

Lenzie Academy





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Education in East Dunbartonshire

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

“Working together to achieve the best with the people of East Dunbartonshire”

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

We share the Council's commitment to:

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



VISION STATEMENT

In Lenzie Academy we realise these aspirations through our own vision, values and aims

Vision

In Lenzie Academy we aim to provide learning and working environments where every young person feels happy, safe and is achieving their potential.

Values

- We have ambition and high expectations for all pupils and staff so that a culture of continuous improvement is evident in all that we do.
- We endeavour to inculcate within our pupils the values of inclusivity and equality of opportunity regardless of gender, race, religion or socio-economic position.
- We foster respect, tolerance and celebrate diversity and by doing so inculcate compassion and social justice.
- We make our pupils aware that change is inevitable and we prepare them to be flexible to meet the challenges of the future.

Aims

1. To provide stimulating and challenging educational experiences that encourages pupils to think for themselves and realise their potential as successful learners.
2. To foster a learning environment that encourages, celebrates and recognises the wider achievements of all our pupils.
3. To promote ambition and high expectations, self-confidence and responsible citizenship within all of our pupils by providing them with opportunities to contribute effectively to the wider life of the school and community.
4. To inculcate the values of lifelong learning with a focus on developing key skills such as resilience, innovation, creativity, leadership, teamwork and problem solving to enable all of our young people to meet the challenges of their future beyond school.



sustainable thriving achieving

East Dunbartonshire Council

www.eastdunbarton.gov.uk



1. INFORMATION ABOUT LENZIE ACADEMY

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INTRODUCTION BY THE HEAD TEACHER

BRIAN PATERSON, HEAD TEACHER

The main purpose of this handbook is to provide you and your family with a flavour of what it is like to be a pupil in Lenzie Academy, to try and answer any questions that you have and to convey a sense of the character of our school.

A good starting point is to look at our vision, values and aims on the previous page. Many people often overlook these but they form the basis of what goes on in the school, day in and day out. Our vision is important as we want your child's school days to be happy and productive. We have high aspirations for your child and we will support them to achieve the best that they can whilst they are members of our school community.



We have built up a very strong partnership with our associated primary schools and we work closely with our primary colleagues to build the links between P7 and S1 in order to smooth the curricular and pastoral transition to Lenzie Academy.

In addition, we are very pleased to welcome many pupils on Placing Requests, from non-associated primary schools, to Lenzie Academy. All pupils will be fully integrated through our comprehensive induction programme, which includes enhanced pastoral transition for the first few months of term to enhance the settling in process and to make sure that your child's guidance teacher gets to know them very well as early as possible. Further details of the transition process can be found later on in the handbook.

Pupil feedback on our transition programme over the last few years has been very positive and we have taken on board the views of our pupils to make the process even more enjoyable and exciting for your child.

Our highly skilled and dedicated staff expect high standards from all pupils and provide a wide range of opportunities to enable every young person to achieve success both within and out with the classroom. We are committed to providing the highest quality of learning and teaching and we provide an excellent range of clubs, activities and trips. Please encourage your child to join in the wide variety of opportunities available for them.

We look to you as parents/carers for strong cooperation and good communication in all that we are trying to achieve, for the benefit of all our pupils. I hope you will be able to support the school and there are a variety of ways of doing so – join our very supportive Parent Council; join FOLA which helps raise money for the school or support their activities as best as you can; attend meetings arranged to discuss your child's progress; complete parental response sheets that accompany all school reports about your child; review your child's planner regularly; attend appropriate curricular information evenings and complete any school surveys/questionnaires that may be sent home.

I hope that this handbook will be a useful introduction to Lenzie Academy and gives you a sense of the dynamic and successful environment that we have within the school. I look forward to meeting with you during the course of your child's secondary education.



HISTORY AND ACCOMMODATION



Founded in 1886, Lenzie Academy was, for many years, both a primary and secondary school, located on Kirkintilloch Road, Lenzie - previously Lenzie Primary School.

In 1960 the secondary school moved to its present buildings in Myrtle Avenue, and became a comprehensive six-year secondary in 1971. Additional accommodation was soon required, through the building of Science and Technical wings, and the establishment of huttred accommodation.

In August 1997, the building of a new wing was completed, housing the departments of Mathematics, Business Education, History, Geography, Modern Studies, Music and Art and Design together with offices and new toilet areas. The main building was simultaneously upgraded and huttred accommodation completely removed. Subject bases and interview rooms have also been installed.

A Games Hall, with associated changing rooms, was opened in August 2000, greatly enhancing the Physical Education facilities, both for the school and the community. In addition, Science and Home Economics classrooms have been upgraded, and Internet access is available to pupils from all subject departments. Our Dining Hall has also had a major refurbishment, and is now styled as a self-service cafeteria, and, during 2009, the building of a large pupil social area, enhancing our dining facilities, was completed together with a dedicated study/social area for our S6 students. In addition, all pupil toilet areas have been upgraded.

In 2012-13 the interior of the school, including all classrooms, was painted and the hockey pitch at the front of the school was replaced with an all-weather Astroturf pitch, and in 2014, four new PE changing rooms were created.

In 2016 the school was provided with a wellbeing base to provide a nurturing environment for some of our most vulnerable young people. The school's existing grass rugby pitch is currently being replaced with a 4G pitch which will also have floodlights to allow the school and the local community capacity to utilise the resource in the evenings all through the year.

Our accommodation is now very good - although there is always scope for improvement! -and we seek the co-operation of pupils in ensuring that respect is shown towards our property and resources.





SCHOOL IMPROVEMENT PLAN

Our Improvement Plan for 2023-24 reflects National and Council priorities as well as addressing specific school needs. It has been drawn up following an audit of the previous plan and evaluations undertaken of key aspects of the school using ‘How Good is Our School?’ materials. The school’s Improvement Plan priorities for session 2023-24 are:

Implementation of a Curriculum for Excellence is now well established within the school focusing on:

- Improvement in attainment, particularly literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged
- Improvement in children and young people’s health and well being
- Improvement in the employability skills and sustained, positive leaver destinations for all young people





SCHOOL DETAIL

Head Teacher: Mr Brian Paterson

Name of School: Lenzie Academy

Address: Myrtle Avenue
Lenzie
Glasgow
G66 4HR

Telephone Number : (0141) 955 2379

Fax Number : (0141) 777 8121

E-Mail : office@lenzieacademy.e-dunbarton.sch.uk

Website : www.lenzieacademy.e-dunbarton.sch.uk

Description: Six-year comprehensive
Non-denominational
Co-educational

Agreed capacity of the school is based on an 8-class entry in S1, with a maximum of 30 pupils in each class in first year.

Current roll:-

S1 - 239

S2 - 240

S3 - 240

S4 - 240

S5 - 229

S6 - 166

Total = 1354

Projected intake for next three years: (including placing requests)

August 2022 : 240

August 2023 : 240

August 2024 : 240

The first year is currently roll-capped at 240 (8 classes of 30 pupils).

Facilities for sports: boys' gym; girls' gym; games hall and playing fields, Astroturf pitch

Facilities for disabled pupils: ramps and a lift to all levels are fully operational

Facilities for community use: to let any part of our accommodation during the evening or at weekends, please contact:

CLD and Children's Services (School Letting Office), Southbank House, Strathkelvin Way, Kirkintilloch G66 1XQ (Tel No: 0141 578 8695, Fax: 0141 578 8945, email: letting@eastdunbarton.gov.uk)



ASSOCIATED PRIMARY SCHOOLS

Auchinloch Primary School

Auchinloch
G66 5DU

Head Teacher : Mr A Brown

Tel : 01236 794 824

Lairdsland Primary School

Kerr Street
Kirkintilloch
G66 1JZ

Acting Head Teacher : Ms L Bradford

Tel : 0141 955 2310

Lenzie Meadow Primary School

Moss Road
Lenzie
G66 4HW

Head Teacher : Mrs R Wallace

Tel : 0141 955 2299

Millersneuk Primary School

Lindsaybeg Road
Lenzie
G66 5HZ

Head Teacher : Mr G Caldow

Tel : 0141 955 2307

Pupils from these schools normally transfer to Lenzie Academy when their primary seven stage has been completed.

School community links: we support the work of the community through:

- ♦ a student representative on Lenzie Community Council
- ♦ encouraging students to raise funds for charitable organisations
- ♦ an extensive Community Involvement programme, with our S6 students assisting in local primary schools, nurseries, hospitals, special schools and playgroups within the community.



Senior Leadership Team – Summary of remits

Head Teacher
Brian Paterson



Externally, determining the ethos and interpreting the aims of East Dunbartonshire Council. Internal, taking responsibility for the school policies and creating an atmosphere in which pupils can develop in security and staff can work in harmony.
Adviser to Parent Council
Curriculum for Excellence - Numeracy

Acting Depute Head
Gordon McClune



Management of all matters pertaining to S1
Primary/Secondary liaison
Management of Guidance Coordinator
Overall management for delivering the young workforce strategy
Overall management for extra-curricular activities
Depute Child Protection Coordinator

Acting Depute Head
Alyson Steel



Management of all matters pertaining to S2
Staff Development Coordinator
Management of Staff PRD & Professional Update
Overall responsibility for NQT's and Student Teachers
School ICT Coordinator
Overall responsibility for School Photographs

Acting Depute Head
Joanne Hutton



Management of all matters pertaining to S3
Overall responsibility for school monitoring and tracking system
Overall responsibility for school reporting and interventions system
Overall responsibility for self-evaluation and quality assurance
Overall responsibility for S3 assessment block and S3 electives
SNSA Coordinator

Depute Head
Jeanie Robertson



Part Management of all matters pertaining to S4
Overall responsibility for co-ordinating the work of PEF PTs
Overall responsibility for character education

Depute Head
Robyn Sinclair



Part Management of all matters pertaining to S4
Construction and management of the school timetable
Management of absence cover arrangements
Health & Safety coordinator
Overall coordination for the school assembly programmes
Management for new school along with Head teacher

Depute Head
Niel Farquhar



Management of all matters pertaining to S5
Child Protection Coordinator and SQA Coordinator
Overall management of school excursions and supported study
Overall responsibility of internal assessments programme (Senior Phase)
Responsible for the school's parental engagement strategy
Overall responsibility for wellbeing/Support for pupils

Depute Head
Karrie Munro



Management of all matters pertaining to S6
Overall responsibility for Equalities and Diversity within the school
Overall responsibility for school house programme
Responsibility for wider achievement programme
Pupils Voice Coordinator



SUBJECT TEACHERS

There are 107 members of the teaching staff and 32 members of the support staff. The responsibility for the administration and general conduct of the school lies with the Head Teacher and Depute Head Teachers. The delivery of each subject and leadership in teaching methods are the responsibility of the principal teachers of each subject.

Key: DHT - Depute Head Teacher

PT - Principal Teacher

Art & Design	Ms V Ward PT Mrs C Farquhar	Mrs I Grierson Mrs G Porter
Biology	Miss S Gantly Acting PT Miss A Steel Acting DHT Miss R Sinclair DHT Mrs E McClure PT Guidance	Mrs J Brooks Mr R Southcott Mrs M Tulloch Miss J Shirlaw
Business Education	Mrs G Scott PT Mrs J McNab PT Guidance Mrs J Canning	Ms E Quearns Mrs S Watson Miss H MacDonald
Chemistry	Mr M McDowell PT Mr J Dale Mrs K McComb	Mr C McGinley Miss E Sood
Computing	Mr D McCaffery	
Design Technology	Mrs L Campbell Acting PT Mr G McClune Acting DHT Mr D Ortiz Mrs A Forrest	Mrs S Loughrey Mrs G Gaskin Mrs G Dalziel
English	Mr M Hughes PT Mrs J Robertson DHT Ms A Boardman Mrs A Hendry Mr C Quinn Mrs E Templeton Mrs A Inglis	Mrs S Kelly Ms A MacInnes Mr I McKinstry Ms E Roy Mrs S Stevens Mr R Walker
ESOL	Mrs J Wallace	Mr F Choudhry
Geography	Mr R Metcalfe PT Mr J Cameron	Mrs J Boyle Mrs J Ellis
History	Mr Park PT Ms K Munro DHT	Mrs C Baxter Ms J Byres
Health & Food Technology	Mrs C Fairman PT Miss A Walls Miss C Ross	Mrs V McAdam Ms A Heron
Mathematics	Ms G Ness Acting PT Mrs J Hutton Acting DHT Mr R Curran PT Guidance Mr A Sutherland Mrs C Sitch	Mr F McKenzie Mr Allan Miss R Sutton Mrs F Wright Mr M Jarman



Modern Languages	Mr T Cortes PT Mrs S Palombo Miss G McLean	Miss K Gibbons Ms E Kerr
Modern Studies	Mrs F Fordyce PT Ms E Connon PT Guidance Mrs S Carr PT Guidance	Mrs V Holland Mrs L Provan
Performing Arts	Mrs L Edwards PT Mr J McEwan Mrs L Buchanan PT Guidance	Mrs S Primrose Mrs H Sheridan
Physical Education	Mr R Imrie PT Mr N Farquhar DHT Mrs K Rae PT Guidance Mrs L Sutherland PT Guidance Mrs M Shearer	Mr S McNeil Miss K Marshall Miss J MacNicol Mr D Smylie
Physics	Mr I Tacey PT Mr S Canning	Mrs K Warnock Mr T White
Positive Intervention	Mrs L Archibald	Mr S McNeil
Religious Education	Mrs M Davidson	Ms L McPhee
Support for Pupils	Mrs J Lennox Mr J Cameron	Mr C Bradley
Wellbeing Support	Mrs C Wilson	





Support Staff

**School Support Manager
Admin & Finance Assistant**

Mrs L Alston
Mrs S McCafferty

Office Manager

Ms G Farrell

Clerical Assistants

Mrs G Bond
Mrs D Byers
Miss L Dobson
Mrs A Ferguson
Mrs B Kelly
Mrs L Lawson
Mrs A Paul
Mrs J Robertson

Librarian

Mrs J Barry

Support for Learning Assistant

Mrs R Cochrane
Miss R Coleman
Ms B Cresswell
Mrs L Forsyth
Ms S Graham
Mrs S Kenney
Mrs A Meldrum
Mrs J Mitchelson
Mrs Purdie
Mrs B Sweet
Mrs A Saleem

School Assistants

Mrs J Casey
Mrs L McKenna

Senior Technician

Mrs C Reid

Science Technician

Miss V Lee
Miss C McAlpine

Technical Technician

Mr R Ferguson

Site Coordinator

Mr D Crainey

Cleaning Supervisor

Mrs A Sinclair

School Meals Supervisor

Mrs G Garlinge



Enrolment

Secondary School Admissions

Transfer Information will be issued to Primary 7 parents in November each year. The registration application must be completed for all P7 catchment children in order for them to be included in the secondary school numbers for August. The registration form can be found on the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.

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

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

Placing Requests

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

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

Primary 1 children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Service.

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

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

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Further information is available on the East Dunbartonshire Council Website.

Any Placing Requests received after the 15th March for Primary and Secondary will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt your Placing Request.

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

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



Enrolment

Any parent wishing to visit the school prior to or after making a placing request will be made most welcome and is invited to contact the Head Teacher directly.

All pupils in primary seven classes will have the opportunity of visiting Lenzie Academy for two Induction Days in May 2023. Parents of pupils transferring to Lenzie Academy will be invited to meet Mr Paterson and the Senior Leadership Team at an evening meeting, which usually takes place at the beginning of June. Members of our guidance team will visit each primary school at this time.

Day One: Lenzie Academy will open for the new term at 8.45 am on Wednesday 16 August 2023. Your child will be asked to report to the Assembly Hall. Pupils will be escorted to a classroom, issued with timetables and given various administrative details prior to commencing classes.

Mid-Session Transfers

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

Transport for Placing Requests

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

SCHOOL HOURS

All pupils should be in school ready to begin classes at 8.45am. The school day will operate at the following times:

Period 1	08.45	-	09.35
Period 2	09.35	-	10.25
Interval (S1- S3)	10.25	-	10.40
Period 3 (S4 – S6)	10.25	-	11.15
Period 3 (S1 – S3)	10.40	-	11.30
Interval (S4 – S6)	11.15	-	11.30
Period 4	11.30	-	12.20
Period5	12.20	-	1.10
Lunch	1.10	-	1.50
Period 6	1.50	-	2.40 (End of school day Wed/Fri)
Period 7	2.40	-	3.30 (End of school day Mon/Tues/Thurs)

SCHOOL OFFICE HOURS

Monday - Thursday	8.00 - 4.30
Friday	8.00 - 4.00





SCHOOL UNIFORM

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

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

Our Parents' Council are pleased to have the support of East Dunbartonshire Council as regards the wearing of an acceptable form of school dress as described in this handbook.

The Parents' Council, Year Group Councils and the Senior Management Team believe that the wearing of school uniform:

- ◆ instils a sense of identity with the school
- ◆ reinforces good behaviour
- ◆ prevents peer group pressure to conform to the latest fashions
- ◆ clearly identifies that the pupil is a member of the school community when issues of school security are under discussion. It is important for the staff to be able to identify quickly any person who may be in school and not a member of the school community.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. – please note there is a requirement that all jewellery is removed prior to undertaking physical education activities.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE kit which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

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

Parents are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

- ◆ **pupils will be asked to remove unacceptable items of clothing where appropriate**



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

Some families may be eligible for school clothing grant and free school meals. Information on criteria and the application form for this can be found at www.eastdunbarton.gov.uk under School Clothing Grants and Free School Meals.

Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer.

If you have any queries regarding the school's dress code, please contact the school.

SCHOOL UNIFORM

BOYS

School blazer
School tie
White shirt
Navy blue or black trousers

Navy blue or black
V-neck pullover
Plain black footwear (no logos)

GIRLS

School blazer
School tie
White blouse
Navy blue or black skirt, or Navy blue or black trousers

Navy blue or black cardigan
Navy blue or black V-neck pullover
Plain black footwear (no logos)

FOR P.E.

Gym shoes or training shoes
White Polo shirt
Navy blue or dark shorts

All clothing should be clearly labelled with your child's name. Your child's school bag and the covers of all his or her books should be clearly marked.

Uniform suppliers:

Academy Uniforms
4A Rennie Place
East Kilbride
G74 5HD
Tel: 01355 244 879
Web: www.academyuniformsltd.co.uk/

Baru
5 Cowgate
Kirkintilloch
G66 1HW
Tel: 0141 777 8528
Web: www.kitmykid.co.uk



SCHOOL MEALS

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

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

Our Dining Hall operates a "Cash-free system". Through a "finger-scanning" system, money can be credited by pupils through a revaluation machine accepting cash, or through our Catering Manager, by cheque payable to East Dunbartonshire Council or by debit and credit card through East Dunbartonshire Council's Website (an individual Account Reference will be allocated for this method). The cost of meals or snacks is then deducted from the pupil's account. The school provides a full lunch, a hot or cold snack or a one-course meal depending on preference. A wide menu is available each day, and pupils can pre-order lunches each day, and then uplift their lunch, reducing queueing. Pupils having their own packed lunches have access to the dining hall.

Pupils requiring special diets will be asked to contact the Supervisor, who will be pleased to prepare suitable alternatives.

Some families may be eligible for free school meals. Children of parents/carers receiving income support or income based job seekers allowance are entitled to a free midday meal. Children of parents who are in receipt of child tax credit or working tax credit and child tax credit or employment and support allowance (income related) or support under part IV of the immigration and asylum act 199, may also be eligible. Information and application forms for free school meals may be obtained from schools, the Community Hubs and Shared Services or www.eastdunbarton.gov.uk

Only those children whose parents receive income support or income based job seekers allowance (and child tax credit where qualifying income criteria has been met) will be entitled to free milk. Milk may however, be available for purchase in the school during lunch period.

From January 2015 all P1-P3 pupils are entitled to a Free School Meal, and this provision was expanded to include all P4 pupils from August 2021 and P5 pupils from January 2022.

TRANSPORT

(a) General

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

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



(b) Pick up Points

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

(c) Placing Request

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

In the case of early entry requests, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with the council policy stated above.

Adverse Weather Conditions

Driver's Responsibilities

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

Strathclyde Partnership for Transport/East Dunbartonshire Council's Responsibilities

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

Parental Responsibilities

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



THE SCHOOL YEAR : 2023/2024

SCHOOL HOLIDAY ARRANGEMENTS – SESSION 2023/2024	
In-Service Day 1	Monday 14 August 2023 (School closed to pupils)
In-Service Day 2	Tuesday 15 August 2023 (School closed to pupils)
Pupils Return	Wednesday 17 August 2023 – 8.45am
September Weekend	School closes Thursday 21 September 2023 School re-opens Tuesday 26 September 2023
Autumn Break	School closes Thursday 12 October 2023
In-Service Day 3	Friday 13 October 2023 (School closed to pupils) School re-opens Monday 23 October 2023
Christmas Break	School closes Friday 22 December 2023 School re-opens Monday 8 January 2024
February Weekend	School closes Friday 9 February 2023
In-Service Day 4	Wednesday 14 February 2023 (School closed to pupils) School re-opens Thursday 15 February 2023
Spring Break	School closes Thursday 28 March 2023 School re-opens Monday 15 April 2023
In-Service Day 5	Thursday 2 May 2024 (School closed to pupils)
May Day	Monday 6 May 2024
May Weekend	School closes Thursday 23 May 2024 School re-opens Tuesday 28 May 2024
Summer Break	School closed Wednesday 26 June 2024 (1pm)





EMERGENCY CLOSURE PROCEDURES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or reopening. We shall keep you in touch by using our, website, emails and announcements in the press and on local radio. There will also be updates on the website www.eastdunbarton.gov.uk

(a) Parental Communication with School in Case of Emergency

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

Please ensure that your child knows their home/pick up plan each day. If there are any changes to childcare arrangements, please inform the school before 2.30pm. This should only happen in exceptional circumstances.

BUSINESS CONTINUITY

The school's Business Continuity Plan will be used during any incident within the school, which threatens to disrupt education at the school on a long term basis. In such circumstances, any pupils arriving unaccompanied at the school must be taken to a designated assembly area in the school until parents or carers can be contacted. The designated area in Lenzie Academy is the Dining Hall/Assembly Hall. If, for any reason, the designated areas cannot be used, then pupils arriving unaccompanied must be taken to the closest muster site for the school. The nominated muster site for Lenzie Academy is Lenzie Meadow Primary School.

PARENTAL COMMUNICATION WITH SCHOOL IN CASE OF EMERGENCY

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

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

VISITS TO THE DOCTOR, DENTIST, ETC IN SCHOOL TIME

Parents of pupils requiring to leave school for these or similar reasons, must inform the lower office by email or letter prior to the appointment. Pupils must sign in/out at the lower office when leaving school or returning from an appointment. Pupils are required to be collected from school before leaving for an appointment.

SCHOOL CAMPUS - NO SMOKING POLICY

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



PUPIL USE OF MOBILE PHONES IN SCHOOL

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

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

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

COMMENTS, COMPLIMENTS AND COMPLAINTS PROCEDURE

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

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

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

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.



2. SUPPORT FOR PUPILS

THE GUIDANCE STRUCTURE

The guidance team has 9 Principal Teachers and a link DHT. They work with the students and support them with well-being, curricular issues and next steps including career planning. They play a pivotal role in working with the students to ensure that transitions are smooth. The guidance teachers offer support via 1-1 interviews, group interviews and also by making regular contact via delivery of the PSE lessons each week. Students and parents are free to make appointments to see their guidance teacher should the need arise.

There are 8 guidance groups and our aim is to ensure that there is continuity throughout the student's time at school. Siblings are allocated the same guidance teacher where possible. This allows the parent to develop a working relationship with one key person.

The guidance staff are routinely involved in supporting students in a range of areas including:

- Careers
- Further and Higher Education
- Study skills
- Sensitive Aspects of Learning
- Health and Well-being
- Promoting positive behaviour
- Pastoral support
- Course choice

Guidance Department Staff:

Mr G McClune (DHT)
Miss E Connon (FL1)
Mrs E McClure (FL2)
Mrs J McNab (IG1)
Mrs L Buchanan (IG2)
Mr R Curran (MK1)
Mrs S Carr (MK2)
Mrs K Rae (MT1)
Mrs L Sutherland (MT2)



Mrs E Connon



Mrs E McClure



Mrs J McNab



Mrs L Buchanan



Mr R Curran



Mrs S Carr



Mrs K Rae



Mrs L Sutherland

Should any problems arise regarding any aspect of the young person's progress, you can contact the school to arrange an appointment to meet with the Guidance teacher and any discussion will remain confidential if you wish.



CAREERS LIBRARY

The Careers Library contains reference material, university and college prospectuses and general information about careers and jobs. There are careers clinics at lunch-times when pupils can get advice on courses and careers and may also borrow reference material for a short time. The Careers Library is well equipped with a range of course / career / further and higher education choices on the internet so students can readily access accurate and up-to-the minute information on specific areas of interest.

SKILLS DEVELOPMENT SCOTLAND

A regular visitor to the school is the Careers Advisers, Ms Lesley Forrester and Ms Rona Kinsman, who works very closely with the school's guidance staff to help pupils make well-informed choices about their future. Normally the Careers Adviser's first contact will be with second year pupils who, in choosing their school subjects for the future, often start to think seriously about career choice for the first time. Another very important time for pupils is in the 4th, 5th and 6th year when a pupil may need the Careers Adviser's help to decide:

- ✦ What kinds of career may suit
- ✦ How to train for a particular job
- ✦ Which college and university courses to apply for
- ✦ When to consider leaving school
- ✦ How to find work or training

It is important to realise that pupils are encouraged to make use of 'my world of work software' and that they can access the Careers Adviser when they decide they need advice: from S4, any pupil may ask, through the guidance teacher, for an appointment to speak to the school's Careers Adviser.

Useful websites for Careers research are:

- ✦ www.skillsdevelopmentscotland.co.uk
- ✦ www.myworldofwork.co.uk
- ✦ www.planitplus.net
- ✦ www.prospects.ac.uk
- ✦ www.ucas.com

Parents, too, are welcome to contact the Careers Adviser for help if they feel their child needs advice. This can be done through the guidance teacher, or by contacting the school's Careers Adviser at the local office which is at:

Skills Development Scotland
East Dunbartonshire Campus
50 Southbank Road
Kirkintilloch
G66 1NH

Tel: 0141 777 5860





Children and Young People with Additional Needs

In East Dunbartonshire Council we have our Including Every Learner Policies – *Promoting positive relationships and managing behaviour that challenges* and *Policy and provision for children and young people with additional support needs*. These documents offer guidance and policy on ensuring the needs of all learners in our schools and early years centres are met.

Guiding Principles

- Presumption of mainstream includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision
- Local, integrated and streamlined processes of assessment and decision making in full collaboration with learners and their families
- Increasing the capacity of staff to meet the needs of a broad range of learners at all levels of the continuum of support through Career Long Professional Learning (CLPL)
- Equity of access to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all

Universal and Targeted Levels of Support:

Universal and targeted planning for children and young people should be proactive and solution focussed. A whole school and classroom ethos and culture should include strategies that support all children.

Provision across all establishments focuses on developing and supporting the whole child and this includes having: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

The curriculum within all early year's centres, primary and secondary schools is focused on providing a meaningful, engaging and challenging experience for all learners. The curriculum in all sectors is based on the underlying principles of Curriculum for Excellence, which sets out an entitlement to access:

- A coherent curriculum from 3 to 18;
- A broad general education to the end of S3;
- A senior phase including qualifications;
- Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
- Personal support to enable learners to gain as much as possible from the opportunities of Curriculum for Excellence; and
- Support in moving to a positive and sustained destination beyond school

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the Young Workforce. Education for learners can be provided as a blend of activity through access to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element of this provision focuses on literacy, numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

The majority of learners with additional support needs are educated within one of the mainstream early year's centres, primary or secondary schools. If a learner is identified as having additional support needs then a rigorous process of assessment, planning and support is put into place.



There are a number of resources which mainstream schools and early years centres can draw on to meet learners' needs. For example, every establishment has an Autism Adviser who is an established member of the teaching staff who is provided with training and ongoing support from a multi-agency team - led by educational psychology and a member of the ASN team. While every establishment will use their Autism Adviser differently, it is expected that they will provide support for learners with additional support needs in the areas of language and social communication including those diagnosed with autism. The role of the Autism Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers; planning for establishment's Autism Acceptance Week; and supporting individual staff members using existing school/early years centres structures (e.g. Pupil Support Group/Support for All Group).

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture.

Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs.

Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). This level is termed targeted support – in this case, staff develop an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other supports from professionals within the education department, such as the educational psychologist or outreach teacher. Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

Targeted Intervention Tier 2 provision:

Education staff have an excellent understanding of their learners, any barriers to learning and how to support them. They provide individual educational programmes designed to meet their specific needs and are continually looking at ways to develop practice to improve outcomes. This cycle of planning, review and evaluation is likely to include strong partnership working with a range of more specialised services which can provide advice and targeted support as necessary.

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs.

East Dunbartonshire Council has a continuum of support for learners requiring targeted support, these are reviewed and planned for each individual alongside professionals, parents/carers and the child/young person themselves – TAC (Team Around the Child).

Learners who may require to additional resources could be experiencing:

- specific language difficulties (expressive or receptive)
- difficulties in the area of social communication
- significant difficulties with focus and attention
- significant learning needs
- self-regulation and self-care needs



For some learners, additional support is required from other specialist resources which offer outreach support. Requests for outreach to support the child within their mainstream school are made to the Locality Liaison Groups (LLGs). There are two LLGs - one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch. The purpose of the LLG is to allocate outreach services to support current placements in mainstream.

Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parents/carers and professionals involved. Outcomes of this process include the identification of changes to the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision.

Targeted Intervention Tier 3 provision:

Learners who have support needs that require a higher level of support in provision that offers a much higher ratio of staff to learners and highly specialised teaching approaches. This is termed targeted intervention and is offered in Tier 3 establishments. Learners who attend primary and secondary school (Tier 2 or 3) placement are referred to the GIRFEC Liaison Group (GLG).

The GLG is the decision-making forum for all specialist placements.

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

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

Advocacy

Parents/carers and eligible children/young persons also have the right to have a supporter or an advocate to present their case at any meeting with the school or Education Authority, in relation to the exercise of the Education Authority's functions under the Education (Additional Support for Learning) (Scotland) Act 2004.

My Rights My Say

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

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 510 9410

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



Specialist Support Service

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

The teams support the additional needs of:

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

What should I do if I think my child has additional support needs?

If you think your child may have additional support needs you should talk to your child's guidance teacher about this. Mr N Farquhar, Depute Head Teacher is the Depute Head Teacher who co-ordinates Additional Support Needs in the school.

What will the school do?

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

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

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

What kind of additional support can be provided?

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

Some children may also benefit from attending the special schools and specialist resources which East Dunbartonshire manages.



What can I do to help my child?

Parents have a very important role to play in their child's education and the views of parents and young people will always be taken account of in making decisions which affect the child or the young person.

If your child requires additional support at school you can provide the school with important information about your child which will be helpful in making plans to support your child.

Parents and young people will always be invited to participate in reviews of progress.

What is a co-ordinated support plan and how do I know if my child needs one?

A small number of children and young people with additional support needs require a co-ordinated support plan (CSP).

All of these children and young people will already have a staged intervention plan provided for them in school which sets out targets in their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be involved in regularly reviewing the plans.

The co-ordinated support plan sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person.

What can I do if I disagree with a decision?

If you disagree with a decision the school has made you should immediately contact the head teacher and arrange to meet to discuss the decision.

If you do not feel that your concern has been dealt with satisfactorily or taken seriously you can make a complaint.

If you disagree with a decision taken by the education authority there are a number of ways you can try and deal with this.

The different ways you can deal with disagreements are called dispute resolution procedures.

When should I make use of dispute resolution procedures?

If you have a concern that your additional support needs are not being met you should always, in the first instance, contact the school to arrange a time to discuss that concern.

Every effort will be made by the school and the education authority to resolve your concern at that point.

If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

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



As part of the aims of Lenzie Academy, teachers ensure that all learners are offered an education of the highest quality through the provision of appropriate curriculum, the use of a variety of suitable teaching methods and by matching the support given to pupils with their needs.

Every child/young person at Lenzie Academy has learning needs and effective provision will meet the needs of the individual for all levels of ability. We, in Lenzie Academy, recognise that it is the responsibility of all teachers to promote skills which will encourage our pupils to be lifelong learners, confident in their abilities to develop and use skills and knowledge in a range of contexts at different times of their lives. For the majority of children/young people, learning needs will be met through the provision of an appropriate curriculum delivered by class teachers, the pastoral care and discipline systems and the support of parents/ carers. Differentiated resources and extension tasks are employed within the classroom to ensure that all pupils are appropriately challenged.

Children/young people are considered to have additional support needs if, for any reason, they require additional support in order to help them to make the most of their school education. Additional support needs can arise from any factor, which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability or family and care circumstances. As appropriate, additional support may be provided by the child/young person's guidance teacher, teachers of support for learning, the Network Support Service, teachers of English as an additional language and sensory support teachers. In addition, school learning assistants work alongside classroom teachers to support pupils with particular needs. Some pupils may require the preparation of a support plan in line with East Dunbartonshire's Staged Intervention Policy.

Specialist equipment may also be provided to assist pupils in accessing the curriculum.

For some pupils with additional support needs, it may be deemed appropriate to offer an amended curriculum. Specialist assistance is given in S1 through reading support groups. In S3 and S4 pupils can opt for a reduced academic curriculum through a Support for Learning option.

Some children/young people with additional support needs may have difficulty accessing assessments or demonstrating their full potential in assessments. In these cases, additional assessment arrangements may be put in place. In line with SQA guidelines, the school SQA coordinator, PT Support for Pupils and subject staff work together to investigate the need for arrangements. Senior pupils sometimes act as readers and/or scribes for S1-3 pupils who will benefit from this kind of assistance.

English as an additional Language Service

Our school benefits from having a significant number of pupils who speak two or more languages. We seek to support bilingual pupils and promote the use of their first language as this strengthens their academic performance.

The role of the English as an Additional Language Service is to support the language development of bilingual pupils, promoting full access to the curriculum. Although many bilingual pupils appear to be fluent in English, they may have difficulty in coping with the academic demands of the curriculum.



The visiting English as an Additional Language teachers generally support pupils by working on a co-operative basis with the classroom teacher.



AUTISM ADVISER

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

SUPPORTING FAMILIES SERVICE

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning.

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

CHILD POVERTY

The impact of poverty can have a significant effect on children's achievement and attainment. The Cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing. In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background. If you have specific concerns, please contact the school to discuss as there are ways in which support can be provided.

For example: School uniform recycle; Assistance with trips/outings; Festivals and fundraising events

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1 and individual service briefings, have helped to inform the plan and can be viewed here <https://thepromise.scot> It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC

East Dunbartonshire Council is committed to developing rights-based approaches in all education establishments. A rights-based approach ensures the articles of the convention underpin the ethos of the organisation and all policy and practice is developed under consideration of the United Nations Convention on the Rights of the Child (UNCRC).

Incorporation of the UNCRC Bill 2021 ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

- Ensure all schools and early years centres have clear guidance on children's rights; what they are and how they will be embedded in the life of the school/centre
- Support establishments working with children and young people to develop a positive and inclusive ethos and culture
- Ensure provision of information, training, advice and support to those working with children and young people as well as their parents or carers
- Provide leadership and ensure accountability through systematic monitoring and review of data
- Support effective partnership working across agencies to further the rights and wellbeing of children and young people



CHILD PROTECTION PROCEDURES

Protecting Children and Young People

In 2021, the National Child Protection Guidance was updated to adopt a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

The guidance embeds the UNCRC, the Promise and principles of GIRFEC as part of the continuum of preventative and protective support.

“Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use”.

(National Child Protection Guidance, 2021, p.12)

Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment.

The Child Protection officer in school will be either the head teacher or depute head teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

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

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

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

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

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

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

CHILD PROTECTION AND SAFEGUARDING

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

The Child Protection Co-ordinator in Lenzie Academy is Mr N Farquhar.



PROMOTING WELLBEING, PROTECTING AND SAFEGUARDING

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

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be:

Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

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

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

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

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

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

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

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

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

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

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

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in CYP Act 2014 and ASL Act 2004, 2009. All assessments to determine the need for Targeted Support fully involve the views of the child and parents.



APPOINTMENT OF ADULTS TO VOLUNTARY CHILD CARE POSITIONS

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

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

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

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

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

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

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

The Equality Act (2010)

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

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

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

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

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, G66 1TJ. Tel: 0300 123 4510

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

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



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

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

In Lenzie Academy, we seek to develop the full potential of all students, to raise their personal aspirations, improve their access to Further and Higher education and the labour market and provide for themselves an enhanced quality of life.

The following priority measures are taken to ensure that every student, regardless of gender, disability and race or academic ability is equally well placed to take advantage of the educational experience and opportunities offered.

All pupils are treated equally in matters such as curricular choice, careers advice, discipline and access to resources. Pupils are provided with opportunities to consider the differences and similarities between individuals and cultures through their work in, for example, religious and personal and social education. EDC Policy statements on equal opportunities and multicultural and anti-racist education are implemented and are monitored regularly.

The well-structured programme of careers education from S1 to S6 includes the use of both on and off-line computer databases, an equal opportunities afternoon, related to the suitability of subjects for all careers for both sexes. Guidance staff, through individual interviews with students help ensure that realistic future goals are set and educational targets achievable. There is a comprehensive, work experience programme for all pupils in the fourth year and there are regular meetings between the school's Careers Adviser and the Guidance staff to evaluate the careers programme.

Through regular meetings of the Year Group Students' Council, chaired by a Depute Head Teacher, pupils are encouraged to raise concerns about any aspect of the school. Pupils recognise that their views are sought and welcome the fact that a number of their recommendations are acted upon.

Priority is given to meeting the needs of all pupils through more effective differentiation and improved assessment and reporting procedures. Comprehensive links with our associated primary schools ensure that detailed educational and social data is available to subject staff in advance of the pupils' arrival in S1, thereby easing the transition from primary to secondary. Subject departments meet the needs of individual pupils by adapting approaches and materials within the context of mixed-ability class groupings. Co-operative teaching methods are employed, where staffing permits, and the Support for Learning Specialists provide advice and support to departments on the learning difficulties faced by pupils. In the senior years, some students receive special consideration from the Scottish Qualifications Authority.

Staff from the local authority's Network Support Services are based within the school with the English as an Additional Language Service giving sensitive assistance to bilingual pupils.



Students with health problems are monitored to ensure that all steps are taken to minimise disadvantage. Staff are kept up to date with medical information and appropriate action to take if necessary. The school has provision for pupils with physical disabilities, with wheelchair access, a lift and ramps.

Provision for pupils with additional support needs is monitored regularly. Inter-agency co-operation is well developed and close liaison is established with Psychological Services to support pupils with learning, personal and social problems. The School Liaison Group, which includes representatives from a number of external agencies, helps to ensure that appropriate strategies are in place to assist pupils with severe Learning and behavioural difficulties.

Attendance and punctuality of each student are monitored and Guidance staff work closely with parents and external agencies in order to address the complex issues involved in the causes of truancy. Strenuous efforts are made to ensure that everyone involved participates in the earliest possible resolution of such cases. Regular meetings of Guidance Staff with a Depute Head and liaison with the School's Attendance Officer demonstrate the school's commitment to this important issue.

At Lenzie Academy, we confront the issue of bullying directly by investigating all allegations, challenging and, with the support of parents, changing bullying behaviour and, of course, supporting young people who may be vulnerable. The school also adheres strictly to the Authority's Anti-Bullying Policy.

An anti-bullying ethos is promoted throughout the school, staff are vigilant in and out of the classroom, the topic is raised at Year Group Assemblies as appropriate, and Guidance teachers address the issue specifically with all pupils through the Personal and Social education curriculum. Our Mentor system which involves senior students 'buddying' junior classes and our Mentor and Time Out Club for S1 pupils offer further opportunities for our young people to access immediate support should they need it.

The school ensures that all pupils know bullying is not tolerated and encourages young people to communicate any concerns they have personally to their Guidance teacher or to report any anti-social behaviour they may witness to any member of staff. Parents are also invited to share any concerns they have with the school at the earliest possible opportunity.

In prioritising these issues and frequently evaluating its policies, the school seeks to ensure that the principles of equality of opportunity and social justice are vigorously pursued.

SPIRITUAL, MORAL, CULTURAL AND SOCIAL VALUES

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

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

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.



3. THE CURRICULUM

Curriculum for Excellence

Bringing learning to life and life to learning

The values, purposes and principles of the 3-18 curriculum in Scotland are set out in A Curriculum for Excellence. The curriculum aims to support children and young people to maximise their potential across four capacities to become successful learners, confident individuals, responsible citizens and effective contributors.

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

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

Curriculum Areas

Expressive Arts – Art & Design, Drama, Dance and Music

Health and Wellbeing

Literacy & English

Numeracy & Mathematics

Religious and Moral Education (RME)

Sciences

Social Studies

Technologies

Please contact the Head Teacher if you would like any further information about the curriculum within our school.

Opportunities for All

More recently, in response to the economic downturn and the resultant adverse effects on young people's prospects in the labour market, the Government introduced Opportunities for All in its Programme for Government in September 2011. This is an explicit commitment to an offer of an appropriate place in learning or training for every 16-19 year old not currently in employment, education or training. It brings together and builds on existing Scottish Government policies and strategies and embraces relevant UK Government policy in a single priority to support young people to participate in learning or training in order to improve their employment prospects. Opportunities for All became a live offer from 1 April 2012 and will ensure that the post-16 system delivers for all young people. It focuses on supporting young people who have disengaged, seeking to re-engage them with appropriate learning or training for their 16th, until at least their 20th, birthday. Whilst Opportunities for All commits to offering a place in learning or training, those young people who wish to move into employment should be supported to do so.



In First Year

Before pupils arrive in Lenzie Academy, secondary staff and primary staff will have met to discuss your child. It is important at this stage to ensure a continuity of educational and personal provision. Support for Pupils staff, Guidance staff and the Depute Head Teacher for S1 are all involved with their primary colleagues.

We will establish how your child has progressed with the primary school curriculum and identify any special educational needs. It is also important that we are aware of pupils with special interests or skills and where pupils have behavioural difficulties.

All pupils have a common range of subjects including English, Mathematics, History, Geography, Modern Studies, French, Science, Home Economics, Design Technology, Art, Drama, Music, ICT, Business Enterprise, Physical Education, Religious Education and Personal and Social Education.

Pupils are taught in mixed-ability classes with the exception of Mathematics where some setting is introduced. Each teaching period lasts 50 minutes and the school attempts to ensure that the same teacher takes pupils for the whole of their time in each subject. In English, Mathematics and several other subjects, co-operative teaching can take place. The class teacher is assisted by another teacher, usually in the same classroom, in order to provide additional help for pupils. Pupils also have access to a guidance teacher, who can give advice and assistance. The guidance teacher will remain with them throughout their school career. Guidance teachers take their own groups in S1 for Personal and Social Education. Pupils' progress is monitored by continuous assessment with a pupil profiles issued in November, February and reports in May.

In Second Year

Pupils continue with many of the same subjects that they had in S1 but there are greater opportunities for personalisation and choice in S2. Pupils generally are still taught in mixed ability groups, except in English and Mathematics, where some setting is introduced. The development of skills is enhanced in second year and the demands made of our pupils are greater both in the skills they require and also in the depth of their knowledge. Discussions with pupil focus groups demonstrates that pupils do feel that they are challenged more in S2 and that they are building effectively on the skills learnt in first year. We offer pupils some personalisation and choice through a 2 period elective, e.g. they can study a second language or a wide range of other options.

Towards the end of second year, information is provided for parents and pupils to allow greater personalisation and choice in third year and detailed help is provided by guidance and class teachers about these decisions depending on the individual pupil's progress, interest and career aspirations.

Progress is monitored regularly through continuous assessment and parental reports are issued on two occasions throughout the year.

In Third Year

In S3 pupils continue with a broad general education but continue to specialise and begin preparatory work for the Senior phase. They will select at least one subject from each of the broad areas of Curriculum for Excellence ie Language, Mathematics, Sciences, Social Subjects, Technologies and Expressive Arts. The area of Health and Well-being is met through all pupils having dedicated periods of Physical Education, Personal and Social Education and Religious and Moral Education

Fourth and Fifth Year

In S4 pupils begin the Senior Phase of their secondary education. Across S4 and S5 there is flexibility to study either one year courses, two year courses or a combination of one and two year courses. For many pupils they will embark on two year programmes leading to Higher Grade qualifications towards the end of S5. In such cases pupils will also sit National 5 qualifications at the end of S4 as they progress through their two year programme. Some examples of learner journeys are provided below to exemplify various possible pathways:



Pupil A - Opts for six Higher Grade subjects and will thus follow six two year programmes whilst picking up six National 5 qualifications at the end of S4. At the end of S5 they can accumulate six National 5 qualifications and six Higher Grade qualifications.

Pupil B – Opts for four Higher Grade subjects and two subjects at National 5. At the end of S4 they will sit six National 5 courses and thereafter continue towards Higher Grade in their four subjects and select two more one year courses e.g. at National 5 level. At the end of S5 they can accumulate eight National

Increasing
Difficulty



National 7 (Advanced Higher)

National 6 (Higher)

National 5

National 4

National 3

5 qualifications and four Higher Grade qualifications.



Pupil C – Opts for a combination of four National 4 courses over one year and two National 5 qualifications to be studied over two years. At the end of S4 they will progress to an additional two National 5 courses and some vocational courses as part of East Dunbartonshire's Senior Phase pathways programme. **At the end of S5 the pupil can accumulate four national 4 qualifications; four National 5 qualifications as well as a number of vocational qualifications.**

The level of presentations for each young person will be decided upon in full consultation with the young person and their parents/carers to ensure that we collectively decide upon the most successful academic programme for each young person that will deliver the best outcomes for them.

Sixth Year

Courses in S6 are offered at National 4, National 5, National 6 (Higher Grade) and National 7 (Advanced Higher Grade). Sixth year is, for most, the bridging year between school and university, college or employment. There is a greater focus on independent study and individual responsibility for self-directed study and research. Curriculum choices for S6 should be progressive, coherent and sufficiently challenging to ensure that each young person makes effective progress and achieves success in their studies. School courses can be supplemented with vocational courses as part of East Dunbartonshire Council's Senior Phase Pathways programme.

We expect all S6 to participate in the wider life of the school in a variety of ways e.g. volunteering as learning mentors in junior classes; getting actively involved in the school's community involvement programme and a wide range of other opportunities that will be provided for them. In addition to this school captains, house captains and prefects will undertake additional whole school duties. In light of these additional duties we allow S6 pupils to opt for four subjects. We expect them to utilise their non-contact time responsibly through private study and research where required.



Classroom Organisation in the Senior Phase

Class organisation in the Senior Phase will be determined, in the first instance, by the level of course studied. In a small number of subjects with a significant number of students there may be some setting of classes by level and/or ability. In other subjects there may be two levels within the one class where this is deemed appropriate. Courses Offered in the Senior Phase

The Senior Phase Applications Forms are illustrated in Appendices 4 and 5.

Support in the Senior Phase

Throughout their learner journeys in the Senior Phase there will be a range of support measures for our pupils. These include:

- Personal support input from guidance staff and academic mentors.
- Targeted support for specific individual pupils resultant from monitoring and tracking data that highlights concerns.
- Input from our Skills Development Scotland careers officer.
- Literature for pupils and parents/carers is available on the school website as is access to nationally produced material from SQA and the National Parent Forum for Scotland.
- All pupils will receive one to one interviews with their guidance teacher to discuss possible career directions and subject choices.
- Curricular information events are held at various points throughout the Senior Phase to provide details on course choice and to explain possible learner journeys for pupils and parents/carers.
- We offer an S5 Elective programme for our pupils to enhance their curriculum experience. For example, last year we offered PE at the Kirkintilloch Leisure Centre; Music Technology; Computer Games Technology; Jewellery Making. In addition we can offer subject specific support and study as well as general private study.
- Where finances allow we offer after school supported study and Easter School.





REPORTS TO PARENTS

As well as the grading's, we place great stress on the subjective 'effort' and 'behaviour' ratings estimated by the class teacher.

Under normal circumstances parents/carers are invited to the school to meet appropriate staff once per session, however due to the current Covid situation this is not possible. Parents/carers should feel free to contact the school at any time by telephone or email to discuss the progress of their child with the pupil's Guidance teacher or DHT.

ASSESSMENT

Assessment has always been a part of school life but now it means much more than simply 'tests' or 'exams'. All pupils are assessed continuously in their classes - class work, jotter work and homework are all taken into account in the final grades a pupil achieves from S1 onwards. This is in accordance with the practice of Curriculum for Excellence Courses and National Qualifications course examinations (at the end of S5 and S6) where the assessment of course work forms part of the overall award. This does not mean that formal tests and exams have no place: the final grade is a combination of exam results and class work and this teaches pupils the value of working steadily throughout the year.

Assessment, nowadays, is not concerned primarily with comparing one pupil with another and putting pupils in rank order; it is rather a matter of indicating whether or not the pupil has reached a certain level of competence in the subject and this is reflected in the profile reports issued, for all years, by each subject department. Specific areas of work are highlighted and the level of attainment reached over a period of time is indicated.

Profile Reports are currently issued at the following times (although these dates can change yearly):

S1:	December, June (Full Report)
S2:	November, February (Full Report)
S3:	September, March (Full Report)
S4:	November, March (Full Report)
S5/S6:	November, March (Full Report)





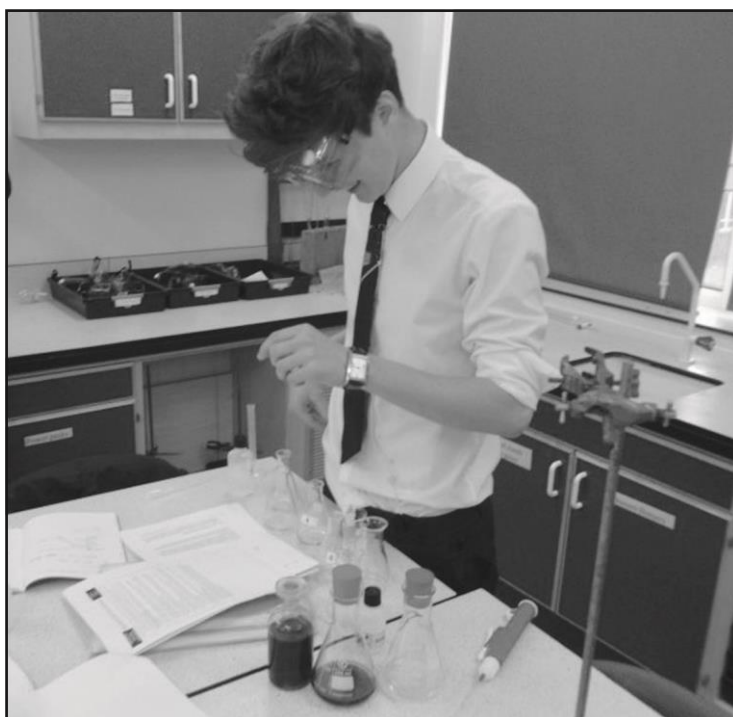
HOMEWORK AND PREPARATION

Every pupil is given homework where appropriate, and a homework Diary/Planner is issued free to all students. We ask you, as parents, to look at this frequently and to give your child every possible chance to complete the homework tasks. If you are disappointed with achievement, you must contact the school. Homework is necessary to consolidate the work of the school, but because pupils are variable as regards progress and attitude, only guidelines can be offered relating to the amount of time that they should be spending on homework:

Year 1 :	½ hour per evening
Year 2 :	1 hour per evening
Year 3 :	1½ hours per evening
Year 4 :	2 hours per evening
Years 5 / 6 :	2½ hours per evening
	(plus opportunity for private study at school)

A school publication entitled ‘A Rough Guide to Homework’ is issued to all pupils in 1st & 2nd years and gives helpful homework tips as well as a subject-by-subject breakdown of the work expected.

All parents are urged to study these booklets and discuss the contents with their child. Additional advice will be contained in certain Personal and Social Education courses and in the teaching of study skills.



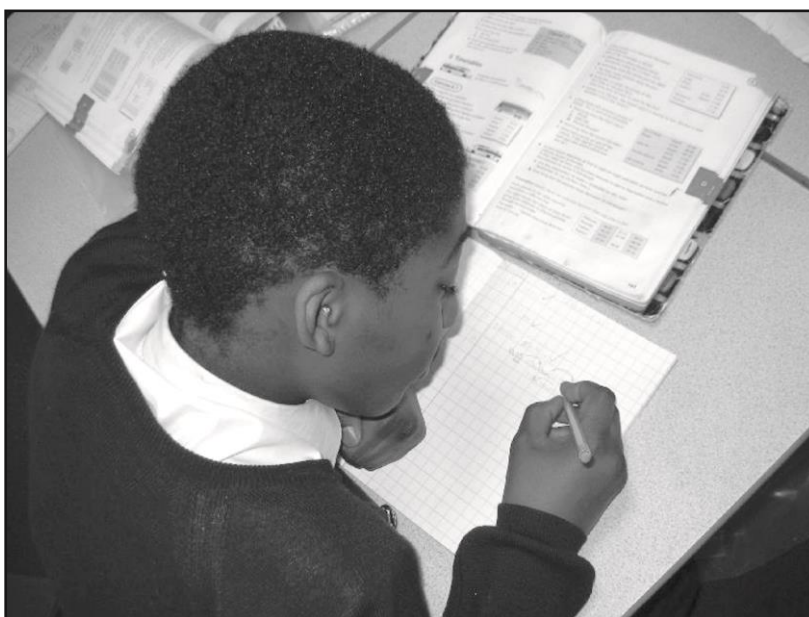


RELIGIOUS OBSERVANCE POLICY

Circular 1/2005 was published by the Scottish Executive in February 2005. This circular describes and explains the Scottish Executive's policy on the provision of religious observance in Scottish schools and sets out action for planning the provision of religious observance. Its aims are "to promote the spiritual development of all members of the school community and to express and celebrate the shared values of the school community". Religious observance, therefore, has a role in promoting the ethos of the school by bringing pupils together and creating a sense of community. Throughout the year, several assemblies and a variety of whole-school activities promote a sense of respect for and tolerance of others.

The form of religious observance offered in Lenzie Academy aims to adopt an open and respectful approach and does not seek to compromise the beliefs of any pupil or their families. Neither is it concerned with organised multi-faith worship. Lenzie Academy recognises that the school is characterised by a diversity of beliefs and practices reflecting a range of religious and non-religious stances. The religious observance assemblies reflect this diversity with the emphasis on the nurturing and development of the whole person, one who can make a positive contribution to the society in which she/he lives and draws on issues or themes that relate to the young people's lives. In response to East Dunbartonshire Council policy, these assemblies provide the opportunity for the school community to reflect on, and develop, a deeper understanding of the dignity and worth of each individual and of our shared values of compassion and generosity.

The school provides several such assemblies over the school year. Parents who wish to withdraw their child from these assemblies should contact the school in writing and alternative arrangements can be made.





PERSONAL & SOCIAL EDUCATION (PSE) AND PERSONAL SUPPORT

Personal and social education classes are a fundamental part of the education of your child. All aspects of the curriculum contribute to personal and social development; however, from S1 to S5, one period each week is allocated to specific personal and social education (PSE) programmes.

These classes are allocated to guidance teachers where possible. In S1 from August - October we provide two periods of PSE to young people to enable Guidance Staff to get to know their pupils well. This regular and frequent contact with the guidance teacher also allows the delivery of Personal Support; one of the entitlements from a Curriculum for Excellence. Personal Support provides opportunities for:

- Reviewing learning
- Planning opportunities for personal achievement
- Preparing for changes and choices
- Accessing learning activities to meet pupil needs

Our Staff Learning Mentors are also instrumental in the delivery of Personal Support to S4 pupils. This compliments the work covered by the guidance teacher.

In S6 students are provided with a programme of external speakers and visits to develop their citizenship skills and attributes as well as supporting them in their next steps.

The courses are structured to meet the particular needs of the young people in personal, social, health and careers education, relevant to their age and stage of development and to deal with specific issues, such as bullying, drug awareness, LGBT, counselling, relationships, sexual health, parenthood etc. Parent's views are welcomed on key issues and an annual invitation is issued to parents to view PSE resources and materials.

The PSE programmes' contents are designed to develop:

- a. the necessary confidence and self-esteem young people need to meet the challenge of new situations with a sense of their own value and without fear of failure.
- b. an increased awareness of their responsibilities not only to themselves but to others and of the needs and rights of those around them.





EXTRA-CURRICULAR ACTIVITIES

Lenzie Academy is extremely proud of the wide range of extra-curricular activities available to pupils, reflecting the willingness and dedication of many members of staff. Current activities include:

S1 Art Club	Football	Running Club
Athletics	Gymnastics	Residential Excursions
Badminton	Hockey	Rugby
Basketball	Homework Club	Science Club
Computing Club	Junior Technology Club	School Concert
Cello Group	Library	School Show
Ceilidh Band	Lunchtime Study	Supported Study Programme
Cheerleading	Mountain Bike Club	Table Tennis
Chess	Music	Theatre visits
Dance	Netball	Volleyball
Debating Club	Orchestra	Wind Band
Drama	Photography Club	Year Book
Eco Group	Quiz Club	Year Group Councils
Film Making Club		

In addition, other group activities are often arranged e.g. school trips abroad, visits to museums, visits to universities etc.

Pupils' Year Group Councils

Regular meetings take place between pupil representatives from each class in Year Group Councils to debate issues relevant to the running of the school. These Councils advise the Head Teacher on matters concerning the management of Lenzie Academy.





4 PARENTAL INVOLVEMENT

The Scottish Schools (Parental Involvement Act) 2006 aims to improve the quality and extent of parents' involvement in their own child's learning and in the education the school provides. It modernises and strengthens the framework for supporting parental involvement.

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

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

Parent Forum

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

- receive information about what their child is learning
- receive information about events and activities in the school
- receive advice / help on how they can be supported in their child's learning
- be told about opportunities to become involved in the school
- work in partnership with staff
- enjoy taking part in the life of the school in whatever way possible.

Parent Council

Parent Councils are the formal representative body for parents/carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents/carers locally.

Parents are welcomed to be:

- involved and engaged with their child's education and learning
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities;
- hear about what partnerships with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents/carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of Early Learning and Childcare
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff



LENZIE ACADEMY PARENT COUNCIL

Lenzie Academy's Parent Council meets around every 4/6 weeks in the Conference Room of Lenzie Academy at 7.00pm. Due to the current Covid situation, these meetings are carried out online via Teams. Details of meetings are given in the School Calendar, and in newsletters. Copies of Parent Council Minutes can be found on the school's website, or by contacting the School Office.

The objectives of our Parent Council are:

- to work in partnership with Lenzie Academy to create a welcoming school which is inclusive for all parents/carers
- to promote partnership between the Local Authority, the school, its pupils and all its parents/carers
- to develop and engage in activities which support the education and welfare of the pupils
- to identify and represent the views of parents/carers on the education provided by the school and other matter affecting the education and welfare of the pupils
- to promote parental involvement in their child's education and learning
- to promote the inclusion of pupils with additional support needs
- to promote partnership between the school and the community

Membership of Lenzie Academy Parent Council

The membership consists of a minimum of six and a maximum of sixteen parents with children at Lenzie Academy, plus two Staff members. The number of additional co-opted members should not exceed four.

The Parent Council will be selected for a period of two years after which they may put themselves forward for re-selection if they wish. Any parents/carers of a child at the school can volunteer to be a member of the Parent Council.

Co-opted members will be invited to serve for a period of two years, after which time the Parent Council will review and consider requirements for co-opted membership.

The Head Teacher has the right and the duty to attend all meetings of the Parent Council.

Information on members of the Parent Council is detailed below. Communication with any member of the Parent Council should be made via the school.

Mrs Siobhan White	Chair
Mrs Carol Nurbhai	Clerk
Mr Jack McLean	Parent Member
Ms Sarah Giffen	Parent Member
Dr Nina Teasdale	Parent Member
Mr Naveen Ahuja	Parent Member
Ms Laura Burlau	Parent Member
Mr Dan Abson	Parent Member
Ms Magdalena Noszkowica	Parent Member
Ms Marjorie Buchanan	Parent Member
Ms Gillian Cay	Parent Member
Ms Gayle Duffus	Parent Member
Ms Laura Beastall	Parent Member
Mr Brian Paterson	Parent Member

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk



LAISING WITH AND INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

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

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

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

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

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

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

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

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
G66 1TJ

Tel: 0300 1234 510

Email: greg.bremner@eastdunbarton.gov.uk





ATTENDANCE AT SCHOOL

Scottish local authorities have the responsibility to review and revise their procedures for managing situations where children fail to attend their school/early years centre and no explanation for absence is received from their parents/carers. East Dunbartonshire Council recognises that under such circumstances, children may be vulnerable to harm and that timely steps must be taken to ensure that an absent child is safe and well.

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time.

Attendance must be recorded twice a day, morning, and afternoon. Each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority, or unauthorised i.e. unexplained by the parent (truancy) or temporarily excluded from school.

The Scottish Government emphasises the need for schools to support attendance for all and create appropriate support for those who find attending school a challenge. Attendance is defined as the "participation in a programme of educational activities arranged and agreed by the school" (Included, Engaged and Involved: Part 1). Engaging in school and in learning is crucial to ensure that children and young people meet their full potential.

ATTENDANCE PERCENTAGE	NUMBER OF DAYS MISSED OVER AN ACADEMIC YEAR	FURTHER INFORMATION
95%	9 days	Attendance at or above this level gives a learner the best chance of success.
90%	19 days	Attendance at this level leads to less chance of success. Data shows that learners missing this much school could drop a whole grade in secondary.
80-85%	27-36 days	Attendance at this level has serious implications for learning and progress.

There are a key rights, duties and legal obligations in relation to attendance as outlined in '[Included, Engaged and Involved \(Part 1\)](#)'. These are set out below:

- All children and young people have a right to education; and education authorities have a duty to provide education.
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school, in order to encourage good attendance.
- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.



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Un-notified Absence

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.

In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child's school/centre of all absences.

Family Holidays

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

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

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

SCHOOL/COMMUNITY

This school plays an important part in the life of the local community, not only as an educational resource to be used by adult groups in the evenings, but by providing well-educated young people willing to play their part in many community activities.

An annual meeting for each year group is held so that teachers can report to parents the progress and effort of the pupils and students.



HEALTH AND MEDICAL CARE PROGRAMME

The programme normally includes:

S1/S2 girls :	HPV immunisation (Human Papilloma Virus)
S3 pupils :	Diphtheria, tetanus, Polio and Meningococcal

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Chief Education Officer.

Confidential medical information held on computer is passed on from your child's previous school. Pupil records are sent home for checking early in the session and parents are asked to update this information which is made available to teaching staff.

Parents are asked to inform the school of any changes to confidential medical information during the session. If a pupil becomes ill during the school day, he/she should report to the Lower School Office in the first instance at which point contact will be made with parent/carer if deemed necessary.

Pupils taking medication should not carry this medication around the school. Such medication should be deposited at the Lower School Office where arrangements will be put in place to ensure the appropriate administration.

DATA PROTECTION ACT 2018

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



SUMMARY OF TIMES FOR CONTACT WITH PARENTS

S1	Parent/Teachers meeting	May
S2	Parent/Teachers meeting	February
S3	Parent/Teachers meeting	November
S4	Parent/Teachers meeting	February/March
S5/6	Parent/Teachers meeting	December
New S1	Parent/Senior Management Team	June

An email will be sent to parents/carers inviting them to the appropriate meeting. The times of such meetings are 'end-on' to the school day (4.00pm-6.30pm), and appointments can be made online using our parent booking system. If you are unable to visit the school at these times, parents are asked to write to the Head Teacher so that a meeting between parents and guidance teachers can be arranged.

Parents are sometimes contacted directly by the school should a matter arise which is causing concern.

Should any parent wish to contact a member of staff, you are advised to place your request before the school office in the first instance. Parents are requested not to approach any member of staff directly unless an appointment has been arranged.



SCHOOL DISCIPLINE

The discipline system used in the school is known as LA+. The vast majority of our pupils are keen to learn, and we believe that it is important to recognise this and to praise good behaviour. LA+ includes a number of strategies which do this, ranging from verbal praise to more tangible items such as merit points and awards. All pupils will be encouraged to achieve the awards.

We seek to achieve a system relevant to individual pupils and to whole classes, which encourages good behaviour and learning, where standards are consistently applied and where pupils' good efforts are recognised.

We believe that pupils can behave in an acceptable manner by choosing to do so and we try to encourage them by:

- ♦ stating what we consider to be good behaviour
- ♦ recognising and praising good behaviour
- ♦ describing clearly a scale of sanctions
- ♦ providing support for pupils

Lenzie Academy has the following school rules which indicate how pupils should behave.

1. Follow all instructions both verbal and written.
2. Always behave in an appropriate manner which shows consideration for your own safety and the safety of others.
3. Always show respect for others.
4. Wear school uniform.
5. Be responsible for your own property and respect that of others.
6. Do not bring to school cigarettes, alcohol, weapons or illegal drugs.

Procedures for dealing with pupils who disregard the school rules depend not only on the nature of the offence but on many other additional factors, e.g. previous behavioural record. Sanctions can range from a verbal warning, a punishment exercise, exclusion from extra-curricular activities to, in extreme situations, exclusion from school.

Where exclusion from school is required, parents are involved at every stage according to the East Dunbartonshire Council guidelines.



In class, we have a set of rules to promote learning.

1. Be in class on time with all necessary homework and equipment.
2. Pay attention and follow all instructions.
3. Work hard and allow others to work without interruption by you.
4. Raise your hand when you want the teacher's attention and wait quietly.
5. Departmental rule usually relating to safety

Class sanctions range from a verbal warning by the teacher, to removal from the class for supervision by another teacher.

Where a pupil repeatedly fails to follow the rules and their own learning and the learning of others is affected, referral will be made to his/her guidance teacher for support. Progress will be monitored and parents/carers kept informed. Where this fails to have an effect further referral will be made to the Depute Head Teacher. Our aim is to return pupils to the position where they are learning effectively.

Parents are actively encouraged to support their children and the school in promoting positive behaviour.





INSURANCE

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

LOST PROPERTY

Items found in the school are kept for a short period of time.

CYCLES

If your child is cycling to school ensure that the cycle is safe, that your child knows the Highway Code and that a padlock is brought to secure the cycle. The pump should be removed by the pupil. In the interests of safety, cycling is forbidden within the school grounds. A cycle storage unit is located close to the Games Hall and should be used for securing the cycle.

Motor cars and motor cycles driven by pupils and parents should not be brought into the playground for reasons of safety and insurance.

EDUCATION MAINTENANCE ALLOWANCE (EMA)

The Scottish Government has introduced the Education Maintenance Allowance (EMA) Scheme to encourage access to, and participation in further and higher education. If you are 16 years of age or over before 30 September, you may be eligible for an EMA from the beginning of the school term. If you are 16 years of age between 1 October and February, you may be eligible for an EMA from January. This weekly allowance will be payable by East Dunbartonshire Council to students who attend a school managed by the Council, regardless of where they live. Application forms and further information can be obtained from the Head Teacher or Education Office. Tel: 0300 1234 510 Ext 8947 or www.eastdunbarton.gov.uk

SCHOOL EXAMINATIONS

Schools in consultation with pupils/parents normally decide on presentation for examinations. However in the final analysis, the school will accede to the request of the parents. The section 'Information For Parents' includes further statistics about the performance of the school. Our SQA Examination Results, Leaver Destinations, Running costs and Absence Rate are measured against the other schools in East Dunbartonshire and Scotland as a whole.

TARGET SETTING

The Community Directorate Education Service of East Dunbartonshire Council has taken forward the process of setting targets for school improvement in close partnership with all schools. Targets have been negotiated with all schools individually.

It should however be emphasised that the process of setting targets does not lead to school improvement if it is not accompanied by detailed plans to reach the set targets. There has been a culture of improving attainment for a number of years within the schools in East Dunbartonshire and indeed some of our schools have been highly commended nationally for the level of improvement achieved. The education authority, in partnership with schools, will continue to offer the best quality educational experience for all our young people.



TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

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

Data policy

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

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

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2008). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

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

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ.



ACCESSING YOUR CHILD'S PUPIL RECORDS

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

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

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

USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

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

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

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

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



IMPORTANT INFORMATION

IMPORTANT INFORMATION

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

Tel: 0141 578 8000

Depute Chief Executive: Education, People & Business:
Depute Chief Education Officer:

Mrs A Davie
Mr G Bremner

Local Councillors (Ward 6 – Lenzie and Kirkintilloch South):

Councillor Rod Ackland
Councillor Gillian Renwick
Councillor Sandra Thornton

Area Careers Office: 0141 777 5860

Area Registration Services, Kirkintilloch (for footwear and clothing/free meals purposes): 0141 578 8669

POSTSCRIPT

It is only possible in this handbook to give a mere flavour of what Lenzie Academy represents. What must not be left unsaid is that the teaching staff of the school will do everything they can to help and guide your child through the important adolescent years of secondary education. Our staff here seek to relate and adapt their work to the rapidly changing needs of modern society and to face the new challenges of these times.

Because institutions and people have their limitations, not all our students may reach parental aspirations (although many exceed them) but assurances can be given that each pupil is important in this school and will be given an equal opportunity to develop his or her intellect and total personality.

The secondary school of today is a very different place from the one parents remember. We have many audio visual aids, new syllabuses, sophisticated computers, programmes for leisure education and constructive experiences involving a community commitment.

The school will always welcome any expression of interest from parents because it recognises that a positive partnership between pupil, teacher and parent is the only true path along which progress can be made. It is vital that our school reflects the values of the people it serves.

DATA PROTECTION ACT 1998

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 1998 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit: www.eastdunbarton.gov.uk/privacy-notice.

FINAL NOTE

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

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



APPENDICES





Appendix 1

S3 Course Personalisation & Choice Form 2023/2024 **Name:** _____ **Guid Group:** _____

- Pupils must choose one option from columns D – I. Circle your choice.
- When indicating a choice, please note classes will only run where staffing and numbers are viable.
- If a subject you wish to take does not appear in the column, please explain this in the problem box below.

D	E	F	G	H	I
Biology Chemistry Physics	Geography History Modern Studies	Art & Design Business Management Dance Fashion & Textile Tech Practical Cookery Music PE Studies Practical Woodworking Spanish	Administration Business Management Engineering Science Fashion & Textile Tech Graphic Communication Health & Food Tech Music Technology PE Studies Physics	Art & Design Biology Chemistry Geography Graphic Communication Health & Food Tech History Practical Cookery Music PE Studies Physics	Administration Biology Chemistry Computing Practical Cookery Modern Studies Music PE Studies Practical Woodworking RMPS (Religious, Moral & Philosophical Studies) Spanish

Unable to choose a subject you want to take? Please write subject in the next box and detail the clash preventing choice.

PT Guidance Signature: - Comment: _____ 	Parent Signature : 	Date:
	Pupil Signature: 	Date:



Appendix 2

S4 Course Personalisation and Choice Form 2023/2024 Name: _____ Guidance Group: _____

- You must choose one option from all 6 columns (A-F). Circle your choice.
- In each column (A-F) pupils choose either a subject in row 1 (the 2 year option to Higher) OR row 2 (1 year N5 in S4) OR row 3 (1 year N4 in S4). Choices can include different levels but you can only have one choice in each column. (For example: 4 Highers from Col A-D and 2 N5's from Col E & F.)
- If there is a problem noted in the problem box, indicate a 2nd choice in the column in case the problem cannot be resolved. Mark it (2nd) and explain below.
- When indicating a choice, please note classes will only run where staffing and numbers are viable.

	A	B	C	D	E	F
1 Higher (2 year course: National 5 S4, Higher S5)	Art & Design Biology English Geography History Physics	Business Management Chemistry Geography Engineering Science Mathematics Modern Studies	Biology English French Human Biology Music Physical Education	Business Management Dance Fashion and Textile Technology French Graphic Communication Mathematics	Art & Design Biology Chemistry Computing Drama History Human Biology	Administration Engineering Science Modern Studies Physical Education Physics Spanish
2 National 5 (1 year S4: Recourse S5)	Art & Design Biology English Geography History Practical Cookery Physics Princes Trust XL	Applications of Maths Business Management Chemistry Geography Engineering Science Mathematics Modern Studies	Biology English French Music Physical Education Princes Trust XL	Business Management Dance Fashion and Textile Technology French Graphic Communication Mathematics Practical Cookery	Art & Design Biology Chemistry Computing Drama History Practical Woodwork	Administration Engineering Science Modern Studies Physical Education Physics Practical Woodwork Spanish
3 National 4 (1 year S4: National 5 S5 or Recourse S5)	Art & Design English Geography History Practical Cookery Princes Trust XL	Business Management Geography Mathematics Modern Studies	Biology English French Music Physical Education Princes Trust XL	Business Management Dance Fashion and Textile Technology French Graphic Communication Practical Cookery	Art & Design Chemistry Computing Drama History Practical Woodwork	Administration Engineering Science Modern Studies Physical Education Physics Practical Woodwork Spanish
Unable to choose a subject you want to take? Please write subject in the next box and detail the clash preventing choice.						
PT Guidance Signature: _____ Comment: _____			Parent Signature: _____ Date: _____		Pupil Signature: _____ Date: _____	



Appendix 3

S5 Course Personalisation & Choice Form 2023/2024 Name: _____ Guidance Group: _____

- A subject must be identified from all 6 columns (A-F). Circle your choice.
- Pupils can choose either a subject in row 1 (continuing with a 2 year option to Higher) OR row 2 (continuing with a 2 year option to N5 or a 1 year N5 in S5). Choices can include different levels but you can only have one choice in each column. (For example: 4 Highers from Col A-D and 2 N5's from Col E & F.)
- If there is a problem noted in the problem box, indicate a 2nd choice in the column in case the problem cannot be resolved.
- When indicating a choice, please note classes will only run where staffing and numbers are viable.

	A	B	C	D	E	F
1 Higher (continuing with a current N5 subject)	Art & Design Biology English Fashion and Textile Technology Geography History Physics	Chemistry Drama Geography Mathematics Modern Studies Music	Biology Engineering Science English French Physical Education Human Biology Level 6 NPA Sports Development	Business Management Dance French Graphic Communication Mathematics Physics	Administration Art & Design Biology Business Management Chemistry Computing Geography Graphic Communication History Human Biology Maths Music Technology	Administration Chemistry Engineering Science English Health and Food Technology History Modern Studies Physical Education Physics Spanish
2 National 5 (continuing with a current N4 subject, changing to a new N5 subject)	Art & Design Bakery (SCQF 4) English Retail Fashion and Textile Technology Geography	Applications of Maths Drama Geography Mathematics Modern Studies Music Practical Woodworking	English French Health Sector Physical Education Retail Practical Cookery	Applications of Maths Bakery (SCQF 4) Dance French Graphic Communication Maths Physics	Administration Art & Design Business Management Chemistry Computing Geography Health Sector History Music Technology Practical Metalwork	Administration English Health and Food Technology History Physical Education Physics Practical Cake Practical Metalwork Spanish
Problem? Unable to choose a subject you wish? Please write subject in this box and the clash preventing the choice.						
If you are applying for a college course as part of the Senior Phase Programme, please name the course here.						
Career Aspiration (Important that you give some indication)						
PT Guidance Signature: _____				Parent Signature : _____		
Comment: _____				Date: _____		
				Pupil Signature: _____		
				Date: _____		



Appendix 4

S6 Course Personalisation & Choice Form 2023/2024

Name: _____

Guidance Group: _____

- You must choose **four** subjects *even* if you plan to take a college course. You must select one choice from each column only. Circle your choice. A request for Advanced Higher subjects is made in the section underneath the option columns.
- When indicating a choice, **please note classes will only run where staffing and numbers are viable.**
- If a subject you wish to take does not appear below, please explain this in the problem box below.

	A	B	C	D	E	F
1 Higher	Art & Design Biology English Fashion and Textile Technology Geography History Physics	Chemistry Drama Geography Mathematics Modern Studies Music	Biology Engineering Science English French Human Biology Physical Education Level 6 NPA Sports Development	Business Management Dance French Graphic Communication Mathematics Physics	Administration Art & Design Biology Business Management Chemistry Computing Geography Graphic Communication History Human Biology Maths Music Technology	Administration Chemistry Engineering Science English Health and Food Technology History Modern Studies Physical Education Physics Spanish
2 National 5	Art & Design Bakery (SCQF 4) English Fashion and Textile Technology Geography Retail	N5 Applications of Maths Drama Geography Mathematics Modern Studies Music Practical Woodworking	English French Health Sector Physical Education Practical Cookery Retail	Applications of Maths Bakery (SCQF 4) Dance French Graphic Communication Mathematics Physics	Administration Art & Design Business Management Chemistry Computing Geography Health Sector History Music Technology Practical Metalwork	Administration English Health and Food Technology History Physical Education Physics Practical Cake Craft Practical Metalwork Spanish
Wish to study a subject at Advanced Higher level? Please write the subject(s) in the box opposite						
Wish to study a subject that is only available to S6? Please write the subject(s) in the box opposite (Photography, Sociology, Politics, Criminology, RMPs, Accounting)						
Problem? Unable to choose a subject you wish? Please write subject in this box and the clash preventing the choice.						
If you are applying for a college course as part of the Senior Phase Programme , please name the course here.						
Career Aspiration (Important that you give some indication)						



PT Guidance Signature: _____	Parent Signature :	Date:
Comment: _____		
	Pupil Signature:	Date:

Please complete Glow Form by Friday 24th March

A Guide for the Completion of your S6 Course Application Form

COMPLETE THE FORM EVEN IF YOU THINK YOU MIGHT LEAVE SCHOOL

1	Enter your Name and Guidance Group
2	<p>IMPORTANT</p> <p>a All S6 pupils must apply for FOUR OPTIONS</p> <p>b Only ONE subject may be applied for in each column.</p> <p>c Make sure you are applying at the correct level: Higher National 5 SCQF 4 = National 4</p> <p>d Pupils who wish to apply for two subjects which appear in the same column, or who cannot otherwise acquire their desired combination of subjects, should enter the details in the problem box at the bottom of the form. Please note, a first choice must still be circled in the appropriate column. YOU MUST STILL SELECT FROM 4 COLUMNS. We try to resolve any problems when the timetable is constructed but it is vital that you select from the options given in the column at this time. Please be assured every effort is made to accommodate requests. Classes can only run where timetabling permits and where sufficient numbers choosing to take the subject make the class viable.</p> <p>e Pupils with prelim grades of A, B or C at Higher are expected to select at least one Advanced Higher subject.</p>



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