2PB
Tel: 03033333000 ask for Instrumental Music
Service
email: CurriculumLEC@dumgal.gov.uk

Procedures

If Pupils are late

Pupils who arrive late into school must report directly to the school office and sign in. If appropriate, parents are asked to send a short note with the pupil explaining the reason for late arrival at school. Late coming disrupts the education of all the pupils in the class and will not be accepted. If senior pupils are in receipt of EMA, coming in late may affect their payments. Pupils who sign in late may do a morning interval detention with the Headteacher.

If Pupils have an appointment

It would be appreciated if parents or pupils could try as far as possible to arrange appointments outside school time.

Pupils who have medical or dental appointments must report to the school office with their appointment card or letter from home. They should "sign out" of school. On returning to school they should report to the school office and "sign in". It is important that pupils follow this as the signing sheet is the record used in the event of a school evacuation or fire.

Pupils should not leave the school during the course of the school day without permission.



If Pupils feel unwell or hurt themselves...

A pupil who takes ill or is injured at school must inform a member of staff immediately. The pupil will be referred to staff who will evaluate the situation. If this pupil has to be referred to the Health Centre or has to be taken to hospital or has to be sent home, the parent or a representative will be informed. It is essential that the school should have an emergency contact for every pupil in case parents cannot be contacted.

No pupil, who feels unwell, should ever leave the school without first informing the office.

If a Pupil requires to take medication whilst at school

Any pupil requiring to take medication prescribed by a doctor must seek permission to do so. The appropriate form must be obtained from the school office and returned outlining the necessary details. Pupils should not carry medicines. These should be given to the designated person within school who will issue as and when required. At this point in time the designated person is the Headteacher.

Attendance

Parents are responsible for ensuring that a child of 'school age' is educated. Each child's absence from school must be recorded. Authorised absences are those approved by the school. Unauthorised absences are registered trancies or unexplained absences.

Pupils are registered by their class teacher at 9.00am each morning. As registration is computerised, all teachers register each class every period. Discrepancies are picked up by the school office and the matter investigated. If a pupil cannot be located, the school will endeavour to inform the parents or contact person for that child.

If a child has been absent for any reason he/she must provide a letter of explanation to the



school office. Unsatisfactory attendance patterns will result in parents being called for interview and if the matter is not resolved, a referral to the Attendance and Welfare Officer will occur.

It is the responsibility of pupils and parents to ensure that any work that is missed is caught up with. Truancy or condoned absences will not be accepted and pupils may be requested to attend school on staff 'In-Service Days' to catch up. Many departments provide revision work to allow pupils who are unable to attend to work/revise at home.

If Pupils need to request time off

If a pupil requires time off school for any reason other than illness, a parent should put a request in writing to the Head Teacher well in advance.

Also, if a pupil plans to leave school permanently or intends to transfer to another school, it is courteous to inform the school in advance. We can then transfer work to their new school.

At Langholm Academy, we endeavour to provide a quality education for all our pupils. We are unable to do this if pupils are withdrawn from school for a period of time.

Parents are therefore asked to please keep pupil



absences to a minimum. Absence due to illness is unavoidable, but withdrawal for reasons other than illness is not encouraged. We do realise that there are occasions when parents are unable to take holidays when their children are off school. However, the school cannot sanction holidays during term time. Such holidays are now to be recorded as 'unauthorised absence' and a letter will be sent home indicating the Authority stance on this.

Communication with Parents

Education is a partnership involving pupils, their parents and the school. Each must inform the other of matters which have implications for learning. Parents are encouraged to contact the Academy at any time on any matter of concern. There are also a number of ways in which the Academy will keep parents informed.

Parents' Meetings

A calendar of these meetings is issued at the beginning of each session. The format of these meetings varies but details for each are issued prior to the event by letter to every pupil. Parents are urged to attend these important meetings.

Parents' Information Meetings

A series of information sessions have been arranged in the past to describe the activities of departments and other school activities. Such meetings will be organised where there is a need.

Pupil Reports

Tracking and monitoring reports on every pupil are sent home five times per year indicating progress against targets in every subject. These are sent home by school bag mail. A full report including staff comments is posted home once per annum. Parents are encouraged to respond to reports on their children. A reply slip is provided with each and issues raised by parents will be followed up by staff.

School Website

www.langholmandcanonbieschools.dumgal.sch.uk

The school website now contains much subject specific information and other news items which should interest parents. A full calendar is also available and parents are urged to view the site regularly.

Letters/Text Messages

Parents will also be contacted from time to time via letter or a text message to mobile phones. This is mainly used to pass on positive comments. However, occasionally parents will be sent a letter expressing concerns regarding performance in class or discipline. Invariably, parents are given the opportunity to contact the school should they require any further information.

Newsletters

Sent monthly by the Head Teacher, this will keep parents up to date with events in the school.

Other Contacts

As stated previously, any direct contact is encouraged. Please do not become alarmed if you are contacted by telephone. This is often the quickest way to inform you of events or seek advice.

Staff

Staff at the Academy

Senior Staff

Acting Head Teacher
 Depute Headteacher
 Depute Headteacher
 Principal Teacher/Curriculum Leader
 Principal Teacher/Curriculum Leader
 Principal Teacher/Curriculum Leader
 Principal Teacher Health & Wellbeing
 Principal Learning & Support Teacher
 Developing the Young Workforce Lead
 School Support Manager

Mrs McLean-Gill
 Ms Jamieson
 Ms Millar
 Mr McLean
 Ms Gordon
 Mr Atkinson
 Mr Ferris
 Ms Little
 Ms Huntington
 Ms Wilson

Teaching Staff

Subject Area

English

Mathematics

Mathematics / Computing

Modern Studies

Geography

History

RMPS

German

French

Art & Design

Home Economics

Technical

Business Education & ICT

Sciences

Chemistry

Biology

Physics

Music

Physical Education

Member of Staff

Ms Gordon
 Ms Ford
 Mr Bell
 Mrs Chatterton
 Ms Watt
 Mr Bell
 Ms Neil
 Ms Archibald
 Miss Walker
 Mrs Brown
 Ms Herbst-Gray
 Ms Logan
 Mr German
 Mrs Dempster
 Mrs Nicol
 Ms Huntington
 Mr Clement
 Mr McLean
 Mrs Ginns
 Ms Hawes
 Miss Berker
 Mr Ferris
 Mr Atkinson





Learning Support

Learning Support Teacher

Ms Maxwell
Miss Baxter
Ms Green

Learning Assistants

Mrs Little
Mrs Smart
Mrs Adamson
Mrs Farrer

Non Teaching Staff

School Support Manager
Clerical Assistants

Mrs Wilson
Mrs Haining
Mrs Hetherington
Mrs Johnstone
Mrs Dickson

School Technician
Janitor

Miss Wallace
Mr Johnstone

Careers Advisor – Careers Scotland

Ms Jones
shirley.jones@sds.co.uk

Music Instructors

Guitar	Mr Bass
Violin	Mrs Preston
Percussion	Mr Gold



Academic Session 2018/19

School Term Dates

Term 1

Teacher training - Monday 19 and Tuesday 20 August 2019

First day - Wednesday 21 August 2019

Last day - Friday 11 October 2019

Autumn holiday - Monday 14 to Friday 25 October 2019

Term 2

First day - Monday 28 October 2019

Last day - Friday 20 December 2019

Christmas holiday - Monday 23 December 2019 to Tuesday 7 January 2020

Term 3

Teacher training - Monday 6 January and Tuesday 7 January 2020

First day - Wednesday 8 January 2020

Mid-term holiday - Monday 17 to Friday 21 February 2020

(Teacher training - Thursday 20 and Friday 21 February 2020)

Last day - Friday 3 April 2020

Spring holiday - Monday 6 to Friday 17 April 2020

Term 4

First day - Monday 20 April 2020

May Day holiday - Friday 8 May 2020

Teacher training - Friday 29 May 2020

Last day - Thursday 2 July 2020

Summer holiday - Friday 3 July 2020 to Wednesday 19 August 2020

Future school year (2020/21)

Term 1

Teacher training - Tuesday 18 and Wednesday 19 August 2020

First day - Thursday 20 August 2020

Last day - Friday 9 October 2020

Autumn holiday - Monday 12 to Friday 23 October 2020

Term 2

First day - Monday 26 October 2020

Last day - Friday 18 December 2020

Teacher training - Monday 21 December 2020

Christmas holiday - Tuesday 22 December 2020 to Monday 4 January 2021

Term 3

First day - Tuesday 5 January 2021

Mid-term holiday - Wednesday 17 to Friday 19 February 2021

(Teacher training - Wednesday 17 and Thursday 18 February 2021)

Last day - Friday 26 March 2021

Spring holiday - Monday 29 March to Friday 9 April 2021

Term 4

First day - Monday 12 April 2021

May Day holiday - Monday 3 May 2021

Last day - Wednesday 30 June 2021

Summer holiday - Thursday 1 July 2021 to Wednesday 18 August 2021

School Leaving Dates

Pupils who reach the age of 16 by 30 September of any year may leave school on the preceding 31 May; pupils who reach the age of 16 between 1 October and the last day of February (inclusive) may leave the school at Christmas.



Curriculum

We are continually reviewing our curriculum in order to best meet the needs of our young people. We shall continue to look for ways to open up the curricular options and pathways which allow further personalisation and choice.

Curriculum S1-S3 - The Broad General Education

During their first three years of secondary education our pupils will study a wide range of courses that have been developed using the experiences and outcomes, the building blocks of Curriculum for Excellence. This is known as the Broad General Education (BGE).

This session First Year pupils will study the following subjects (period allocation in bracket):

English (5)	Business & ICT (1)
Mathematics (5)	Technical (1)
Science (4)	Physical Education (2)
Modern Languages – French and German (3)	
Modern Studies (1)	
Art (2)	RMPS (1)
Home Economics (2)	History (1)
Music (2)	Geography (1)
PSP (2)	Social Subjects Rota (1)

This session Second Year students will study the following subjects:

English (5)	Modern Studies (1)
Mathematics (5)	History (1)
Science (4)	Geography (1)
Modern Languages – French and German (3)	
Social Subjects Rota (1)	
Music (2)	Technical (1)
Art (2)	PSP (2)
PE (2)	RMPS (1)
Home Economics (2)	Business & ICT (1)

An explanation for these will be given in the subject choice handbook.

This session Third Year students will study the following subjects:

English (5)	Maths (5)
PE (2)	RMPS (1)
PSP (2)	Modern Languages - German (2)
Social Subjects - Elective x 2 (2 periods each)	
Science - Elective x 2 (3 periods each)	
From	Geography
Biology	From
History	Chemistry
Modern Studies	Physics
Technology - Elective x 2 (2 periods each)	
Expressive - Elective x 2 (2 periods each)	
From	Technical
Business Management	From Art
	Music
	HE HE

Faculty of Mathematics and Technologies

The Faculty of Mathematics and technologies is led by Mr Atkinson. Within the faculty the following subjects are delivered: Mathematics, Business Management, Practical Craft, Design and Manufacturing, Graphic Communication, Home Economics, Health and Food Technology and Hospitality. The faculty is made up of seven members of teaching staff. Each of the departments within the faculty offer various extra-curricular and study based clubs, on top of timetabled lessons, in order to help our pupils fully develop their knowledge and understanding within the many different subject areas delivered. If any parents/carers have any questions or queries about courses offered, assessment information, pupil's work or engagement within any of the faculty subject areas or just to discuss pupil progress, Mr Atkinson is more than happy to arrange a convenient time to do so.

Faculty of Languages and Social Subjects

Our Faculty of Languages and Social Subjects incorporates a number of subjects: English,

German, French, Modern Studies, Geography and History. The Faculty is led by Ms. Gordon, who is also responsible for Whole School Literacy, and is focused on delivering diverse experiences for the learners at Langholm Academy. The nature of the subjects allows for learners to create links between subjects and their own world knowledge in an interesting and engaging way. By developing the tools and talents required for success in the classroom, the exam hall and life beyond school, the Faculty is committed to improving learner pathways in a meaningful way that ensures they are equipped with the skills for life.

Knowing and caring for each learner in our care allows the Faculty to inspire critical thinking and encourage an aspirational attitude – something we are very proud of! Ms. Gordon is happy to discuss any questions, queries or suggestions about the subject areas in the Faculty and the courses offered within them.

Science & Expressive Faculty

The Science and Expressive Faculty is led by Mr McLean. He is happy to discuss any issues regarding the faculty at any time.

Science Department Aims

develop and apply knowledge and understanding of science

- Develop an understanding of science's role in scientific issues and relevant applications of science in society and the environment
- Develop scientific inquiry and investigative skills
- Develop scientific analytical thinking skills in a science context
- Develop the use of technology, equipment and materials safely in practical scientific activities
- Develop problem solving skills in a science context
- Use and understand scientific literacy in everyday contexts to communicate ideas and issues
- Develop the knowledge and skills for more advanced learning in sciences

Music Department Aims

- To develop visual awareness, analysis and understanding mainly through the study of aspects of the local environment and personal experience.
- To develop skills in the handling of various forms of media and technology.
- To allow scope for personal expression and encourage imaginative thinking.
- To develop an understanding and appreciation of the work of practising artists and designers.
- To promote creative thinking and problem solving through the study of design where function as well as appearance must be considered.
- To promote the understanding and use of a 'Visual Language'.

PE Department Aims

- Develop pupil's physical, mental, emotional and social skills.
- Offer a wide range of activities and sports including team games and individual
- Develop strong relationships with pupils that encourage, motivate and inspire our learners to take and enjoy physical activity.
- Promote a healthy lifestyle that develops pupil physical, emotional and mental wellbeing.
- Provide pupils with the necessary skills in order to maintain lifelong physical activity participation.

Curriculum for Excellence

Curriculum for Excellence is bringing learning to life in the way education is delivered for all 3-18 year olds - in nursery, primary, secondary, at college, the workplace or community learning. 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.



How does Curriculum for Excellence Work?

- The 'learner journey' is joined up from 3-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.
- Learners work at a pace that suits, with enough challenge and support to stretch them.
- Lessons are more engaging, inspiring and relevant to everyday life.
- Teachers make connections between subjects, helping children make sense of the world.
- Children learn how to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability to think for themselves, make sound judgements, challenge, enquire and find solutions.
- There's more focus on knowledge and skills - including vital skills: literacy and numeracy, which underpin all learning and are critical in life.
- There are changes to assessment and how progress is reported to give learners, parents and employers better information on potential and achievement.
- Learners experience a broad, deep, general education to S3, with options in the senior phase to specialise, go on to further study, improve skills and get work experience.

Information and Communications Technology (ICT) in the Curriculum

The Academy has invested extensively in various aspects of Information and Communications Technology (ICT) in recent years to enhance the delivery of the curriculum.

There is a whole school computer network. All pupils are provided with training in its use and all have access to the Internet and have their own e-mail address. Pupils are required to sign a 'Users Agreement' which commits them to responsible usage at all times.

Pupils in First Year are given a dedicated ICT lesson on their curriculum, which provides instruction related to computer hardware and software. The Scholar programme provided by Herriot-Watt University assists the delivery of some courses in the senior school. All departments are eager to take advantage of the opportunities provided by ICT within their courses. All pupils are encouraged to become independent and confident learners using ICT and to further develop the skills that they may already possess.

There are three fully networked computer suites in the Academy, in Graphics, Room 12 and Room 8. In addition, there are smaller suites based in the Library and Technical. All classrooms have at least one network computer and often others are available within the department for pupil use. At the time of writing, the school has been fitted with "wireless" technology and this will further enhance our technological capabilities.

The Academy has a video conferencing facility that permits communication with other schools and organisations via a television link. It is used also to deliver some music instruction. Other aspects of ICT for use across subjects include video editing facilities, digital cameras, colour laser printers, interactive whiteboards, Powerpoint projectors and a host of other devices.

There has been substantial investment in the provision of 'Smartboards' throughout the school with all classrooms now being equipped. These enable staff to provide stimulating lessons using new technology.

Our aim is to ensure that pupils develop the skills and flexibility required to benefit from the ever-changing technological world in which we live.

Parental Letters of Consent

Parents are asked to complete a number of forms at the beginning of each new session. This negates the need to continually request permission throughout the year.

Among the forms is one relating to curricular or sporting activities in the local area. Another relates to the videoing or photographing of pupils and another to music practice outwith the music room.

Permission will be sought on each occasion pupils are participating in a visit involving travel outwith the local area.

Personal Accident Insurance Cover For School Children

The Local authority provides insurance cover for pupils relative to its liability for any acts of negligence.

However, there are certain occasions when pupils may be more "at risk" than others. These occasions arise not from "negligence" on the part of the Authority but from non-attributable personal accidents, e.g. during curricular or extra curricular sports or physical activities.

The insurance cover of the local authority does not extend to awards of compensation for damage as a result of such accidents (unless negligence can be proved) and it is essential that parents are aware of this.

Insurance cover for pupils to guarantee compensation for non-attributable personal accidents is a matter for parental decision and arrangement. Parents may wish to seek further advice on the availability of such insurance cover from their personal insurance agent/broker.

Assessment

Parents will receive tracking reports as well as a full progress report. These will contain information on your child's progress in each course, across the year. Reports will be provided as follows:

- 1st Year
- 2nd Year
- 3rd Year
- 4th Year
- 5th/6th Year

Any questions arising from reports can be raised with staff at Parents' Evenings or by appointment with your child's Pupil Support teacher. In the Senior Phase (S4/5/6) assessment follows the requirements of the SQA Qualifications.

School Dux

The award of School Dux is made following publication of examination results by the Scottish Qualifications Authority and, if applicable, appeals.

The Dux is the Fifth Year pupil who has performed best overall at that session's diet of national examinations using the UCAS Unified Points System. Where pupils have identical numbers of passes and grades, bands (levels within grades) are considered. A joint award will be made when circumstances demand. The Dux is presented with the original Dux Medal which dates back over 100 years. Their name is also added to the Dux Board in the school foyer. The title of 'Proxime Accessit' is awarded to the pupil whose achievements most closely matched that of the Dux.



Head Girl – Emily Hislop



Head Boy – Sam Cook

Reports

Each year pupils will receive regular tracking reports and one full report which helps to keep pupils and parents informed about their progress.

Subject Details						
Subject	Teacher		Study Level			
Biology	Miss Parent		Higher			
Subject Grades						
Target Grade	Next Target Grade	Working Grade	Effort	Behaviour	Homework	
5	-	-	-	-	-	
Teacher Action Plan						
Subject Details						
Subject	Teacher		Study Level			
English New Higher	Ms Ford		Higher			
Subject Grades						
Target Grade	Next Target Grade	Working Grade	Effort	Behaviour	Homework	
5	6	7	Excellent	Excellent	Excellent	

Example of a current S5 report (the format is currently under national review)



Inclusion

Additional Support

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

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

Barriers to Learning

Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

- Social or emotional difficulties
- Changes to home circumstances
- Bereavement/Loss
- Being particularly able
- A medical condition
- Moving home frequently
- Behavioural difficulties
- English As An Additional Language
- Bullying
- A sensory impairment
- Communication problems
- Being a young carer
- Being a young parent
- A learning need
- Autism
- Attention Deficit Hyperactivity Disorder
- Short or longer term medical reason

In the event that you have any concerns about your child's learning, please contact the school through

the Principal Teacher of Support, Miss J. Little in the first instance. There are a number of ways in which concerns can be followed up. This may involve the input of other educational services such as

- Teachers of Support for Learning
- Speech and Language
- Occupational Therapy
- Supporting Learners
- Visual and Auditory Teams
- Educational Psychologist

As a parent you will be closely involved in the whole process and your views sought throughout. A programme of support and intervention may be agreed.

The level of support needed will vary from pupil to pupil and allocation of support is organised equitably across all schools in the Authority in consultation and agreement with the school themselves. The allocation of Learning Assistants within the school is based on identified student need, and varies from year to year. The Support for Learning Team provide a range of strategies such as

- support for individual students by working alongside them in classes,
- programmes of intervention (literacy, numeracy, enrichment, subject support)
- delivery of alternative curriculum pathways
- additional assessment arrangements for BGE and SQA

Further information on all of the above is available from the school or on the Council website <http://www.dumgal.gov.uk/article/16163/Additional-support-for-learning> or from the following sources:

- Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number

SC003527 <http://enquire.org.uk/>

- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 www.siaa.org.uk/ or
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

Getting it right for every child

Dumfries and Galloway

(Getting It Right For Every Child)

Langholm Academy follows the Getting It Right For Every Child (GIRFEC) approach as enshrined in the Children and Young People (Scotland) Act 2014. To this end, we want all our children and young people to be fully supported to grow and develop into successful learners, confident individuals, effective contributors and responsible citizens.

We believe they should be:

Safe - Be protected from abuse, neglect or harm at home, at school and in the community.

Healthy - Have the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy, safe choices.

Achieving - Be supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.

Nurtured - Have a nurturing place to live in a family setting, with additional help if needed, or, where possible, in a suitable care setting.

Active - Have opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

Respected - Have the opportunity, along with carers, to be heard and involved in decisions that affect them.

Responsible - Have opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, have appropriate guidance and supervision, and be involved in decisions that affect them.

Included - Have help to overcome social, educational, physical and economic inequalities, and be accepted as part of the community in which they live and learn.

Where a concern is identified in relation to any of the above, the school will carry out a full assessment using the GIRFEC Practice Model. The views of the Child/Young Person and Parents/Carers will be sought and they will be kept fully involved throughout the assessment process. If appropriate, a Child's Plan will be opened.

In some cases, it may be necessary to request support from other partner agencies to ensure a positive outcome for the young person. The main agencies likely to be involved are Opportunities for All, the Police, Children and Family Service (Social Work), Skills Development Scotland, the Educational Psychologist, CAMHS, Aberlour Futures and Speech and Language Therapy as well as various medical personnel (including the School Nurse).

Child Protection

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring 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, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. Schools and front-line education and child care services will play an important role in ensuring children and young people are safe and well. Further information is contained within the Child Protection Policy for Schools, Pre-School and Child Care Services which is available from the school and on the Council website. The Child protection Co-ordinator is Ms L Jamieson, who should be contacted if there is any child protection concern.



Pastoral Care of Pupils

Pupil Support

All Young People will require support at some point during their time at school and the amount and nature of support will be tailored to meet individual need.

What are the Standards for Pupil Support?

At Langholm Academy, pupils can expect the following in terms of pupil support:

1. A learning environment that is caring, inclusive, fair and focused on supporting all young people to meet their potential.
2. Access to learning that promotes equity and challenges discrimination on any level.
3. Opportunities to develop citizenship and participate in the school, local and wider community.
4. Support at points of transition both within the school setting and between alternative provisions.
5. Opportunities to plan for their future and explore options for positive destinations on leaving school.
6. Access to information that will support them to make informed decisions and choices.
7. Co-ordinated support from partner agencies where appropriate.
8. Regular opportunities to review progress in learning and in personal and social development with a key member of staff who knows them well.

How will the standards be delivered?

All pupils have two periods each week for the Personal Support Programme (PSP). This is delivered by their PSP Teacher who will be allocated to the class at the start of each new school session in June. Pupils in S1 – S3 should expect to receive a one to one interview with their Personal Tutor each term. Both the PSP Teacher and Personal Tutor will be a point of contact for your child in school and will share information as appropriate with the DHT or PT Pupil Support.

Pupils in S4 – S6 will complete a termly review in relation to health and wellbeing, academic progress, wider achievement and employability. They will have the opportunity at this time to request a meeting with a member of Pupil Support staff or the Careers Adviser.

Who is responsible for organising and co-ordinating Pupil Support?

The Pupil Support Team is led by Ms. L Jamieson (DHT) who is supported by the PT of Pupil & Additional Support (Miss J Little) and the PT of Health & Wellbeing (Mr. P Ferris).

Ms. Jamieson and Miss Little will:

- Act as a link between school and home
- Meet with individual pupils identified by PSP Teachers/Tutors or at pupil/parent request
- Co-ordinate the support needed for individual pupils, ensuring that all young people have access to the specialist support they require – learning support, support with mental health, support with social and emotional barriers and issues with peers or other young people, behaviour support, support for young people who are Caring for family members, support at times of loss or bereavement or changes to family circumstances, additional assessment arrangements for exams ...
- Act as a link between school and partner agencies such as Opportunities for All Officers, D&G Youth Workers, Educational Psychology, Speech and Language Therapy, CAMHS (Child & Adolescent Mental Health Service), Social Work...

Mr. Ferris will:

- Review and co-ordinate the PSP Curriculum ensuring pupils have opportunities to develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.
- Oversee the Personal Tutor System (S1 – S3) and the Termly Review (S4 – S6)

Health and Wellbeing

The vision of the Scottish Government is that Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children
- At Langholm Academy we are committed to:
 - Providing a safe, secure and stimulating environment that offers encouragement and support
 - Offering young people opportunities to develop self-esteem and self-confidence
 - Encouraging young people to contribute to school life and to make healthy choices in relation to their wellbeing
 - Promoting a climate in which good relationships, respect and consideration for others is fostered
 - Supporting pupils to understand and make use of their personal skills and qualities
 - Many of these commitments are delivered through our Personal Support Programme (PSP) which covers learning in the following areas:
 - Mental, emotional, social and physical wellbeing
 - Planning for choices and changes

- Substance misuse
- Relationships, sexual health and parenthood

Preparing Pupils for Work

Leaving School

Throughout their time at Langholm Academy, pupils are given support, guidance and information to encourage them to form positive future plans. As a school, we are committed to providing our young people with opportunities that will help support their transition from school to society. An important element in the planned Pupil Support Programme is preparing our young people for this.

As a pupil prepares to leave school they receive individual support in choosing and applying for courses in either further or higher education, apprenticeships or other employment or gap year activities. The Careers Adviser works in the school regularly to meet pupils who need advice before they leave.

Employability skills are embedded throughout the Pupil Support Programme from S1 to S6 with a variety of experiences being covered and Careers Education is a fundamental part of this:

S1-S3

- Career Lessons
- Financial Education
- My World Of Work Profile
- Big Bang Event – Careers in Science, Technology, Engineering, Maths
- Employability Award Units 1&2
- Big World

S4-S6

- Employability Award Units 3&4
- Work Experience
- CV Writing
- Financial Education
- Mock Interviews
- My World Of Work
- Careers Advice



- UCAS Application
- Information on Apprenticeships and Higher Education Opportunities
- University and College Trips

During these opportunities, pupils learn about themselves in relation to the world of work and begin to develop career management and planning skills with a view to making work and further education related choices. All pupils are supported and advised, particularly at subject choice times, about appropriate careers to match their abilities, interests and aspirations.

Pupils who are looking to gain access to University are supported through their UCAS applications by our Depute Head Teacher during their Senior Phase. Those pupils who are not seeking University access can be involved in vocational subjects during their Senior Phase: Skills for Life, Skills for Learning, Skills for Work courses such as Early Years and Childcare and Rural Skills.

Work Experience

Dumfries and Galloway Council is keen to provide an opportunity for all pupils to explore the world of work at different stages of their education. In Langholm Academy our pupils complete a week of work experience in S4. The quality and suitability of placements of pupils is wherever possible, matched to the career aspiration of the young person. However, experience of any work place provides invaluable insight into the world of work presenting the pupil with challenges that could never be imagined in class.

Wherever possible, pupils in S5 and S6 are given the opportunity to take part in work experience. This may be during the school year or, in some cases during a holiday period. Langholm Academy recognises the value of work experience and encourages as many pupils as possible to fulfil this opportunity.

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 three 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.

Activity Agreement Advisers work with those young people who need extra support to keep learning. These include young people who have not been attending school or are dealing with personal issues and difficulties. What we do is work with each person to find a learning opportunity that is positive, enjoyable, based on their needs and that they can take responsibility for. We have two Activity Agreement Advisers who work directly with young people on a one-to-one basis to find out more about each person and their issues and interests in order to get the best learning programme in place. When the young person is happy with the learning programme that has been identified they will be asked to sign an Activity Agreement where they agree to follow the programme of learning and activities.

Support Available

Skills Development Scotland - Careers Advisor

The Careers Advisor, Shirley Jones, is fully involved in the transition from school to society and pupils can make appointments with Shirley at any stage in their schooling. Shirley can give information about the local job market, apprenticeships and

further education but can also help with job and college applications. Pupils are actively encouraged to make an appointment with the Careers Advisor either through their Personal Support Tutor or through Miss Huntington (Developing the Young Workforce Teacher). Shirley attends several different parents evening throughout the year and parents/carers are also encouraged to seek advice or attend appointments with their children.

My World of Work

My World of Work is Scotland's careers information and advice web service and it can be used by anyone, from school through to retirement. It is delivered by Skills Development Scotland, the national skills body which supports the people and businesses of Scotland.

My World of Work helps with the following:

- Subject Choices – understand your strengths and make better decisions about your subject choices and future career.
- Leaving School – find a career that interests you and understand the skills you need to get the job you want.
- Exam Results – whatever your grades find help in planning your next steps.
- Preparing for a job – discover Scotland's industries, search for jobs, build you Curriculum Vitae (CV) and practise for interviews.
- Modern Apprenticeships- find out what apprenticeships are available in Scotland and how they work.

All pupils from S1 to S6 will be registered with My World of Work and will be actively engaging with the facilities during their Personal Support Programme in school. Pupils are encouraged to use the My World of Work Website out with school by logging in on: www.myworldofwork.co.uk

DG Employment Tap (Total Access Point)

DG Employment TAP is a partnership between public, private and third sector providers that has created a strong collaborative approach to the world of employability and skills.

DG TAP provides a central point of contact



School trip September 2017

and covers the region with an outreach service working for all - jobseekers, employers, schools, practitioners and partners can all access the range of employability services available.

Through our Total Access Point we promote the work of employability, skills and training services working to support our local people into sustainable employment and to help businesses to recruit successfully from our local labour market.

Parent Council

Our Parent Council, which meets on Monday of each term.

Chairman	-	Mr C Cox
Vice Chair	-	Mr H Stevens
Secretary	-	Mrs A Roberts

Role of Parent Council

- actively support parental involvement in the life of the school
- provide opportunities for parents to express their views on children's education and learning
- receive information and advice on matters affecting children's education
- influence decisions, be listened to and taken seriously
- participate in recruitment of head and deputy head teachers
- make representations to the education authority on issues outwith the control of the headteacher such as school closures or changes to catchment areas.

It is not appropriate for parent councils to discuss individual pupils or teachers.

Information the parent council must provide to the headteacher, education authority, parent forum, pupils and other appropriate parties

- who members are
- how they can be contacted
- copy of constitution

Parent council members have to be members of the parent forum. Only a parent forum member can chair the parent council. The parent council can co-opt, for example, school staff, local councillors, pupils, members of the school's community. A parent council for a denominational school must invite the church or denominational body to nominate a representative for co-option.

Functions of the Parent Council

- support the school in its work with pupils to raise standards, improve quality of education and social, cultural, re-creative and physical activity and training
- play an active role in promoting parental involvement
- represent the views of parents
- promote contact between the school, parents, pupils, providers of nursery education and the community

- report to the parent forum
- review and amend as necessary the constitution and arrangements for the council, with approval of the parent forum

The Parent Council can support the school by

- consulting with parents formally on school policy decisions
- discussing how parents can support the implementation of the School Improvement Plan
- using formal and informal channels to communicate about school events and how parents can be involved
- fundraising to provide additional equipment and resources for the school
- assisting at school events and working with the head teacher and staff

Financial powers of the Parent Council

- may raise funds by any means other than borrowing and decide how to spend them after it has considered the views of the parent forum and the advice from the head teacher
- keep accounts of financial transactions
- may not acquire heritable property
- education authority will allocate funding to cover administrative and training costs and clerk fees



Role of the Head Teacher in the Parent Council

Head teacher responsibilities

- promote welcoming ethos for parents
- encourage good two-way communication with parents in a variety of ways
- provide information on school life and events, the curriculum, their child
- advise Parent Council and Parent Forum on any matter falling under their remit e.g. curriculum, policies, uniform, discipline, parental involvement
- report to the Parent Council and Parent Forum annually on the school's performance and the ambitions for the school
- take account of authority strategy
- set objectives for the school including parental involvement in the education of their child and pupils generally
- lead on partnership with parents
- pursue involvement of parent(s) who are not usually involved
- make arrangements for teachers to discuss issues with parents
- build relationships with parents through social and cultural events
- attend parent council meeting
- receive representations from the parent council, reply and take the views of the parent council into account when carrying out duties, where reasonable and practical
- report once a year on school performance and objectives and ambitions for the school as set out in the school improvement plan
- the report should have regard to the 12 month report on the improvement plan, the authority's measures and standards of performance and to equal opportunity requirements and how these are met by the school
- agree the format of the report with the parent council
- prepare a summary of the report to be sent to every member of the parent forum

Employment of Pupils

Legislation governing the employment of children is detailed and any young person intending to become employed whilst at school must ensure that they obtain a permit from the Head Teacher and abide by the recently revised By-Laws, a copy of which is available from the school office.

A child aged 10 or over may be employed on an occasional basis by and under the direct supervision of his/her parent or guardian in light agricultural work or horticultural work. For work of this nature no permit will be required.

Children may be employed for no more than one hour before the commencement of school hours on any day on which they are required to attend school. No child under the age of 14 may engage in street trading and a child 14 or over only under certain conditions. No child may be employed in any work out of doors unless wearing suitable clothes and shoes. Before issuing an employment permit an education authority may require a child to have a medical examination.

In all other cases a permit will be necessary.

Pupils whose attendance or timekeeping is poor will not be issued a work permit. Any pupil with a work permit whose progress is unsatisfactory will have their permit withdrawn.

Details concerning the following can be found in the Byelaws:

- The permitted employment of children aged 13
- The permitted employment of children aged 14 and over
- Prohibited employment - including the delivery of milk
- Additional conditions

Transferring Educational Data About Pupils

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



What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only.

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

Why do they need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities 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 exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the

National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data.

Fuller details of the uses of pupil data can be found on the ScotXed website.

SEED will not publish or release any information that allows an individual pupil to be identified. Data will not be used by SEED to take any actions in respect of any individual pupils. Data will only be shared with bona fide partners, such as HMIE and the SQA. Any sharing will be done under conditions of strict control and with the prior agreement of the Data Controller.

Concerns

If you have any concerns about the ScotXed data collections you can email the Data Controller, Pete Whitehouse, at EDData.Controller@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print. Please allow up to 10 days for requests to be processed.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net. The website also contains answers to commonly asked questions about ScotXed.

Adults In Day School

Adults are encouraged to attend day classes offered at the Academy wherever possible. Many have in recent years and with great success. Full details of what is on offer and when classes are held are published and publicised from June each session. Those unable to attend regularly are encouraged to enquire concerning alternative arrangements for the use of school resources.

Why go back to School?

Adults have many reasons for returning to education:

Employment - for many it is only after leaving school that they recognise that learning has value for personal development and job prospects.

Missed opportunities - "If only I had worked harder at school". A sense of achievement - the belief that for whatever reason our school achievements did not reflect our abilities.

To keep up with the family - "Mummy, what's the Internet?"

Retirement - for the increasing number of retired people, returning to school offers the opportunity of pursuing a study they did not have time for before.

What Can I Study?

Adults may follow a wide range of courses including National 4, National 5 and Higher courses as well as interest and leisure courses.

Some adults return to study only one subject, while others pursue a fairly full timetable. Most adults have an idea of the subjects they wish to study, but are uncertain as to the appropriate level of study. The school will be more than happy to offer advice and guidance on this and all other related matters.

How do I get Involved?

When you make contact with the school you will be able to find out:

- What opportunities are available?
- The starting dates (many courses start in June)
- How to enrol

Further counselling and guidance will be available as necessary. The contact person at Langholm Academy is the Head Teacher.





I hope that you have found the information contained in our handbook useful. All information contained in our school handbook is correct and accurate at the time of printing; we reserve the right to make any changes throughout the school session.