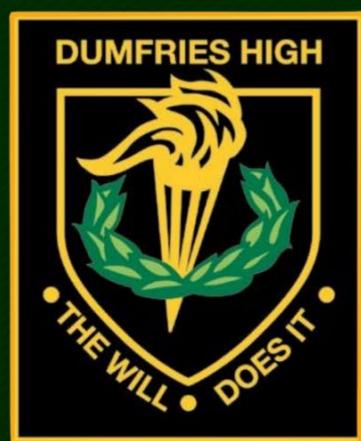


# Welcome to Dumfries High School 2023/2024 Handbook



Dumfries  
& Galloway





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# 1. Welcome from Director of Education and Learning Directorate



Dear Parent/Carer

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

To help children reach their potential we focus on removing barriers to learning; meeting the needs of children and upholding their rights underpin all we do. This year we know that the increased cost of living will mean that many families have money worries - school should not add to those. There should be no costs involved in the school day which are a barrier to your child joining in. This handbook gives important information on the benefits you may be entitled to and how we can help you apply for free meals, free transport, free childcare, clothing grants and allowances, and to make sure you have the right financial advice.

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

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

Yours sincerely,

*Dr Gillian Brydson*

*Director Skills, Education and Learning*

More Information on Education and Learning Directorate is available at [www.dumgal.gov.uk/schools](http://www.dumgal.gov.uk/schools)

Dumfries and Galloway Council  
Education and Learning Directorate  
Militia House, English Street  
DG1 2HR

Call 030 33 33 3000

or visit

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

## 2. Welcome from Phil Cubbon



Dear Parent/Carer

It gives me great pleasure to welcome your child to Dumfries High School. Although starting a new school can be a daunting experience it is also an exciting time with a wide range of new opportunities beckoning.

I am very much looking forward to working in shared partnership with you to ensure a high-quality educational experience for your child whether you are a new parent to the school or an existing one.

This handbook is designed to provide relevant information about Dumfries High School, our aims, and our vision.

I am sure as a parent you will appreciate that we strive to ensure all pupils are supported and challenged to achieve their full potential in a nurturing environment of trust and mutual respect. This positive ethos allows all kinds of learning to flourish in an environment in which all of our young people can develop their own personalities, talents and abilities to the full, both educationally and socially, in cultural, sporting and leisure pursuits.

At Dumfries High School we seek for our pupils an education which will meet their needs, and which will prepare them to take their place in society and in the ever-changing world of work. For this they will need to develop competence in a wide range of skills, a sense of self-reliance and confidence, increasingly, the ability to adapt to changing circumstances.

Pupils follow a broad general education from S1-S3 before entering the senior phase which takes your child through from S4-S6. We as a school community, will work together creating opportunities for achievement and success which is vitally important to us. At Dumfries High School we are proud of the successes and achievements of our pupils, improving our positive and sustained destinations year on year.

An excellent transition programme helps build relationships from the outset. We hold several parent consultation evenings to ensure communication is enhanced where we provide information and listen to your views.

The Dumfries High School Parent Council is healthy and is always looking for new members to help with particular projects and events. Please contact the school if you would like to join or attend a meeting.

I look forward to meeting you and thank you in anticipation of your support.

Yours sincerely,

*Phil Cubbon*  
Headteacher

### 3. Education and Learning Directorate Services Aims

#### Priorities and Commitments:

The Education and Learning Directorate continue to have high expectations and high aspirations for pupils and staff. We aim to provide a good start in life for all and are committed to giving all our children and young people an equal chance to make the most of their potential.

We believe in the benefits of working in partnerships within a culture of collaboration and trust.

We believe that the most important decisions are made in the classroom, and we expect professional excellence in our staff, we support this by building confidence and capacity in school leadership at all levels, by listening to parents and pupils, by empowering Headteachers to make local decisions and by trusting professional judgements.

This has been the basis for our approach to delivering Curriculum for Excellence, Getting it Right for Every Child (GIREFC) and Developing the Young Workforce (DYW).

Our Council's Priorities and Commitments are to:

- 🏰 Build the local economy.
- 🏰 Provide the best start in life for all our children.
- 🏰 Protect our most vulnerable people.
- 🏰 Be an inclusive Council.

Our schools have a role in delivering all four priorities, but we make the greatest contribution to Priority 2 where the Council aims to 'provide the best start in life for all our children'.



Our commitment is to:

- 🏰 Ensure early intervention, to keep our region's most vulnerable children safe.
- 🏰 Invest in creating schools fit for the 21<sup>st</sup> century, which are at the heart of our communities.
- 🏰 Raise ambition and attainment, to address inequalities.
- 🏰 Support children to be healthy and active.

# 4. School Aims

## OUR VISION

Where we want to be:

In partnership with our school community, our vision is to improve the performance of our school, giving all our students a consistently excellent educational experience, which meets their individual needs and offers them appropriate personal support to achieve positive and sustained destinations.

## OUR VALUES

Ambition and Respect.

## OUR AIMS

How we will get there:



To provide excellent educational experience for every pupil within a supportive and caring environment.



To ensure equity for all young people across the whole range of educational provision.



To equip pupils with the skills, attitudes and expectations required to prosper in a changing society.



To promote positive partnerships between School, parents, and the wider community.

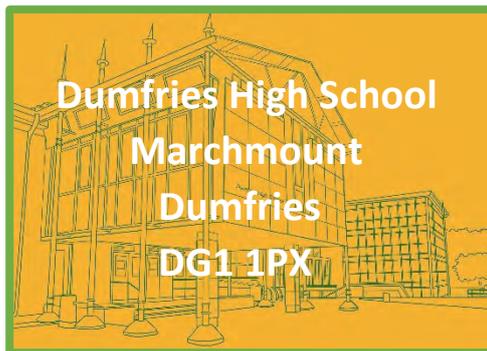


## We will strive to develop:

<p>The <b>four capacities</b> for young people set out in a curriculum for excellence.</p>		<ul style="list-style-type: none"> <li> Successful learners</li> <li> Confident individuals</li> <li> Effective contributors</li> <li> Responsible citizens</li> </ul>
<p>Through the <b>eight indicators</b> of wellbeing.</p>		<ul style="list-style-type: none"> <li> Safe</li> <li> Healthy</li> <li> Achieving</li> <li> Nurtured</li> <li> Active</li> <li> Respected</li> <li> Responsible</li> <li> Included</li> </ul>
<p>By demonstrating the <b>ten dimensions of excellence</b>.</p>		<ul style="list-style-type: none"> <li> Delivering high quality learning and teaching</li> <li> Focusing on outcomes</li> <li> Having a shared vision for all</li> <li> Valuing and empowering young people and staff</li> <li> Developing a culture of ambition and excellence</li> <li> Promoting wellbeing and respect</li> <li> Reflecting on own work – thriving on challenge</li> <li> Partnership working with agencies and communities</li> <li> Developing high quality leadership</li> </ul>

## 5. School Information

### Full School Address:



School Telephone  
Number:

[01387 263061](tel:01387263061)



Email Address:

[gw08officedumfries@ea.dumgal.sch.uk](mailto:gw08officedumfries@ea.dumgal.sch.uk)



School Website:

<http://dumfrieshighschool.co.uk>



Facebook:

<https://en-gb.facebook.com/dumfrieshighschoolofficial>

The school office is open from 8am to 4:30pm for you to contact us to speak to someone, tell us something or ask any questions you may have (out with these times, an answering machine will record your message).

The above email address is checked daily, and the relevant person will reply. We will always endeavour to respond to your enquiries as quickly as possible.

Headteacher Mr Phil Cubbon

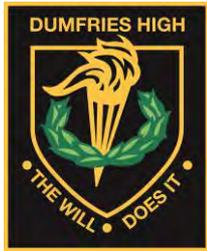
Roll of School 733

There are currently 733 (at date of publication) pupils in our school. We are a fully mixed comprehensive school from S1-S6 and are an inclusive school in terms of pupils with additional needs.

Denominational Status: Non-denominational

House Assemblies are held weekly and will involve aspects of what is going on in school, major world events, key themes, celebrating success and aspects of religious observance. The School Chaplaincy Team is made up of representatives of local churches. They help to deliver Religious Observance throughout the year. Should they so wish, parents/carers have the right to ask that their child be removed from Religious Observance.

Status of Gaelic: Gaelic is currently not taught/catered for at Dumfries High School



## **DUMFRIES HIGH SCHOOL STAFF LIST**

**Headteacher:** Mr Phil Cubbon  
**Depute Head Teachers:** Mrs D Hogg, Mr W Davidson, Miss C Harrison  
**School Support Manager:** Mrs Sarah Cowan

### **Creative & Aesthetic**

#### **PT: Mr A Reid Art**

Ms J Kilmurry PTPS  
**(Devorgilla)**  
Mrs H Harvey  
Miss D Holmes PTPS  
**(Buccleuch)**

#### **Drama**

Miss J Walker

#### **Music**

Mr M Griffin  
Mrs H Turner (mat leave)  
Mr D McGarva  
(Probationer)

#### **Technical**

Mr A Reid - **PT**  
Mr G Campbell – **PT**

#### **Languages & Literacy**

##### **PT: Miss L Wilson (Acting)**

Miss P Hamilton  
Ms C Grieve  
Miss E McGuinness  
Miss H Flint  
Miss L Wilson  
Mrs H Brown

#### **Modern Languages**

Mr D Thorburn  
Mrs N Blackwell

#### **Health & Well-Being**

##### **PT: S Farquhar Home Economics**

Mrs S Farquhar  
Miss L Moffat

#### **Physical Education**

Mr K Sharp  
Mr B Smith  
Mrs E Adamson  
Mr C Hyslop  
Mr S Douglas  
Ms F Bryce

#### **Maths & Numeracy/ Technology**

##### **PT: Mrs B Anderson**

#### **Mathematics**

Mr D Crossley  
Mrs S Paul  
Mr A Smith  
Mr D Monteith

#### **Business Studies/Computing**

Miss N Hamblin (mat leave)  
Miss F Martin  
Miss K Hamilton  
Miss K Garton  
(Probationer)

#### **Science/STEAM**

##### **PT: Mrs J Earle**

#### **Biology**

Mrs D Downie  
Miss R MacPherson  
Miss H Johnstone

#### **Chemistry**

Miss R Henry  
Mrs J Earle

#### **Physics**

Mr R Gordon  
Mr I Houston

#### **Social Subjects/RE**

##### **PT: Miss C Scott**

#### **Geography**

Mr B McCabe

#### **History**

Mr W Davidson  
Miss L Lee

#### **Modern Studies**

Ms W Sibley  
Miss Smithard

#### **Religious Education**

Mrs J Snailham  
Ms M Glen

#### **Removing Barriers to Learning:**

##### **PT Mr A Park**

Miss L McKie  
Mrs A Keeley

#### **Pupil Support:**

##### **Buccleuch**

Miss D Holmes

##### **Caerlaverock**

Ms F Bryce

##### **Devorgilla**

Ms J Kilmurry

#### **Admin Assistant**

Mrs K Lindsay-Scott – FT

Mrs A Connor - PT

#### **Clerical Staff**

Mrs C Shaw - PT

Mrs C Park – PT

Mrs K Tait – PT

Mrs C Bartsch – FT Mrs

Mrs E McEwan - PT

**(PT=Part Time)**

**(FT=Full Time)**

#### **Learning Assistants**

Mrs A Templeton  
Mrs J Burgess  
Mr L Van-Wakelin  
Mrs G Lindsay  
Mrs R Johnson  
Mrs L Van-Wakelin  
Miss F Grubb  
Miss P Kirkpatrick

#### **Janitorial Staff**

Mr B-J Fraser  
Mr T Kearney

#### **Library Assistant**

Mrs J Grierson

#### **Science Technician**

Mrs G Duncan  
Miss A Pickles

#### **School Technician**

Mr R Earle

#### **Kitchen Manager**

#### **Careers Officers**

Mrs Z Knox

#### **PC**

Hayley McKerlie

## TERM DATES



### Term 1

Staff training – Friday 18 and Monday 21 August 2023

First Day – Tuesday 22 August 2023

Last Day – Friday 13 October 2023

Autumn holiday – Monday 16 to Friday 27 October 2023

### Term 2

First day – Monday 30 October 2023

Last day – Friday 22 December 2023

Christmas holiday – Monday 25 December 2023 to Friday 5 January 2024  
(pupils return Tuesday 9 January)

### Term 3

Staff training – Monday 8 January 2024

First day – Tuesday 9 January 2024

Mid-term holiday – Monday 12 February to Wednesday 14 February 2024

Last day – Friday 22 March 2024

Spring Holiday – Monday 25 March to Friday 5 April 2024

### Term 4

First day – Monday 8 April 2024

May Day holiday – Monday 6 May 2024

Last day – Monday 1 July 2024

Summer holiday – Tuesday 2 July to Friday 16 August 2024  
(pupils return Wednesday 21 August 2024)

## 6. Enrolment in School and Catchment Secondary School

The school year starts in August and children enrol in the January before they start. Children turning 5 before the end of February will enrol in January to start school in August 2023. Children born between 1 September and the last day of February can choose to start primary school later. Children born between the first day of March and the last day of August can also apply for deferred entry.

Exact enrolment dates and instructions will be advertised online and in local papers once they're confirmed. Visit [www.dumgal.gov.uk/article/15241/School-places](http://www.dumgal.gov.uk/article/15241/School-places) for more information

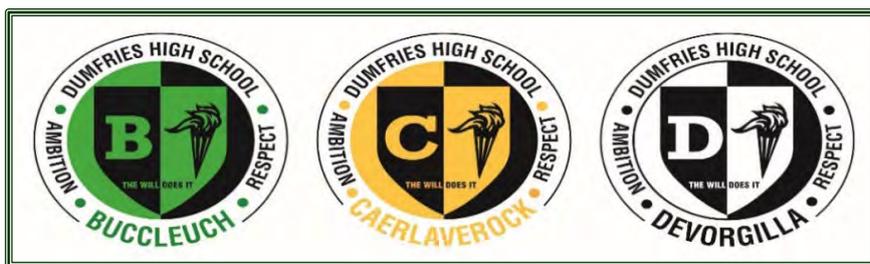
Transfer from primary to secondary school will be dealt with by direct approach to parents from individual primary schools. Information regarding catchment areas can be found on the Council's website by accessing "Near Me"

For those young people leaving school, the next step to a positive destination is supported by your school and the local authority with our local and national partners. For more information about our Youth Guarantee see page 20 of this handbook.

Dumfries and Galloway Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility to ensure that all children and young people have access to quality learning opportunities and experiences.



## 7. Contact Us



The School Office is located to the right of the main entrance and is open on weekdays from 8am until 4:30pm, including most school holidays.

Adults visiting the school with or without prior appointment should go in the first instance to the School Office where staff will make arrangements and issue visitor's badges.

Pupils who need to leave school for any reason during the school day are required to sign out in the appropriate book in the office with their reason for leaving, and to sign in again on their return. Office staff will, if necessary, call on the First Aider to deal with any medical matters or injuries. Office staff are also in direct contact with the member of the Senior Leadership Team and Facilities Assistants. Parents should not contact pupils directly on mobile phones. Emergency contact should be through the school office.

If you have any enquiries, please contact the School Office which will either know who you need to speak to or be able to find that out for you. Our telephone number is 01387 263061. If you have concerns, it will normally be your child's Head of House that you should contact in the first instance. If you are unsure who this is, please refer to information regarding Pupil Support contained in this Handbook. The School Office will also know who the relevant person is for you to speak to. If you have a complaint, please contact us at the school in the first instance. Whilst it is our hope that this would not happen in your experience, we are keen to learn from you as parents/carers and will make any necessary changes we can in order to more constantly improve. Please make your complaint known to the school in the first instance – usually this would be to the Headteacher, or Head of House. They will then either deal with your complaint personally, or follow the advice of the Headteacher in deciding how best to help you.

Education and Learning Directorate operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at:  
<http://www.dumgal.gov.uk/article/15382/Complaints-procedure>

Education and Learning Directorate aims for enquiries, concerns, and complaints to be dealt with, where possible, at individual school level. Individual schools are supported to ensure that matters of complaints are recorded, acknowledged, and responded to within normal complaints handling timescales, normally a response will be within 7 working days. Issues arising at a school level should be brought to the attention of the Principal Teacher Curriculum and senior school staff, such as Head or Depute Headteachers as appropriate. Further support and advice can be provided to an individual complainants or teaching staff through contacting either the complaints handler within Education and Learning Directorate or the Council's Corporate Complaints Unit.

## 8. How the School Works

### School Day

A seven-period day is currently in operation.

8:50am – 9:00am	REGISTRATION
9:00am – 9:45am	PERIOD 1
9:45am – 10:30am	PERIOD 2
10:30am – 10:50am	INTERVAL
10:50am – 11:35am	PERIOD 3
11:35am – 12:20pm	PERIOD 4
12:20pm – 1:05pm	PERIOD 5
1:05pm – 1:45pm	LUNCH
1:45pm – 2:30pm	PERIOD 6
2:30pm – 3:15pm	PERIOD 7

### School Uniform/Dress Policy

All Dumfries and Galloway schools must have a dress code which encourages pupils to dress in a way appropriate to attendance at school. This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, or disability. Prior to agreeing to the dress code, parents, pupils, and staff should be fully consulted and it is the expectation of Education and Learning Directorate that parents will be supportive of the dress code.

Clothing which is unacceptable in school under any circumstances would include items which:

- Could potentially encourage factions (e.g. football colours)
- Could cause offence (e.g. anti-religious or political slogans)
- Could cause health and safety difficulties such as loose-fitting clothing, dangling earrings
- Are of flammable materials which may be a danger in certain classes
- Could cause damage to floors
- Carry advertising, in particular for alcohol or tobacco
- Could be used to inflict damage on other pupils

### **Clothing Grant**

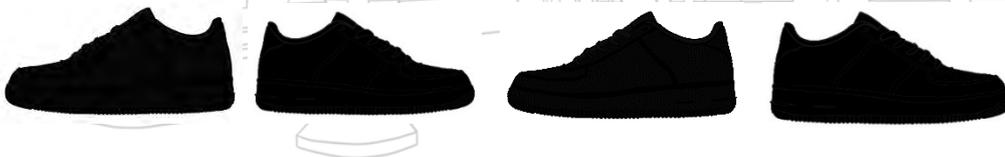
The award of clothing grants is to assist with the cost of school clothing for families who are on a qualifying benefit or on low income. The current award is presently £150 per secondary school child. Further information and an application can be made at: [Free school meals and associated payments - Dumfries and Galloway Council \(dumgal.gov.uk\)](https://www.dumgal.gov.uk)

While it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code could be deemed to be a challenge to the Headteacher's authority and thus be detrimental to the wellbeing of the whole school community. In such circumstances a Headteacher could justify the use of the school disciplinary procedures.

## Dumfries High School Uniform

Pupils should attend school wearing the following:

- **White shirt** (buttoned up) – no coloured parts to the shirt or logos
- **Black trousers or skirt** (as near to knee length as possible) – no jeans/denims/tracksuit bottoms/jeggings/leggings or shorts.
- **A school tie** worn correctly (these can be purchased at the school office for £7)
- **Black jumpers (v neck) or cardigan** under which the school tie should be visible. Only plain black (with no logos or branding) will be allowed to be worn in class.
- **Black shoes or trainers** (we would encourage all parents when purchasing uniform in the summer to ensure shoes are black)
- **Blazers** with the school crest are compulsory for S1-S6



### **Please note**

We will contact you if your son/daughter is not adhering to our dress code to keep you informed. We will also keep a supply of clean shirts and trousers/skirts in school for pupils who do not have appropriate uniform.

## PE Equipment

T-shirts in house colours are available from Stevensons Uniform.

<https://www.stevensons.co.uk/school-finder/dumfries-high-school-dumfries>

<b>Boys</b>	Outdoors	Change of top, shorts, studded footwear (rugby or football boots). A towel for showering.
	Indoors	Change of top, shorts, gym shoes or training shoes. A towel for showering.
	Swimming	Swimming trunks and towel.



<b>Girls</b>	Outdoors	Change of top, shorts, studded footwear (hockey or football boots). A towel for showering.
	Indoors	Change of top, shorts, gym shoes, training shoes. A towel for showering.
	Swimming	Swimsuit and towel.



It is important for reasons of health and hygiene that pupils have a complete change of clothing with them on days when they are participating in PE. Pupils are encouraged to take a shower after PE if they wish.

## Pupil Equipment

### Technical Education

**Boys & Girls** (a) Apron recommended to protect clothing.



(b) Loose hair to be tied back – for safety.



(c) No jewellery to be worn for safety.



### Home Economics

**Boys & Girls** (a) Apron for cooking.



(b) Loose hair to be kept back.



(c) No jewellery to be worn – for safety and hygienic reasons.



### Lockers

Lockers are provided for hire and are available in various areas of the school.



## School Meals

We provide a range of hot and cold food on school premises. Our cafeteria is very popular, and pupils can use the canteen before school and both at interval and lunchtime. Pupils can go off-site for lunch (apart from S1), although in the interest of safety and good conduct, pupils are encouraged to remain on school grounds, and we welcome the support of parents in maintaining this approach. Please note that no pupils (S1-S6) are allowed to leave the school grounds at interval. Pupils can bring packed lunches into the school to eat in the canteen. These pupils are requested however not to carry glass bottles to school.



## Special Dietary Requirements

Facilities Services – catering provide special dietary requirements for food allergy and intolerances; medically prescribed diets; or diets for religious or cultural reasons specific meals for children of different ethnic origin. Simply ask the school for a registration form to allow us to inform the catering team who will discuss your child's requirements in full. It would be beneficial for all children who have an allergen, food intolerance or special diet to register. For more information, contact the Solutions Centre on 01387 271112 or [solutionscentre@dumgal.gov.uk](mailto:solutionscentre@dumgal.gov.uk) to access the Legislation & Nutrition Officer.

Free school meals can lead to a large saving in each year, nursery and primary school pupils can save £361 and secondary school pupils can save £370. You'll also be helping your child's school if you qualify for free school meals. Some Scottish Government funding provided directly to schools is linked to the number of pupils who are entitled to free school meals.

For more information and support available please visit: <https://www.dumgal.gov.uk/schoolmenus>.

## School Transport

Who is entitled to free transport?

- ❑ Pupils who live 2 miles away from their catchment school if they are under 8 years old.
- ❑ Pupils who live 3 miles away from their catchment school if they are 8 years or over.
- ❑ Roman Catholic children attending the denominational school for their address and live above the statutory distances from that school.



## Free Travel for 5 - 22 year olds

From 31 January 2022 all children and young people aged 5-22 will be entitled to free bus travel in Scotland.

You can apply for free travel online from today at [www.getyournec.scot](http://www.getyournec.scot) (This cannot be done through your school).

If you already have a National Entitlement Card or Young Scot National Entitlement Card, you must apply for a new or replacement card to travel by bus for free, however, all children who are currently in P7 will have forms sent home from school for the school to apply for the Young Scot Card on their behalf as part of the transition to secondary. These cards will all have the free travel applied automatically as long as the form is returned to school and signed by the parent/guardian.

If you do not wish for your child to have free travel applied to their card you will have to apply for a card without travel online at [www.getyournec.scot](http://www.getyournec.scot).

For more information on this and other entitlements through KIDZ card or Young Scot Card please visit [www.dumgal.gov.uk](http://www.dumgal.gov.uk) or speak to your school for any help.

When school transport is required for a pupil, the school will contact Education Services. If your child is eligible, details of the transport arrangements will be communicated to you in time for the new academic year. You can check whether your child is entitled to school transport using [Near Me on D&G website](#).

Your child is not entitled to transport if they attend an alternative school by parental choice. It is the responsibility of the parent/guardian to organise transport to the school.

You can check whether your child is entitled to school transport using Near Me on D&G website.

Any alterations to transport arrangements that occur during the school year will be communicated prior to any changes being made. If school bus passes are required these are issued at school. There is a Policy on School Transport and a Guide for Parents, and also guidance for transport of children and young people with Additional Support Needs. These are available from your school or on the Council's website or from the Pupil/Parent Support Unit

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



## Class Organisation

Dumfries High School and its cluster primary schools are deeply committed to working together for the benefit of all our pupils.

Our cluster **primary schools** are:

Ae	Amisfield
Brownhall	Caerlaverock
Calside	Collin
Georgetown	Heathhall
Locharbriggs	Noblehill

### **Primary and Secondary staff endeavour as a cluster group to:**

- 👤 Ease the transition of pupils from one sector to another
- 👤 Promote continuity of learning of pupils as they change sectors
- 👤 Promote the effective exchange of curricular and pastoral information on pupils
- 👤 Increase awareness between primary and secondary school staff on how the other sector operates
- 👤 Work together as a Cluster for the benefits of our pupils

We rely heavily on our Cluster Primary Schools to advise us on the composition of our S1 classes.

Some subjects set classes by ability, but most subjects are taught in mixed ability classes. Wherever pupils are set in classes by ability, subsequent assessments/evidence gathering allow for movement between class sets. Mixed ability teaching takes account of individual differences with core, revision, and extension materials available so that each pupil is able to progress at a pace and to a level suited to his or her ability. Pupils experiencing difficulty receive the support and assistance of specialist Support for Learning staff.

### **Positive Behaviour and Merit System**

In Dumfries High School we see discipline as a positive matter; how to get things right rather than what to do when things go wrong. We have an agreed code of conduct and always aim to ensure that there are good relationships between staff and pupils.

In dealing with repeated misbehaviour, pupils will be referred to the Principal Teacher, who will apply various sanctions e.g. punishment exercises, interval detention, lunchtime detention. If these fail to have the desired effect, the Principal Teacher will refer the pupil to a member of Senior Leadership Team, who may ask a parent for interview or place the pupil on detention after school. In more serious cases and as a last resort, it may be necessary to exclude the pupil from school for a stipulated period. We recognise the support of parents is vital and therefore welcome your input if there are any matters concerning you about your own youngster or other pupils within the school.

**Merit Categories are as follows:**

<b>AMBITION</b>	<b>RESPECT</b>
Working Hard	Helpfulness
Initiative	Politeness
Participation	Good Behaviour
Commendable Performance	Kindness to Others
Displaying Courage	Charitable Work
Contribution to the Whole School Event	Uniform
Wider Achievement	Noticeable Progress

To help build a culture of aspiration and success amongst all pupils and to allow the merit system to remain a high priority within the school, the following steps will be implemented:

- A 'Merit Shield' for the House Team with most merits will be presented at the end of the academic year.
- Top merit winners in each year group are recognised every week at House Assemblies.
- Generate competition between Houses to see who can receive the most merits in a week.
- A rewards trip will be offered in April/May to pupils in each year group who have generated the most merits.
- Pupils with the most merits will receive Bronze/Silver/Gold pin badges in recognition of their achievements.



**School Code of Conduct**

- Lessons start on time – don't be late.
- Enter the room when told, in a quiet and orderly way.
- Remove jackets etc and prepare to start work.
- Always behave correctly in class.
- Do as instructed by the teacher and observe safety rules.
- Homework should be done on time and as well as you can.
- Graffiti is unacceptable.
- Eating is only allowed in the cafeteria and outside.

Copies of our school policy on Positive Behaviour and Relationships are available to parents on request.

Dumfries High School is proud to hold annual Celebration of Success evenings to recognise the outstanding achievements of our pupils. For S1-S3 pupils this event takes place just prior to the summer break. For S4-S6 pupils, their Celebration of Success evening reflects all wider achievements but also recognises the performance of pupils in final SQA examinations. These events are always a pleasure to experience and a highlight of the school year.

## 9. The Curriculum

### Curriculum for Excellence

The curriculum includes the totality of the experiences which are planned for pupils in their education. These experiences are grouped into four categories:

- 📖 Curriculum areas and subjects.
- 📖 Interdisciplinary learning.
- 📖 Ethos and life of the school.
- 📖 Opportunities for personal achievement.

The curriculum is described in terms of experiences and outcomes and significant aspects of learning. The use of the term 'experiences and outcomes' emphasise the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An outcome represents what is to be achieved. The experiences of learning are used both to assess progress in learning and plan next steps.

Curriculum for Excellence balances the importance of knowledge and skills. All pupils, whatever their level and ability, are entitled to a broad and varied general education. All teachers have responsibility for developing literacy and numeracy skills in pupils – skills that are essential to succeed in everyday life.

Curriculum for Excellence develops skills for learning, skills for life and skills for work. It brings real life into the classroom, making learning relevant and for young people to apply their lessons to their life beyond the classroom.



Young people have an entitlement to personal support to help young people fulfil their potential and to make the most of their opportunities. We aim to ensure that we Get It Right For Every Child and adult within our school (GIRFEC) and that all members of the full school community are safe, healthy, achieving, nurtured, active, respected, responsible and included.

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

### **Broad General Education S1-S3**

In S1-S3 pupils follow a broad general education. There will be opportunities for personalisation and choice. There will be opportunities for subject areas working together, thematic approaches and learning out of school. Pupils will study a range of subjects including English, Mathematics, French, Spanish, Social Subjects, Sciences, Art, Music and Drama. Information and Communications Technology, Physical Education, Religious and Moral Education, Health and Wellbeing Education (previously known as Personal and Social Education) and Home Economics.

In S2, moving to S3, pupils personalise their studies and are supported in the decision-making process by an excellent options programme. The programme includes a report detailing specific information about current progress and next steps, a parents' evening and an options interview for pupils and their parents. In S3 pupils continue with the broad general education but start to specialise to prepare them for the Senior Phase. The curricular area of Health and Wellbeing is met through all pupils having time allocated to Physical Education, Religious and Moral education and a Health and Wellbeing period once per week. It should be noted that as Health and Wellbeing is an area which is 'responsibility for all', all staff and subject areas will address this area as it permeates learning across the school.

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners' progress will be closely monitored by staff, who have regular dialogue and reflect with young people on their strengths, learning needs and next steps, and take action based on this. Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgements on their own learning.



Interdisciplinary studies, Literacy, Numeracy, Health and Wellbeing, Enterprise and Information Technology permeate the curriculum.

## Curriculum: Senior Phase S4-S6

Towards the end of their Broad General Education pupils will finalise their choice of subjects to study in S4. S4 pupils will study six subjects. There will also be opportunities to gain awards recognising wider achievement including for example, Duke of Edinburgh, Citizenship, and the Saltire Award for volunteering.



In S4 all subjects are offered at three different levels, namely National 3, National 4 and National 5. The emphasis in pupils' study is directed towards the most appropriate level as courses develop.

A detailed programme of options support and guidance starts during January/February of S4 to ensure pupils select the most appropriate subjects suitable to them and their intended career choice.

In S5/6 a range of courses is provided comprising National 3, National 4, National 5, Higher and Advanced Higher levels, as well as other vocational courses.

On transition from fourth to fifth year, pupils are encouraged to negotiate their timetables with the Head of House and are helped to make informed choices. Parents/carers are again invited to join in this important discussion at a specific options meeting. Besides the wide provision which the school can make, pupils in fifth and sixth year can travel to other schools in Dumfries Learning Town, The Bridge and to Dumfries and Galloway College to pursue courses not available at the High School.



The Bridge



Dumfries & Galloway  
College

## Making Choices

At the various points of transition in each pupil's school career, a priority is to offer extra support to help ensure that each pupil has the best information to enable him/her to make the very best choices. When pupils require to opt for the next stage in their school life, we offer the following:

- 📌 The school website contains full descriptions of all the courses on offer and the levels they are offered at. Subject descriptors for senior school also contain information regarding entrance qualifications for each course.
- 📌 An information meeting is held for each of the year groups where Options Choices are made. Pupils and their parents/carers are invited to attend these meetings where members of the Senior Management Team and the Head of House provide extra information regarding the subjects, the levels they are being offered at, the factors to be addressed when choosing new subjects and factors to be borne in mind regarding the assessment procedure for courses at various levels.
- 📌 Each pupil in each of the year groups where option choices are made is offered an individual meeting with either a member of Senior Leadership Team or the Head of House. Parents are invited to school to attend this individual meeting during the school day. The purpose of this meeting is to provide advice and support regarding the option choices for each pupil, to take into consideration individual career aspirations for each pupil, to finalise the Option Choices and to complete the Options Form with them.

## Health and Wellbeing Education

Curriculum for Excellence reinforces the importance of Health and Wellbeing which is fundamental for young people to sustain a healthy lifestyle for the rest of their lives.



## Physical Education

Physical Education is a compulsory subject. Pupils study 3 periods of Physical Education in S1/S2 and 2 periods in S3-S6. Pupils are encouraged to take part in the wide range of Extra-curricular activities available to them throughout the year. They also have the opportunity to participate in a girls-only health event which addresses a range of Health and Wellbeing issues.



## Home Economics

In S2 pupils study Home Economics. Pupils have the opportunity to choose Practical Cookery and have the experience of preparing and cooking a variety of healthy and nutritious meals and snacks.



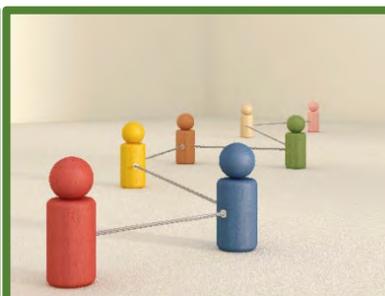
## Health and Wellbeing (previously known as Personal and Social Education)

Each pupil has 1 period of Health and Wellbeing per week. The course structure from S1-S6 focusses on the four key areas outlined below.



### Mental, Emotional, Social and Physical Wellbeing

The mental, emotional, social, and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect. Students study topics such as the importance of healthy sleep patterns, healthy eating habits, healthy lifestyles, and preparing/coping with exams.



## Relationships, Sexual Health and Parenthood

Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values, and beliefs can influence decisions about relationships, and sexual health. They develop their understanding of the complex roles and responsibilities of being a parent or carer.



## Substance Misuse

Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco, and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting a healthy lifestyle.

## Planning for Choices and Change

Learners need to experience opportunities which are designed not only to raise awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life. Demands and employment patterns are changing, so it is particularly important for all young people to have a clear understanding of the world of work, training, and lifelong learning.

# 10. The Wider Curriculum

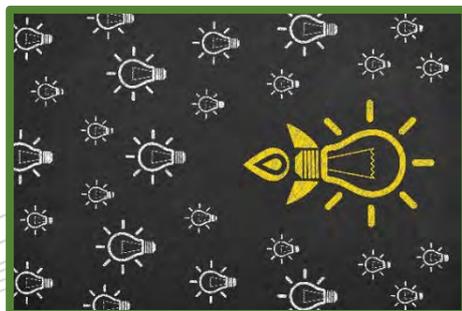
## Extra-curricular Activities

We hope pupils will take full advantage of the wide variety of leisure activities on offer. The number of clubs depends, of course, on pupil demand and voluntary teacher participation. The following list gives some indication of the impressive commitment of staff to offering so many rich opportunities for our pupils:

BADMINTON 	FOOTBALL 	BASKETBALL 
GOLF 	GYMNASTICS 	STUDY SUPPORT 
DANCE 	HOCKEY 	TABLE TENNIS 
RUGBY 	VOLLEYBALL 	MUSIC 

## Pupil Council

We want to see pupils of Dumfries High make a valued contribution to the school. We also want pupils to see how valued their views are. Representatives for each class meet regularly to discuss a wide variety of proposals for the betterment of the entire school community. Specific concerns or ideas are taken to Senior Leadership team meetings and the Parent Council. Outcomes are then fed back to classes and shared at assemblies.



## School Trips

The pupils at Dumfries High School have the opportunity to take part in a wide variety of school trips. In recent years trips have been organised to the following:

-  Battlefields – France
-  London
-  New York
-  Southern India



When organising a school trip, very careful attention is paid to the procedures and documentation issued by Education and Learning Directorate. The safety of pupils is at all times our main priority. The policy documents set out the responsibilities of the Headteacher, of the Excursion Leader and of other relevant personnel in order to help maintain the highest standards of safety and correct procedures for the benefit of our pupils. Please refer to the council website for further information.

## The Community

We enjoy strong relationships with our local community. Many of our youngsters volunteer, complete work experience or are employed by local groups in our community. This is vital in helping our pupils to see themselves as citizens of Dumfries and beyond.

We always welcome new opportunities to work with the local community to enrich learning for pupils and cement local links. Our excellent Business Mentors programme continues to grow and evolve, as does our work with the local Rotary Club, Greystone Rovers and Queen of the South just to name a few.



## Eco Schools

We currently have achieved “Eco-aware” status and continue to work on eco-friendly initiatives including paper recycling in addition to fair-trading status.



# 11. Home/School Partnership



## Parent Council

By law schools have a duty to promote parents' involvement in children's education. We are very keen that parents feel able to be involved in their child's education and learning, that they are active participants in the life of the school, and they feel able to express their views on school education generally.

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

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

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

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

Meetings are held on a monthly basis, the last Thursday of every month, and the agenda for each meeting together with the draft minutes of the previous meeting can be consulted via the school website in advance.

### Members

Chairperson: Dr Jackie Byrne  
Depute Chairperson: Dr G Chalmers



The Parent Council will be pleased to hear from you at any time with suggestions, questions, or comments. The easiest way to ensure your message gets to the right person is to send it to us by email at [gw08officedumfries@ea.dumgal.sch.uk](mailto:gw08officedumfries@ea.dumgal.sch.uk), from there it will be redirected appropriately and your reply will allow further correspondence directly with the relevant person, should you so wish.

## Communicating with Home

Information will come to you in a number of ways:



**By Newsletter** – Newsletters contain notification of events and activities and general information concerning the running of the school. They are published on our website <http://dumfrieshighschool.co.uk>.



**By Letter** – You will receive letters containing information about specific events (e.g. school trips) or incidents involving your child. You may also receive letters that alert you to issues concerning the academic progress of your child and which invites you to come into school to meet with a member of staff.



**By Telephone** – If there is any matter that we feel is important to discuss promptly with you, we will telephone you. If your child is unwell or has had a mishap in school, we will call immediately. It is vital that we have an up-to-date contact number on file. If you are concerned about your child's progress or wellbeing please do not hesitate to telephone the school office.



**By Groupcall** – A system whereby we alert you on a mobile phone number about various aspects e.g. if your son/daughter has not arrived as expected in school or if we have an emergency closure.



**By Reports**



**By Information/Options Booklets** – Parents/carers will receive S1 Information Booklets prior to the P7 Evenings held in the October of their child's P7 year. S4 and S5/S6 Option Booklets will be made available to the pupils and parents at the appropriate times for subject choices to be made at the transition from S2 to S3, S4 to S5 and S5 to S6.

Communication is a two-way process. At Dumfries High School we welcome contact with parents/carers. We encourage you to contact the school – by letter, by telephone or in person (although it is better to make an appointment to ensure that the teacher you want to see is available) – if there is anything you would like to discuss.

Parents/carers wishing to enrol their child at Dumfries High School should make an appointment to see the Depute Headteacher or the appropriate Head of House. This may be done by letter or telephone or by a visit to the School Office.

## Attendance

It is your responsibility as parents to ensure that your child/children attend school regularly. For the safety of all children it is important for you to telephone the school office prior to/at the beginning of any absence. Absences are recorded in class registers and frequent or irregular absences not supported by a reasonable excuse, will be notified to parents/carers and the matter may be referred to the Attendance Officer. If possible, please try to make dental/medical appointments out with school hours. However, if this is not possible, please inform us in writing or by telephone of the appointment and arrange to collect your child from class.



## Unexplained Absences/Lateness

In order that our procedures work efficiently and effectively we require your cooperation. Please ensure that:

1. The school is informed if the family is running late.
2. Any legitimate absence is notified to the school by telephone before 9am on the first day of the absence without fail, and that further calls, before 9am, are made on every subsequent day of the absence.
3. Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up-to-date and genuine numbers where a response will be received. This is particularly important with mobile phone numbers.
4. The school is kept informed of the absence and the likely return date.
5. Any planned absences are officially notified to the school in writing, in advance.
6. School would be informed, before 1:15pm, if a child was not returning to school after lunch as a result of becoming unwell over that period.
7. Latecomers report to the school office on arrival at school.

Staff will ensure that absences are checked every day and follow up the whereabouts of any child for whom we have no explanation.

## Holidays

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

Education and Learning Directorate recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods and parents remain free, within reason, to remove their children for holidays during term time. They should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is not possible – not fair to other children – to direct teaching time to assist a child who has been on holiday to catch up on what they have missed. This means that, whilst parents are at liberty to remove children for the purposes of family holidays, such absences will be recorded as 'unauthorised'. Parents should continue to inform the school, in writing of any such holiday plans.



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

## Homework



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

- a) Homework helps pupils to develop the habit of study.
- b) Homework is, for some subjects, a necessary means of practising skills acquired in class and to consolidate learning.
- c) Homework can encourage pupils to be resourceful and self-reliant.

It is difficult to specify the amount, type, and frequency of homework to be set, since this depends very much on the ability of the pupil, the stage the pupil has reached and the nature of the subject.

Parents are asked to assist homework by:

- d) Providing appropriate conditions in which homework can be done effectively.
- e) Encouraging your child to do homework conscientiously and to your satisfaction.
- f) Ensuring that any books or materials borrowed for homework purposes are returned promptly.
- g) Logging into Show My Homework app.



## **How is my child doing? (Assessment and Reporting)**

### Tracking and Monitoring

As pupils move through Dumfries High School it is crucial that their learner journey is tracked and monitored thus ensuring appropriate progress is made through each stage of their school career as well as maximising opportunities for pupils to reach their potential.



Pupil progress is tracked through a variety of different ways including assessment for learning strategies; class evaluations and focus groups; discussion at departmental meetings; SQA results analysis meetings; presentations to staff; discussion with senior and middle managers; presentations to the Parent Council and Education and Learning Directorate.

Dumfries High School has an extensive tracking programme whereby every teacher has a dialogue with each pupil throughout the academic year to have a meaningful one to one discussion about their progress and strategies for improvement. This allows pupils to take ownership of their learning and targets, identify underperformance and receive intensive support from teachers, Principal Teachers and Senior Leaders in order to maximise their academic attainment.

## Reporting to Parents/Carers



Full reports on progress and attainment are issued once a year for each year group. In addition to this, an interim (tracking) report which gives a brief overview of current progress is issued earlier in the session for all year groups. Timings of reports are as follows:

YEAR GROUP	INTERIM REPORT	FULL REPORT
S1	October & December	May
S2	October & December	February
S3	October & December	February
S4	November	February
S5/6	November	February

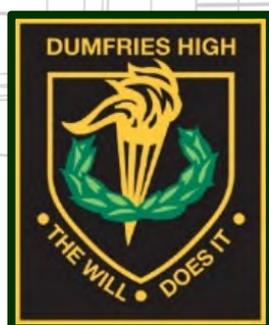
## Pupil Profiles

A profile is a snapshot of a young person's best achievements at a given point in time. Profiles are primarily aimed at learners and their parents and draw together a range of information about a child or young person's learning. It is one of the ways in which a learner's achievements can be recognised. Nationally, it has been agreed that profiles will be produced at the P7 and S3 stage. The end of S3 represents an important milestone in every young person's education. By the end of S3 all young people will have completed the Broad General Phase of Curriculum for Excellence. Young people should have produced their own profile, supported by staff, which gives a reliable and full account of their progress and achievements to date. It should include a focus on what they feel are their latest and best successes.

More information is available from the school and Council website:

[www.dumfrieshighschool.co.uk](http://www.dumfrieshighschool.co.uk)

[www.dumgal.gov.uk](http://www.dumgal.gov.uk)



## Helping Your Child

Please:

- 📌 Take an active interest in your child's schoolwork.
- 📌 Provide a quiet area in which homework can be done.
- 📌 Encourage the wearing of school uniform.
- 📌 Check the homework diary regularly/ask about homework.
- 📌 Encourage your child to use the library and its resources.
- 📌 Encourage punctuality, good attendance, and good manners.
- 📌 Share with the school the responsibility for your child's behaviour and the correction of unacceptable behaviour.
- 📌 Do not hesitate to come to the school to talk over problems.
- 📌 Take an active interest in school affairs e.g. come to our Parents' Evenings and attend other school functions.



## Useful Information

For more information on parental involvement or to find out more about parents as partners in their child's learning, please contact the school or visit the Education Scotland website –

[education.gov.scot/parentzone/](https://www.education.gov.scot/parentzone/)



## 12. Support for All

### Pupil Support

It is the responsibility of the Pupil Support Staff to ensure that each pupil (but especially any pupil who is new to the school) feels at ease in Dumfries High School and sees himself or herself as a valued member of the school community.

Each pupil has a Pupil Support Tutor and is timetabled for weekly periods of Health and Wellbeing education and study support. Pupil Support Tutors monitor and support both pastoral and academic aspects of pupils' lives at school. Pupils will have, as far as is possible, the same Pupil Support Tutor throughout this time at Dumfries High School, thus ensuring continuity.

The following aims and objectives serve to illustrate the role the Pupil Support plays, in the school:

-  To attempt to establish a warm, caring and understanding relationship with each pupil in order to provide each pupil with an “anchor” throughout his or her school career.
-  By means of an integrated programme of individual interviews and group teaching, to try and ensure that each pupil is prepared for, and assisted through, the stages of development appropriate to his or her age group.
-  In consultation with subject teachers and parents, to try to ensure that each pupil is following the course best suited to his or her potential and to continue to monitor that course throughout the pupil's career.
-  To give to the entire staff, to parents and to all external agencies, a known point of contact and source of information for each child in the school.
-  Working together with Removing Barriers to Learning Development to provide for certain pupils in each year group an Individual Support Plan (ISP). The purpose of this Plan is to inform mainstream staff of the strengths, specific areas where the pupil may require extra help and to provide the pupil's teachers with information on teaching strategies which will be most effective when teaching these individual pupils. The Parents of these pupils are also contacted for information regarding their recommended strategies for each pupil, and the pupils themselves are consulted to that they have an active role to play in their own learning.

### Pastoral Care

For Pastoral Care purposes each pupil will be linked with a Head of House. This member of staff will follow a year group as they move through the school ensuring a continuity of pastoral care for all of our pupils. The staff linked to each year groups are as follows:

#### HEADS OF HOUSE:

Miss D Holmes		Buccleuch
Ms F Bryce		Caerlaverock
Ms J Kilmurry		Devorgilla

Pupils are encouraged to approach their Head of House teacher in order to discuss any problems they may encounter. There is an appointment system in place to help them do this. They also have regular contact with their Pupil Support Tutor during the Health and Wellbeing Education programme, within which a variety of subjects, ideas and concerns are discussed. It is our aim that pupils are able to enjoy their education and achieve to the fullest extent of their ambition and potential. In order for this to happen we have to take very seriously the issue of bullying. Wherever pupils feel treated badly, it is our responsibility to restore a sense of fairness and justice in that situation. We strive to implement both school and Council policy as fully as possible. Our school anti-bullying policy can be found on the school website.

Each pupil in S1 is assigned an S6 Mentor. Mentors meet pupils on the primary induction days and have regular contact with their S1 pupils throughout the school year. They aim to offer support in social and academic aspects of S1 life.

Daniella Hogg is the Child Protection Coordinator at Dumfries High School. The Heads of House – Debbie Holmes, Fiona Bryce and Jan Kilmurry are the Depute Child Protection Coordinators.

### **Additional Support for Learning**

Dumfries and Galloway Council is committed to the wellbeing and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation, and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences.

The Authority aims to remove barriers to learning for all children with additional support needs through a range of orders. For the majority of children and young people this will be delivered in a mainstream classroom supported by their classroom teacher, for a few this will mean some additional support alongside the classroom teacher, and for a very few this will be part-time or full-time provision in a school with a learning centre or inclusion base.

This commitment to meeting the needs of all children is based upon the requirements of the Education (Additional Support for Learning (Scotland) Act 2004 amended in 2009 and is translated into procedure and practice by Dumfries and Galloway Education and Learning Directorate.

### **Removing Barriers to Learning (RBL)**

The additional resources for Removing Barriers to Learning (RBL) in this school at present are specialised staff, teachers, and teaching assistants, and accommodation for pupils with Additional Support Needs.

However, it is the philosophy of this school to treat each pupil or student as having individual learning needs and to ensure that, by a collaborative approach involving both class and Support staff, every child's maximum potential is realised.

In addition to diagnosed additional support needs, the school acknowledges the fact that some pupils find it harder to adapt to life in a large secondary school. For these pupils the Removing Barriers to Learning department also offers a range of individual group-based support programmes designed to support any individual experiencing such difficulties. The support on offer includes work on anger management, communication skills, emotional intelligence, self-esteem, problem solving skills and general social skills. We aim to offer support to pupils and their families to allow students to be fully included into all

mainstream classes. Mr Adam Park leads the RBL Department of specialist staff. If you wish to contact Mr Park, please contact the School Office.

### What is Additional Support for Learning (ASL)?

- 🏠 Social or emotional difficulties.
- 🏠 Problems at home.
- 🏠 Being particularly able.
- 🏠 A physical disability.
- 🏠 Moving home frequently.
- 🏠 Behavioural difficulties.
- 🏠 Bullying.
- 🏠 A sensory impairment.
- 🏠 Communication problems.
- 🏠 Being a young carer.
- 🏠 Being a young parent.
- 🏠 Having English as a second language.
- 🏠 A learning disability.
- 🏠 Autism.
- 🏠 Attention Deficit Hyperactivity Disorder.

If you have any concerns about your child, you should speak to a member of staff in the school in the first instance. There are a number of ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers (Additional Support for Learning teacher, Educational Visitor, Sensory Impairment Specialists) and Educational Psychologist. It may also involve your child being referred to staff in external agencies such as health staff (Speech and Language therapist, Occupational Therapist, Physiotherapist etc). As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate, your child will have an educational plan agreed which will identify how they are to be supported.

Your child's progress will be kept under review and any plans and support will be changed as necessary. As a parent you will be closely involved in any review process. There will be several opportunities for you to discuss your child's progress. This may be through informal discussion with the teacher or at Parents' Nights or it may also be through more formal, focussed meetings with all agencies involved. You should discuss and agree with the school how you would like to be involved.

Where appropriate – i.e. where a pupil has identified learning difficulty/diagnosed condition – pupils may be supported by an Individual Education Plan (IEP). Each pupil with such a Plan will also be assigned a Key Worker, a member of staff (usually a member of the RBL Department) who will devise the plan for the pupil, meet with his/her teachers and parent/carer to set appropriate learning targets, review these targets at set intervals, meet with the pupil on a regular basis, maintain regular contact with the parents of the pupil to keep them informed about their child's progress, arrange Review Meetings where the parents will be invited to come into school and have a meeting with the Key Worker and their child. The parents of these pupils are encouraged to contact the Key Worker in the first instance should they have any questions or issues to raise concerning their child.

At the moment a small number of children will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a

Co-ordinated Support Plan. The Co-ordinated Support Plan process is managed by Education Officers with responsibility for Additional Support for Learning.

Further information on all of the above is available from our school and Council websites

<http://www.dumgal.gov.uk/article/16163/Additional-support-for-learning> or from the following sources:

Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC0033576

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

Or

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

<http://www.sclc.org.uk/>

Parents may also access further support through mediation services provided by Common Ground Mediation <http://www.commongroundmediation.co.uk> or advocacy support through People’s Advocacy Support Services (P.A.S.S. Direct) or Parents Inclusion Network (PIN)

<http://www.parentsinclusionnetwork.org.uk/>

### **Community Learning and Development (Nithsdale)**

Community Learning and Development (Nithsdale), part of Dumfries and Galloway Council are pleased to be working in partnership with Dumfries High School to offer English classes to learners whose first language is not English. We work with both adults and pupils within the school.

Our Service offers opportunities to those who have no English language skills through to those wishing to gain certificates in English. All learners are assessed as to their level and matched into classes which suit their abilities taught by qualified, experienced tutors.

### **Getting It Right for Every Child (GIRFEC)**

Getting it Right for Every Child (GIRFEC) is an approach from Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. The ‘named person service’ is part of our GIRFEC approach and how we support children in Dumfries and Galloway. For you and your child this means that:

**Getting it right  
for every child  
Dumfries and Galloway**

- You are the expert on your child and what you think matters. Getting it right for every child means that the school will always seek to involve you, to listen to your opinions and take them
- seriously. Every child will have someone in the school who will be their point of contact. The named person function is there if needed, but children and families do not have to make use of their named person, and many children and their families never need to do so.

- If your child has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your child. You should never have to keep telling your story to lots of different staff in the School or Education and Learning Directorate or the NHS. When your child leaves secondary school there will be a Transition Plan in place for them in good time.

For more information on getting it right for every child email [GIRFEC@dumgal.gov.uk](mailto:GIRFEC@dumgal.gov.uk) or visit [www.dumgal.gov.uk/girfec](http://www.dumgal.gov.uk/girfec) to see the Dumfries and Galloway services plan.

## **Child Protection**

All children have the right to be protected from harm, abuse, and neglect. Every adult in Scotland has a role to ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be safe, nurtured, healthy, achieving, active, respected, responsible and included. Schools and front-line education and childcare services will play an important role in ensuring all children and young people are safe and well. Further information is contained within the **Child Protection Policy for School, Pre-Schools and Child Care Services** which is available from the school and on the Council website.

## **Educational Psychology Service**

Educational Psychologists aim to improve the life chances of all children and young people. Working in partnership with families and other services, we use applied psychology and knowledge of child development to address inequalities, support vulnerability and enhance inclusion. We seek to ensure that young people realise their potential to become successful learners, confident individuals, effective contributors, and responsible citizens.

We do this by:

- Working with others in a consultative way to help them make sense of difficulties and make informed choices and decisions.
- Sharing knowledge about 'what works' and promoting evidence informed approaches to develop the policy and practice of Literacy, Numeracy and Health and Wellbeing in our educational establishments and communities.
- Raising awareness of the crucial role of communication, relationships, and nurture in children's lives.
- Training and developing the skills of other professionals to improve children's attainment and achievement.
- Highlighting the interactive nature of assessment, teaching and learning.
- Designing and implementing interventions in partnership with others which support individuals and communities to develop resilience and ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included.
- Supporting effective transitions (early years into primary, primary to secondary and secondary to post school) to improve the life chances of young people.

The Psychological Service is based in offices in Newton Stewart, Dumfries and Annan, and each school has an identified Educational Psychologist. Further information about the service is available from the school.

### Home School Link Worker Service

A Home Link Worker can meet with parents/carers, children, or young people to offer advice or help with the sorts of things that affect a child's learning. These could be connected to a child or young person's home or school life. The service aims to provide help and advice early and prevent something small from growing into a problem. A Headteacher can ask for this support on a parent's/carer's behalf.

### Educational Maintenance Allowance

Students could get financial support to stay on at school dependant on their household income and meet certain criteria. This is called an Education Maintenance Allowance (EMA). Students must apply/ reapply each Academic Year. EMA is a means tested termly weekly allowance of £30, payable to students aged 16 to 19 in most circumstances for a maximum of 3 years. Students must achieve 100% attendance per week of the agreed attendance within their EMA Learning Agreement completed at school level.

EMA is payable in arrears, during term time only, generally on a 2-weekly basis. No payments are made for school holidays. Students can apply if they attend a school in Dumfries and Galloway or have a history of being Home Educated, attend a Young Persons Activity with Employability and Skills D&G Council or travel daily to a Cross Border facility. Further information and an application can be made at:

[www.dumgal.gov.uk/ema](http://www.dumgal.gov.uk/ema)

## 13. Leaving School

### Career Choices

Advice and education on the topic of careers is embedded throughout all years of the school's Health and Wellbeing programme. Pupils will regularly have the chance to consider and discuss career choices in this way.

Pupils can self-refer to the School Careers Officer. This operates by pupils filling in an appointment card and returning it to the school office. Cards are available from the Careers Officer or the office. The Careers Officer is in school on a regular basis to meet with pupils and offer guidance and can be available for consultation at school Parents' Evenings.

Pupils have access to My World of Work, national computer databases of careers and entry routes to Higher and Further Education. Access is also available online at <http://www.myworldofwork.co.uk/> to Skills Development Scotland resources. This site has a wealth of information on careers and education.

### Developing Scotland's Young Workforce

All young people in Scotland have an entitlement to a senior phase of education which:

- Provides specialisation, depth, and rigour.
- Prepares them well for achieving qualifications to the highest level of which they are capable.
- Continues to develop skills for learning, skills for life and skills for work.
- Continues to provide a range of activities which develop the four capacities.
- Supports them to achieve a positive and sustained destination.

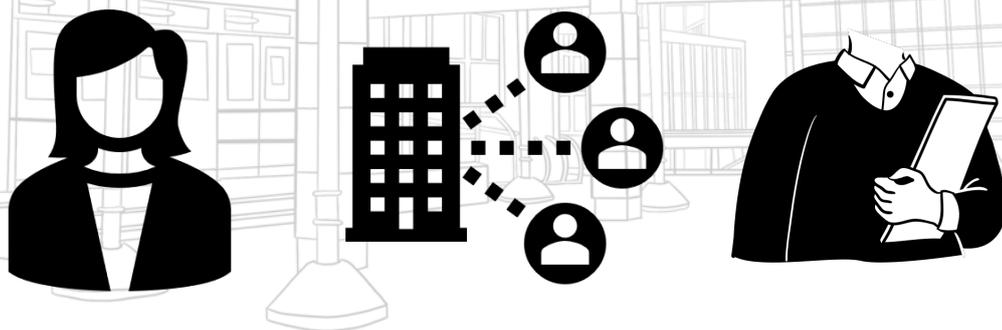


All secondary schools work closely with Skills Development Scotland, Careers Scotland, Job Centre Plus, Community Learning and Development, Social Services, local training providers, including Dumfries College, Inspiring Scotland, and local business to ensure that all young people of statutory leaving age are offered, in advance of their school leaving date, a meaningful, appropriate, relevant, attractive offer of learning post-school. Ms Kilmurry is our dedicated Youth Guarantee Co-ordinator who ensures that appropriate and targeted support is in place for all our young people progressing through the BGE into the senior phase and beyond to a positive and sustained destination. In addition she is working towards maximising opportunities for our young people through the creation of work placements, increased employer participation across the curriculum, ensuring our young people are aware of current employment, modern and foundation apprenticeship opportunities, the provision of work-related experiences for all our S1 to S3 pupils, and the organisation of careers events for all year groups.

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

### Work Experience

Pupils in senior school (S4-S6) will have the chance to take part in regular Work Experience. This is a fantastic opportunity to test the waters in areas of interest for future careers. Pupils are expected to take responsibility for arranging placements but will be helped as necessary by their Principal Teacher of Pupil Support. Where they will have more than one area of interest, they will be encouraged to set up work experience in both.



School work experience provides pupils with an experience of the workplace during which they may observe work roles, undertake some straightforward tasks, learn about responsibilities and see how core skills and other skills gained at school are used at work. It is important that young people have the opportunity to go to the workplace to experience and observe attitudes to work and the working environment. It is also essential that young people understand the importance and relevance of employability skills such as:

-  Timekeeping
-  Appearance
-  Customer care
-  Teamwork
-  Interpersonal skills

### Support Available

In the Senior school, pupils wishing to apply to College or University will be assisted by a senior member of staff to complete their UCAS application (or equivalent) which is processed using the UCAS electronic mailing system.



All S6 students also have a member of the school Senior Leadership Team or PT Pupil Support allocated as their Academic Tutor.

## 14. School Improvements

### Improvement Plans and Priorities

In May each year, the school publishes a Standards & Quality Report providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, whilst the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. In September we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, pupils, and parents. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are published on the school's website and are also available in hard copy on request.

## Achievements

### Recognition of Achievement Out with School

Many of our pupils engage in sporting and leisure pursuits in the school, wider community and further afield. We have some outstanding achievers at Dumfries High School and their achievements will be celebrated in a number of ways.

Pupils can fill in a green Wider Achievement slip in their register class which will be collected by their Tutor and then recorded by Miss Scott. There are weekly stories published in the local newspaper, on the school website and on social media celebrating the achievements of our young people. Pupils are also applauded at their year group assemblies and those with outstanding wider achievement accolades are awarded at the annual Prizegiving Ceremonies.

If parents wish to let the school know about Wider Achievements their child/children accomplished they are encouraged to email the school office with the details, along with any photographs on the achievement.

### Young Enterprise

Young Enterprise Young Enterprise is a national education programme which offers an exciting, practical, and hands-on business experience to young people. This is a real business venture where students discover for themselves how a company function. It is an ideal opportunity to sharpen existing skills and the chance to discover and develop new ones, for example working as part of a team, leadership, presentations, planning, financial management, press and media, taking responsibility and the need for commitment to the company.

This programme is offered as part of a National Progression Award at Dumfries High School this year and pupils involved will achieve two qualifications for their participation. The company must come up with the product, or service and is responsible for every element, including planning, design, production, finance, and marketing. The company must produce an end of year report and take part in the Regional Final where there is a chance of winning one or more of the various awards on offer. The Regional Finalist goes on to represent Dumfries and Galloway in the Scottish final in Glasgow.

As an example, Dumfries High School's 2023/24 company GeoDoodle, are working on creating educational colouring and activity books for primary aged children. They will be selling them throughout the course of the academic year at markets and online.



TikTok: [@geodoodlehttps://www.tiktok.com/@geodoodle](https://www.tiktok.com/@geodoodle)

Instagram: [@geodoodle.ye](https://www.instagram.com/geodoodle.ye)

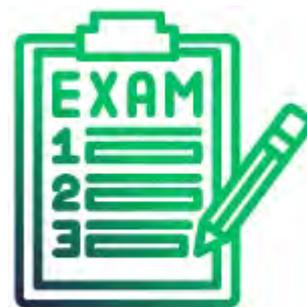
Twitter: [@GeoDoodleYE](https://twitter.com/GeoDoodleYE)

Email: [geodoodle63@gmail.com](mailto:geodoodle63@gmail.com)

## More Information

### Examination Results

Below are our academic results for 2023



#### S4 Attainment

##### 5 @ Level 5

Year	Dumfries High School	D&G Average
2023	56%	40%
2022	58%	42%
2021	62%	44%
2020	46%	48%
2019	42%	39%
2018	36%	38%

#### S5 Attainment

##### 5 @ Level 6

Year	Dumfries High School	D&G Average
2023	19%	12%
2022	26%	13%
2021	20%	15%
2020	14%	16%
2019	13%	13%
2018	11%	16%

#### S6 Attainment

##### 5 @ Level 6

Year	Dumfries High School	D&G Average
2023	44%	27%
2022	33%	31%
2021	32%	34%
2020	30%	30%
2019	24%	31%
2018	28%	26%

We take great pride in the results achieved over recent years at Dumfries High School. Congratulations and great credit go to our hardworking pupils, their parents/carers and the dedicated, professional group of staff who have prepared pupils so well for these exams.

## 15. Health and Safety

### Emergency Procedures

If your child feels ill during the school day and we feel that he/she would be better at home, we will telephone you or your emergency contact. Minor accidents e.g. cuts, and bruises are dealt with by the school first aiders. Serious accidents are few, but should one occur, your child will be immediately taken either to your doctor or to the hospital, if necessary, and you or your emergency contact will be notified. We cannot stress enough the importance of supplying the school with the relevant information we require in such a situation i.e. your own home and work numbers and a telephone number of an emergency contact.

We will require such information at the beginning of each new school year. Please update this as necessary.

### Severe Weather and School Closure Arrangements

Headteachers are authorised to make an emergency closure when the state of the weather or any other exceptional circumstances make it absolutely necessary in the best interests of the pupils. In these circumstances parents will be communicated in a variety of ways including text messages/phone calls.



### Leaving School Premises

During the morning interval, pupils are forbidden to leave the school grounds. First year pupils are not allowed to leave the school premises at lunchtime.

On no account must a pupil go out of school before the end of the morning or afternoon session without permission. It is an important rule of the school that when a pupil needs to leave the building during the day (for example, to keep a medical appointment) he or she signs out at the school office and, if returning to school that same day, signs in on his or her return. An appointment card, letter or phone call from a parent should be shown at the office when signing out.

## Health Care

Education and Learning Directorate is committed to ensuring that all children are able to fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the nursery/school environment, for most children this will be for short periods of time only but for some children this may require more long-term planning and support. If your child has any health care needs, please contact the school to discuss arrangements. Full details of the support available and your role as a parent and the role of your child are contained within The Nursery and School Policy on Health Care Procedures Sept 2012 which is available from the school or on the Council website.

There is a schedule of visits to the school by the School Nurse. Your child can also request to see the nurse by approaching a member of staff and an appointment will be arranged.

There are also First Aiders available in school if your child feels unwell during the school day. It is important that pupils who feel ill report to our First Aiders – Mrs G Duncan, Mrs Kirsty Lindsay-Scott, Mrs Claire Bartsch and Mrs Emma McEwan in order for your youngster’s condition to be assessed initially.

Pupils often wish to phone their parent/carer straight away to request being picked up from school if they do not feel well. However, if you need to be contacted, the First Aider will do so. It is most helpful for this procedure to be followed, so that accurate records can be kept, both in our medical room and with respect to attendance. If your youngster texts or phones you asking to be taken home, please contact the school to allow us to act appropriately. When collecting your youngster, please ensure that you inform the school office before your child leaves the building.

## Employment of Pupils

If a school is notified by a pupil that they intend to take up part-time employment and that this employment falls within the terms as set out in “Part-time Employment: A Young Person’s Guidelines”; there are procedures for schools to follow. These procedures are detailed within **Part-Time Employment of Pupils – Procedures for Secondary Schools** which is available from the school or on the Council website.

## Data Protection

Your child’s personal data will be held by our school. All personal data is held on our secure school management information system. We will ensure that the information we hold is accurate and up to date and each year you will be sent an Update Form detailing the information held by the school for you to check and update as required. Access to the school management information system is by individual user and is password protected. Furthermore, access to confidential data is restricted to staff in school as appropriate.



## Images of Pupils

The school does use photographs to provide a record of events and it is possible that photographs may appear in local paper or media. The authority has a policy on the use of images of pupils. You will be asked this when your child enrolls and to clarify your consent with regard to the publication of images of your child.



## Use of the Internet

As part of the whole learning process we allow our children supervised access to the internet and email. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material. This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use, which we ask parents and young people to sign up to.

## 16. Other Useful Information

### Pupil/Parent Support Unit

The Pupil/Parent Support Unit is there to help parents and pupils and can be contacted on the numbers shown below regarding any aspect of Free School Meals/Clothing Grants, Education Maintenance Allowance, School Transport, Home Education, Parent Council administration, school transfers and enrolment, school catchment areas, performing licences, insurance matters and financial support for those pupils entering higher education.

Parent pupil support unit contact numbers:

01387 260437	01387 260498	01387 260433	01387 260493
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## Policies

There are a number of National, Education and Learning Directorate and school policies which will provide information on a range of issues. Further details of all of these are available from your school. The following is a list of the most relevant policies:

- Acceptable Use of Dumfries and Galloway Council's ICT Facilities in School (2009)
- Child Protection Policy for Schools, Pre-Schools, and Childcare Services
- Children Absent from School through Ill Health – Guidance (2011)
- Curriculum Swimming Policy (2012)
- Digital Images Policy (2012) – Taking and Using Images of Pupils
- Dumfries and Galloway Equal Opportunities Policy and related Equality Schemes
- Part-Time Employment of Pupils – Procedures for Secondary Schools
- Enrolling in Schools – Placement Policy (2012)
- Inappropriate Use of Social Networking Sites (2011)
- Parental Involvement Strategy (2006)
- Primary School Class Organisation (2011)
- Protection of Vulnerable Groups (PVG) Scheme (2011)
- Providing Intimate Care for Children and Young People with Disabilities – National Guidelines for Schools
- Providing Intimate Care for Children – Procedures for Schools and Nurseries (2011)
- Nursery and Schools Policy on Health Care Procedures (2012)
- Respect for All – Anti-Bullying Guidelines (2011)
- School Transport Policy
- Use of Mobile Phones and/or Internet Bullying – Procedures for Schools when drawing up policies (2007)
- Volunteer Policy and Procedures for Schools (2012)

Further information on all aspects of education is available from  
[www.education.gov.scot/parentzone](http://www.education.gov.scot/parentzone)

To view the Education Authority Handbook see below  
<https://dumgal.gov.uk/article/20049/Education-Authority-Handbook>