

Welcome to

Moffat Academy

Secondary Handbook



September 2024



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Dear Parent/Carer

Thank you for reading this handbook which sets out the collective responsibilities

our Council has for your child's education and I hope you find it helpful.

Like you, we want the best possible future for your child. 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 and we make it our priority to remove barriers to learning whether these are related to the classroom or at home. 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.

One of the things that makes our region so special is the diversity of our communities. Our schools are all different too and reflect the variety of the towns and villages they serve - so schools might put plans in place slightly differently. Our headteachers will publish their own school handbook with information which is relevant to the pupils and parents of their school.

We know that when families and schools work together there are real benefits for children. WE can make collective efforts on their behalf to meet their needs and uphold their rights. 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 at executivedirectoreducationsskillscommunitywellbeing@dumgal.gov.uk

Your sincerely Gillian

Dr Gillian Brydson

Executive Director

Education, Skills and Community Wellbeing



Welcome from the Head Teacher

Dear Parent/Carer,

It is my pleasure to welcome you to Moffat Academy, part of the Beattock and Moffat Academy Cluster, a vibrant and thriving school community. The young people, families and staff are all held in high regard and we have a long tradition of achieving excellence.

At Moffat Academy, our young people and staff pride themselves on being a deeply committed, caring and inclusive school community. Nurture is at the heart of all that we do, as we strive to ensure that every young person benefits from a rich and well supported learning journey.

As they continue their learning journey into the secondary stage, it is our vision that all young people are supported and encouraged to achieve their full potential - enabling all to enjoy a positive and sustained destination at the end of their time with us. We maintain our commitment to upholding the highest of standards, both in terms of our learning and teaching as well as in supporting the health and wellbeing and wider achievement opportunities of our young people. This school handbook has been designed to provide parents and carers with all of the key information necessary to participate fully with school life. We hope that you find it both helpful and engaging.

In addition to our handbook, you will find that the Beattock and Moffat Academy Cluster website provides a wealth of information. The website is updated on a regular basis with newsletters, calendar dates and school announcements. We are confident that your child or young person will really enjoy their time at Moffat Academy. We aim to give all our young people a great start in life by fostering a love of learning and a desire to be the best they can in whatever they ultimately choose to do.

If you have any queries about the content of our handbook, or any questions that the handbook does not answer, please do not hesitate to get in touch. We look forward to continuing our partnership with you and your family over the coming years.

Yours sincerely,

Mrs Tara Woods

Head Teacher



Moffat Academy Vision Statement & School Aims:-

School Aims, Values and Ethos :-

At Moffat Academy we have a warm and welcoming inclusive ethos which supports every member of our school community. We support and challenge our young people to be fit, able and determined to succeed in life in the 21st Century by presenting them with opportunities to develop as successful learners, confident individuals, effective contributors and responsible citizens. This is reflected in our school vision and values.

School Vision:-

For now and the Future, Ready-Aye-Ready for all we aspire to be!

School Values:-

RESPECT EQUALITY DETERMINATION
RESPONSIBILITY HONESTY

By embedding our vision and values in all we do we aim to develop **Successful Learners** who are enthusiastic, motivated, keen to embrace new ideas and determined to reach high standards of achievement.

We –

- ⇒ get to know our young people, their strengths and areas for development in order to support and promote personal achievement.
- ⇒ actively encourage learners to progress as far as possible in developing their communication, literacy and numeracy skills.
- ⇒ enable learners to develop their use of technology.
- ⇒ encourage all learners to achieve success in different areas of activity.
- ⇒ use a variety of teaching approaches and encourage learners to exploit their own learning styles.
- ⇒ encourage learners to link and apply learning to new situations.
- ⇒ seek to provide the highest quality of teaching and learning to ensure motivation and progress for each child.
- ⇒ seek to promote a positive learning climate in which young people will become evaluative, independent learners who can think creatively.

We are committed to developing **Effective Contributors** who are resilient, self-reliant and enterprising. We:

- ⇒ Encourage learners to communicate in different ways in a variety of settings;
- ⇒ Encourage work in partnership and teams;
- ⇒ Promote initiative and encourage leadership in learning;
- ⇒ Seek to create and develop problem solvers who can apply critical thinking in new contexts.

We view learning as a skill for life and aim to develop **Confident Individuals** with self-respect, a sense of well-being, secure beliefs and values. We:

- ⇒ Teach and practise co-operation and mutual concern, as well as encouraging the growth of individual responsibility;
- ⇒ Provide for the emotional, physical and social needs of individuals and their future development;

- ⇒ Provide quality additional support for learning, and work with other agencies to this end;
- ⇒ Seek to create a climate of respect among all parties;
- ⇒ Seek to develop citizenship and to create positive attitudes towards other people and the community;
- ⇒ Foster the development of knowledge and understanding of the world and Scotland's place in it;
- ⇒ Enable learners to understand different beliefs and cultures;
- ⇒ Encourage learners to evaluate environmental, scientific and technological issues;
- ⇒ Promote the development of informed, ethical views of issues.

We aim to develop all members of the learning community as unique individuals and **Responsible Global Citizens** who demonstrate respect and commitment to participate in all aspects of life. We:

- ⇒ Teach and practise co-operation and mutual concern, as well as encouraging the growth of individual responsibility;
- ⇒ Provide for the emotional, physical and social needs of individuals and their future development;
- ⇒ Provide quality additional support for learning, and work with other agencies to this end;
- ⇒ Seek to create a climate of respect among all parties;
- ⇒ Seek to develop citizenship and to create positive attitudes towards other people and the community;
- ⇒ Foster the development of knowledge and understanding of the world and Scotland's place in it;
- ⇒ Enable learners to understand different beliefs and cultures;
- ⇒ Encourage learners to evaluate environmental, scientific and technological issues;
- ⇒ Promote the development of informed, ethical views of issues.

We are committed to a policy of inclusion, equality and fairness and aim to meet individual needs and promote all members of the learning community according to their abilities and desires. We:

- ⇒ Instil self awareness and we provide help for learners when making choices for future education, training and careers;
- ⇒ Provide a PSD programme which is geared to foster opportunity for all;
- ⇒ Are committed to dealing effectively with any form of discrimination;
- ⇒ Keep parents as fully informed as possible;
- ⇒ Involve parents because their attitudes have a strong influence on their parents.

Information for Parents/Carers

Head Teacher:-	Mrs Tara Woods
Address:-	Moffat Academy Jeff Brown Drive Moffat DG10 9QF
School Telephone No:-	01683 222000
Email Address:-	gw08officemoffat@ea.dumgal.sch.uk
School Website:-	Beattock and Moffat Academy Cluster - Home
School Facebook Page:-	Moffat Academy Moffat Facebook
Parent Connect:-	maparentconnect@gmail.com or facebook messenger Moffat Academy Parent Connect Facebook

School Hours:-

Morning Session:	9.00am - 1.00pm/1.05pm
Morning Interval:	11.05am - 11.20am/Friday 11:15am—11:30am
Lunch Interval:	1.00pm - 1.40pm/Friday 1.05pm - 1.45pm
Afternoon Session:	1.40pm/1.45pm - 3.20pm/3.25pm

The School Day:-

<i>(Mon—Thurs)</i>		<i>(Friday)</i>	
Reg (PSE):	9.00am - 9.25am	Period 1:	9:00am - 9:45am
Period 1:	9.25am - 10.15am	Period 2:	9:45am - 10.30am
Period 2:	10.15am - 11.05am	Period 3:	10.30am - 11.15am
Period 3:	11.20am - 12.10pm	Period 4:	11.30am - 12.15pm
Period 4:	12.10pm - 1.00pm	Period 5:	12.15pm - 1.05pm
Period 5:	1.40pm - 2.30pm	Period 6:	1.45pm - 2.35pm
Period 6:	2.30pm - 3.20pm	Period 7:	2.35pm - 3.25pm

(PSE: Personal Social Education By First Line Guidance/ Assemblies)

Present School Roll:	245 (October 2024)
Denomination Status:	Non Denominational

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" [Near Me \(arcgis.com\)](https://arcgis.com)

Full details on how to enrol or move school are available from the school or on the Council's website [School places - Dumfries and Galloway Council \(dumgal.gov.uk\)](https://dumgal.gov.uk)

Additional Information on our Services

A key source of information for parents is [Schools - Dumfries and Galloway Council \(dumgal.gov.uk\)](https://dumgal.gov.uk)

This page also provides information on Early Learning and Childcare, Primary and Secondary Schools and information on our Support for Learners.

The page includes information on:

- School Places
- School Meals
- Financial support for education

You can also read more about our Education Plans and Partners, our School Estate, our partnership with the Youth Music Initiative, funded by Scottish Government and how we also work with those parents who chose to Home Educate.

Any parent wishing to enrol his/her child at Moffat Academy should contact, in the first instance, the School Office to arrange an appointment to see one of the Depute Head Teachers. All prospective young people will be offered a tour of the school and issued with the necessary documentation.

For new Secondary young people, there is an induction programme organised by the Pupil Support staff in the school.

Terms and Holidays:-

Holidays:-

We recognise 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 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

Current school year (2024/25)

Term 1

Staff training	Monday 19 and Tuesday 20 August 2024
First day	Wednesday 21 August 2024
Last day	Friday 11 October 2024
Autumn holiday	Monday 14 to Friday 25 October 2024

Term 2

First day	Monday 28 October 2024
Last day	Friday 20 December 2024
Christmas holiday	Monday 23 December 2024 to Monday 6 January 2025 (pupils return Tuesday 7 January)

Term 3

Staff training	Monday 6 January 2025
First day	Tuesday 7 January 2025
Mid-term holiday	Wednesday 19 February to Friday 21 February 2025
Last day	Friday 28 March 2025
Spring holiday	Monday 31 March to Friday 11 April 2025

Term 4

First day	Monday 14 April 2025
Easter weekend	Friday 18 April and Monday 21 April 2025
May Day holiday	Monday 5 May 2025
Last day	Thursday 3 July 2025
Summer holiday	Friday 4 July to Monday 18 August 2025 (pupils return Thursday 21 August 2025)

School Dress Code:-

All Dumfries and Galloway schools must have a dress code which encourages young people 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, disability or poverty. Prior to drawing up the dress code, parents, young people and staff should be fully consulted, and it is the expectation of Skills, Education and Learning Directorate that parents will be supportive of the dress code.

School uniform creates a positive, healthy attitude towards school. Students in the **Secondary** are expected to wear

- A white shirt (with collar and buttons to the neck)
- A Moffat Academy school tie
- All items in black: jumper, sweatshirt, fleece, cardigan or hoodie—school logo available as an option if preferred
- All items in black: trousers/dress shorts/jeggings/skort/pinafore/skirt/treggings
- Traditional Woollen Kilt—plain black/family tartan
- Mainly black, comfortable shoes
- Any additional item of headwear for religious reasons to also be plain black or Moffat Academy school colours

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

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



Jeans/leggings/tracksuits/ football colours/ branded logos are not acceptable everyday wear and neither are brightly-coloured, or multi-coloured tops.

PE Kit Expectations:-

Young people in the Secondary should wear:

- Trainers
- Black or Navy shorts, joggers or lycra sports leggings
- Plain white t-shirt or polo shirt
- Warm top or hoodie for outdoor activities in colder weather

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.

School Clothing Grants:-

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)

Our Education, Skills and Community Wellbeing Directorate are committed to supporting families through our Dumfries and Galloway Poverty and Inequalities Partnership Strategy 2021-2026. Full details of all of the Projects which we deliver to support families are available on the following link: [Poverty - Dumfries and Galloway Council](#)

Financial Support:-

Moffat Academy recognises the need for all young people to participate where possible and to ensure charges are not a barrier. The school has a policy of supporting families who require assistance with charges relating to the school curriculum, including school outings. For further information please contact the School Support Manager.

Cross Border Students and 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 young people 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: [Education Maintenance Allowance - Dumfries and Galloway Council \(dumgal.gov.uk\)](http://dumgal.gov.uk)

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: [John Wallace Trust Scheme - Dumfries and Galloway Council \(dumgal.gov.uk\)](http://dumgal.gov.uk)

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 £500 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: <https://www.dumgal.gov.uk/article/16433/Edinburgh-Dumfriesshire-Scholarship>

Extra Curricular Sports:-

Young people are asked to make a contribution towards the cost of transport for hockey, football and other sporting fixtures.

Educational Outings and Residential:-

We believe in taking young people to places of interest whenever possible. These outings are subsidised as much as possible, but normally we ask young people to pay part of the cost. We ask parents to support us in this, as all outings are very carefully planned and risk assessed.

Music Tuition:-

Music tuition is offered to all secondary age young people and are currently funded by the Scottish Government. For further information please contact MusicService@dumgal.gov.uk or see the Council's website: [Instrumental Music Tuition - Dumfries and Galloway Council \(dumgal.gov.uk\)](http://dumgal.gov.uk) Full details on how to apply are listed here.

Within school we also currently offer Piping and Drumming lessons. If your young person is interested in either of those, please contact the school office at gw08officemoffat@glow.sch.uk.

School Meals:-

In Dumfries and Galloway Council, 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 menu daily. By following these guidelines Facilities Services - Catering:-

- ⇒ Places health promotion at the heart of school activities;
- ⇒ Ensures that food and drink served in school 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 standard;
- ⇒ They don't serve any endangered fish;
- ⇒ Their menu is free from undesirable additives and GM ingredients.

School Transport:-

Free school transport is available for some school children attending 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

Who is entitled to school transport?

Young people who live 3 miles away from their catchment school.

It is the parents responsibility to ensure that their child reaches the designated pick-up 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 do I find out if my child will receive school transport?

When school transport is required for a young person, 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 the Council's 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.

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 Form 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 to access the Legislation and 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.

Free School Meals can lead to a large saving in each year, up to £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 young people who are entitled to free school meals.

For more Information visit <https://www.dumgal.gov.uk/schoolmeals>

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 <https://getyournec.scot/nec/> (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/carer.

If you do not wish for your young person to have the free travel applied to their card you will have to apply for a card without travel online at <https://getyournec.scot/nec/>

For more information on this and other entitlements through KIDZ card or Young Scot Card please visit <https://www.dumgal.gov.uk/article/15933/Young-Scot-cards> or speak to your school for any help.

Attendance:-

It remains your responsibility as parents to ensure that your young person attends school regularly. For the safety of all young people it is important for you to inform 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 us of the appointment and arrange to collect your child from class. Absences should be registered via Parents Portal or by phoning the school. Please click on this link to find out more information: <https://parentsportal.scot/pportal/>

Unexplained Absences / Lateness:-

Parents are asked to ensure that:

1. The school is informed if the family are running late.
2. Any legitimate absence is notified to the school by 9am on the first day of the absence without fail, and subsequently on each day of the absence. Schools may contact you by phone if there are any concerns about an absence.
3. Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up to date and are genuinely numbers where a response will be received. This is particularly important with mobile phone numbers. Please update your child's school if any contact details change.
4. The school is kept informed of the absence and likely return date.

5. Any planned absences are officially notified to the school, in writing, in advance.
6. School would be informed before 1.40pm if a child is 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

Young people who need to leave school during the school day i.e. doctor/dentist appointments, are required to sign out at the school office and give their reason for leaving. They must also report to the school office on their return to school.

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

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.

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 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 young people feel safe, secure, listened to, and secure in their ability to discuss sensitive issues. It is essential that 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 behavior will be addressed in line with Scottish Government

approaches. The entire school community: teaching and non-teaching staff, young people and parents/carers, 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.

Moffat Academy is a community where each individual can play their part in promoting an atmosphere which encourages tolerance, understanding and mutual respect. Bullying is harmful to all of these. Respect for oneself and others is the starting point from which we can develop our anti-bullying approach within the school community. Parents, young people and staff have recently reviewed and updated our school anti-bullying procedures and Moffat has received the Respect Me Award 2023.

Our anti-bullying policy can be found here: [Anti-bullying Policy 2023](#)

Positive Behaviour in School leaflet: [Positive Behaviour in School \(dumgal.gov.uk\)](#)

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 as successful learners, confident individuals, effective contributors and 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 areas 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 Headteacher 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.

Broad General Education Throughout the Broad General Education (BGE) 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

This can be found on the school website: [Beattock and Moffat Academy Cluster - Moffat Secondary](#)



Learner Profiles:-

A learner profile is a snapshot of a young person's best achievements at a given point in time. Profiles are primarily aimed at learners and their parents and draw together a range of information about a 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 is a link to downloads on Parent zone: <https://education.gov.scot/parentzone/>. 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 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 young person in the process.

How is my young person doing? (Assessment and Reporting) :-

Assessment is the word used to describe all the things which schools do to see how your young person is getting on, what they are learning and what they know and understand. It is important to know how each young person is getting on so that schools can make sure they are progressing and developing according to their abilities and that their learning needs are well understood by the educational professionals who work with them. Your young person'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 young person 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 young person'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.

Young people in S1 complete standardised assessments known as a CAT (Cognitive Abilities Test) which is a test of reasoning abilities that measures verbal, non-verbal, quantitative and spatial skills. It provides a rounded profile of the whole child which is used to assist teacher tracking and monitoring within the BGE.

Young people at S3 complete online standardised assessments in literacy and numeracy as part of everyday learning and teaching the Scottish National Standardised Assessments, known as SNSA.

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

The assessments are as inclusive as possible to accommodate the needs of young people who require additional support. There is no pass or fail 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 during 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.

The school has an open door policy and parents are made welcome at any time. If you do wish to discuss any matter, it is advisable to contact the school and make an appointment. In the first instance contact should be made with one of the Depute Head Teachers. If it involves any other member of staff, the Depute will make the necessary arrangements. Telephone calls for individual members of staff are usually directed through a member of the Senior Leadership Team, especially during teaching time.

Homework:-

Homework is designed to encourage young people to reinforce taught skills.

Parents are encouraged to share in the completion of homework tasks as this will help support a sound understanding of young people's learning in school.

Additional Support for Learning:-

All children receive support at school 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, focused on learning and support to be fully involved in school life. For the majority of 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 young person's individual needs, build on their strengths and help them overcome any difficulties they are experiencing.

This commitment to meeting the needs of all young people is based on the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009.

Mrs S Orr is currently responsible for ASfL provision for Moffat Academy. She is supported by a team of Learning Assistants.

The Presumption of Mainstream (<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/>) means that most young people will be supported in their local school.

What is Additional Support for Learning (ASL)? If your young person is experiencing a barrier to 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	Visual Impairment	Language or speech disorder	Autism Spectrum Disorder
	Attention deficit hyperactivity disorder	Health needs	Physical and motor impairment	Deaf and hearing impaired
Learning environment	English as an additional language	Dyslexia	Highly able pupils	
Family circumstances	Young carers	Separated Families	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 have any concerns 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 become concerns, the staged intervention process will escalate the response to an appropriate level of support, <https://www.dumgal.gov.uk/media/26353/Stages-of-Intervention-in-Education-and-Learning/pdf/Stages-of-Intervention-in-Education-and-Learning.pdf?m=637927009724730000>.

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 young person 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 young person'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 young people will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the young person. 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 <https://www.dumgal.gov.uk/article/16163/Additional-support-for-learning> or from the following sources:

- ◆ Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527 <https://enquire.org.uk/>
- ◆ Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 <https://www.siaa.org.uk/> ; or
- ◆ Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <https://sclc.org.uk/>
- ◆ Parents may also access further support through mediation services provided by Common Ground Mediation <https://www.commongroundmediation.co.uk/>

Or advocacy support by searching:

- ◆ Let's Talk ASN is a free service that helps parents and carers of young people with additional support needs handle education disputes. Young people aged 16 or 17 years old with additional support needs can also use the service directly <https://www.disabilityscot.org.uk/organisation/lets-talk-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 <https://myrightsmysay.scot/>
- ◆ Parents Inclusion Network (PIN) <https://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 <https://www.dgadvocacy.co.uk/>

Support for Learning at Moffat Academy

The Support for Learning Department, which is part of the Pupil Support Faculty, in Moffat, looks at any areas in the school which give rise to difficulties in learning for young people. These can result from specific learning difficulties that the young person experiences, difficulties associated with the learning environment or difficulties arising from the curriculum/work set by the teacher. The Support for Learning Service also has a role in providing for more able young people and for behaviour support.

The Philosophy behind our work is based on ideas in current legislative and policy frameworks. A key idea contained in the legislation is that of Additional Support Needs. These are barriers to learning that can arise for a variety of different reasons and can be either temporary or permanent in nature. The school aims to recognise and address these needs in collaboration with the young people, their families, staff within the school and, in some cases, outside agencies.

We regard the aims of education as the same for all young people although, the work they do may have to be differentiated in terms of content, pace of learning, depth of study and/or level of difficulty. Almost all young people will experience difficulties in their learning at some point during their Education and it is our policy to address all needs as they arise.

How help is provided

Identification of a young person's needs is an ongoing process. It will start before a child enters school and continue until he/she leaves school. The observations of class teachers are a crucial part of the identification process. Teachers will refer young people who are experiencing difficulties in their learning to the Learning Support Specialist for that sector. They will carry out testing and recommend appropriate interventions or targeted support that will meet the young person's needs. At some point it may also be necessary to refer the young person to agencies out with the school i.e. Speech and Language Therapy,

Educational Psychology etc. Young people with longer term needs are identified early through this process allowing for appropriate planning and provision to be made for them on transition to Secondary. Information is also obtained at this point from standardised test results, extended transition visits, advice from staff and samples of work.

It is authority policy that all children should be included in mainstream schools and classes, where practical and possible and to this end the Support for Learning Staff work in classes alongside subject teachers for the majority of the time, providing support where needed. This kind of cooperative approach is felt to be the most appropriate form of assistance to give, particularly at this stage in a child's education career and is therefore the main kind of help provided.

For some young people, however, some of their education may take place outside the classroom with a focus on helping them to master the processes of language and computation and also develop skills for life, learning and work. This may take the form of one to one working or working within small groups and can be short term, using specific interventions or for more sustained periods of learning.

For a small number of young people where their needs cannot be fully met in mainstream a significant proportion of their learning may take place outside the classroom and will be delivered by the PT ASN and SLAs in the Support for Learning Hub. This is more likely in the senior phase where young people may do National 1-3 courses in Maths and English, the SQA Personal Achievement and Personal Finance Awards and a variety of Asdan Awards that are Lifeskills based.

Some young people will have Additional Support Plans for a period of time when they are involved in intervention work and others will have an Individualised Education Plan, which will outline the steps to be taken to help the young person achieve specified learning outcomes. Staff, parents and young people will all have a say in these and they will be reviewed at regular intervals throughout the year with achievements and progress noted and targets updated. A very small group of young people may also have a Coordinated Support Plan. This is statutory plan that is used to identify and ensure provision of services for young people with complex or multiple additional support needs.

Other agencies and special services involved with children with Additional Support Needs may include:

- * E.A.L. Teacher;
- * Speech & Language Therapist;
- * Occupational Therapist;
- * Physiotherapist;
- * Careers Advisor Key Worker;
- * SQA (Additional Assessment Arrangements)
- * CAMHS
- * NDAS

We have assigned to the school an Educational Psychologist, whose services are available as, and when, required.

Team Teach

At all stages in the school, in line with Authority guidelines, the Team Teach approach for de-escalation of potentially dangerous behaviours may be adopted. A number of staff members are trained in this technique which may involve physical restraint of a kind designed and recommended to calm situations and to reassure children. Should parents wish more information about Team Teach, they are invited to contact Mrs S Orr. Unless parents have misgivings about Team Teach, the school must assume their approval of these methods being adopted in any situation where they are deemed necessary.



Educational Psychology Service

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

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

We do this by:-

- ⇒ Working with others in a consultative way to help them make sense of difficulties and make informed choices and decisions;
- ⇒ Sharing knowledge about “what works” and promoting evidence informed approaches to develop the policy and practice of literacy, numeracy and health and wellbeing in our educational establishments and communities;
- ⇒ Raising awareness of the crucial role of communication, relationships and nurture in children’s lives;
- ⇒ Training and developing the skills of other professionals to improve young people’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, secondary to post school) to improve the life chances of young people.

Further information about the service is available from the school or on the council webpage - <https://www.dumgal.gov.uk/article/22434/Educational-Psychology-Service>

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 young people and their families. GIRFEC is all about ensuring that young people 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 young people in Dumfries and Galloway. For you and your young person, GIRFEC means that:

- * You are the expert on your young person 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 young person will have someone in the school who will be the point of contact. The named person function is there if needed, but young people and families do not have to make use of their named person, and many young people and their families will never need to do so.
- * If your young person has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your young person. In these instances, a ‘lead professional’ will be agreed from within the network of practitioners who are working with your young person and family and this person will coordinate the support for your young person.

The Named Person within the school is as follow:-

- ⇒ S1-3: Mrs M. Ayling (PT Pupil Support)
- ⇒ S4-6: Mrs S. Allison (PT Pupil Support)

For more information on getting it right for every child in Scotland visit <https://www.gov.scot/policies/girfec/>

For any local enquiries please email GIRFEC@dumgal.gov.uk

Moffat Academy is at the centre of the community so it is a natural focus for the delivery of services that remove the barriers to learning. Our aim is that all children in Dumfries and Galloway can grow into:-

Confident Individuals Effective Contributors

Successful Learners Responsible Citizens

At Moffat Academy we have built strong relationships with a variety of services and external agencies which help support our young people and their families. Such supports include;

Attendance and Liaison Officer and Supporting Learners Team

Autism Outreach

School Nurse

Youth Worker

Social Services

CAMHS (Child & Adolescent Mental Health Service)

ISSU18 (Support for problematic substance misuse)

Young Work Counselling

Education Psychology

Speech and Language

Sleep Scotland

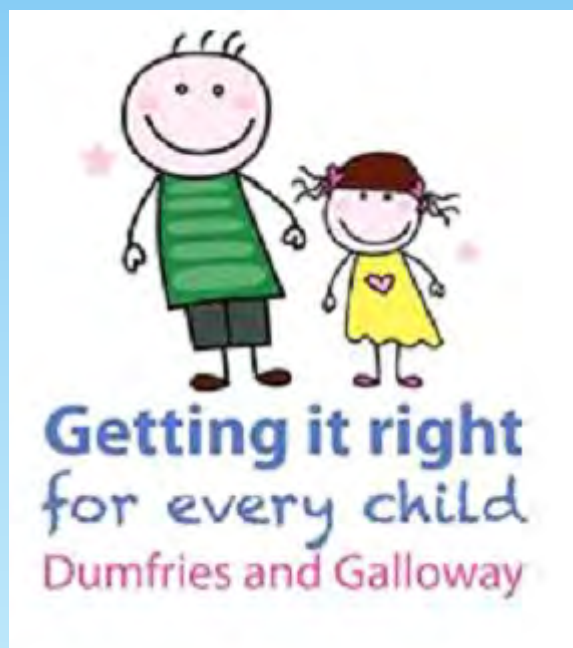
Child Bereavement UK

Youth Engagement Officer (Formerly the Community Police Officer)

Youth Justice

Relationship Scotland

To name a few. Should you have any concerns relating to your young person you wish to discuss please do not hesitate to get in touch with us.



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 young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: safe, nurtured, healthy, achieving, active, respected, responsible and included. Schools and front-line education and 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 <https://www.dumgal.gov.uk/article/16640/Support-for-children-and-families> or <https://www.dgppp.org.uk/article/18633/Child-Protection>.

Parents, carers and young people 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 young people 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 young person. Normally this information will be shared with parents/carers when issues of concern arise.

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

The Child Protection Coordinator in our secondary school is Mrs K Candlish.



Young Person Support - Care, Welfare and Guidance

We are acutely aware of the impact that each individual young person's care and welfare needs has on their learning. Young people need to feel safe and secure, and have opportunities to develop their self-esteem.

Following 'The Getting It Right For Every Child' approach, as enshrined in the Children and Young People's Scotland Act 2014, we ensure that anyone providing support puts the child or young person – and their family – at the centre.

Moffat Academy wants all our young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens.

We believe they should be:-

Safe....	Protected from abuse, neglect or harm
Healthy....	Experiencing the highest standards of physical and mental health and supported to make healthy, safe choices
Achieving....	Receiving support and guidance in their learning - boosting their skills, confidence and self-esteem
Nurtured....	In a nurturing and stimulating place to live and grow
Active....	Having opportunities to take part in a wide range of activities - helping them to build a fulfilling and happy future
Respected....	Given a voice and involved in the decisions that affect their wellbeing
Responsible....	Taking an active role within their schools and communities
Included....	Getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn

At Moffat Academy, we are involved in the development of the whole child, not just in terms of academic achievement and future career, but in terms of personal and social development, adaptability, independence, resilience and decision-making skills including skills for learning, life and work. Our main contribution is through the Personal and Social Development Programme which is overseen by the Depute Head Teacher (Pupil Support) and the PT's Pupil Support (Named Persons).

Together with our partner agencies, we provide learning opportunities and support. Young people and parents can expect to find support to meet their personal, social and learning needs that reflect the following standards:-

- 1. Provide opportunities for developing the knowledge, skills and attitudes young people need to enable them to seek information and support throughout life:**
The school social education programme supplements the school curriculum to ensure that all young people are supported and advised as to how to seek help and information. The health and wellbeing of our young people is very much the responsibility of all.
become involved in the life of the school and the community.
- 2. Provides access to information to help young people make informed decisions and choices:**
The regular Social Education period is used to deliver a programme which meets both national and regional recommendations. Topics dealt with throughout the school include, among other things, Rules, Study Habits, Friendships, Health & Wellbeing, Sex Education, World of Work, Subject Choice Consideration, Work Experience and Careers advice.
- 3. The school works hard to provide opportunities for young people's citizenship and participation through involvement in their school community, their neighbourhoods and in democratic society:**
The social education programme provides information and opportunities that enable young people to take advantage of volunteering opportunities that promote citizenship and participation. Tutors actively encourage young people to
- 4. Provides regular review of progress in learning and personal and social development:**
In Moffat all teachers are involved with a register class. During the year staff get to know the young people through seeing the class almost every day for 30 minutes. Teachers are involved in a First Line Guidance role through delivery of the Social Education Programme. Teachers interview young people to monitor "all-round" progress throughout the school prior to reports for each year group being issued to parents. Where reports highlight a need, young people are targeted through a programme of intervention to address concerns.
- 5. Helps with transitions between stages in education and between different providers of education and personal development opportunities:**
The Depute Head Teacher (Pupil Support) and PTs (Pupil Support) meet young people in P7 as part of the Primary/Secondary Liaison Programme. Information evenings at key stages in young people's school careers and other events are provided for parents to familiarise themselves with developments in their young person's education. Various publications are produced. Regular information on school events appear in the termly Newsletter and on the school website and Facebook pages.

We actively encourage parents to contact the school if any aspect of their young person's education is causing them concern.

6. Helps to plan for the future:

The social education programme is tailored to provide opportunities for young people to plan and prepare at key transition points in their school career and beyond. Parent's evenings, Skills Development Scotland, tutors and other agencies all help to support young people as they move towards a positive destination.

7. Provides access to staff by children and parents who want support:

Register teachers make the Depute Head Teacher (Pupil Support) and/or the PTs (Pupil Support) aware of young people who may need assistance and/or counselling.

The Depute Head Teacher (Pupil Support) and the PTs (Pupil Support) have the responsibility of making sure that relevant information is passed to staff and that parents/young people are contacted as appropriate to their needs:

- **Personal**, such as conflicts with other young people, bullying, difficulties' at home, or problems related to illness or attendance;
- **Administrative**, such as arranging bus passes or work permits;
- **Educational**, such as choices of subjects or problems with particular subjects.

Visits and information from Skills Development Scotland are arranged on a regular basis as are open day visits to Universities and Colleges.

Information on Higher and Further Education is available and assistance is given with references.

Young people are encouraged to speak to any member of staff they feel comfortable with. Parents are welcome to contact the school out with the formal programme of parents' nights/information evenings.

8. Co-ordinates support between agencies and schools, wherever learning takes place:

Liaison with outside agencies is sought on a routine basis when it is felt to be in the best interest of the young people.

9. Respects confidentiality:

The Depute Head Teacher (Pupil Support) and the PTs (Pupil Support) are responsible for bringing together all information and is making sure that parents, young people, other agencies and relevant staff are informed where necessary. Careful consideration is given to the need to share information.

10. Ensures time and space to seek help:

Regular opportunities exist in the school calendar for young people to access support. There is always a member of the Pupil Support Team available for advice and consultation.

11. RSHP

The learning activities across the RSHP resource support learning on a number of key themes.

- [Physical changes](#)
- [Sexual health and sexuality](#)
- [Role of parent/carer](#)
- [Positive relationships](#)

[Beattock and Moffat Academy Cluster - RSHP](#)



Transitions - Primary - Secondary - Leaving School:-

Enrolment in School and Catchment Secondary School

Exact enrolment dates and instructions will be advertised online and in local papers once they're confirmed. Visit <https://www.dumgal.gov.uk/article/15241/School-places%20for%20more%20information> 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" - <https://nearme-dumgal.hub.arcgis.com/>

In the event of a parent wishing to transfer their child to another school, a PP6 form, which is available from the school, needs to be completed. On submission of the form to the child's present school a discussion will take place with a member of the SLT team to talk about current curriculum implications and any other potential problems regarding the transfer. Following submission of the form and the subsequent discussion, the information will be forwarded to the Council's Education Support Services in Dumfries, where a decision will be made regarding the transfer.

Secondary Staying on at School / Leaving School Transitions

Statutory Leaving Dates:-

1. **Summer** - young people whose 16th birthday is on or before the last day of September may leave school on 31st May, of that year.
2. **Christmas** - young people whose 16th birthday is on or before the last day of February may leave school on the last school day in December, of the preceding year. Young people who opt to leave at this time will normally have the option of engaging in alternative provision e.g. College, Course, Extended Work Experience for the period from August until Christmas.

All young people approaching their leaving date will receive advice and help in pursuing appropriate opportunities for developing skills for learning, life and work.



P7 to S1 Transition

Key Features:

- * A strong liaison programme - constantly under review;
- * Starting after Christmas we aim to work with our young people in P7 on a regular basis in preparation for moving up to Secondary. This can take several forms and depends on staffing at the time. A transition Team will be set up for all young people in P7 joining us and this platform will be used to share lessons, information and tasks as well as offering a platform for young people to ask any questions about Secondary etc.
- * Secondary staff teach or team teach with primary colleagues in a number of curriculum areas (as staffing allows) for example, in French, PE, Science and English
- * Where staffing allows, short inserts are planned where secondary specialists work with young people in P6 or P7 on key level 2 outcomes e.g. Home Economics, Technical Education and Social Subjects;
- * Cross-sectoral working groups within Moffat Academy have planned coherent approaches to literacy, numeracy and Health & Wellbeing - for example approaches to improve writing through the use of the Big Writing techniques, benchmarking in maths etc.;
- * All young people in the cluster are encouraged to take part in the Loch Ken day trips, as part of the P7/S1 induction process which is planned and led by colleagues from both primary and secondary. Cluster funding supports young people if required;
- * All cluster young people in P7 attend the secondary for 3 days of induction activities;
- * Young people at Moffat benefit from peer support and mentoring with many young people in S6 involved in activities with primary young people e.g. maths buddies, paired reading, assistance with clubs, trips, charity events etc.



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

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, an ambition supported by our Employability and Skills Partnership.

A significant amount of planning takes place to ensure there are opportunities available for young people on leaving school. These plans are designed to identify the most appropriate offer that matches young people's needs and aspirations.

Plans are based on ensuring that support is:

- offered at the right level
- accessible both in terms of location and local labour market opportunity
- delivered through the right learning method
- In fitting 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 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 of 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.

DG Works

DG Works is delivered by a team within DG Council and other services across the region. This service supports individuals throughout Dumfries and Galloway aged 16-67 who are unemployed, economically inactive or under-employed to move into or return to work, upskill or retrain. The service offers one-to-one.

support from an Employability Key Worker who works with people to access employment opportunities, training courses and programmes, develop employability skills and much more.

Please email for more information on post school support, the Workplace Skills Award or DFN Project Search – see below:

Website: [DGLEP](#) or [Skills Training Network](#)

Email: DGEmployabilityreferrals@dumgal.gov.uk

Project Search

Support for some individuals with autism and other additional support needs is provided by the two DFN Project Search sites in the region. Places are available at the Stranraer and Dumfries sites for up to 12 individuals per course. The programme is delivered jointly between DG Council Employability and Skills Service and Dumfries and Galloway College.

It delivers in-depth pre-employment training, up to three supported work experience placements and ongoing support to the individuals to secure sustained and permanent employment. The programme runs from September to June and recruitment for the programme begins in May each year

Website: [Project Search](#)

Email: Projectsearch@dumgal.gov.uk



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 young person 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 Young People:-

If your young person 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 <https://www.gov.scot/publications/employment-children-guide-children/pages/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.



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, young people and parents. The plan indicates the expected impact of priorities on young people's 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: [Beattock and Moffat Academy Cluster - Cluster School Improvement Plan](#). A copy can also be found by searching for your school at <https://www.dumgal.gov.uk/%20schools>

All staff, young people, 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.

Parent Connect group plays a key role in this and 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 - Dumfries and Galloway Council \(dumgal.gov.uk\)](#)

And [School information dashboard | My school | Parentzone Scotland | Education Scotland](#) where you are able to search for data on your own school.



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 Parent Connect (the membership organisation to support your Parent Council) If your enquiry relates to whole school matters linked to Parental Involvement, the teacher with responsibility for Personal Social and Emotional Supervision or the Head Teacher if the enquiry relates to whole school matters or you require an unresolved classroom issue to be discussed further.

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 <https://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 <https://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 [Make a comment or compliment - Dumfries and Galloway Council \(dumgal.gov.uk\)](https://www.dumgal.gov.uk/article/15382/Complaints-procedure)



Health & Safety:-

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, e.g. cuts, bruises, are dealt with by the school staff. Serious accidents are few, but should one occur your young person 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, i.e. 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 the circumstances in the vicinity of the school could endanger the safety of the school community. Young people, 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.

Fire Drills:-

The school will stage at least one fire drill each term (4 per year). Young people and staff are instructed to leave the building quickly and safely by the nearest exit whenever the fire alarm sounds continuously. They should then make their way to the designated meeting point. Thereafter, their class teacher will check the register and when it is determined that the building is safe, young people and staff will then be allowed to return to their class.

Safer Together Inside Drills:-

Every school in Dumfries and Galloway has a young person safety drill where all young people return to/stay in classes and doors and windows are closed and locked. It may only take a few minutes until the 'all clear' is sounded. This will be undertaken calmly, as we do with fire drills, and young people will be told that the school is practising being in 'lockdown'. In order for young people and staff to become familiar with what is expected during a young person safety drill, our school will practise these as we do fire drills, on a regular basis. During the drill the doors will be locked and no one will be able to enter or leave the school during the practice procedure. There will be signs on the entrance doors indicating that the school is in 'lockdown' mode. This is the same procedure that will be followed in a real situation.

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. 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 at request 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 young people 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).

At Moffat Academy we 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.

Medical Conditions and Food Allergies:

If a young person suffers from a particular medical condition it is in their best interest that the Depute Head Teacher, Mrs K Candlish (GIRFEC/Pupil Support) is informed to allow any necessary action to be taken.

If you know your child has an allergy, please inform the school. In cases where antihistamine and/or an epi-pen may be required on standby, the school will speak to the Community Paediatrician who will contact you and draw up a Health Care Plan.

Inoculations in School:-

Diphtheria, Tetanus and Polio—Your permission is required for your child's inoculation against diphtheria, tetanus and polio which takes place during S3.

Human Papilloma Virus (HPV) - This vaccination is given to all girls in S2. The aim is to protect girls against cervical cancer.

All inoculations are carried out by NHS staff and schools are not always made aware of the advanced dates, which could also be subject to change at the last minute. Should your young person have difficulty having jags administered and/or require advance notice to prepare, it would be recommended that you contact the NHS Immunisation Team directly 0800 030 8013 / [Child flu vaccine – NHS inform](#)

The School Nurse:-

The School Nurse is a Registered General Nurse who may have undergone a further course of training in school nursing. They also have a specialist qualification in family planning. They are attached to a specific group of schools. The School Nurse works closely with the Doctor and other professionals in all aspects of physical and mental health. Sometimes the school nurse may be accompanied by a student nurse. School nurses help children get the maximum benefit from their time spent at school by maintaining high standards of health and hygiene.

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 young people. 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 here <https://www.dumgal.gov.uk/article/15240/Emergency-school-closures>.

It is the responsibility of parents to make sensible decisions on behalf of their young people when weather conditions are severe. If they have concerns about their young person 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 children or be at home when they arrive

If parents/carer decide to send their young person to school they should give strict instructions to their young person as to what they should do should the transport not arrive on time. Young people should not, at any time, wait for lengthy periods in winter for transport. Waiting time should be limited and if transport does not arrive, young people should return home.

If the school closes **during the school day** the previous procedures would again apply and in addition:-

- Young people within the town will be released only after those who travel on authority transport;
- Young people will only be released home if the school has confirmation there is a parent/carer at home or an emergency contact available;
- To ensure their personal safety young people will be kept at school until the parent has agreed with the necessary arrangements for sending home;
- Parents should therefore make arrangements for their young people being sent home unexpectedly and their young people should be fully aware of these arrangements

For the above procedures to operate effectively it must be stressed that parents and carers must ensure that the **telephone contact details (including mobile telephone numbers and emergency contacts)** which have been supplied to the school are kept up to date. It is imperative that the school holds this accurate information to ensure the health and safety of every young person.



Data Protection:-

Each year, the school will send home a copy of the personal data we hold about your 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 young person'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 to make this request.

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

Data about 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 young person's family will include, names, addresses, email, phone number, emergency contact details and family situation.

Data held will include young people's 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 young person goes after they leave School. This includes information about their next setting, career paths or intended destinations.

If your young person 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 Young People's data

If a child/young person moves School, we have a legal obligation to pass on information to their new School/ education authority. Sometimes we also receive information about a young person from other organisations, such as, NHS, Police Scotland, Social Work, Additional Support Services and sometimes other organisations or groups connected to the young person's education.

We also need to share young people's information with other organisations. Law requires us to pass certain information about our young people to the Scottish Government and 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

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 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 young person's school.

Dumfries and Galloway Council need to ensure you and your young person's personal data remains accurate, to assist with this, please ensure you keep your 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 Young Person's Educational Records (Scotland) Regulations 2003, by making a request to your school in the first instance.

More Information or Concerns

For more information on how Dumfries and 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 [Data protection - Dumfries and Galloway Council \(dumgal.gov.uk\)](http://dumgal.gov.uk)

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

For more details on our Privacy Notices for Education and Learning Directories and for Schools please visit [Privacy statement - Dumfries and Galloway Council \(dumgal.gov.uk\)](http://dumgal.gov.uk)



Information and Communication Technologies:-

Digital Citizenship, Young Person's 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 young people 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 young people 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 young people. You will be asked to read this when your young person enrolls and to clarify your consent about the publication of images of your young person, 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 young person's learning please visit [Safe Digital Learning and Social Media](https://www.dumgal.gov.uk) [Safe Digital Learning and Social Media Leaflet \(dumgal.gov.uk\)](https://www.dumgal.gov.uk)

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 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.

Digital Learning & Teaching

Glow is an online platform used in school and across most of Scotland. Young people can access the resources and features of Glow using any device at any time. This means that learning can continue outside the classroom on any device connected to the internet. Glow services are free to all learners with a Glow login and accounts are created for everyone when they start school.

D&G Council's vision is, "to enable all schools and to develop an ethos of digital citizenship that leads to safe and responsible use of technology. To encourage schools to positively embrace

mobile technology to enhance learning, now and in the future, whilst helping them protect staff, children and young people from possible harmful consequences of misuse". ICT in Schools Policy and Procedures (2017)

In school, we aim to promote safe and responsible use of technology encouraging children and young people to develop positive relationships and behaviour.

The following key principles outline the expectations for all young people:

- Be Secure
- Be Polite and Prepared
- Be Safe
- Be Legal
- Be Responsible

Young people are expected to be responsible and safe at all times when using technology. Unacceptable behaviour remains unacceptable whether it occurs in an online environment, the playground, the classroom or anywhere else. Anyone who is not following the above expected behaviours will be treated in accordance with the school's behaviour policies and may be denied access to ICT resources.

Bring Your Own Device (BYOD)

Bring your own device, or BYOD is where young people use their personal device (laptop, tablet, mobile phone) in the classroom to engage in learning. The device will connect to the BYOD network which provides access to a safe, filtered internet connection.



Parental Involvement and Engagement:-

Parent Connect and Parent Forum

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

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

The type of things the Parent Connect 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, young people and the local community;
- ◆ Fundraising and organising events;
- ◆ Reporting to the parent forum; and
- ◆ Being involved in the appointment of senior promoted staff.

For more information or support on how you can become involved in Parent Connect please visit <https://www.dumgal.gov.uk/article/23310/Parent-Councils>

For more information on parental involvement or to find out more about parents as partners in their child's learning, please contact the school or visit the Education Scotland website – <https://education.gov.scot/parentzone/>. For local information please visit <https://www.dumgal.gov.uk/article/17608/Parental-Involvement>

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

ParentalInvolvement@dumgal.gov.uk

Helping your young person:-

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

- ◇ Encourage your young person 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 young person about their strengths/ interests and how they are progressing
- ◇ Encourage your young person 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 young person needs it for any reason
- ◇ Praise your young person if they are working hard at something or have achieved something within or out of school
- ◇ Look for opportunities at home to develop literacy and numeracy skills: money, measuring, encouraging reading, writing, understanding instructions, questioning information
- ◇ Encourage your young person 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 young person has a project or task to do, take an interest and discuss with them what they are 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 young person'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 behavior and model this approach at home to support Better Relationships Better Learning.

Family Learning

The Lifelong Learning Service offers support to improve life chances for young people 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 young person. Parents/carers who have taken part in family learning programmes report that they feel more confident in their ability to support their young person's learning. Research shows that when parents support young people's learning at home then they 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.

Community Involvement:-

Schools 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 <https://www.dumgal.gov.uk/schoollets>

Volunteers in Schools:-

The Education, Skills and Community Wellbeing 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 young people 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. To support schools and parents with this process please read the parental leaflet below and speak to your school directly. 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.

[Volunteering Leaflet](#)

Pupil Council:-

The Pupil Council is a recommendatory body, making representation to the Head Teacher, on behalf of the young people, and a consultative body providing a forum for young people's discussion on issues presented to it by the Head Teacher.

The Head Boy and Head Girl chair the Pupil Council. Representatives are elected to represent each class in the school. The pupil council meet to discuss and make recommendations to the Senior Leadership Team. Priorities for discussion include school events, the school improvement priorities e.g. curriculum structure and addressing the findings of the young people's surveys that are conducted on an annual basis.



Education, What we do in School & The Wider Community

Personal & Social Development

Personal and Social Development helps promote learning in Health and Wellbeing. Personal and Social Development programmes within the school contribute towards the knowledge and understanding, skills, capabilities and attributes which young people need for their mental, emotional, social and physical wellbeing. Programmes at all stages reflect the experiences and outcomes of Curriculum for Excellence and support the school's holistic approach to the promotion of Health and Wellbeing through subject areas, extra curricular activities, wider achievements, physical activity and the school's general "health enhancing" ethos.

Personal and Social Development (PSD) seeks to provide young people with the information and skills they need to make informed, reasoned and responsible choices about their lifestyles. It contains elements that address young people's mental, emotional, social and physical wellbeing, and provides information and opportunities to learn about aspects of sexual health, substance abuse, relationships and parenthood.

It also has a key role in developing young people's abilities to plan for choices and change at key points of transition in their lives.

School Assemblies

In the secondary, whole school assemblies normally take place weekly. Assemblies are used to give news of school events, congratulate groups and individuals on successes and achievements, remind everyone of appropriate behaviour and provide opportunities for visiting speakers. Assembly topics often reinforce and consolidate aspects of the P.S.D. Programme.

Dine & Democracy

Dine and democracy is one way that we ensure that young people's voices are heard in the sharing of ideas for Moffat Academy.

Pupil Council decide on topics that young people would like to discuss and dine and democracy enables all young people to contribute to the discussion on these topics. This happens during allocated time where young people are able to discuss issues collaboratively, sharing thoughts and ideas on how we can further improve school life.

Following dine and democracy discussions, pupil council then vote on the motions which have been put forward. The Pupil Council's decisions are then enacted by SLT.

Time for Reflection

In accordance with the Education (Scotland) Act 1980 and the updated guidance that reflects the implementation of Curriculum for Excellence across all of Scotland's schools it is the policy of the school to hold acts of Time for Reflection.

Time for Reflection has an important part to play in the development of the learner's four capacities: a successful learner, confident individual, responsible citizen and effective contributor. It should provide opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual and their contribution to the school and wider communities.

In recognition of Scotland's Christian heritage, the school will draw upon the rich resources of this tradition when planning time for reflection. However, the school community contain young people and staff from faiths other than Christianity or with no faith commitment, and this will be taken fully into account in supporting spiritual development.

All young people and staff will have an opportunity to participate with integrity in forms of time for reflection without compromise to their personal faith.

The form of Time for Reflection may include opportunities for classes, year groups and whole school times as well as involvement by young people and others, including the school chaplaincy team, in planning and presentation.

The school will normally provide opportunities for Time for Reflection at least 6 times in a school year, in addition to traditional celebrations central to the life of the school community, and the school community will be involved in making decisions about frequency. Time for Reflection needs to take place sufficiently frequently to have an impact on the spiritual development of the school community. It is, however, the quality of such occasions which is of greatest importance. There is a need to balance the frequency which would make a positive impact on children and young people with the need to ensure that the experiences are valuable and inclusive.

Work Experience - Secondary

All young people are given an opportunity during their school career to participate in a Work Experience placement as part of their preparation for transition into the work place, Higher, Further Education or other training.

Opportunities to participate in Work Experience/Work Shadowing or Community Work experience are arranged in S4/S5/S6 as appropriate to the needs and career aspirations of the individual young person. Young people are offered guidance and support from the Employability team, in choosing a work experience placement that is timely and relevant to their situation.

Career Choices

Young people are encouraged to develop their career management skills as they progress through school. This is part of the SQA Employability Award and the Personal and Social Development Programme. This aims to provide young people with the opportunity to investigate different careers/occupations, ways of working, and learning and training paths.

Young people are supported through the involvement of tutors and pupil support and where appropriate an officer from Skills Development Scotland to make suitable, realistic and informed choices appropriate to their needs, interests and career aspirations.

Support Available

Young people are supported in their transition from school through the work done in the Personal and Social Development Programme. First Line Guidance Teachers support and tutor young people through the programme offering advice and assistance in preparing for transition into the workplace, higher, further education or other training. Additional inputs from outside speakers or opportunities to attend careers conventions, universities and college open days and conferences all supplement the programme. Young people are encouraged to discover their own direction and to research job career opportunities.



World of Work Day



Useful Links:-

Staff, parents and pupils can access key policies for the Authority at www.dumgal.gov.uk

Parents can access more information by visiting Dumfries and Galloway Council's Home page and clicking on schools or clicking <https://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. <https://myrightsmysay.scot/>

DGvoice: the voice of disabled people in D&G <https://dgvoice.co.uk/>

Youth Enquiry Service: aged 12-25? Your questions answered [Youth Enquiry Service | Dumfries & Galloway – Help is here.](#)

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

Govan Law Centre supporting pupils' and parents' rights in education <https://govanlawcentre.org/>

Scottish Independent Advocacy Alliance Safeguarding vulnerable people <https://www.siaa.org.uk/>

My World of Work: <https://www.myworldofwork.co.uk/>

Youthlink Scotland: <https://www.youthlink.scot/>

Dumfries and Galloway Council support

Additional contact for information for staff and parents include:

For **DG Workplace Skills Award:**

DGEmployabilityAward@dumgal.gov.uk

For all **Employability (Employability and Skills Service)** referrals:

ESS.referrals@dumgal.gov.uk

For **Project Search:** Projectsearch@dumgal.gov.uk

For **Youth Guarantee:** dgypg@dumgal.gov.uk

Dumfries and Galloway Advocacy Service is a registered charity and voluntary organisation who offer a free, confidential and personal independent advocacy <https://www.dgadvocacy.co.uk/>

Citizens Advice Dumfries and Galloway: 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 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 <https://www.callscotland.org.uk/>

Parental Involvement and Engagement Partners

For **Support from Education and Learning Directorate** please visit dumgal.gov.uk

PIN Parental Involvement Network

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

Parents working together to share information/advice on disability issues

Dumfries and Galloway Parent Council Forum

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 <https://connect.scot/>

Education Scotland/Scottish Government

Further information on all aspects of education is available on <https://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/Scottish Government

Further information on all aspects of education is available on <https://education.gov.scot/parentzone/>

Dyslexia Scotland <http://www.dyslexiascotland.org.uk/> to find details of the Dyslexia Scotland Southwest Group

CAMHS website: [CAMHS](#)

Appendix 1: Staff List - November 2024

Senior Leadership Team:-

Head Teacher: Mrs T Woods

Depute Head Teachers:

Primary (GIRFEC): Mrs N J Brown
Primary (Curriculum): Mr M Gallacher

Secondary (Pupil Support): Mrs K Candlish
Secondary (Curriculum): Mr P Colquhoun

School Support Manager: Mrs K Dickson

Primary Staff:

Primary 1:	Mrs T Lemon	Primary 5:	Mrs C Shearn/Mr M Gallacher
Primary 2:	Miss K Rae/Miss R Chan	Primary 6:	Miss K Donaldson
Primary 3:	Mrs C Berridge/Mrs K Cameron	Primary 7:	Miss F McDonald
Primary 4:	Mrs R Leigh		

PE Specialists: Mr D Scott & Mr S Meola

Nursery Staff:

Nursery Manager: Mrs A Ryder
Nursery Nurses: Mrs R McGarva, Mrs M Pow, Mrs H Mezzullo, Miss K Scott, Ms D Jardine
EY Support Worker: Mrs P Bruce, Mrs H Green

Secondary Staff:

PTs Pupil Support:

S1-3: Mrs M Ayling
S4-6: Mrs S Allison

Humanities, Art & HE Faculty:

PT (& Modern Studies): Mr J Armstrong
Geography: Miss V Allen
History: Mrs S Allison
Politics/Modern Studies: Mr M Pirie
Art: Miss K McGuchan & Mrs R Martin
HE: Mrs K Kirk

Mathematics, Science & Technology Faculty:

PT STEM (& Maths): Mrs J Drife
Maths: Mrs Z Johnston & Ms S Hardy
Design & Technology: Mr S Spellacy
Physics: Ms S Kadel
Biology: Mrs M Ayling & Mr J Page
Chemistry: Miss S Manir

Languages, Expressive Arts, Business & PE Faculty:

PT (And English): Miss E McNaughton
English: Mr E McPhee
Modern Languages: Ms M Denholm
Drama: Mrs A Metcalf/Mr N Harcourt
Music: Mrs E Crossan
PE: Mr D Scott & Mr S Meola
Business Studies: Mr C Yuill

Music Tuition:

Music Instructors: Mr Renwick (Woodwind)
Mr. Orr (Guitar)
Mr. Hoyle (Percussion/Drumming)
Mr Brown (Pipe Band Drumming)
Mr Moffat (Bagpipes)
Mr Bahlaj (Brass)
TBC (Strings)

Additional Support for Learning Staff (Nursery, Primary & Secondary):-

PTs (ASfL):

Secondary: Mrs S Orr

ASfL Teacher (Primary): Mrs A Rae

Learning Assistants:

Primary: Mr S Chaudhry, Mrs B Stewart & Mrs L Sibbring, Mrs J Todd, Mrs A Rae

Secondary: Mrs M Barker, Mrs L Hume, Mrs E Murray, Mrs J Todd, Mrs A Morrison, Mrs B Taylor, Miss C Miller, Ms T Gibbon

Support Staff:

Admin Assistant: Mrs C Smith

Clerical Assistants: Mrs H Green & Mrs S Smith

General Assistant: Mrs K McGregor

Library Assistant: Ms T Gibbon

ICT Network Administrator: Mr G Drummond

Technician: Mr A O'Brien

Playground Supervisor: Mrs B Stewart

Janitors: Mr I Hyslop, Mr W Glendinning & Mr J Minto

Catering Manager: Mrs J Braid

Crossing Patrol: Mr R Gilmour

School Chaplain: Rev E Macrae

For further staffing information visit:

[Beattock and Moffat Academy Cluster - Cluster Staff Structure](#)

[Beattock and Moffat Academy Cluster - Staff Profiles](#)

Appendix 2: Parent Connect

Moffat Academy Parent Connect is a group of volunteer parents who provide a space for all concerned parties of the school, namely; parents, guardians, children, staff and the wider community to come together and discuss issues that affect the experience of our children at Moffat Academy School.

Every parent and or guardian, who has a child at the school, is a welcomed member of parent connect and all are encouraged to engage and get involved as much as possible by attending meetings and participating in social events and fundraising activities for the school.

Parent Connect goals and purpose for year 2024/25 is to;

1. Provide a platform for parents and guardians to discuss collective issues in an open forum so we can work together to resolve them
2. To build an engaged and active community within and outside of the school, working with groups and organisations in our town
3. Fundraise so we can provide pupils with educationally enhancing experiences

Parent Connect meets once a term for one hour to discuss topics such as:

Policy – review any changes to rules being made by the government, D&G Council or the school that affect our children’s learning experience. Examples include - Covid rules, curriculum changes, review of school values, etc.

Fundraising – Parent Connect raise funds to help enhance our children’s education and experience in a variety of ways, from equipment to trips and school events.

Social – Parent Connect runs social events to connect and celebrate parents, children, staff, and the community. Examples of these include Christmas parties, disco’s, rock concerts, bingo’s and many more.

You can contact parent connect via email, maparentconnect@gmail.com or Facebook Messenger <https://www.facebook.com/MoffatAcademyParentConnect>.

We welcome all people connected to the school to join us and aim to be as inclusive as possible, we also welcome all ideas and topics for discussions. Our duty is to listen to and represent the views of all concerned parties to the best of our ability and provide support.

Appendix 3: Education and Learning Directorate Services

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.

Appendix 4: Destination of School Leavers 2022

	Higher Education	Further Education	Work	Returned to School	Unknown
S4		6	1	41	
S5	1	6	7	23	
S6	16	5	3		

Appendix 5: How well are we doing?

Our All Through School Inspection Report is available from the Education Scotland Website at - [Find an inspection report | Find an inspection report | Inspection and Review | Education Scotland](#)

Appendix 6: Other useful Information

School Improvement Plan and Priorities

In May each year, the school publishes a Standards Quality Report providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well young people are learning and achieving; how well the school is supporting children/young people to develop and learn. In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, young people and parents. The plan indicates the expected impact of priorities on young people's 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 [Beattock and Moffat Academy Cluster - Cluster School Improvement Plan](#) and in hard copy if required.

Education Support Services

Education Support Services are there to help parents and young people regarding any aspect of Free School Meals/ Clothing Grants, Education Maintenance Allowance, School Transport, Home Education, Parent Connect administration, school transfers and enrolment, school catchment areas, performance licences, insurance matters and financial support for those young people entering higher education. They can be contacted by email at enquiries@educationscotland.gov.scot

Routine Enquiries

Routine enquiries relating to the operation of the school or matters affecting your child which are causing you uncertainty or concern should be made via the school office. An appropriate member of school staff will then aim to respond to your enquiry directly.

Policies

There are a number of National, Education Services and school policies which will provide information on a range of issues. Further details of these can be found at: [Statutory policies for schools and academy trusts - GOV.UK \(www.gov.uk\)](#)

Further information on all aspects of education is available on [Parentzone Scotland | Education Scotland](#)

Hire of School Facilities

You can hire school facilities across Dumfries and Galloway.

How to apply:

All information and application forms are contained on the Dumfries and Galloway Council website at – [Hire school facilities - Dumfries and Galloway Council \(dumgal.gov.uk\)](#)

Please note that:

- * At least 2 weeks notice is required when applying for a school let.
- * Applications will only be accepted during term time.
- * Requests have to be submitted well in advance of holiday periods to ensure requests can be processed.