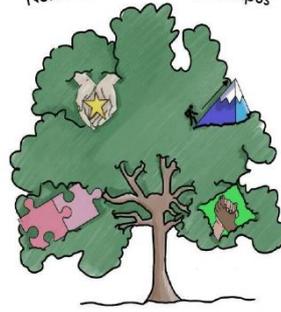


North West Community Campus



Relational ~ Self-Motivated ~ Resilient ~ Embracing Challenge

# Welcome to

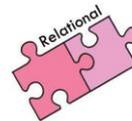
## North West Community Campus

### 2-18 School Handbook 2024-25

Self-Motivated



Resilient



Relational



Embracing

Challenge

Self Motivated, Resilient, Relational, Embracing Challenge



# Contents

## Contents

1.0	Letter from Director Education Services	4
2.0	Welcome from The Head Teacher	5
3.0	Education and Learning Directorate Services	6-7
4.0	School Aims	8
5.0	School Ethos	9
6.0	School Information & School Day	10-11
7.0	Staff Information	12-14
8.0	Term Dates & Holidays	15
9.0	Contact Us	16
10.0	More Information Concerns	17
11.0	How the School Works	18-19
11.1	The School Day	20
11.2	School Uniform	21-22
11.3	Financial Support	23-24
11.4	School Meals & School Snacks Information	25-27
11.5	School Transport	28-29
12.0	Class Organisation	30
13.0	Positive Behaviour and Celebrating Success	31-33
14.0.	The Curriculum	34
14.1	Curriculum for Excellence	34-35
14.2	Subject Information	36-43
15.0.	The Wider Curriculum	44
15.1	Health & Wellbeing Education	44
15.2	Wider Achievement	45
15.2a	Extra-Curricular Activities	45
15.3	Pupil Council	46-47
15.4	School Trips	48
15.5	Developing the Young Workforce	49
15.6	More Information	50-51
16.0	Home/School Partnership/Parental Involvement & Engagement	52
16.1	Parent Council/Parent Forum	52-53
16.2	Helping Your Child	53
16.3	Family Learning	54
17.0	Useful Links	55-56
18.0	Communication with Home	57
18.1	Family Events	58
18.2	Attendance	59
18.3	NWCC Procedure for Attendance & Absences	60-61
18.4	Homework	62
18.5	How is my Child Doing	62
18.6	Pupil Profiles and Reporting	63-65

<b>Contents</b>	3
19.0 Support for All	66
19.1 Pupil Support	66-68
19.2 Pastoral Care	68
19.3 Additional Support for Learning	68-70
20.0 Primary Enrolment in School & Moving to Secondary Transition	70
20.1 Secondary Enrolment in School	70-72
20.2 Skills Developing Scotland	73
20.3 Staying on or Leaving	73-75
21.0 School Improvements	76
21.1 Improvement Planning & Priorities	76
21.2 Achievements/Wider Achievements	77-79
22.0 Health & Safety Inc	80
22.1 Emergency Procedure including Safe Together	80
22.2 Severe Weather	80
22.3 First Aid	80-81
22.4 Data Protection	82-83
22.5 Information & Communication	84
22.6 Use of Internet	84



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.

Again, 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 head teacher 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

[DirectorSkillsEducationandLearning@dumgal.gov.uk](mailto:DirectorSkillsEducationandLearning@dumgal.gov.uk)

Yours sincerely

Dr Gillian Brydson

Director, 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/>  
Contactus for more ways to engage with the Council

## 2. Welcome from the Head Teacher



Dear Parent/Carer

It is my pleasure to present to you our school handbook. Transition to secondary school can seem like a daunting experience for a young person and I'm sure there are many questions you will have as parents, about the work and life of our school.

I hope this handbook answers most, if not all of those questions and I invite you to contact us at the school should you have any questions that you feel have not been fully answered.

Our school values of Responsibility, Unity, Growth and Success are the foundation upon which the rest of our work is built.

We believe that developing and sustaining positive relationships with everyone in our school community is crucial in creating a

successful, safe and healthy learning environment for our children and young people. Parents are at the heart of that process.

The staff team at North West Community Campus is committed to providing the highest quality learning experience for every learner. We create the conditions for learners to achieve and develop skills for leadership, learning, life and work through a range of curricular and extra-curricular opportunities and experiences.

I very much look forward to working in partnership with you to ensure that your son/daughter can thrive in school and achieve beyond expectations.

Our aim is to work together with you to provide experiences which unlock and refine the skills and learning attributes that will enable your child to be successful in life, no matter which pathway they choose.

If you have any other questions, please do not hesitate to contact us via the school office by telephone on 01387 245100 or by email on [gw18officenorthwest@ea.dumgal.sch.uk](mailto:gw18officenorthwest@ea.dumgal.sch.uk).

I look forward to meeting you at some point in the future.

A handwritten signature in black ink, appearing to read 'Barry Smith', written over a light blue background.

**Barry Smith**  
Head Teacher

## 3. Education and Learning Directorate Services

### Priorities and Commitments

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 at a time when many families are facing challenges, responding to the cost of living crisis that we face. 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 Head teachers 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 (GIRFEC) and Developing the Young Workforce (DYW).

Our Councils ambition is to be a successful region, with a growing economy, based on fairness, opportunity and quality public services, where all citizens prosper.

Working in partnership, with connected, healthy and sustainable communities. The region will be the natural place to live, work, visit and invest.

Education Services contribute to Dumfries and Galloway Council priorities by delivering an early years and school education which provides a good start in life for all our children.

We have a strong commitment to continuously developing and improving educational provision to enable all our children and young people opportunities to fulfil their potential through striving for excellence and equity in every aspect of the work of the service.

The importance of this commitment has continued to be emphasised by the tremendous commitment demonstrated by our staff in schools as they work to address the long-term impact of the interrupted and distance learning experienced over the last few years.

Dumfries and Galloway Council continues to value and prioritise education and learning, details of which can be found in our [Council Plan 2023-2028](#)

### [Education Statement from Dumfries and Galloway Council Plan 2023-28](#)

The Council will improve education and learning opportunities to help all our children, young people and citizens fulfil their potential. This starts with pre-school, then school, before progressing into further or higher education or transition into work. We will work with our partners to create and promote lifelong learning opportunities so everyone in the region can live a meaningful and fulfilling life.

## 3. Education and Learning Directorate Services cont..

### Priorities and Commitments

#### Education & learning Strategic Outcomes

- Places of learning are inclusive, sustainable and meet the needs of local communities
- We get it right for every child
- Children, young people and adult's transition successfully through all life stages
- Young people and adults succeed in what they want to achieve
- Participation in creativity and play is part of early and lifelong learning experiences

#### Key priorities of the National Improvement Framework

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

## 4. School Aims

### LEARNING POWERS – MERITS

#### Resilient

To recover and be ready to try again after something difficult or upsetting has happened.

#### What are we looking for?

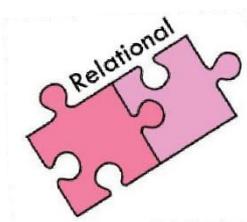


Not giving up even though you are struggling to do something.  
Asking for help to do a task if you are finding it difficult. Keep going when things are tough.

#### Relational

The way you build relationships and communicate within our school, our community and the wider world.

#### What are we looking for?



Treat others as you would like to be treated.  
Being respectful  
Being Safe

#### Embracing Challenge

To make a determined effort to tackle something new, different, or difficult for you.

#### What are we looking for?



Making an effort even when something is new or difficult.  
Being willing to try and not giving up.  
Working with others.

#### Self-Motivated

To be able and willing to work independently towards a goal.

#### What are we looking for?



Being ready to learn.  
Trying your hardest to complete a task.  
Remembering your goals and targets.  
Starting tasks straight away and finishing tasks to the best of your ability

## 5. School Ethos

During session 22-23 we refreshed our school values and have established new 'Learning Powers' for our whole campus, in consultation with our school community. Our learning powers, which guide the work we do together with young people, parents and the wider community, are as follows:

- Relational
- Resilient
- Embracing challenge
- Self-motivated

We believe that developing and sustaining positive relationships with everyone in our school community is crucial in creating a successful, safe and healthy learning environment for our children and young people. Parents are at the heart of this process.

The staff team at North West Community Campus is committed to providing the highest quality learning experience for every learner. We create the conditions for learners to achieve and develop skills for leadership, learning, life and work through a range of curricular and extracurricular opportunities and experiences.

The approaches we take in school demonstrate our commitment to providing a Nurturing and Inclusive environment for all learners, staff, parents and carers and partners. Examples of this are:

- We are a Rights Respecting School (achieved session 2022-23) – currently working towards our Silver Accreditation. This means that the practice and approaches we take reflect children and young people's rights stated in the United Nations Convention on the Rights of the Child.

- We are an Emotion Works 'Silver' accredited school (achieved session 2022- 23), working towards the 'Platinum' school award. This means we demonstrate a whole school approach to developing emotional literacy in our learners.

- We achieved the RespectMe School Reward during session 2022-23 as part of a 'pilot' programme of schools demonstrating a commitment to anti-bullying practice in our school. We are continuing this work through staff development and working with our young people, particularly in our secondary sector.

We have 3 school rules:

- Be Safe
- Be Respectful
- Be Ready to Learn

## 6. School Information

**Head Teacher:** Mr Barry Smith

**School Name:**

North West Community Campus

**School Address:**

Alloway Road

Lochside

Dumfries DG29DF

**Tel No:** 01387245100

**Absence No:** 01387 245106

**School email:**

[gw08officenorthwest@ea.dumgal.sch.uk](mailto:gw08officenorthwest@ea.dumgal.sch.uk)

**Office Hours**

8.00-4.00pm

**CONTACT US,  
COMMUNICATING WITH HOME**

**Website:**

[www.northwestcommunitycampus.com](http://www.northwestcommunitycampus.com)

**Facebook:**

<https://www.facebook.com/nwccdumfries/>

**Twitter:**

<https://twitter.com/nwccdumfries>

**Group call Messenger:**

Group call Messenger is the package we use to send out information to parents. We use Group call text for daily absence alerts, bus issues, school closures and any urgent information messages. Letters, study support information, reports and other school documents are sent out via Group call email

**Parent Council Chairperson:**

Mrs Sarah Ramsay

**Parent Council Email.**

[nwccparentcouncil@gmail.com](mailto:nwccparentcouncil@gmail.com)

**Parental Involvement  
Dumfries and Galloway  
Council:**

Parental Involvement  
([dumgal.gov.uk](http://dumgal.gov.uk))

**Parental Involvement:**  
<http://www.dumgal.gov.uk/schools/>

**Parent zone Scotland:**  
<https://education.gov.scot/parentzone>

**School Education Officer:**

Mrs A Chambers  
Mrs Karen Bryden

## 6. School Day & School Information

### The School Day & Class Numbers

North West Community Campus School Roll

ELC: 41  
 Primary: 1-7 318  
 Secondary: 282

**Denomination Status:**  
 Non –Denominational

**Status of Gaelic:** Gaelic is not currently taught at North West Community Campus

ELC	N3 – N5
N3	5
N4	14
N5	22

Primary	P1 – P7
P1	38
P2	50
P3	55
P4	36
P5	34
P6	66
P7	39

Secondary	S1 –S6
S1	31
S2	55
S3	80
S4	63
S5	31
S6	21

## 7 Staff Information

### Head Teacher 2–18 School

Mr Barry Smith

### Senior Leadership Team (SLT)

#### Depute Head Teacher ELC & P1-P4

Mr Bradley Maxwell

#### Depute Head Teacher P5 – P7

Miss Emma Henry

#### Nursery Manager

Miss Stacey Sneddon

#### Depute Head Teacher S1 – S2

Mrs Kirsty Templeton

#### Depute Head Teacher S3 – S6

Mrs Julie Morrison

#### School Support Manager 2–18 School

Mrs Morag Latimer

#### Office Staff 2–18 School

##### Office Manager/PA to Head Teacher

Mrs Sue Johnstone

Ms Cheryl Young

Ms Lynsay Nisbet

Mrs Katy Ashton

Mrs K Hoskins

#### Cook-In-Charge 2–18 School

Mrs Lorna McHallam

### PRINCIPAL TEACHERS OF PUPIL SUPPORT (Secondary)

Mr Adam Torbett (Eagle)

Ms Jodie Muir (Lynx)

Ms Gemma Sellers (Stag)

Ms Katie Morrison (ASL)

### PRINCIPAL TEACHERS OF PUPIL SUPPORT (Primary)

Mrs Carol Maxwell P1-P2

Mr Greg Clark P3-P4

Mr Darren Malin P5 – P7

Mrs Wendy Thin (ASfl)

### Auxiliary Staff

Janitor and playground supervisors

Mr W Fitzpatrick

Mr K Alexander

Mrs S Melvin

Mrs S Rae

Mr S Hale

## Primary Class Teachers

- P1 C Maxwell/M McCutcheon  
(Tues)
- P1/2 L James/M McCutcheon (Mon  
pm)
- P2 S Hamilton/B Maxwell (Thurs  
am)
- P2/3 L Muir/M McCutcheon (Wed)
- P3A N Gibson/S Forsyth (Tues pm)
- P3B L Whillis/S Forsyth (Mon all day  
& Tues am)
- P4 G Clark/J Lewis (Thurs)
- P4/5 A Campbell/J Stoker (Mon all day  
& Weds am)
- P5 K Zeman/B Maxwell (Weds pm)
- P6A S Hogg/J Stoker (Tues am & all  
day Friday)
- P6B D Malin/S Forsyth (Thurs all day)
- P6/7 B Maxwell (Mon)  
E Henry (Tues, Weds am)  
J Stoker (Weds pm & Thurs all  
day)
- P7B J McKinnell/S Forsyth (Weds all  
day)

## Participation

Ms Joanne McKinnell

## Nurture

Ms Astrid Lyttle – Teacher  
Miss Aileen Bell

## Additional Support for Learning

LC PT Primary Mrs Wendy Thin  
T Milligan (Wed/Thur) Teacher  
Ms Joanna Lambert – Teacher  
Mrs Rachael McCubbin

## Support staff ELC/ Nursery Nurses

Mrs Gill Graham  
Mrs Carys Gallacher  
Mrs Kerry Rowan  
Ms Sarah Wright  
Miss Erin Huxtable  
Mr Michael Brown

## EYSA Early Years Support Assistants

Mrs Leah Grant  
Mrs Glenda Ruddick  
Mrs Sharon Kay  
Miss Rachael Kerr

## Equity and Excellence Lead Practitioner

Miss Lorraine Murdoch

## Primary Learning Assistants

Mrs Tracy Anderson  
Ms Jennifer Campbell  
Mrs Karen Kerr  
Ms A Kirk  
Ms Tracey McCutcheon  
Mrs Lynette Moore  
Mrs Tracy Moore  
Mrs Amanda Neil  
Mrs Stacy Ronald  
Ns Maureen Shuttleworth  
Mrs Julie Stewart  
Miss Sarah Westgarth  
Miss Angela Williamson

## Secondary Staff

### Additional Support for Learning

#### Principal Teacher

Ms Katie Morrison

### Behaviour Support/Learning Support

Ms Katie Morrison

Mrs Gillian Dingwall – Teacher

Mrs Hanneke Boemer - Teacher

### Learning Support Assistants (Sec)

Miss Emma Elliot

Mrs Karen Dalrymple

Mrs Sharon Grierson

Mrs Helen Ingram

Mrs Susan Kempell

Mrs Sheila McLaren

Mrs Elaine North

Mrs Lorna Shaw

Ms Kerri Carter

Ms Karen Gemmell

### Library Assistant

Mrs Tracey Boyd

### First Aid

Mrs Sue Johnstone

Ms Lynsay Nisbet

Mrs Rebecca Dale

Mrs Morag Latimer

### School Technicians

Miss Kerry Grieve

### Biology, Chemistry, Physics, Social Subjects

Principal Teacher: Mr Andrew Stores

#### Biology

Miss Katie Meechan

#### Chemistry

Mr Tom Newall

#### Physics

M Wilson

#### Geography

Mrs Jennifer Galloway

North West Community Campus

Handbook 2024-2025

Last modified March 2024

### Modern Studies & DYW

Mrs Kim Symes (Mat Leave)

### Mathematics, Computing, ICT, Home Economics, Administration,

Principal Teacher: Mrs Joanne Pullen

#### Mathematics

Miss Sophie Nisbet (Mat leave)

Mrs Kirsty Houston

#### Computing, ICT,

Mr Brant Mahon

#### Administration

Mrs Emily Reid

#### Home Economics

Miss Megan Burns

### English, Drama, Modern Languages

Principal Teacher: Ms Nicky Davies

#### English

Ms Pam Taylor

Mrs Julie Houston

#### Modern Languages

Mrs Jodie Muir

#### Drama

Mrs Sarah Dames

### PE, Art, Music, Religious Studies

Principal Teacher: Mr Martin Wilson

#### PE

Mr Paul Cook

Miss Esther Gibson

#### Art

Ms Terri Campbell

#### Religious Studies

Miss Rhiann Wallace

#### Music

Mrs Louise Hart

## 8. Term Dates and Holidays

### Holidays

The Education and Learning Directorate recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods.

Whilst parents remain free, within reason, to remove their children for holidays during term time, you should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is not possible and 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.

Parents should always inform the school, in writing, of any such holiday plans.

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

A parent may be asked to come into school to explain the reason for their child's absence in line with the Education Authority's legal duty under the [Education (Scotland) Act 1980, Section 36]. Term dates can be found at [www.dumgal.gov.uk/article/15239/School-term-and-holiday-dates](http://www.dumgal.gov.uk/article/15239/School-term-and-holiday-dates)

### Current school year (2023/24)

#### 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)

## 9 Contact Us

If you need to find out something Our Office Staff are your first point of contact. They will be pleased to deal with any enquiry you wish to make regarding your child and put you in touch with the relevant member of staff.

If you have any concerns about your child/ren in the Secondary your initial contact would be the Principal Teacher Pupil Support (PTPS) in charge of their House group. This may then be passed to the relevant Depute Head Teacher (DHT) to deal with or possibly to the Head Teacher depending on the nature of your concern. In the ELC or Primary your initial contact is your child's class teacher.



Adam Torbet  
Sec PT Pupil Support  
Eagle



Jodie Muir  
Sec PT Pupil Support  
Lynx



Gemma Sellers  
Sec PT Pupil Support  
Stag



Katie Morrison  
Sec PT Additional Support  
for Learning



Mr Barry Smith  
Head Teacher 2-18



Carol Maxwell  
Primary PT P1-P2



Greg Clark  
Primary PT P3-P4



Julie Morrison  
Depute Head Teacher  
Secondary S3-S6



Kirsty Templeton  
Depute Head Teacher  
Secondary S1-S2



Darren Malin  
Primary PT P5-P7



Bradey Maxwell  
Depute Head Teacher  
ELC & Primary P1-P4



Emma Henry  
Depute Head Teacher  
Primary P5-P7



Wendy Thin  
Primary Support for Learning  
Principal Teacher

## 10. More Information or Concerns

For more information on how Dumfries & Galloway Council uses personal data, and to know more about your information rights including who to contact if you have a concern please follow this link [www.dumgal.gov.uk/article/15129/Data-protection](http://www.dumgal.gov.uk/article/15129/Data-protection)

If you have any concerns about data sharing you can discuss this with the school office, or data protection officer at the Council via [dataprotection@dumgal.gov.uk](mailto:dataprotection@dumgal.gov.uk)

Education and Learning have further privacy notices in relation to specific grants/trusts, payments to families, Early Learning and Childcare, Placing request for example. For all Education and Learning

Privacy Notices please visit [www.dumgal.gov.uk/Privacy](http://www.dumgal.gov.uk/Privacy) Under the data protection law, you have the right to ask to see information held by the Council that is about you. Asking for your information is called making a subject access request or a SAR.

The Authority is required to make the SAR available within one calendar month. If you wish to submit a SAR, please visit [www.dumgal.gov.uk/article/15129/Data-protection](http://www.dumgal.gov.uk/article/15129/Data-protection).

## Comments, Complaints and Compliments

Your suggestions can help shape and improve the service you receive. It is important for us to understand your experience of dealing with Dumfries and Galloway Council. If there is an area where we could do better, we want to learn from your experience and improve how we deliver our services. Your feedback helps us to understand what you think about the service you have received.

A comment might be some brief feedback about how we have handled a situation or delivered a service. It is best to pass a comment straight to the school so that we can take any necessary action. You may be suggesting an improvement to what we do or a change to how we operate. If you have something you would like to raise, we would always ask you to discuss any concerns / issues you have initially with your:

- Nursery/primary class teacher if the enquiry relates to classroom practice.
- Head teacher if the enquiry relates to whole school matters or you require an unresolved classroom issue to be discussed further.
- Parent Council and/or Connect (the membership organisation to support your Parent Council) if your enquiry relates to whole school matters linked to Parental Involvement.
- In secondary, the teacher with responsibility for Personal Social and Emotional Supervision followed by the Head teacher.

If you are not happy with the response you receive or a decision that has been made, you can Ask us to Look Again.

You can do this by contacting [ParentalInvolvement@dumgal.gov.uk](mailto:ParentalInvolvement@dumgal.gov.uk). At this point an Officer will contact you and discuss the issue and direct the enquirer as appropriate.

Remember you can also access Dumfries & Galloway Have Your Say at [www.dumgal.gov.uk/article/17349/Have-your-say](http://www.dumgal.gov.uk/article/17349/Have-your-say). If you remain dissatisfied and wish to make a formal complaint

If you remain dissatisfied, the Education and Learning Directorate operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at [www.dumgal.gov.uk/article/15382/Complaints-procedure](http://www.dumgal.gov.uk/article/15382/Complaints-procedure)

Compliments  
It is important for us to know when we are getting it right. If you have positive feedback about a service or staff member, it is useful for us to know. When we receive a compliment, it is passed on to the relevant manager and fed back to the staff involved in delivering that service.

### Make a comment or compliment

If you don't want to speak to the service directly and you want to provide feedback on how we have handled a situation or delivered a service, or you want to give us a compliment you can do this online [www.dumgal.gov.uk/complaints](http://www.dumgal.gov.uk/complaints)

We support front line school level resolution to complaints therefore please engage with your school in the first instance

## 11. How the School Works

### Early Learning and Childcare Primary, Secondary and Leaving School Enrolment

#### Early Learning and Childcare (ELC)

Early learning and childcare is education and care for young children, delivered in a caring and nurturing setting. Settings offer education and childcare to children up to school age in a school nursery, private businesses, voluntary organisations, or childminder.

#### 3 and 4 year olds

All parents will receive a letter and registration form in the post for their 3-year-old at registration time.

Parents will be asked to complete the registration form and return to their preferred provider enclosing a copy of their child's birth certificate and proof of address. Children moving to their second year of nursery will be provided with an ELC2 registration form from the provider. Parents who wish to change their provider for their child's second year should collect a form from the provider and deliver to their new chosen provider. Eligible children can receive up to 1140 hours a year of ELC. That works out at 30 hours per week during school term time or you can choose a provider that delivers the hours all year round. The Council Webpage and Facebook will be updated with information for parents.

Further information and an application can be made at: Early learning and childcare - Dumfries and Galloway Council ([dumgal.gov.uk](http://dumgal.gov.uk))

#### 2 year olds

Your child may be eligible to start early learning and childcare at the age of 2 years if you are a parent and in receipt of certain benefits.

Further information and an application can be made at: Funded early learning and childcare for 2 year olds - Dumfries and Galloway Council ([dumgal.gov.uk](http://dumgal.gov.uk))

#### Tax Free Childcare

Tax Free Childcare is an opportunity to help families with the cost of childcare and maximise their income/ assist with the cost-of-living crisis.

A working parent earning less than 100k can apply for help with the cost of purchased childcare, offering up to £2,000 per child per year, or £4,000 if a child is disabled. Parents can open an online account, which they can use to pay for childcare from a registered provider. For every £8 parents pay into these accounts, the government will add £2.

Further information and an application can be made

at: [www.gov.uk/government/news/tax-freechildcare-10-things-parents-should-know](http://www.gov.uk/government/news/tax-freechildcare-10-things-parents-should-know)

## Enrolment

### Deferred entry to Primary 1

Most children start school when they are between 4 years 6 months and 5 years old but it is possible to start children later depending on the circumstances. This is called deferred entry. You can choose for your child to start primary school later if they turn five from the school start date in August and before the last day of February. Children with a birthday between the first day of March and the first day of school in August do not have an automatic right to defer entry to school, but parents can still apply on the grounds of Additional Support for Learning needs.

Further information can be found at: [Deferred entry to Primary 1 - Dumfries and Galloway Council \(dumgal.gov.uk\)](#)

### Moving from Early Learning and Childcare (ELC)

Primary teachers work closely with ELC staff and parents to ensure that information about each child's learning and achievements is passed on. This will help ensure that their learning and development continues without interruption. Staff will also share other information which will help the teacher to support each child's learning – for example relevant health issues, friendship groups and preferred ways of working.

For more information on School class sizes and grouping please visit [www.dumgal.gov.uk](http://www.dumgal.gov.uk)

### How to enrol in your school Enrolment Information

Parents may opt for a place in any school they wish, at any time, but priority for a place will be granted to children from the recognised or 'delineated' catchment area. Information regarding catchment areas can be found on the Council's website by accessing "[Near Me](#)".

Full details on how to enrol or move school are available from the school or on the Council's website

[www.dumgal.gov.uk/article/15241/School-places](http://www.dumgal.gov.uk/article/15241/School-places)

### 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.

## 11.1. The School Day

### The Nursery Day

Nursery is open from 8.45am until 15.00pm

All nursery children are entitled to 1140 hours of ELC per year, 30 hours per week during term time. Please note NWCC is only open during term time.

### Nursery

08.45 - 11:55 Morning Session

12:15 - 15:00 Afternoon session

### Primary School

09:00-10.30

10.30-10.45 Morning interval

12:00-13:00 Lunchtime

15.00 End of school day

Whilst in the playground, children are supervised from 8.45am daily.

The Daily Mile usually takes place during

More information can be found here:

<https://thedailymile.co.uk/>.

The morning playtime is from 10.30am until 10.45am. The Health and Wellbeing of all the children at North West Community Campus is a top priority and we encourage all the children to eat healthy snacks and be active at playtimes. Please provide your child with a health snack. Examples include fresh or dried fruit, vegetable sticks and rice cakes.

Our friendly staff look after the children at playtime and lunchtime with the help of our Learning Assistants and DHTs. Learning Assistants and Office Staff are responsible for First Aid Accidents/Injuries.

Weather permitting, children play outdoors at break time. Please can you ensure that your child come to school suitably dressed for the weather conditions? On very wet days, pupils are supervised in their classrooms and are expected to play quietly and sensibly.

### Assemblies

### Secondary School Day

Our day in the Secondary Part of the school starts with Registration or assembly at 8.50am and finishes at 15.15.

A sample day from a typical timetable shows how our day is organised:

Monday to Friday	
Registration	8.50-9.00
Period 1	9.00-9.45
Period 2	9.45-10.30
Morning Break	10.30-10.50
Period 3	10.50-11.35
Period 4	11.35-12.20
Period 5	12.20-13.05
Lunchtime	13.05-13.45
Period 6	13.45-14.30
Period 7	14.30-15.15

A number of Individual year group assemblies will take place throughout the year. These assemblies will utilise the expertise of a wide range of outside speakers to enhance the social education programme. There are a variety of contributors to morning assemblies including:-

- Senior Leadership Team
- Pupil Support Staff
- School Ministers
- Various school departments
- Different outside agencies.

## 11.2. School Uniform

### School uniform

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 drawing up the dress code, parents, pupils and staff should be fully consulted and it is the expectation of Education services that parents will be supportive of the dress code.

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

### ELC and Primary School Uniform/Dress Code

Our nursery ask that children bring a set of spare clothes with them each day. Children should wear appropriate clothes for promoting independence, and in preparation for weather, a waterproof jacket, and hat and sun cream when appropriate. There is an optional NWCC nursery polo shirt that children can wear each day, but this is not compulsory.

### For primary learners

The school uniform is:

- Black trousers, shorts, skirt or pinafore dress
- Purple polo shirt
- Black sweatshirt, jumper or cardigan (no logos)
- Black footwear



During summer (Easter to end of term) girls have the option of wearing a purple gingham dress.

The children will also need a PE kit which should include:

- Shorts
- T-Shirts (no football strips)
- Plimsolls or trainers are both acceptable, however trainers do offer more support and grip. In the younger classes, gym shoes should be Velcro or elasticated
- Weather permitting, we will be outside as much as possible to your child can also bring a tracksuit top and/or bottoms.

Please clearly mark all items of clothing and footwear with your child's name.



## Secondary School Uniform/Dress Code

We see our school dress code as encouraging a sense of pride in our school. At meetings with parents in the past we have found that most of you are also in favour of your children conforming to our dress code.

We stress the importance of our school dress code because it shows you are with us and encourages a sense of identity with our school

For secondary learners, the school uniform is:

- Black trousers, dress shorts, skirt or pinafore dress
- White shirt or polo shirt
- School tie
- Black sweatshirt, jumper or cardigan
- Black coloured footwear

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

- Could potentially encourage factions (e.g. football colours)
- Could cause offence (e.g. anti-religious or political slogans).
- Could cause Health & Safety difficulties such as loose fitting clothing, dangling earrings.

- Are 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.

Parents in receipt of a grant for footwear and clothing from the authority will be encouraged to purchase items which are in accordance with the school dress code. It is not normal policy for the authority to remove a pupil from school solely based on her/his dress.

However, a persistent refusal to respond to a reasonable dress code could be deemed a challenge to the Head teacher's authority and as such be detrimental to the good order of the whole school community.

In such circumstances a Head teacher could justify the use of other school disciplinary procedures.

Responding to environmental factors. Each school will give consideration to adjustments to School uniform requirements to address any extreme weather conditions and relay this to parents/carers as timeously as possible.

## 11.3 Financial Support for Children and Families

### Grants and Bursaries

#### Scottish Child Payment

Scottish Child Payment helps towards the costs of supporting your family. It's a weekly payment of £25 that you can get for every child you look after who's under 16 years of age. You'll get the payment every 4 weeks if your application is successful. Further information and an application can be made at: [mygov.scot](https://mygov.scot) website or call us on 0800 182 2222.

#### Best Start Grant

Best Start Grant and Best Start Foods are payments that help towards the costs of being pregnant or looking after a child. Best Start Grant is made up of 3 one-off payments:

- Pregnancy and Baby Payment
- Early Learning Payment
- School Age Payment

Best Start Foods is a prepaid card that can be used in shops or online to buy healthy foods like milk or fruit. The payments you can get now will depend on:

- How far along in your pregnancy you are
- How old your child is

Further information and an application can be made at: [mygov.scot](https://mygov.scot) website

#### 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 £134 per primary school child and £150 per secondary school child.

Further information and an application can be made at: [Free school meals and associated payments - Dumfries and Galloway Council \(dumgal.gov.uk\)](#)

Education and Learning Directorate are committed to supporting families through their Anti-Poverty Strategy – details of which can be found at [www.dumgal.gov.uk/poverty](https://www.dumgal.gov.uk/poverty) Schools should also make parents aware of the School Uniform Bank Project.

Donation and Collection information can be found at the above link. Education Maintenance Allow.

#### Education Maintenance Allowance (EMA)

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 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.

It 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](https://www.dumgal.gov.uk/ema)

### 11.3 John Wallace Trust Scheme 1981.

The scheme awards bursaries to secondary school pupils living in the upper Nithsdale area who are about to enter, or are attending, Higher Education or intend to travel for Education purposes.

Financial assistance may be available for up to five years. The amounts paid can change each year depending on the number of applicants received. Successful new and continuing students are required to complete a certificate of attendance form each year to ensure payment.

Further information and an application can be made at [www.dumgal.gov.uk/article/16432/JohnWallace-Trust-Scheme](http://www.dumgal.gov.uk/article/16432/JohnWallace-Trust-Scheme)

### Edinburgh Dumfriesshire Scholarship

This scheme awards financial assistance to secondary school pupils who have been mainly educated in Dumfriesshire and are looking to enter higher education.

Preference may be given to students entering the University of Edinburgh. The award currently stands at £200 per annum for up to four years. The Award is based on S5 examination results together with a report from the Head teacher at the school. Usually only one award is made from any applications received.

Further information and an application can be made at: [www.dumgal.gov.uk/article/16433/Edinburgh-Dumfriesshire-Scholarship](http://www.dumgal.gov.uk/article/16433/Edinburgh-Dumfriesshire-Scholarship)

Schools should also be aware of Anti-Poverty Strategy that places the importance of costs surrounding the school day.

<http://www.dumgal.gov.uk/tacklingpoverty>.

This should also be considered for school uniform requirements. Every effort should be

made to reduce costs in line with the aims of this strategy.

Many schools have a range of measures to reduce the cost of clothing, the parent councils often take the lead in developing local solutions such as 'swap shops' or items which are available for families, often through the school office.

Schools should also make parents aware of the School Uniform Bank Project. Donation and Collection information can be found at <http://www.dumgal.gov.uk/article/15246/School-clothing-grants-on-School-Uniform-pdf>.

## 11.4 Meals and Snacks – Nursery and Childcare Setting

In Dumfries and Galloway, Economy & Resources, Facilities Services - Catering are bound by the Food and Drink in Schools (Scotland) Regulations 2020 which means they must create a balanced nutritious meal daily.

By following these guidelines Facilities Services – Catering:

- Places health promotion at the heart of school activities
- Ensures that food and drink served in schools meets nutritional requirements
- Ensures their local authority promote the uptake and benefits of paid and free school meals.

### Naturally D&G

Our naturally D&G local provenance brand is about more than just food but everything we do as a school meals service from food sustainability, legislation and climate change. Which ensures that:

- Meals are freshly prepared, with seasonal Ingredients
- Eggs are from free-range hens and our meat is from animals farmed to certain British and EU standards
- They don't serve any endangered fish
- Their menu is free from undesirable additives and GM ingredients

### 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 Special Diet Request Forms to allow us to inform the catering team who will discuss your child's requirements in full.

For more information contact [DGschoolmeals@dumgal.gov.uk](mailto:DGschoolmeals@dumgal.gov.uk) or the Solutions Centre on 01387 271 112 or [solutionscentre@dumgal.gov.uk](mailto:solutionscentre@dumgal.gov.uk) to access the Legislation & Nutrition Officer.

**All Children with allergens should register with the Catering Team as soon as they are aware that their child has an allergen or intolerance to food.**

### Universal provision

In Nursery eligible children can receive up to 1140 hours a year of Early Learning and Childcare. As part of this funded offer the child will be entitled to one free meal and a snack each day.

In Nursery and Childcare settings, The Scottish Milk and Healthy Snack Scheme will fund a daily serving of plain fresh milk (or specified non-dairy alternative) and a healthy snack (a portion of fruit or vegetables) for children who attend childcare settings for 2 hours or more, per day, in registered settings. More information can be obtained from your childcare provider.

## 11.4 Free school meals

Free school meals are provided for all pupils in Primary 1, 2, 3, 4 and 5. Confirmation of when this will be rolled out to P6 & P7 from the Scottish Government has yet to be confirmed.

In Nursery, eligible children can receive up to 1140 hours a year of Early Learning and Childcare. As part of this funded offer the child will be entitled to one free meal and a snack each day.

In Nursery and Childcare settings the Scottish Milk and Healthy Snack Scheme will fund a daily serving of plain fresh milk (or specified non-dairy alternative) and a healthy snack (a portion of fruit or vegetables) for children who attend childcare settings for 2 hours or more, per day, in registered settings. More information can be obtained from your childcare provider. The Council Webpage and Facebook will be updated with information for parents.

<https://www.dumgal.gov.uk/article/15236/Fundedearly-learning-and-childcare-for-3-and-4-year-olds>

### Online ordering

All primary schools are now operating a pre-order system for school lunches for paid and free school meals. Parent / Carer will receive a letter informing them of how to create and set up an account for their child. Pupils can be supported to pre-order their meals at home or in the class base or by their school cook. For pupils registered as a special diet further information on the ordering system will be communicated upon registration.

Online pre-ordering of school meals is currently being rolled out to all secondary schools, information will be supplied by your school.

## Free School Meals

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

## Lunch in the ELC

Lunch in the ELC is a sociable time where the children sit with their friends and staff in the nursery to enjoy either a school lunch or a packed lunch from home.

Nursery aged children are entitled to a free school lunch. At North West Community Campus school kitchen provides a meal.

If you pack a lunch for your child, for safety reasons, please do not provide glass containers. As with other items or personal property, please label packed lunches with your child's name. We are a nut-free school.

All staff encourage the children to use good manners and to enjoy the social occasion of eating lunch together with their friends.

## 11.4 Lunch in the Primary

Lunch in the Primary is a sociable time where the children sit with their friends in the dining room to enjoy either a school lunch or a packed lunch from home.

The North West Community Campus school kitchen provides a two-course set meal at a fixed price (£1.90). Pupils in Primary 1, 2, and 3 currently receive free school meals. Pupils are offered a choice of hot or cold meal. Each morning a catering assistant collects orders and money.

If you pack a lunch for your child, for safety reasons, please do not provide glass containers. As with other items or personal property, please label packed lunches with your child's name. We are a nut-free school.

The DHT's, Learning Assistants and Catering Assistants supervise the children in the dining room; all staff encourage the children to use good manners and to enjoy the social occasion of eating lunch together with their friends.

Primary children are not allowed out of the school premises during the lunch break unless they are going home for lunch by prior arrangements with the school office.

## Lunch in the Secondary

Students joining North West Community Campus will have applied for a Young Scot card in P7. Should have been issued with the card prior to induction days. Students who do not have a card or who require a replacement card should contact Dumfries Library for more information. Parents are able to add money to the card to allow for cashless purchases in the canteen. Parents are also able to keep track of the purchases made by their child.

A daily "upper spend limit" of £5 prevents all the money on the card being spent in one day. You may request an alternative daily spend limit. A minimum of £2 will be required to purchase a two-course meal.

For the first few weeks, 1st year pupils are sent for lunch five minutes before the other years so that they are the first to be served each day.

The Dining Hall is also open at the morning interval for filled rolls, hot drinks etc., as part of the catering service. It provides a warm sheltered area particularly in winter months.

Students on free school meals have the same card and can be assured anonymity. Online payments are encouraged but cash and cheques can be loaded onto the account for additional purchase.

For more information please visit:  
<https://www.ipayimpact.co.uk/IPI/>

## Scottish Child Payment and Bridging Payments

The Scottish Government's Scottish Child Payment helps towards the costs of supporting your family and, as of 14 November 2022, applications are now open for all children under the age of 16. The weekly value of this award will also increase to £25 as of this point.

Visit [Dumfries and Galloway Council website](#) for further information.

For further information on school  
[www.dgschoolmeals.co.uk](http://www.dgschoolmeals.co.uk)



## 11.5 School Transport

Schools should note the Act on the use of Seat Belts on School Transport (Scotland) 2017. The purpose of the Act is to improve road safety for school children by imposing a duty upon school authorities to ensure that each motor vehicle which the authority provides or arranges to be provided for a dedicated school transport service has a seat belt fitted to each passenger seat, i.e. one seat belt per pupil. See Seat Belts on School Transport

<https://www.transport.gov.scot/media/42287/seat-belts-on-school-transport-scotland-act-2017-guidance.pdf>. For the purposes of the Act two kinds of transport service are dedicated school transport services, namely a “home-to-school transport service” and a “school trip transport service”.

Schools should note however that registered local bus services even if used for the transport of pupils are excluded. More Information on Free School Transport can be found [at free school transport \(dumgal.gov.uk\)](http://www.dumgal.gov.uk)

### School Transport

Free school transport is available for some school children attending primary or secondary school if they live within the school catchment area and if they meet certain criteria. For more information and [guidance visit www.dumgal.gov.uk](http://www.dumgal.gov.uk)

### Who is entitled to school 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 and over
- Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

However, it is the Parents responsibility to ensure that that their child reaches the designated pickup point or the school safely.

With respect to the safety of any route to a designated pick-up, the Transport Policy states that “All routes are assessed on the assumption that the child is accompanied by a responsible person.”

### How I find out if my child will receive school transport?

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.

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.

### 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.

## 11.5 School Transport continued...

If you do not wish for your child to have the free travel applied to their card you will have to apply for a card without travel either 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.

Any alterations to transport arrangements that occur during the school year will be communicated, as soon as possible, prior to any changes being made.

If school bus passes are required these are issued at school.

**Pupil behaviour on school transport is generally very good. A Depute Head Teacher works very closely with the bus companies to ensure that any problems with behaviour are quickly resolved. Our senior pupils help by monitoring the behaviour of younger pupils on buses.**

## 12. Class Organisation

Playground Supervision Schools with a roll of 50 pupils or more are entitled to an allocation of Playground Supervisor hours. This is currently based on the formula below:

No of Pupils Hours	Week Weeks	Year
Less than 50	n/a	n/a
50-100	9.75	

38 101-200 9.75 38 200+ n/a Management and deployment of Playground supervisors is currently through Communities directorate.

## 13.0 Positive Relationships and Celebrating Success

### Respect For All

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

Respect for All aims to ensure that all sectors and communities, at a national and local level, are consistently and coherently contributing to a holistic approach to anti-bullying, regardless of the type of bullying. This includes an explicit commitment to addressing prejudice-based bullying. Central to this, Respect for All is underpinned by the values of:

- Fairness
- Respect
- Equality
- Inclusion

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

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

The Equality Act 2010 that places a duty on schools to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

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

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

## 13.0 Positive Relationships and Celebrating Success

### Respect For All continued

Religious Observance Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community. There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected. Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity Dumfries and Galloway Council's priorities also place every child's wellbeing at the centre. In schools we do this by adhering to the principles of GIRFEC.

Equalities Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others. In line with Dumfries and Galloway Education Authority guidelines, Wallace Hall recognises and welcomes diversity and promotes respectful understanding. Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register. Dumfries and Galloway Council's priorities also place every child's wellbeing at the centre. In schools we do this by adhering to the principles of GIRFEC

## 13 Promoting Positive Relationships in the Primary

At North West Community Campus our Positive Behaviour Framework is based around promoting and nurturing positive relationships between staff, pupils and the wider school community.

Our school is a welcoming place for all and the views of pupils and parents/carers are sought, valued and listened to. Building open and honest relationships with parents/carers is vital, and we encourage you to get in touch if you have any queries or concerns.

At North West Community Campus our school rules are:

- Be safe.
- Be respectful.
- Be ready to learn.

We follow a stepped boundaries system across the school campus.

This system is based around Restorative Practice where the children are encouraged to reflect on the choices they are making and this is followed with a restorative conversation between a member of staff and our learners.

Communication between school and home has an important role in our Positive Behaviour Framework; any concerns can be discussed with a relevant member of staff.

## 13. Celebrating Success in the Primary

All school staff seek to develop pupils' own motivation for learning. Children are encouraged to take pride in their work, share their successes and seek support when they are having difficulties.

Effort, demonstrating perseverance and resilience, and going 'above and beyond' in any area of school life are recognised and celebrated.

Where students are following school rules and making positive choices, a house point will be awarded by a member of staff.

These contribute to their house totals as well as their individual totals. All youngsters are in one of our three houses Eagle, Lynx and Stag.

Success is celebrated on a regular basis between staff and students as well as through assemblies linked to the school values. We will also continue to recognise and celebrate the achievements of our learners, staff and school. We do this on an ongoing basis in a number of different ways.

Children are awarded house points, certificates, badges and stickers for specific achievements. Weekly house point totals are announced at assembly and pupils in the winning House gain an extra 5 minutes of playtime the following week.

School is just one part of your child's life and we want to recognise and celebrate your child's achievements outside of school. Examples of wider achievements range from a child being able to tie their shoelaces independently, trying a new food, looking after a pet, badges earned at Cubs, being a committed member of a club or group, or music, dance and sports success.

North West Community Campus  
Handbook 2024-2025  
Last modified March 2024

Please share these successes with school by getting in touch with your child's class teacher through by your child sharing a photo or bringing in a badge, certificate, medal etc.

## Class Organisation

Class Organisation Our Broad General Education provides learners with a range of opportunities for achievement across all curricular areas. Young people specialise in S4, S5 and S6, studying up to 7 subjects in S4 and up to 5 subjects in S5 and S6, depending on their chosen learner pathway.

## 13. Positive Behaviour and Celebrating Success in the Secondary

The Secondary's aim of being an effective learning environment; a caring community; a place where people have self-respect; and have respect for others can only be achieved within a framework of good discipline. The basis of a discipline system is laid in the classroom where teaching staff set clear standards of work, punctuality and politeness.

Staff also seek to establish an atmosphere of mutual respect in which teachers and pupils can achieve their common aims. A structured discipline system is used to discourage misbehaviour and keep parents informed. Good work and good behaviour is also recognised and praised in classes

Pupils are expected to behave at all times in a socially acceptable manner. This involves self-discipline and consideration for others. A number of sanctions may be applied by staff across the school in accordance with the school's Positive behaviour Policy.

### 13. Positive Behaviour and Celebrating Success in the Secondary cont ..

Persistent misbehaviour will be referred to the Depute Head Teacher or Head Teacher and may result in:

- Interview with parent
- Introduction of a personalised behaviour support system
- Referral to Behaviour Support
- Exclusion procedures Repeated misbehaviour will incur increasingly severe sanctions.

However, a serious incident is likely to incur an immediate severe penalty. Any serious incidents will be referred to the Depute Head Teacher/Head Teacher and logged and the police may be called if appropriate. Serious incidents could include violence towards pupils or staff, vandalism, theft or continued refusal to comply with instructions from a member of staff.

Where a situation is potentially harmful or dangerous, appropriate action will be taken to protect the child and others. We are pleased to say that at North West Community Campus we would expect these to be rare occurrences.

#### Success

Where students are following school rules and making positive choices, a house point or Merits will be awarded by a member of staff. These contribute to their house totals as well as their individual totals. All youngsters are in one of our three houses Eagle, Lynx and Stag.

Success is celebrated on a regular basis between staff and students as well as through assemblies linked to the school values. We will also continue to recognise and celebrate the achievements of our learners, staff and school. We do this on an ongoing basis in a number of different ways.

## 14.0 Curriculum for Excellence

### 14.1 Curriculum for Excellence

Curriculum for Excellence (CfE), now known as 'Scotland's Curriculum,' is bringing learning to life in the way education is delivered for all 3-18 year olds in nursery, primary, secondary, at college and via workplace or community learning. It aims to respond and adapt flexibly to meet the needs of an ever changing and evolving world and Scotland's place within it.

At its heart lies a constant commitment and drive towards excellence and equity, to raise standards, improve knowledge, develop skills for all learners and close the gap between the lowest and highest achievers by ensuring everyone has an equal opportunity to be successful no matter what their background or circumstances.

Ultimately it aims to nurture children and young people to become

- successful learners
- confident individuals
- effective contributors
- responsible citizens

These aims have never been more important as they are currently as the whole education system responds to the challenges of recovery from the Covid 19 pandemic. The needs of many young people and their families have shifted as a consequence of the pandemic and the goal of responding and adapting flexibly to meet the needs of all learners has never been more vital.

There are eight curriculum with CfE. Literacy, numeracy and health and wellbeing are recognised as being particularly important - these are seen as being the 'responsibility of all' staff. CfE also includes Languages, Expressive arts, Religious and moral education, Sciences, Social studies and Technologies. The responsibility for the curriculum offer in your school lies with Head teacher of your school.

**How does Curriculum for Excellence work?**  
Curriculum for Excellence includes four contexts for learning:

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

#### Curriculum levels and stages

- The curriculum has two stages: the broad general education (from the early years to the end of S3) and the senior phase (S4 to S6).
- The broad general education has five Curriculum levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities and interests.

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts:

1. Curriculum areas and subjects
2. Interdisciplinary learning
3. Ethos and life of the school
4. Opportunities for personal achievement

Curriculum Levels Early Level:

Nursery to P1

First Level:

P2 to P4 Second Level:

P5 to P7

Third & Fourth Levels: S1 to S3

Senior Phase: S4 to S6

## 14.1 Curriculum for Excellence cont.

Additional information on the Curriculum for Excellence can be found in the [Dumfries and Galloway Education Authority Handbook](#).

[Education Scotland's summary of the Curriculum for Excellence can also be found here](#)

### Broad General Education

Throughout the Broad General Education phase, children and young people work their way through Experiences and Outcomes in each of the five Curriculum Levels (early, first, second, third and fourth) and in each of the eight Curricular Areas. The five Curricular Levels span pre-school to the end of S3. This is the Broad General Education phase. Pupils progress at their own pace, working through the Experiences and Outcomes of the most appropriate level for them. Pupils will be supported in collecting evidence of their achievements, with a profile of these being produced in P7 and S3.

**Experiences and Outcomes** are what the learner will be able to understand, a skill they have developed or what they are able to do. There are detailed Experiences and Outcomes for all subjects available on the [Education Scotland website](#); teachers work to deliver these, and the progress of learners is measured in how a young person responds and achieves in relation to the Experiences and Outcomes. Teachers are able to use a series of measures to help them better understand and make judgements about a young person's journey through the Experiences and Outcomes. Reporting to parents is likely to include information about children's Experiences and Outcomes and about the levels at which they are working.

**Senior Phase** learners work towards qualifications in the Senior Phase. Available qualifications and awards include The Scottish Credit and Qualifications Framework (SCQF) levels 3-7, National 1, National 2, National 3, National 4, National 5, Higher, Advanced Higher, Skills for Work, Progression Awards. Learners may also gain awards such as the John Muir Award, the Duke of Edinburgh Award and Youth Achievement Awards. When young people leave school aged 16+, they are entitled to a positive and sustained destination. This may be college, university, work, apprenticeships or training.

### Secondary Subject Information

All Schools produce their own subject information. This information will be included in your secondary school handbook and will also provide information on subject choices. Please contact your school about the curriculum offer and the subject choices.

## 14.2 Subject Information

Scotland's curriculum – Curriculum for Excellence (CfE) – helps children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

[A summary of the Curriculum for Excellence can be found here.](#)

Curriculum for Excellence places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:

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

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts:

1. Curriculum areas and subjects
2. Interdisciplinary learning
3. Ethos and life of the school
4. Opportunities for personal achievement

### Curriculum Levels

Early Level:	Nursery to P1
First Level:	P2 to P4
Second Level:	P5 to P7
Third & Fourth Levels:	S1 to S3
Senior Phase:	S4 to S6

There are eight curricular areas in the primary:

### Expressive Arts

Children use the expressive arts to explore their feelings and express their own ideas as well as learn skills and techniques.

#### Curricular Organisers:

- Art and Design
- Dance
- Drama
- Music

## Health and Wellbeing

We aim to provide the children with the experiences and information to make informed choices in their lives.

Our Health and Wellbeing programme is supported by Mr Law, our Primary PE specialist. Children in P4 usually take part in a block of curricular swimming lessons and pupils in Primary 6 or 7 participate in the regional Operation Safety events.

### Curricular Organisers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood\*

### Relationships, sexual health and parenthood (RSHP)

Our teaching programme, parent information and teaching resources are guided by the National Resource, Relationships, Sexual Health and Parenting, and is available for parents to view at [www.rshp.scot](http://www.rshp.scot).

Parents will be notified before a block of work begins and will be given the opportunity to view the teaching and learning materials which will be used.

## Languages

Language is about communication. Through language, your child receives knowledge and acquires skills, explores feelings and relationships and conveys meaning. Language permeates the whole curriculum. We aim to encourage each child to develop skills so that language may be used effectively for understanding, communication and pleasure through listening, talking, reading and writing.

### Curricular Organisers:

- Listening & Talking
- Reading
- Writing

### Modern Foreign Languages

North West Community Campus Primary is implementing the [Scottish Government's '1+2' policy for Modern Foreign Languages](#). French is taught in P1 to P7 in line with the National expectations. French is continued at North West Community Campus Secondary.

## Mathematics

Children are taught to become numerate, to develop a positive and confident attitude towards mathematics and numeracy, and to apply mathematics to everyday life. Mathematics includes the process of problem solving and enquiry. Learning and using strategies, problem solving, investigation and reflection on what is being/has been learned are incorporated within lessons. Mathematical concepts are continually reinforced and practised.

Big Maths is the core resource used for mathematical learning and teaching in North West Community Campus Primary. Tee jay Maths, Scottish Heinemann Maths, Count on Us, Sum Dog and Times Tables Rock Stars are used as supportive and supplementary materials.

### Curricular Organisers:

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money & Financial education Time & Measurement
- Data and analysis
- Ideas of chance and uncertainty

## Religious and Moral Education

Religious and Moral Education is taught as ongoing class work and project work. Regular reflection time during assemblies also takes place. Emphasis is placed on the eight 'Cs' ([see School Ethos](#)) as part of the children's personal and social development.

Religious and moral education (non-denominational) involves exploring Beliefs, Values and Issues and Practices and Traditions through the context of Christianity, World Religions selected for study and belief groups independent of religion. It supports children and young people in the development of their own beliefs and values.

Parents who do not wish their children to be actively involved in Christian observance should discuss this with the Depute Head Teacher/Head Teacher.

### Curricular Organisers:

- Christianity
- World religions
- Development of beliefs and values.

## Sciences

Through science, pupils will develop their interest in, and understanding of, the living, material and physical world.

Among many other things, learning in the sciences will enable children to:

- Develop curiosity and understanding of the environment and my place in the living, material and physical world
- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- Develop skills for learning, life and work
- Develop the skills of scientific inquiry and investigation using practical techniques

**Curricular Organisers:**

- Planet Earth
- Forces, electricity and waves Biological systems
- Materials
- Topical science

## Social Studies

Through Social Studies the children will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. They will also engage in entrepreneurial activities which stimulate an enterprising attitude.

**Curricular Organisers:**

- People, past events and societies
- People, place and environment
- People in society, economy and business.

## Technologies

Technologies are connected with all other areas of the curriculum and will allow children opportunities to extend and apply specialist knowledge, be creative designers and broaden and develop their understanding of ICT and its role in the world.

### Curricular Organisers:

- Technological developments in society
- ICT to enhance learning, Business
- Computing science
- Food and textiles
- Craft and design
- Engineering and graphics

## Interdisciplinary Learning

Interdisciplinary learning is a planned approach to learning which uses links across different subjects or disciplines to enhance learning. It promotes the development and application of what has been taught and learned in new and different ways.

## Secondary Subject Information

North West Community Campus Secondary offers a variety of subjects and levels of study from S1 to S6. All courses are well planned and delivered in an engaging and stimulating manner for pupils to ensure high quality learning experiences.

Pupils will be required to select subjects for further study at various points throughout their time at North West Community Campus Secondary. At these times, support will be given to both pupils and their parents in a variety of ways. Subject choice information sessions will be held in addition to parents' evenings which will allow further discussion with individual subject staff members. This will allow pupils to make informed choices about which subjects to select. Parents and pupils will be invited to individual option interviews which will give the opportunity to discuss further subject selection; such interviews will be with members of the Senior Leadership Team or Pupil Support Staff.

Option booklets are updated on an annual basis giving the most relevant information to pupils.

The options process itself will begin in January. Pupils required to make subject choices will have completed the process by the end of March.

An overview of our curriculum is given in the following table, highlighting the number of subjects studied in each year.

YEAR	CfE COURSE
S1	16 COURSES + Elective
S2	16 COURSES + Elective
S3	11 Courses + Elective
S4	Maths + English + 5 Free Choice
S5	5 COURSES Free choice + Elective
S6	4 or 5 COURSES Free choice + Elective

In addition to the above, pupils also receive their core entitlements of PE, RMPS and Health and Wellbeing.

Almost all S1 pupils should have completed the Outcomes and Experiences for Level 3 by the end of S1. Some subjects in S1 are taught in rotation e.g. a class may be taught Home Economics for 2 periods per week for half the year and then change to Physical Education. Over the year each of those subjects will average 1 and 3 periods per week respectively.

S1 and S2	Period Allocation
English	4
Mathematics	4
Science	4
Modern Languages	3
PE	3
Technology	2
Modern Studies	1
History	1
Geography	1
Home Economics	2 periods on rotation
Music	1
Drama	1
Art and Design	1
ICT/Computing	2
RME	1
Social Education	1
Total	31

Classes in S1 and S2 are arranged in mixed ability groupings in all subjects except for Mathematics. In Mathematics pupils are set into classes according to their ability in the subject. Additional Support for Learning is used to help youngsters to access the curriculum more readily.

## Curriculum for S1-S3

Moving from Primary to Secondary School is a major and exciting step for any youngster. We are always pleasantly surprised at how quickly they settle in at North West Community Campus Secondary. They obviously enjoy the challenge of the new subjects and quickly get used to having a variety of teachers. We have well established links with our cluster schools leading to the final three induction days in June.

Pupils continue to undertake what is known as the Broad General Education (BGE) in their first three years at secondary school. This is then followed by the Senior Phase in year's four to six where pupils will sit their National Qualifications. In the BGE pupils follow a common course in S1 and S2. In S3 pupils are able to make some personalisation and choice in the subjects which they wish to study.

The various subjects in S1 and S2 and their time allocations are illustrated in the table opposite. Taken together these subjects give our common course in S1 and S2.

## Curriculum for S4-S6

At the end of S3, pupils may make a selection of SQA subjects to study. The courses they choose to study will depend on the pupil's ability and interest in the subjects as well as their possible future career choice. Advice and guidance will be provided to ensure that pupils choose a well-balanced curriculum, which will take possible future career choices into consideration. Each pupil will be carefully guided in their subject choice by their Pupil Support Teacher and parents will be consulted at all stages. Parents have the opportunity to discuss options with subject teachers at the S3 Parents' Evening. The final choice will be confirmed in writing to parents. Most pupils will study 7 SQA subjects; English, Maths and 5 other subjects.

At the end of S4, each student is guided by their Pupil Support Teacher to choose appropriate subjects for study in S5. The final choice is confirmed at a meeting between the student and their Pupil Support Teacher or a member of the Senior Leadership Team. Students undergo a similar process in their move from S5 to S6. Parents are able to come into school for consultation if they wish. All parents receive an options form to consider and sign when agreed.

Courses likely to be on offer to S5 and S6 for session 2021/22 are shown on the next page.

In S5, students will take 5 courses of study at levels appropriate to their ability. This will account for 25 periods of study per week. The remaining 5 periods per week are devoted to Social Education, Physical Education and modular courses. In S6, the programme is generally more flexible. Although S6 students still undertake 4 courses of study, a little more time is allowed to develop skills in independent study in preparation for further and higher education.

CURRICULUM CHOICE				
ADVANCED HIGHER COURSES	HIGHER COURSES	NATIONAL 5 COURSES	NATIONAL 4 COURSES	VOCATIONAL COURSES
Art & Design	Administration & IT	Administration & IT	Administration & IT	Barista/Practical Cookery
Biology	Art & Design	Art & Design	Art & Design	Forestry
Chemistry	Biology	Biology	Biology	Photography NPA*
English	Business Management	Business Management	Business Education	Rural Skills
French	Chemistry	Chemistry	Chemistry	Science NPA
Physics	Design and Manufacture	Computing Science	Drama	Sport & Fitness *
Graphic Communication	Drama	Drama	English	College Courses
Drama	Engineering Science	Engineering Science	Geography	Childcare N5/H
Mathematics	English	English	History	Construction
Modern Studies	French	French	Mathematics	Cyber Security
Music	Geography	Geography	Modern Studies	Digital Animation
Physical Education	Graphic Communication	Graphic Communication	Music	Electrical Engineering HNC
Physics	History	Health & Food Technology	Physical Education	Hair and Make-up
	Mathematics	History	Physics	
	Modern Studies	Hospitality	Social Subjects	
	Music	Mathematics		
	Photography	Music		
	Physical Education	Physical Education		
	Physics	Physics		
	Politics			

\*NPA = National Progression Award We are in the process of conducting a major curriculum review, which will result in changes to the information shared above. We will continue to communicate changes through our school website.

## 15. The Wider Curriculum

### 15.1 Health and Wellbeing Education



It is our policy to ensure that your son or daughter receives a comprehensive education on all matters relating to their general fitness and physical and emotional well-being. Health and Wellbeing Education is given at appropriate times during their school careers on topics such as:

- Personal Hygiene care of body and clothing
- Adolescence emotional and physical changes affecting young people
- Healthy Body exercise and good eating habits
- Drug Abuse - includes references to alcohol, tobacco, solvents and prohibited and medical drugs.

Health and Wellbeing Education is dealt with in many areas of our curriculum e.g. Health and Wellbeing, Home Economics, Science, P.E. as well as by a number of external partners such as School Nurse, CAMHS and Police Scotland.

## 15.2 Wider Achievement and Participation

### 15.2a Extra-Curricular Activities

#### Primary School

It is important to encourage pupils to take part in varied activities and new experiences and we try to incorporate extra-curricular activities into the school day to ensure that children who are unable to attend after school clubs due to travel or child care arrangements have the opportunity to become involved. A wide range of activities are also available during Golden Time.

North West Community Campus Primary School works in partnership with Active Schools to offer additional Health and Wellbeing opportunities to children. In the 2024/25 session Active Schools offered regular sessions of Multi-sports, Basketball, Football and Hockey.

Examples of extra-curricular activities previously offered include: football, chess, crafts, Musical Theatre.

Parent volunteers are welcome at North West Community Campus, and if you have an interest or hobby that you would like to share with a group of children please get in touch. There is a Dumfries and Galloway Council Volunteers Policy that all schools adhere to and this will be shared with you in advance of any commitment being made.

#### Primary Instrument Tuition

Pupils at North West Community Campus Primary learn to play the Bagpipes and Drums. With the pipes and drums instructors through DG Council funds this initiative.

In addition, currently some of our pupils play, drums, guitar and bagpipes. Lessons take place with instructors at North West Community Campus. These lessons happen outside of the school curriculum but are sometimes taken during the school day. The following link will give you additional more information and an application form:

<https://dumgal.gov.uk/article/19027/Instrumental-Music-Tuition>

#### Secondary Instrumental Music Tuition

Secondary pupils who would like to learn and instrument can apply for tuition through Dumfries and Galloway Council's Instrumental Music Service. Secondary school pupils will have their lessons delivered on a rota basis during the school day to ensure they don't regularly miss any one subject. Lessons will follow a structured course of study which is suited to the pupil's abilities as well as SQA, local authority and school requirements. The tuition also supports learning through to Advanced Higher level and external music examinations where required. For more information please visit: <https://dumgal.gov.uk/article/19027/InstrumentalMusic-Tuition>

#### Eco Schools

The Eco-Schools Scotland programme encourages action in ten key areas: Litter, Energy, Health & Wellbeing, Transport, Waste Minimisation, and School Grounds, Biodiversity, Water, Sustaining Our World and Food & the Environment. At the beginning of each school year the eco-committee conduct an Environmental Review to assess our school's progress in each of the ten areas.

## 15.3 Pupil Council

### Pupils leading learning and Pupil Voice in the Primary

#### House System and House Captains

Our house system helps to further foster children's sense of belonging. The Primary School Houses are Eagle, Lynx, and Stag. Two Primary 7 House Captains per House are elected in the first term of each new session. All the P7 children are offered the opportunity to apply for these roles. The selection process involves a presentation to the House, a pupil vote, a staff vote and an interview with a Depute Head Teacher.

#### Primary Pupil Council

The North West Community Campus Primary Pupil Council is elected in the first term of each new session. The Pupil Council comprises of P7 House Captains from each of the four houses plus a class representative and a Depute from each class in P1-P6.

The Pupil Council meet regularly with Miss Henry and Mr Maxwell to discuss school-wide issues, consider how to make improvements and plan events in the school.

#### P7 Responsibility Roles

Every pupil in P7 holds a position of wider school responsibility within a team. P7 pupils have a choice of the role they would like to undertake.

Responsibility roles include:

- Library Leaders
- Anti-bullying Ambassadors
- Eco Group
- +Junior Road Safety Officers

#### Action Groups: P4-7

Pupils select a variety of wider-school issues to develop and P4-P7 pupils participate in cross class action groups to develop these areas. Pupils choose the groups they are interested in being part of for two terms, and lead these sessions. Office staff, Teachers, Learning Assistants and Depute Head Teachers act as facilitators to these groups. The pupils plan the sessions and record the skills they develop.

Action Groups include:

- Gardening Green Fingers
- Community Crew
- Playground Developers
- Healthy School Squad
- Fundraising Team
- Communication Champions
- Memory Makers
- STEM Ambassadors
- Eco Group

#### Life Skills Groups: P1-P3

Pupils in P1-3 participate in a rolling programme of life skill activities in small cross-class groups. Teachers, Learning Assistants and Depute Head Teachers lead these sessions.

- Road Safety
- Cooking
- Fine Motor Skills
- Gardening
- Craft

## 15.3 Pupil Council Secondary School

We have a wide range of clubs that operate in the school. These take place mostly at lunchtimes and staff deserve great credit for the time and energy they give to these activities. These clubs encourage pupils to remain in the school surroundings during their lunch break.

The number of clubs varies from year to year but they may include:-

- Badminton
- Concerts
- Baking
- Chess
- Lego
- Hockey (after school)
- Mind Craft
- Singing
- Gym night
- Bee Keeping
  
- Drawing
- Computer games (room open at lunchtime)
- Football (girls and boys)
- Rugby (after school)
- Netball
- Duke of Edinburgh (after school)
- Accordion Band

### Secondary Pupil Council

The Pupil Council in North West Community Campus Secondary is long established and represents the pupil voice of the secondary part of the school. The Pupil Council allows elected pupil representatives from S1-S6 to discuss pupils' views and to make suggestions to the Senior Leadership Team and teaching staff which will benefit the overall school community.

Pupils throughout the school are encouraged to discuss concerns/issues and suggestions with the Pupil Council and their representatives. Pupil Council members use a variety of methods to collect the views of fellow pupils. They speak at assemblies, have a notice board and discuss issues with their register classes during health and well-being lessons. The Pupil council also regularly share news and information about new initiatives and the important things that are achieved.

## 15.4 School Trips

School trips are an important and enjoyable part of school life where learning takes place outside of the classroom.

We will take your child on a range of trips during their time at North West Community Campus. Most of these trips are to local destinations but we do organise additional opportunities for pupils to travel further afield. We ask you to give permission for these trips and to pay for these trips. If we do not have your permission, we cannot take your child.

We are fortunate to have the use of a School minibus which enables us to have easy access to the local area.

Examples of recent primary school trips include:

### Primary

- P5 two night residential to Lockerbie
- P7 Rock UK Outdoor Centre

We will do everything we can to include every child in these important experiences, and we seek to minimise the costs of school trips wherever possible. The Scottish Government provides schools with a Pupil Equity Fund which can be used to support children living in families with lower Incomes or who currently have financial constraints.

### Secondary

Examples of recent secondary school trips include:

- S1 Trip to Belmont
- Modern Studies - Scottish Parliament visit
- Murray Field – School of Rugby
- Chemistry Trips
- S1 Science trip to Glasgow Science Centre
- Drama/English – Theatre Outings

## 15.5 Developing the Young Workforce Learning for Sustainability (LfS)

Sustainable development and education is the responsibility of all staff at North West Community Campus

Secondary; management, teaching, auxiliary and support staff.

Sustainable Development is embedded in the School Development Plan. In addition, environmental issues are a standard inclusion within the Pupil Council Agenda. This group meet a few times each term and will be involved in the development, implementation and review of the school's environmental policy. They should recommend action that could be taken to meet the policy's aims and, where possible, help to implement the action plan. The new restructuring of our Learners Council means that any information and issues discussed at these meetings will be quickly and easily imparted to all class groups.

Many areas of our curriculum incorporate education for sustainable development. It is perhaps most easily delivered through Geography, the Sciences and Modern Studies. However, as this policy outlines, any other subjects such as Design and Technology, English, Art and Design and Physical Education amongst other subjects can all promote various elements.

Please see our school website for information on this year's targets [www.northwestcommunitycampus.com](http://www.northwestcommunitycampus.com)

Our school community should:

- Develop knowledge and understanding of the natural processes that take place, both within and outside the school environment.
- Understand how life is dependent on the environment.
- Be aware of different environments past and present.
- Understand how past actions and decisions have affected the present environment.
- Know that what we do will affect others in the future.
- Be aware of environmental issues such as pollution, sustainable developments and the destruction of the rainforests.
- Understand that divergent discussion can arise from environmental issues.
- Understand the importance of effective action to protect the environment.

### Eco Schools

At North West Community Campus Primary School, we try our hardest to be as eco-aware and environmentally friendly as we can. We are actively engaged in the Eco-Schools Scotland programme and currently hold the Green Flag Award for our efforts.

“Eco-Schools is much more than an environmental management system for schools. It is a programme for promoting environmental awareness in a way that links to most, if not all, curricular areas. In particular, many interdisciplinary themes such as citizenship, education for sustainable development, health education, and social and environmental justice can be tackled through involvement in Eco-Schools” (Eco-Schools Scotland website – <http://www.keepsotlandbeautiful.org/sustainable-development-education/ecoschools/>)

North West Community Campus Primary School Eco-Committee is comprised of pupils from both the primary and secondary and various adults from throughout the school. The committee meets on a regular basis and discusses current school eco-issues and areas for development. This group has overall responsibility for co-ordinating and directing the school's eco-development in line with Eco-Schools Scotland guidelines, however pupils throughout all stages are regularly involved in environmental eco-activities

## 15.6 More Information

In school and post school support for young people Partners across Dumfries and Galloway are committed to the vision that all young people should receive an appropriate offer of post-16 learning, training, employment or personal skills development. This vision is underpinned by an ambition to achieve 100% positive destinations for all school leavers in the region. Planning forms part of the process for ensuring there are opportunities available for young people on leaving school. Planning will help identify the most appropriate offer that matches young people's needs and aspirations.

It must be:

- at the right level
- accessible both in terms of location and local labour market opportunity
- delivered through the right learning method
- fit with each young person's chosen pathway

Dumfries and Galloway are committed to delivering this via:

### Employability Co-ordination Groups (ECG)

Opportunities for young people who don't have a destination but are planning to leave school will be discussed at school Employability Co-ordination Groups (ECGs).

The ECG meet regularly to consider all pupils (S4- S6) to create a plan for those who may not secure a not positive destination up to 6 months before their leaving date. A key partner will be identified to help ensure the appropriate support is in place for each young person.

Young people who have been given extra support in school will automatically be considered to enable the right support to continue through the transition to post school if needed.

Employability and Skills Service (ESS) The Employability and Skills Service supports individuals throughout Dumfries and Galloway aged 16-67 who are unemployed, economically inactive or under employed (including self-employed) to move in – or return – to work, upskill or retrain. The service offers individualised, person-centred support to identify barriers to employment, education or training and specific needs to overcome these and achieve outcomes. Clients are supported by trained Employability Key Workers across the region to identify employment opportunities, access training courses and programmes, develop employability skills and much more.

For more information on post school support, the Workplace Skills Award or DFN Project Search email: For Workplace Skills Award: [DGEmployabilityAward@dumgal.gov.uk](mailto:DGEmployabilityAward@dumgal.gov.uk)

The Workplace Skills Award is an SQA accredited, in-work qualification delivered by qualified assessors throughout the Employability and Skills Service. Designed with local employers to identify the required skills for clients moving in to work, the Award can be delivered at Bronze, Silver, Gold and Platinum levels locally.

For all Employability (Employability and Skills Service) referrals: [DGEmployabilityreferrals@dumgal.gov.uk](mailto:DGEmployabilityreferrals@dumgal.gov.uk)

For Project Search:

[Projectsearch@dumgal.gov.uk](mailto:Projectsearch@dumgal.gov.uk) DFN

ProjectSEARCH Dumfries and Galloway is the local ProjectSEARCH provision across the region, supporting individuals with Autism and other additional support needs in to work experiences placements.

This is a programme delivered in partnership with Dumfries and Galloway College, delivering in-depth pre-employment training, up to three supported work experience placements and ongoing employability support. The programme runs through the academic year, providing instructor led training, structured, fully immersive work experience placements and in-work job coaching from a dedicated Employability Key Worker.

## Skills Development Scotland (SDS)

Careers support in schools is delivered by professionally qualified Careers Advisers from the national skills agency “Skills Development Scotland”.

Careers Advisers work with school pupils in all secondary schools across Scotland, helping them to develop their Career Management Skills and make plans for their next steps after school. We want all young people to be effective lifelong career planners who can make informed and confident decisions about their future.

SDS offer a range of activities to support school pupils including groupwork sessions, face-to-face career guidance interviews and optional drop-in appointments. SDS school services provides additional detail of the support on offer.

For those who have left school recently (and not so recently), ongoing support is available from SDS network of careers centres.

SDS centre services include:

- Career information, advice and guidance on career choices
- Advice on the routes into career including jobs, apprenticeships, training, and learning
- Help with CVs, application forms and interviews
- Insight into the local labour market
- Redundancy support
- Support for parents and carers

Check SDS contact us page to find details of your local careers centre.

The web service [My World of Work](#) provides trustworthy, expert information and advice – free to access at any time, for people at any stage in their career (including support for parents to help their child with career conversations). My World of Work is designed to support people of all ages and stages, with activities and tools to help identify available opportunities.

Want to find out more about apprenticeships? [Apprenticeships.scot](#) provides information on work-based learning opportunities that can be undertaken by school pupils, those planning on leaving school and for those who have already left school.

## Employment of Pupils

If your child intends to take up part-time employment you and your child should inform the school and look at the following Scottish Government Guidance on Employment of Children

[www.gov.scot/Publications/2017/08/4185/1](http://www.gov.scot/Publications/2017/08/4185/1)

Anyone who employs a young person on a part-time basis (aged between 13 and 16) must obtain a Permit to Undertake Employment. Parents, young people, the school and the employer should ensure that all relevant paperwork held at the school is completed

## 16.0 Home/School Partnership/Parental Involvement and Engagement

### 16.1 Parent Council and Parent Forum

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

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

The type of things the Parent Council may get involved in include:

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

For more information or support for how you can become involved in your Parent Council or support to run your Parent Council please visit

[www.dumgal.gov.uk/article/23310/Parent-Councils](http://www.dumgal.gov.uk/article/23310/Parent-Councils)

For more information on parental involvement in your child's school and 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/](http://education.gov.scot/parentzone/).

For local information please visit

[www.dumgal.gov.uk/article/17608/Parental-Involvement](http://www.dumgal.gov.uk/article/17608/Parental-Involvement)

If you have any general enquiries relating to Parental Involvement and Engagement please contact your school in the first instance or email

[ParentalInvolvement@dumgal.gov.uk](mailto:ParentalInvolvement@dumgal.gov.uk)

Parents can be directed to

<https://www.dumgal.gov.uk/article/17608/Parental-Involvement> for further information on Parental Involvement and Engagement and support information for Parent Councils.

In addition, ALL parent Councils in Dumfries and Galloway have membership to CONNECT. Membership includes Insurance cover and training opportunities. For more information visit <https://connect.scot/>.

### Community Involvement

Schools should consider promoting community involvement as volunteers in supporting learning (running clubs etc) and how the school may support learning in their community through young people delivering learning as part of their own wider achievement. Potential users of the school premises can access more information at

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

## 16.1 Parent Council

All members of the Parent Forum are welcome to attend meetings.

Agendas and Minutes of meetings along with other information regarding the Parent Council, can be found on the school website:

<https://www.northwestcommunitycampus.com>

Our Parent Council normally meets once a term. More information can be found on the school website:

<https://www.northwestcommunitycampus.com>

### Parent Council Members

Our Parent Council was established to encourage a closer link between the school and the parents and to give parents greater say in the running of our school.

Our present Parent Council Members are:

Chairperson - Mrs Sarah Ramsay

Vice Chair Person - Mrs Anna Rae

Treasurer - Ms L McWilliam

New members are welcomed and encouraged. Anyone wishing to be involved in the Parent Council in any way

## 16.2 Helping Your Child

Parents can support their child by listening, talking, and encouraging – this can have a big influence on children’s learning:

- Encourage your child to talk to you about their learning, what learning is happening at school and do what you can at home to build on that
- Talk to your child about their strengths/interests and how they are progressing
- Encourage your child to talk to you about their next steps in learning and find out how you can work with the school to support this

- Ask for help if you think your child needs it for any reason
- Praise your child if he/she is working hard at something or has achieved something within or out of school
- Look for opportunities at home to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, encouraging reading, writing, understanding instructions, questioning information
- Encourage your child to take part in activities e.g. hobbies, clubs which will provide opportunities to develop a range of skills
- Help them work on tasks on their own and then talk about it with you afterwards
  - Do things together where appropriate – learn together e.g. if your child has a project or task to do, take an interest and discuss with them what he/she is doing or offer support if this is needed
  - Help prepare for change particularly at key transitions – talk together
  - Talk to them about how they are feeling
  - Work together with the school by taking part in discussions about your child’s learning and progress e.g. at parent’s nights, reviews.

Parents and carers should be given opportunities to become familiar with and understand the approach that schools are taking to develop a positive culture and ethos and promote positive relationships and behaviour and model this approach at home to support Better Relationships Better Learning.

## 16.3 Family Learning

The Lifelong Learning Service offers support to improve life chances for children and families through the delivery of a wide range of family learning programmes. Family Learning offers families the opportunity to learn together during relaxed and 'fun' learning sessions.

Your school will be able to confirm specific Family Learning programmes that may be available for you and your child/children. Parents/carers who have taken part in Family Learning programmes report that they feel more confident in their ability to support their child's learning. Research shows that when parents support children's learning at home then children do better at school and in the future.

Lifelong Learning staff are also responsible for the delivery of adult learning opportunities, and therefore relationships established with staff through Family Learning supports the smooth transition between Family Learning and other adult learning opportunities where appropriate.

### Volunteers in School

The Education and Learning Directorate welcomes parents as volunteers and are keen to promote Parental Involvement and Engagement in Schools. One way to do this is to promote this through supporting parents as volunteers in schools.

Volunteers in schools can be parents, employees, representatives of partner organisations and outside agencies, volunteer adult helpers, senior pupils and adult learners.

This might include supporting schools with communication – working on school newsletters, websites or supporting social and celebration events. Skills sharing - supporting with pre/post school clubs and activities, careers events and supporting learning in specialist areas such as supporting classroom reading or library developments or attending educational visits. Schools should encourage parents/carers and extended family to share their skills and expertise. To support schools and parents with this process please read the parental leaflet below and speak to your Head teacher or volunteer contact for the school who will be able to talk through the Volunteer Policy.

Volunteering can help you in reaching your own personal goals that might include re-employment or a step to further training and development. Thank you to those family and community volunteers who already participate.

## 17.0 Useful Links

Staff, parents and pupils can access key policies for the Authority at [www.dumgal.gov.uk](http://www.dumgal.gov.uk)

Parents can access more information by visiting Dumfries and Galloway Council's Home page and clicking on schools or clicking [www.dumgal.gov.uk/schools](http://www.dumgal.gov.uk/schools). From this one page you can access information on schools, school meals, transport and Parental Involvement. We would also suggest that parents are aware of the following local and national websites to support parents/carers and children and young people on their journey through school life.

**Youth Democracy:** [Youth Democracy and Youth Participation](#)

**My Rights, My Say:** a free support service for children and young people aged between 12 and 15. It offers advice and information, advocacy support, and legal representation. It also gives children a chance to share their own views about their support. [myrightsmysay.scot/](http://myrightsmysay.scot/)

**DGvoice:** the voice of disabled people in D&G [www.dgvoice.co.uk](http://www.dgvoice.co.uk)

**Cool to talk:** aged 12-25? Your questions answered. [cool2talk.org/](http://cool2talk.org/)

Some children and young people need extra help in school to make progress. Independent advice and information is available from:

**Enquire:** the Scottish advice service for additional support needs [enquire.org.uk](http://enquire.org.uk)

**Govan Law Centre** supporting pupils' and parents' rights in education [govanlawcentre.org](http://govanlawcentre.org)

**Scottish Independent Advocacy Alliance** Safeguarding vulnerable people [www.siaa.org.uk](http://www.siaa.org.uk)

**My World of Work:** [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

**Youthlink Scotland:** [www.youthlinkscotland.org](http://www.youthlinkscotland.org)

Dumfries and Galloway Council support (also see page 23). Additional contact for information for staff and parents include:

North West Community Campus  
Handbook 2024-2025  
Last modified March 2024

For DG Workplace Skills Award:  
[DGEmployabilityAward@dumgal.gov.uk](mailto:DGEmployabilityAward@dumgal.gov.uk)

For all Employability (Employability and Skills Service) referrals: [ESS.referrals@dumgal.gov.uk](mailto:ESS.referrals@dumgal.gov.uk)

For Project Search:  
[Projectsearch@dumgal.gov.uk](mailto:Projectsearch@dumgal.gov.uk)  
For Youth Guarantee: [dgyppg@dumgal.gov.uk](mailto:dgyppg@dumgal.gov.uk)

**Dumfries and Galloway Advocacy Service** is a registered charity and voluntary organisation who offer a free, confidential and personal independent advocacy [www.dgadvocacy.co.uk/](http://www.dgadvocacy.co.uk/)

**Citizens Advice Dumfries and Galloway:** [www.cas.org.uk](http://www.cas.org.uk)

**Dumfries and Galloway Children's services plan:** a commitment to improving lives of children, young people and their families. Children's Services Plan

Visit [www.dumgal.gov.uk](http://www.dumgal.gov.uk) to see a range of services and support which focus on the safety of our most vulnerable children, young people and families.

**CALL Scotland** help children and young people across Scotland to overcome disability and barriers to learning created by their environment, and to fulfil their potential [www.callscotland.org.uk](http://www.callscotland.org.uk)

## Parental Involvement and Engagement Partners

For Support from Education and Learning Directorate please visit [dumgal.gov.uk](http://dumgal.gov.uk)

**PIN Parental Involvement Network** [www.parentsinclusionnetwork.org.uk](http://www.parentsinclusionnetwork.org.uk)/Parents working together to share information/advice on disability issues

**Dumfries and Galloway Parent Council Forum** [dandgparentforum@gmail.com](mailto:dandgparentforum@gmail.com) Facebook  
**Dumfries and Galloway Parent Council Forum**

**Parent Council Support CONNECT** (formerly Scottish Parent Teacher Council)  
Parent and Parent Council Support, Independent Advice and training opportunities. Insurance Cover and Training Opportunities [connect.scot](http://connect.scot)

**Education Scotland/Scottish Government**  
Further information on all aspects of education is available [on \[education.gov.scot/parentzone/\]\(http://on.education.gov.scot/parentzone/\)](http://on.education.gov.scot/parentzone/)

**The National Parent Forum of Scotland's (NPFS) Curriculum for Excellence in a Nutshell** series. Free Downloads for parents/carers These guides explain important aspects of Curriculum for Excellence.

**Education Scotland** [education.gov.scot/parentzone/learning-inscotland/assessmentand-achievement/](http://education.gov.scot/parentzone/learning-inscotland/assessmentand-achievement/) gives background information on assessment in Curriculum for Excellence.

**Dyslexia Scotland** [www.dyslexiascotland.org.uk](http://www.dyslexiascotland.org.uk) to find details of the Dyslexia Scotland Southwest Group

## 18.0 Communicating with Home

### North West Community Campus and ELC Communication with parents/carers

Honesty and open communication between school and home are vitally important to your child's success and happiness at school. We seek to keep you informed and involved in your child's education at all times. Our door is always open; if you have any concerns, at any time, please pick up the phone and talk to us.

Sharing information about, and involving you in, your child's learning takes many forms at North West Community Campus. We understand that all family circumstances are different and we try to take this into account when planning events. We listen to, and act on, feedback and are open to suggestions, so please get in touch if you have any ideas for how we can improve our communication with you.

### Sharing news and information

A start of term newsletter is sent out by the head teacher with important information and diary dates for the term ahead.

### Social Media

Articles on the school Facebook page, School App, Twitter feed highlight learning, achievements and important information.

### Family events

Family learning events take place regularly. Examples of events include:

- ELC Induction events
- ELC parent meetings
- PI Curriculum Evenings
- PI Induction events
- Celebration events such as Leavers' Assembly
- School performances
- Parent information sessions such as 'Online Safety'

- Parent Council meetings take place regularly throughout the school session. All parents and carers are welcome to attend these meetings.

The school website is an important source of more detailed information about our school - <https://www.northwestcommunitcampus.com>

Parental Involvement information and other useful sources of information include:

- <https://www.dumgal.gov.uk/schools>  
Dumfries and Galloway Council school information
- <https://education.gov.scot/>  
Information on the Scottish curriculum
- <https://education.gov.scot/parentzone>  
Information about how you can support your child's learning  
<https://education.gov.scot/parentzone/getting-involved/national-parent-forumof-scotland/>

<https://www.parentclub.scot/Parentzone>

School term dates can be found at:

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

### North West Community Campus Communication with parents/carers

- Group call text messages and emails
- Social Media: (Facebook/Twitter/School App)
- Parents' evenings
- Pupil reports
- Open evenings
- Drop-ins
- Website
- Letters
- Groupcall
- Parents portal

We encourage your feedback about how you would like the school to communicate with Parents and Carers.

## 18.1 Family events

Family learning events take place regularly.

Examples of events include:

- ELC Induction events
- ELC parent meetings
- PI Curriculum Evenings
- Residential trip information evenings
- PI Induction events
- Sharing learning events
- Focus children follow-up visits in the ELC
- Celebration events such as Leavers' Assembly
- School performances
- Parent information sessions such as 'Online Safety'
- Primary 7 North West Community Campus Secondary Open Evenings
- Parent Council meetings take place regularly throughout the school session. All parents and carers are welcome to attend these meetings.
- Parent Council Events such as the Halloween Party

The school website is an important source of more detailed information about our school <https://www.northwestcommunitycampus.com>

### Secondary Parents' Evenings and Reports

These are an opportunity for you to discuss your child's progress directly with their teacher.

### Letters

We will often send home letters, particularly when we need a response from parents, or flyers, leaflets, etc. which we think may be of interest to you. Please check your child's bag for these items on a regular basis. All of these letters are also uploaded to the Secondary School Bag icon on our school website:

[www.northwestcommunitycampus.com](https://www.northwestcommunitycampus.com)

### Non Resident Parents

Non Resident Parents of children within our school can request copies of any of the above forms of information from the school office. If requested, Non Resident Parents can have their personal information added to the school's Seemis system which means they will automatically receive copies of their child/children's progress reports, etc.

## 18.2 Attendance

Dumfries and Galloway Council is committed to ensuring the best possible future for all our children and young people. We recognise the importance of attendance in ensuring all our children and young people reach their full potential.

It is the responsibility of parents/carers to ensure that their child/children attend school. For the safety of all children it is important for you to telephone the school office prior to/at the beginning of the absence. Absences are recorded in class registers and frequent or irregular absences not supported by a reasonable excuse, will be notified to parents and the matter may be referred to the Attendance Support Team.

If possible, please try to make dental/medical appointments out with school hours. However, if this is not possible, please inform the school in writing, send an email or by telephone of the appointment and arrange to collect your child from school.

### Unexplained Absences / Lateness. Parents are asked to ensure that:

1. The school is informed if the child or young person will be 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. The school may contact you by phone if there are any concerns about a child's absence.
3. Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up to date and are generally numbers where a response will be received.

This is particularly important with mobile phone numbers. Please update your child's school if you change your mobile number. Again this is essential as the school may need to contact you if your child is ill.

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 because 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. Due to the amount of extra work involved and necessity of having the correct information we would ask you to make note of the above requirements and ensure that you follow through the procedures to ensure the safety of all our children.

### Absence from School

**In primary schools,** Pupils who need to leave school during the school day must be collected by a named contact confirmed with the school office. They must also report to the school office on their return to school.

**In Secondary Schools,** Pupils who need to leave school during the school day are required to sign out at the school office and provide their reason for leaving. They must also report to the school office on their return to school. The school requires a written notification of any absences. The school requires a notification of any planned absences, and this can be provided several ways: to the school office, the child's register teacher or their pupil support teacher by a letter, phone call or email

## 18.3 NWCC Procedure for Attendance/Absence

Parents are legally required to ensure that their children attend school regularly. Any absence could adversely affect your child's progress at school. We therefore require that, if your child is absent for any reason, you phone the school office to provide details of the absence.

In addition, North West Community Campus uses a system called Group call which allows us to contact you more quickly and efficiently. Group call gives us the ability to send text messages to your mobile phones or make automated telephone calls to your landline. We can use this facility to get a message to one parent or the whole school very quickly.

Group call email will be our first method of reaching parents, so it is important that your contact information is kept 'up to date'. Please ensure that the school office has all your current contact details, especially your current mobile phone number and preferred email address, and advise us immediately if any of these numbers change.

In view of the pressure of work during the school year, we ask parents to make every effort to arrange their annual holiday to coincide with the school holidays. Where this is not possible we require a note several days in advance requesting permission for the pupil to be absent from school. Parents should note that the school is now required to record pupil's absence for family holidays during term time as unauthorised absence.

Pupils who are absent for lengthy periods due to illness may request work for home study. Parents are asked to contact the school, requesting to speak to a Depute Head Teacher in the Primary.

In the Secondary parents should contact a Depute Head Teacher or the Principal Teacher Pupil Support with responsibility for their child, to discuss provision required and how best to support their child with their school work through the period of absence.

## Attendance Procedures

We would like to remind you of our Absence Procedures as directed by the authority:

- Parents are asked to telephone the school by 9.00am advising that their child will not be in school on that day and explain the reason e.g. cold, flu, sickness bug. If this phone call takes place, a follow-up note is not required. A Group call text will be sent if no notification of absence is given - **you must reply to this**. Failure to do this can result in your child having absences categorised as unauthorised.
- If your child is absent for more than one day you must phone the school each morning. However, if it is clear the absence will continue for longer, please discuss with our office staff who will confirm the number of days of absence which will be recorded.
- If your child is sent home from school either unwell or because they have sustained an injury, we cannot assume that this is the reason for absence the next day so please still phone the school if they are going to be absent.

## Attendance Procedures cont...

- For pupils out of school on a family holiday or other extended absence which is known in advance, prior permission must be sought by writing to the Head teacher. Any other planned absences such as appointments, music exam, driving test, college/university open days etc. require a written note indicating the time the pupil needs to leave.
- The nature of the appointment and notification of the person collecting them. This note should be handed to your child's teacher first thing in the morning. The note should provide details of the reason for the absence as this will determine the code entered by office staff when recording the information.
- In line with authority guidelines, attendance for all pupils is expected to be in excess of 95% and those pupils who fall below this figure may receive a letter relating to this. Failure to follow authority guidelines can result in your child having absences categorised as unauthorised.

## Additional information for primary pupils

- Pupils who need to leave school during the school day i.e. doctor/dentist appointments, must be collected by a named contact confirmed with the school office. They must also report to the school office on their return to school.

## Additional information for Secondary pupils:

- Communication regarding pupil absences is also particularly relevant to pupils receiving the Education Maintenance Allowance. Unauthorised absences will result in the young person not being paid for that week.
- Pupils in the Secondary should always let the office know when they are leaving and returning to school during the normal school day, signing in and out as required.

## 18.4 Homework

School will provide information on the purpose of homework/ school policy on homework/ what can parents do to support homework and how homework is shared - use of homework diaries etc.

### Homework/Family Learning Primary

Our Early Years Team work tirelessly to provide opportunities for parental engagement and learning, both discretely and alongside their children. We have regular Rhyme Time and Peep sessions.

Parents are encouraged to become involved in primary learning through attendance of trips and visits with the young people as well as supporting or coming along to a variety of in school activities.

### Secondary Homework

Show My Homework is used within Secondary school in order to provide clear communication between School, Learners and Parents.

Throughout the school progress and achievements/successes are shared with families through social media, texts, conversations, parents' evenings, open learning sessions and regular reports.

## 18.5 How is my child doing?

'Assessment' is the word used to describe all the things which schools do to see how your child is getting on, what they are learning and what they know and understand. It is important to know how each child is getting on so that schools can make sure that each child is progressing and developing according to their abilities and that their learning needs are well understood by the educational professionals who work with them. Your child's progress will not just be based on 'tests' but also on how they learn both in class and in other settings and takes a variety of different forms, for example what young people make, say, write or do can all contribute to building up a picture of their learning, progress and possible next steps that can be shared

in learning conversations with the young people themselves and with their parents/carers. Written work will be used to assess your child but so will their ability to take part in class discussions, make presentations, be in a production or team, produce drawings or projects etc. Parents/carers will be involved both informally in discussion with teachers, looking at their child's work and also formally through parent's nights, profiles and reports. In secondary school children will also can be assessed through a range of qualifications.

As an Authority some of our schools may wish to reference the Scottish National Standardised Assessments (SNSA) informing parents that pupils at P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday learning and teaching.

The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement.

The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support. There is no pass or fail and children and young people do not have to revise or prepare for these assessments.

There will be several opportunities for you to discuss your child's progress throughout their learning journey. This may be through informal discussion with the teacher or at Learning Conversations that might take various formats including the more traditional and familiar Parents Evening or Afternoon. For some this may be through more formal, focussed meetings with other agencies.

## Homework

School will provide information on the purpose of homework/ school policy on homework/ what can parents do to support homework and how homework is shared - use of homework diaries etc.

## 18.6 Pupil Profiles

A pupil profile is a snapshot of a child's or 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. The process of profiling is ongoing and progressive for all learners throughout their school years (2-18yrs). It is important that profiling is seen within the context of career education.

This provides information on how as a parent you can support your child's decisions by encouraging them to talk about their strengths, skills and interests.

**In Nursery**, your child will have a Personal Learning Plan (PLP) or 'Special Book'. This will be a record of your child's progress and achievements throughout their time in nursery and will include photographs, samples of work and staff comments. Your child will be involved in creating their PLP and talking about their learning. We would like parents/carers to add items and comments to the PLP and to contribute to planning for your child.

**In Primary Schools**, nationally it has been agreed that profiles will be produced at P7 although working towards profiles may start earlier than this. Parents are involved in supporting their child/children in this process.

**In Secondary Schools**, 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 Education (BGE) 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 and the skills they have developed. Parents should know why this is produced and support their child/children in the process

## 18.6 Assessment and Reporting (Primary)

The purpose of assessment is to support learning, help to plan next steps and inform learners and their parents of their progress. The school uses Assessment for Learning approaches to directly support learning. Examples of some of the assessment approaches used include:

- Assessment to measure progress so far and to inform next steps in learning
- Formative assessment
- Summative assessment
- Standardised assessment
- Self, peer and teacher assessment
- Self-evaluation.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Pupils in P1, P4 and P7 complete online standardised assessments in literacy and numeracy.

These assessments help to identify children's progress, providing diagnostic information that support teachers' professional judgement. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning. The primary school holds Learning Conversations in November and May. Before each Learning Conversation, a Learning Conversation record is given to parents/carers outlining your child's successes and achievements as well as next steps in Numeracy, Literacy and Health and Wellbeing.

During the Learning Conversation, parents/carers have the opportunity to discuss the record with the class teacher and your child, and to ask questions or discuss any other concerns you may have with or without your child present. We would like to encourage all parents/carers to contact the school as soon as possible if you have any concerns about your child's progress.

## Assessment and Reporting (Secondary)

Assessment is an essential part of the learning process.

- Formative assessment is part of learning and teaching and allows both teachers and pupils to identify strengths and weaknesses and ensures pupils are aware of what their next steps should be to make best progress.
  - Summative assessments give an indication of progress to date and are also important for planning and discussing next steps.
  - In S1-3 summative assessments will usually take the form of end of unit tests.
  - In S4-S6 summative assessments become more formal. In addition to end of topic tests, pupils will sit assessments in National 5, Higher and Advanced Higher courses.

Some SQA courses require internal assessment of pupil work and in some cases pupils have to produce folios for external assessment. Formal exams take place at the following times:

- Prelims for S4-S6 – National 5, Higher and Advanced Higher – January
- The SQA/NQ final exam diet is in May/June

## Reporting

It is very important that parents are given regular and accurate information about the progress being made by their children.

Teachers will deal appropriately with any poor behaviour, class work, homework, attitude or effort.

It is important that we deal with low-level indiscipline immediately and positively.

Pupil Support and senior staff can gather a very clear picture of a pupil's behaviour around the school.

## Reports

Currently every pupil receives at least one report in the course of the school year. Where two reports are issued, one will be a shorter interim one, followed by a second, fuller, final report.

Reports for pupils in S2-S5, will be issued prior to Option Choices to help provide essential information for this process. S1 pupils receive a less formal settling in report. Pupil reports give information on progress, effort, behaviour and homework and very importantly contain action points which, if followed, will allow pupils to fulfil their potential.

## Parents' Evenings

Parents' Evenings usually take place after reports have been issued. This is an opportunity for parents to discuss their child's progress with each individual teacher. These meetings work best when parents, teachers and pupils discuss progress together. This is also an opportunity to meet and discuss career options and further education

opportunities with representatives from the school careers service, Barony College, Dumfries and Galloway College and the Universities of the West of Scotland and Glasgow. In addition to these formal parents' evenings there are Option Choice Information Evenings for parents and pupils to attend.

## Tracking Pupil Progress

Pupils will have regular discussions with class teachers about their progress from S1 to S6. Individual pupil progress is tracked at two points during the academic session for each individual pupil in each subject. This information is sent home to parents through the interim and final pupil reports. Where a pupil is not performing as expected, a member of the Pupil Support Team or Senior Management Team will speak with the pupil and support them in a variety of ways. This could involve extra academic support, help with homework or help with organisational skills. By tracking pupil progress in this way we are able to support each and every pupil to achieve their best and overcome any barriers to their learning.

## Open Door Policy

If any parent has any concern about any aspect of their child's progress or experience as a North West Community Campus pupil, we would encourage them to contact the school immediately and request a meeting with either the Deputy Head Teacher or the Principal Teacher of Pupil Support with responsibility for the relevant House group Learning.

## 19.0 Support for All

### 19.1 Pupil Support

Getting it Right for Every Child 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 local GIRFEC approach and how we support children and young people in Dumfries and Galloway. For you and your child, GIRFEC means that:

You are the expert on your child and what you think matters. Getting it right for every child means that the school will always seek to involve you, to listen to your opinions and take them seriously.

- Every child will have someone in the school who can be the 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 will never need to do so.
- In primary schools the named person is likely to be the Head teacher or the deputy head teacher. In secondary school it is likely to a child’s pupil support teacher. These are members of school staff who already have existing roles in providing help and support to children and their families.
- 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. In these instances, a ‘lead professional’ will be agreed from within the network of practitioners who are working with your child and family and this person will coordinate the support for your child.

For more information on getting it right for every child in Scotland visit

[www.gov.scot/policies/girfec/](http://www.gov.scot/policies/girfec/) For any local enquiries please email [GIRFEC@dumgal.gov.uk](mailto:GIRFEC@dumgal.gov.uk)  
**Child Protection**

### Child Protection

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

Further information can be found at [www.dumgal.gov.uk/article/16640/Support-for-children-and-families](http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families) or [www.dgppp.org.uk/article/18633/Child-Protection](http://www.dgppp.org.uk/article/18633/Child-Protection)

Parents, carers and pupils have a key role in keeping the school community safe. We would therefore urge parents to share any information which would keep everyone safe, and to support and encourage their child(ren) to do the same.

There is an expectation that drugs, cigarettes, vapes and weapons will not be brought onto the school environment. In responding to drug/ substance or weapons related incidents, schools will follow education authority guidelines. In all such circumstances, parents/carers will be contacted, and their cooperation expected. Police Scotland will be involved if drug use is suspected or discovered; this initially may be through the School’s Youth Engagement Officer. If there are concerns regarding the possession, threat or use of a weapon Police Scotland will be informed.

All schools and early learning and childcare settings in Dumfries and Galloway are expected to record any unusual incidents or concerns they may have about a child. Normally this information will be shared with parents/carers when issues of concern arise.

The wellbeing of children and young people is a priority for all schools. As a result, all schools have child protection co-ordinators who will work with children, families and supporting partners in matters relating to Safeguarding and Child Protection.

To assist schools, early childcare and education settings with this role, a Child Protection Procedure has been developed in our area. This tells all staff:

- How to recognise signs that a child or you person may need protection
- What to do if they do have a concern about a child or young person

All staff within our schools and early childcare and education settings have been trained to be able to recognise when a child may be suffering from, or at risk of, harm and to listen to children if they want to talk to them about anything which might be worrying them.

Each school and early childcare and education setting in Dumfries and Galloway has a senior member of staff who has overall responsibility for ensuring the protection of children within their school or establishment. They are called Child Protection Co-ordinators (CPC). If a member of staff does have a concern about any child s/he will discuss this with the Child Protection Co-ordinator who will decide what action might need to be taken to keep that child safe.

This may involve talking to the child, other members of staff or other professionals who may be working with the child.

The Child Protection Co-ordinators in North West Community Campus are:

Nursery	Miss S Sneddon
P1-P7	Miss E Henry
S1-S4	Mrs K Templeton

More information on Safeguarding and Child Protection and who the child protection co-ordinator is for each school can be found in the school's handbook, website, or their school app. The name of the Child Protection Co-ordinator and who deputises in their absence should be clearly identified at the front of the school too.

## Educational Psychology Service

Dumfries & Galloway Educational Psychology Service is a statutory educational service for children and young people normally resident in, or looked after by, Dumfries and Galloway Council.

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 children and 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

Further information about the service is available from the school or on our webpage - [www.dumgal.gov.uk/article/22434/Educational-PsychologyService](http://www.dumgal.gov.uk/article/22434/Educational-PsychologyService)

## 19.2 Pastoral Care/Anti Bullying Positive Behaviour - Anti Bullying

Scottish-based research indicates that schools, where attainment is higher than expected for their catchment area, demonstrate positive relationships throughout the school community and that children and young people are involved meaningfully in decisions which affect them at all levels of the school.

Adults should establish open, positive and supportive relationships where children and young people feel safe, secure and listened to in their ability to discuss sensitive issues. It is essential that all adults model behaviour which promotes positive relationships and positive behaviours.

All schools should have an anti-bullying policy. This policy must reflect the Dumfries and Galloway guidance, and also Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People.

Schools will have different ways of putting the principles of anti-bullying into practice to reflect local environments and culture. Schools should have an approach which makes it clear that bullying behaviour will be addressed in line with Scottish Government approaches.

The entire school community: teaching and non-teaching staff, pupils and parents, should be involved and must be committed to this and this can be achieved by working together in the development and implementation of the school's anti-bullying policy.

The policy should be reviewed on a regular basis and schools are currently reviewing and updating their following the advice within this link - [respectme.org.uk/policy/principles-for-policy-development/](http://respectme.org.uk/policy/principles-for-policy-development/)

## 19.3 Additional Support For Learning

All children receive support at school and nursery to help them learn. 'Additional support for learning' is how we describe any support that is extra or different to the help that most children receive. Most of this additional support is provided by teachers in mainstream classes, focussed on learning and support to be fully involved in school life. 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 an inclusion base.

The provision of additional support for learning is a legal duty for all Councils and schools through the education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009. Additional support should be tailored to the child's individual needs, build on their strengths and help them overcome any difficulties they are experiencing.

The Presumption of Mainstream ([www.gov.scot/publications/guidance-presumption-provideeducation-mainstream-setting/](http://www.gov.scot/publications/guidance-presumption-provideeducation-mainstream-setting/)) means that most children will be supported in their local school.

What is Additional Support for Learning (ASL)? If your child is experiencing a barrier to their learning they can be said to have 'Additional Support Needs'. Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

## Disability or Health

Down's syndrome, Attention deficit hyperactivity disorder, Health needs  
Visual Impairment  
Language or speech disorder  
Autism spectrum disorder  
Deaf and hearing impaired

## Learning environment

English as an additional language  
Dyslexia  
Highly able pupils

## Family circumstances

Young carers  
Travelling communities  
Looked after by the local authority  
Interrupted learning

## Social and emotional factors

Experiencing bullying behaviour Social and emotional behavioural needs Bereavement Restorative approaches

If you are worried about your child, you should speak to a member of staff in the school in the first instance. The majority of children with additional support needs have them met in the classroom by their teacher, through differentiated teaching approaches.

If worries becomes concerns, the staged intervention process will escalate the response to an appropriate level of support, [Stages of Intervention Booklet](#)

There are several ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist Teachers, Inclusion Specialists, Impairment Specialists and Educational Psychologists. This may include a request for assistance to the Supporting Learners Service or the Curriculum and School Improvement Team as appropriate as part of the work of the Autism Support Officers and Looked After Children (LAC) Support Officers.

It may also involve your child being referred onto 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. This plan would likely be either an Individual Education Plan (IEP) or Child's Plan.

Your child's progress will be kept under review and any plans and support will be changed as agreed with you. As a parent you will be closely involved in any review process.

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 overseen by the Supporting Learners Service with responsibility for Additional Support for Learning.

Any additional support needs of your child will first and foremost be addressed by access to excellent classroom teaching.

Further information on the above is available from the school or on the Council

website

[www.dumgal.gov.uk/article/16163/Additional-support-forlearning](http://www.dumgal.gov.uk/article/16163/Additional-support-forlearning) or from the following sources:

- Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527 [enquire.org.uk/](http://enquire.org.uk/)
- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 [www.siaa.org.uk/](http://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 [www.commongroundmediation.co.uk/](http://www.commongroundmediation.co.uk/)  
Or advocacy support by searching:

● Let's Talk ASN is a free service that helps parents and carers of children with additional support needs handle education disputes. Children aged 16 or 17 years old with additional support needs can also use the service directly.

[www.disabilityscot.org.uk/organisation/letstalk-asn-scotland/](http://www.disabilityscot.org.uk/organisation/letstalk-asn-scotland/)

● My Rights, My Say is a free support service for children and young people aged between 12 and 15. It offers advice and information, advocacy support, and legal representation. It also gives children a chance to share their own views about their support.

[myrightsmysay.scot/](http://myrightsmysay.scot/)

● Parents Inclusion Network (PIN)

[www.parentsinclusionnetwork.org.uk/](http://www.parentsinclusionnetwork.org.uk/)

● Dumfries and Galloway Advocacy Service is a registered charity and voluntary organisation who offer a free, confidential and personal independent advocacy [www.dgadvocacy.co.uk/](http://www.dgadvocacy.co.uk/) Schools will provide information on the purpose of homework, school policy on homework, and what parents can do to support homework and how homework is shared

## 20.0 (Primary) Enrolment in Schools and Moving to Secondary - Transitions

Please refer to section 8.0 How the School works for information Nursery and Primary:

The school year starts in August and children enrol in the January before they start.

Children turning 5 before the end of February 2025 will enrol in January 2024 to start school in August 2024. 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 are confirmed. Visit

<http://www.dumgal.gov.uk/article/15241/school-places> for more information

## 20.1 Enrolment in School AND Catchment Secondary School

Transfer from primary to secondary school will be dealt with by direct approach to parents from individual primary schools. Our catchment secondary school is North West Community Campus.

Enrolment Information on enrolment in school and catchment areas is available at

<https://www.dumgal.gov.uk/article/15241/School-places>

Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest"

<http://www.dumgal.gov.uk/index.aspx?articleid=6293>

On completion of their primary education, pupils in North West Community Campus Primary and our cluster primary schools will normally transfer to North West Community Campus.

A P7 Open Evening is held in **November** at North West Community Campus as an opportunity for parents/carers and their children to see around the school and to ask questions. Pupils of North West Community Primary are already familiar with the Secondary buildings and some of the facilities.

## 20.1 Enrolment in School AND Catchment Secondary School cont ..

In addition, there are various opportunities throughout the session for P7 pupils and their parents/carers to meet with secondary staff. Parents can opt for any secondary school and full details on how to enroll or move school are available from the school or on the Council's website.

### Transition Activities

We work very closely with all the other primary schools in our cluster to ensure a smooth transition from primary to secondary for your child.

The process normally begins in **November** when North West Community Campus organises an information evening for pupils and parents. At this time, there also begins a series of visits from North West Community Campus staff to the primary to meet the pupils and to discuss each child with their P7 teacher.

During their P7 year pupils attend various events to help them become familiar with the layout of their new school and the staff who will be teaching them, such as enterprise initiatives. These events also allow the pupils to meet P7s from the other cluster schools who will be their future classmates. Any pupils attending from non-cluster schools will be invited to attend 'non-cluster transition days' in May.

These allow pupils to meet new classmates and teachers before the Induction Days in June. At the end of the year, copies of Pupil Profiles and attainment information are passed on to secondary staff.

These are shared with subject specialists as appropriate, so that they can ensure your son or daughter has the best start to their secondary education.

Induction Days P7 pupils attend their chosen secondary for 3 full days, normally in the second or third last week of the summer term. They follow their S1 timetable on these days. This is an opportunity for them to find out who will be in their classes and what their timetable will be for the following session.

Pupils are well supported during the induction days, and generally really enjoy the experience.

### Support Available

For the majority of pupils, the above support is sufficient to ensure a smooth transition to secondary. However, where appropriate, enhanced arrangements can be put in place for pupils who might benefit from greater support.

This may be because they have received behaviour or learning support in the past, or often it can be because they do not find it easy to make new friends and are anxious about a change of school.

If you have any concerns about your son or daughter's transition to secondary, please discuss these concerns with us as early as possible.

## Career choices

Throughout each pupil's time at NWCC, support, guidance and information is provided to encourage pupils to plan positively for their future career choices. Pupils receive careers/options interviews at the end of S3, S4 and S5.

In addition, as they prepare to leave school, senior pupils receive individual support in choosing and applying for courses in either further or higher education, apprenticeships or other employment or gap year activities.

All of our S4, S5 and S6 pupils have access to a Careers Advisor who will assist them in uploading useful links received from Universities and Colleges who are offering a wide variety of support and guidance as well as information on Apprenticeships, Virtual Open Days and Work Experience Opportunities.

This information will support our students with course choices and is excellent preparation for their next steps into further education and employment.

After pupils leave North West Community Campus, they are encouraged to update the school on their progress.

Their achievements can be an inspiration to others to work towards their own goals.

## Useful links

A recommended starting point for all pupils considering their future career pathway is the

**Planitplus website:**

<https://www.planitplus.net/>.

Information can also be found by visiting the following sites:

**UK Government:**

<https://www.gov.uk/browse/education/findcourse>.

## Employment of Pupils

Pupils should notify their PT Pupil Support that they intend to take up part-time employment. PTs Pupil Support will discuss pupil employment procedures with the pupil and encourage the pupil and their parents/carers to read the Scottish Government Guidance on Employment of Children. Anyone who employs a young person on a part-time basis (aged between 13 and 16) must obtain a Permit to Undertake

Employment. Parents, young people, the school and the employer should ensure that all relevant paperwork held at the school is completed

## 20.2 Skills Development In Scotland in Primary Schools

Skills Development Scotland (SDS)

Careers support in schools is delivered by professionally qualified Careers Advisers from the national skills agency “Skills Development Scotland”. Careers Advisers work with school pupils in all secondary schools across Scotland, helping them to develop their Career Management Skills and make plans for their next steps after school. We want all young people to be effective lifelong career planners who can make informed and confident decisions about their future. SDS offer a range of activities to support school pupils including groupwork sessions, face-to-face career guidance interviews and optional drop-in appointments. SDS school services provides additional detail of the support on offer. For those who have left school recently (and not so recently), ongoing support is available from SDS network of careers centres.

SDS centre services include:

- Career information, advice and guidance on career choices
  - Advice on the routes into career including jobs, apprenticeships, training, and learning
  - Help with CVs, application forms and interviews
  - Insight into the local labour market
  - Redundancy support
  - Support for parents and carers
- Check SDS contact us page to find details of your local careers centre.

**Additional contact for information for staff and parents can be found on the DG YPG Leavers 21 Infographic June 2021**

## 20.3 Staying On or Leaving School

### Education 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 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. It 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)

## Dumfries and Galloway Youth Guarantee Choices and Skills Service

### In school and post school support for young people

Partners across Dumfries and Galloway are committed to the vision that all young people should receive an appropriate offer of post-16 learning, training, employment or personal skills development.

This vision is underpinned by an ambition to achieve 100% positive destinations for all school leavers in the region. Planning forms part of the process for ensuring there are opportunities available for young people on leaving school.

Planning will help identify the most appropriate offer that matches young people's needs and aspirations.

It must be:

- at the right level
- accessible both in terms of location and local labour market opportunity
- delivered through the right learning method
- fit with each young person's chosen pathway

Dumfries and Galloway are committed to delivering this via:

### Employability Coordination Groups (ECGs).

Opportunities for young people who don't have a destination but are planning to leave school will be discussed at school Employability Coordination Groups (ECGs).

The ECG meet regularly to consider all pupils (S4- S6) to create a plan for those who may not secure a not positive destination up to 6 months before their leaving date.

A key partner will be identified to help ensure the appropriate support is in place for each young person.

Young people who have been given extra support in school will automatically be considered to enable the right support to continue through the transition to post school if needed.

### Employability and Skills Service (ESS)

The Employability and Skills Service supports individuals throughout Dumfries and Galloway aged 16-67 who are unemployed, economically inactive or under employed (including self-employed) to move in – or return – to work, upskill or retrain.

The service offers individualised, person-centred support to identify barriers to employment, education or training and specific needs to overcome these and achieve outcomes. Clients are supported by trained Employability Key Workers across the region to identify employment opportunities, access training courses and programmes, develop employability skills and much more.

For more information on post school support, the Workplace Skills Award or DFN Project Search email: [For Workplace Skills Award: DGEmployabilityAward@dumgal.gov.uk](mailto:ForWorkplaceSkillsAward:DGEmployabilityAward@dumgal.gov.uk)

[The Workplace Skills Award](#) is an SQA accredited, in-work qualification delivered by qualified assessors throughout the Employability and Skills Service.

Designed with local employers to identify the required skills for clients moving in to work, the Award can be delivered at Bronze, Silver, Gold and Platinum levels locally.

For all Employability (Employability and Skills Service) referrals:

[DGEmployabilityreferrals@ dumgal.gov.uk](mailto:DGEmployabilityreferrals@dumgal.gov.uk)

For Project Search:

[Projectsearch@dumgal.gov.uk](mailto:Projectsearch@dumgal.gov.uk)

DFN ProjectSEARCH Dumfries and Galloway is the local ProjectSEARCH provision across the region, supporting individuals with Autism and other additional support needs in to work experiences placements.

This is a programme delivered in partnership with Dumfries and Galloway College, delivering in-depth pre-employment training, up to three supported work experience placements and ongoing employability support.

The programme runs through the academic year, providing instructor led training, structured, fully immersive work experience placements and in-work job coaching from a dedicated Employability Key Worker.

### Employment of Pupils

If a school is notified by a pupil that they intend to take up part-time employment. Schools should direct pupils and parents to the following Scottish Government Guidance on Employment of Children

<http://www.gov.scot/Publications/2017/08/4185/1>

Employment of Children – A Guide for Children

## 21.0 School Improvements

### 21.0 Improvement Planning and Priorities

In May/June of 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, while 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. At the end of May we publish a School Improvement Plan which outlines the Key Priorities for the school during the year ahead, following engagement with staff, pupils and parents.

The Plan indicates the expected impact of priorities on 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, or in other electronic formats by the school and are also available in hard copy, on request.

School Improvements Improvement planning and priorities Each year the school will publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following engagement 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 web-site and are also available in hard copy, on request. A copy can also be found by searching for your school at

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

The ongoing impact of the Covid 19 pandemic means that for almost all schools and settings, there is an ongoing focus of recovery of literacy, numeracy and health and wellbeing is likely to feature prominently and will remain a central focus of improvement plans over the coming session.

It remains important that parents are involved and included in the process of prioritising areas for development and improvement and that a strong sense of school community and partnership working is evident as everyone works together to accelerate recovery from the challenges and impact of the pandemic.

All staff, pupils, parents and partners should be involved in improving the life and work of the school. A School Improvement Plan is written by the head teacher and staff but should reflect a range of stakeholders who take lead roles in aspects of school improvement. This includes children and young people, parents and partners.

The Parent Council plays a key role in this and Parent Councils should have arrangements in place for gathering the views of parents. Schools are also offering parents more opportunities to engage with their child's learning through the use of more digital and online platforms.

**Performance Information Parents** can find more information about school performance by visiting [Education Authority Annual Plan](#) And [Parentzone Scotland School Information Dashboard](#) where you are able to search for data on your own school.

## 21.2 Achievements/Wider Achievements

Wider Achievement means everything that children learn from hobbies, interests, volunteering, parttime jobs and so on. The skills they gain from these are important for young people for life, and also for their future college, university and job applications. These skills are valued by employers and are an important part of your child's learning and development. The National Parent Forum of Scotland has made a guide for parents which can be accessed here

You'll probably hear teachers use the words 'wider achievement'. This means everything that children learn from hobbies, interests, volunteering, part-time jobs and so on.

The skills they gain from these are important for young people for life, and also for their future college, university and job applications. These skills are valued by employers and are an important part of your child's learning and development.

This Nutshell explains what wider achievement means so you can support your child at home and understand what's offered at school.

Curriculum for Excellence (CfE), which all children follow from age 3 to 18, isn't all about classrooms and exam results. There's also an emphasis on young people's 'achievements' in the widest sense, and on the skills they need for life, learning and work. Young people acquire these in all sorts of different ways, in and out of school. Under CfE, results and qualifications (attainment) and life and work skills that come from all kinds of activities (achievement) are equally important.

As a parent, one of the best ways you can help your child is to encourage them to learn new things, and to be proud of what they can do. Some young people take part in activities like swimming or drama and youth groups like guides/scouts.

These aren't available in every area, and they may be too expensive for many parents. But young people do need opportunities to learn and develop.

They'll get lots of chances at school. And what you do with them at home also counts for a huge amount. It can be as simple as involving them in cooking meals, or taking them to the swimming pool or library, exploring the local park, or visiting neighbours and family.

Whatever opportunities you can give them, whether it's teaching them to ride a bike or to make a pot of soup, it helps your child learn something useful and gain confidence and a sense of satisfaction.

In this way, they learn skills for life like getting on with other people, being helpful, respectful, adaptable and open to new ideas, being creative and taking responsibility

Wider achievement is about the skills for life and work that children and young people gain from hobbies and interests like sport, mentoring, voluntary work or fundraising whether at home, school, college or elsewhere.

## 21.2 Achievements/Wider Achievements cont...

### What schools are doing about wider achievement

Schools want children and young people of all ages to value and be proud of what they learn outwith the classroom, as well as in it. They want to give credit to pupils for what they are doing. The words they use for this are 'recognising achievement'.

Nursery, primary and secondary schools are encouraging young people to develop themselves and their abilities in and out of school. As well as formal teaching (the curriculum), schools now offer all sorts of opportunities like:

- ❖ School shows
- ❖ School newspapers
- ❖ Clubs Bands and orchestras
- ❖ Paired reading/ buddying
- ❖ Eco groups
- ❖ Charity/ fundraising activities
- ❖ Sports
- ❖ Outdoor activities

Many run 'wider achievement' days and events for different year groups.

It's worth looking at your school's website to see if it has a page on 'wider achievement' where you can find out more so you can talk to your child about opportunities in and out of school.

### What schools want to know

In order to help young people value what they are learning outside school, schools need to know about their interests and successes. So, they are encouraging pupils and their parents to share this information with them. That's where you come in. It's good if you can encourage your child, or for you, to tell your child's teacher(s) about any interests and successes.

Your child and/or teachers can then add this information to the pupil profile which goes with your child as they move through the school. It means that teachers and, in time, colleges/universities and employers can see the bigger picture about your child. And your child can see this too.

### Wider Achievement Awards

The Scottish Qualifications Authority (SQA) offers Wider Achievement Awards to secondary school pupils. Your child can take these alongside the National Qualifications that they study in the senior phase of secondary school (S4 to S6).

To find out more, visit [sqa.org.uk/widerachievement](https://sqa.org.uk/widerachievement)

Wider Achievement Awards are flexible and they recognise volunteering skills, citizenship, leadership, employability, wellbeing, personal development and much more. You can find out more at: [sqa.org.uk/awards](https://sqa.org.uk/awards).

Some secondary schools offer awards as part of the timetable, such as The Duke of Edinburgh's Award and the John Muir Award. There's information about these and other awards at: [awardsnetwork.org/parents](https://awardsnetwork.org/parents)

These awards fit with the Scottish Credit Qualifications Framework (SCQF) and give pupils credits. You can see the SCQF at: [scqf.org.uk/interactive-framework](https://scqf.org.uk/interactive-framework)

You can check to see if a programme is on the SCQF at: [scqf.org.uk/the-framework/search-database](https://scqf.org.uk/the-framework/search-database)

There are lots of programmes that fit with the SCQF that your child might do at school or in their spare time.

Anything they do should go into their pupil profile or CV.

There's information for parents about this at: [bit.ly/scqf\\_leaflet](https://bit.ly/scqf_leaflet)

## 21.2 Achievements/Wider Achievements cont...

What you can do now

- Encourage your child to learn new things and to value themselves, at any age
- Find out what your school offers as 'wider achievement'
- Encourage your child to take part (speak to the school if there are costs which you can't afford)
- Encourage your child to tell their teacher(s) about their achievements and to record this on their pupil profile
- Check to see if their achievements are being recognised and celebrated by the school
- At parents evenings ask your school how it is promoting and recognising non-academic achievement
- Find out more at the links above

This leaflet is part of the Curriculum for Excellence series which also includes:  
Curriculum for Excellence in a Nutshell  
[npfs.org.uk/2019/06/cfe-in-a-nutshell-2](https://npfs.org.uk/2019/06/cfe-in-a-nutshell-2)  
Senior phase in a Nutshell  
[npfs.org.uk/2019/06/senior-phase-in-a-nutshell](https://npfs.org.uk/2019/06/senior-phase-in-a-nutshell)

See other NPFS Nutshells at:

[npfs.org.uk/downloads](https://npfs.org.uk/downloads) Curriculum for Excellence fact file

[www2.gov.scot/resource/doc/920/0121215.pdf](https://www2.gov.scot/resource/doc/920/0121215.pdf)

Scottish Qualifications Authority: wider achievement [sqa.org.uk/sqa/80033.html](https://sqa.org.uk/sqa/80033.html) Parents as partners in their children's learning [education.gov.scot/parentzone/Documents/parents-as-partners-toolkit.pdf](https://education.gov.scot/parentzone/Documents/parents-as-partners-toolkit.pdf)

## 22.0 Health & Safety

### 22.1 Emergency Procedures Including Safer Together

Guidance If your child feels unwell or have hurt themselves during the school day they must report this to an adult in the school. If we feel that they would be better at home we will telephone you or your emergency contact. Minor accidents, eg, cuts, bruises, are dealt with by the school staff. Serious accidents are few, but should one occur your child will be immediately taken either to your doctor or to 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, ie, your own home and work number and a telephone number of an emergency contact.

**Please remember that if your child stays in more than one home setting contact details should take account of this.**

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

There are some emergency situations, when a circumstance in the vicinity of the school could endanger the safety of the school community. Pupils, visitors and staff must stay within the school to remain safe during such a circumstance.

The event could be a road accident outside of the school, intruders, a spillage/leakage, or a loose animal. Parents can request, from the school office, additional information regarding Education Support Services Safer Together Inside guidance and procedures, if needed. Schools should also reference Education Support Services Safer Together Inside guidance and procedures and make this available to parents on request.

### 22.2 Severe Weather and School Closure Arrangements

Head teachers are authorised to make an emergency closure when the state of the weather or any other exceptional circumstance make it necessary in the best interests of the pupils. In these circumstances parents will be communicated with in a variety of ways including text messages/ phone calls and emergency contact arrangements. All school closures will be notified on the Council Website.

Parents can help the school by planning for any potential school closure by monitoring weather reports and checking on the Council Website.

It is the responsibility of parents to make sensible decisions on behalf of their children when weather conditions are severe. If they have concerns about their children travelling between home and school, they should “play safe” and keep them at home. Parents must also set up a support network where a trusted friend can look after their children. These emergency contacts will be logged in SEEMIS against the child and called in the event of school closure if the parent cannot call to collect their child or be at home when they arrive

### 22.3 Health Care (inc First Aid)

The Education and Learning Directorate is committed to ensuring that all children can 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.

## 22.3 Health & Safety cont...

Full details of the support available and your role as a parent and the role of your child are contained within Health Care in Schools 3-18 (NHS and Dumfries and Galloway Council) which is available from the school.

The First Aid Regulations do not require employers to provide first aid for anyone other than their own employees. However, schools provide a service to pupils and this may require first aiders to receive additional training above the legal minimum requirement so that they are able to act competently, for example additional training in paediatric first aid if operating in a primary school or early learning centre (ELC).

Schools should make clear that they have staff with responsibility for first aid with appropriate training that includes administering first aid, reporting in line with the Accident and Incident Reporting procedures and keeping a record of first aid administered.

When assessing first aid needs for schools, this must include the likely risks to pupils, visitors, as well as to staff. To ascertain what first aid provision each school will require; a first aid needs risk assessment is undertaken. This assessment needs to consider the circumstances of the workplace, the hazards and risks that may be present, and the workforce.

Accident statistics can indicate the most common injuries, times, locations, and activities at a particular school. These can be a useful tool in risk assessment, highlighting areas to concentrate on and tailor the first aid provision to.

### Accidents

Serious accidents are few, but should one occur, parents are contacted immediately. An ambulance will be called if necessary.

### Emergency Contact

Please note the emphasis placed on supplying the school with a telephone number for emergency contact. This is normally your home or work number, or that of a relative or near neighbour if you do not have a phone in the house. Please remember that if your child stays in more than one home setting then contact details should take account of this. You can have more than one emergency contact.

### Fire Evacuation and Lock Down

We have termly fire evacuation and lockdown practices to ensure that all members of staff and pupils are aware of the procedures in the event of an emergency. Procedures are reviewed and updated on a regular basis to ensure staff and pupil safety.

## 22.4 Data Protection

Each year, your child/young person's school will send home a copy of the personal data we hold about your child/young person as part of our annual update process. If at any other time you would like to review information held as part of your child's Educational record, you can do so as part of the Access to Educational Record legislation. In the first instance you should contact the Head teacher of your school to make this request.

An "Educational Record" means any record of information (Excluding a Record of Needs) which relates to the school education of the pupil in question and which originated from a teacher, any other employee of the Authority, the pupil or his/her parent. It will, in most instances, be the information held in the pupils' personal file (PPR) and in their electronic SEEMiS record.

### Schools Privacy Notice

[www.dumgal.gov.uk/media/24263/PrivacyNotice-Schools/pdf/Privacy-Notice-SchoolsApril-2021.pdf?m=637570383275100000](http://www.dumgal.gov.uk/media/24263/PrivacyNotice-Schools/pdf/Privacy-Notice-SchoolsApril-2021.pdf?m=637570383275100000)

### What personal information do we collect from you and why do we need it?

Data about children and young people includes, name, date of birth, gender, and address, racial or ethnic origin, religion. It will also include information about any additional support needs and any relevant medical conditions.

Data about the pupils' family will include, names, addresses, email, phone number, emergency contact details and family situation.

Data held will also include pupil progress, assessments and exam results. It will also include records of attendance, absence and any exclusions.

We will hold data about when and where the pupil goes after they leave Early Learning and Childcare Centre (ELCC)/School. This includes information about their next setting, career paths or intended destinations.

If your child is accessing school transport and school meals, data will be shared with School Mainstream Transport Team/Contractors and Enterprising DG.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that have legitimate reason to. We will not keep personal data for longer than is necessary and will follow the Council's Record Retention Schedule and archival procedures.

### Sharing pupil data

If a child/young person moves Early Learning and Childcare Centre (ELCC)/School, we have a legal obligation to pass on information to their new ELCC/ School/education authority.

Sometimes we also receive information about a child/young person from other organisations, such as; NHS, Police Scotland, Social Work, Additional Support Services and sometimes other organisations or groups connected to the pupil's education.

We also need to share pupil information with other organisations. Law requires us to pass certain information about our pupils to the Scottish Government and to other services/departments within the Council. This data is for statistical purposes.

We share your data with third parties who process it on our behalf, including the operator of our Education Management Information System, our schools' intranet GLOW, and our text messaging provider Groupcall.

For more details about this processing please contact [miss@dumgal.gov.uk](mailto:miss@dumgal.gov.uk). Dumfries and Galloway Council take the security of your data seriously and access to SEEMiS is restricted to approved staff and by username and password only.

The Council's Data Protection Policies and Procedures make clear that all staff have a responsibility to ensure that they handle personal data appropriately and that suitable organisational security measures are in place. To prevent unauthorised disclosure, hard copies of data are stored securely at your child's nursery or school.

Dumfries and Galloway Council need to ensure you and your child's personal data remains accurate, to assist with this, please ensure you keep your nursery and school up-to-date with any changes. For example, if you do not inform the school that you have moved to a new house, this may result in your personal data being sent to an incorrect address.

If you would like to access any information we hold, then you can do so under the Pupils' Educational Records (Scotland) Regulations 2003, by making a request to your child's school in the first instance.

## 22.5 Information and Communication Technologies

### Digital Citizenship, Pupil Safe and Responsible Use of Technology

#### Digital Images Policy

The Authority has an overall Policy and Procedure for the use and application of ICT in schools. We recognise that social media and mobile phone technology has potential benefits for learning and teaching.

It is unreasonable and impractical to attempt to impose a ban on mobile devices in schools therefore the authority has produced guidelines for Digital Citizenship, Use of Technology, Mobile Phones, Digital Images and Use of Social Media.

Schools take images of pupils for various reasons e.g. the prospectus; ceremonies (recognition of achievement, Prize Giving, Sports Day etc.); functions (discos, charity events etc.); curricular activities (Communication Passports, performance in sport/ dance, field trips etc.); extra-curricular activities (school sports fixtures, school excursions, class outings etc.). Images are also used to create a record of an event to show to participants, other pupils and parents/carers.

To do this, photographs are displayed throughout the school; videos and photographs are shown to parents/ carers, staff and others; media coverage arranged; prospectuses are published and distributed.

The Authority has a policy on the use of images of pupils. You will be asked to read this when your child enrolls and to clarify your consent about the publication of images of your child, but you can amend your permission at any time by contacting the school office.

Please ask at the school office to see a copy. We also provide additional guidance for parents and families on how we use Digital Learning in learning. For more information on what is used and how you can support your child's learning please visit Safe Digital Learning and Social Media [Safe Digital Learning and Social Media](#)

## 22.6 Use of the Internet, Social Networking Sites

### Use of the Internet, Social Networking Sites

As part of the process of learning we allow our children supervised access to the Internet and e-mail. The authority runs its own filter system to ensure that children and 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.

