



Welcome to

CASTLE DOUGLAS HIGH SCHOOL

Handbook

November 2025



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1. Letter from the Director of Education Services



Dear Parent/Carer

Thank you 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 school 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

ExecutiveDirectorEducationSkillsCommunityWellbeing@dumfriesandgalloway.gov.uk

Yours sincerely

Gillian

Dr Gillian Brydson
Executive Director
Education, Skills and Community Wellbeing

For more information on Education and Learning please visit www.dumfriesandgalloway.gov.uk/schools

Dumfries and Galloway Council
Education, Skills and Community Wellbeing
Militia House, English Street
DG1 2HR

Call 030 33 33 3000

or visit

www.dumfriesandgalloway.gov.uk/article/15379/Contact-us for more ways to engage with the Council

2. Letter from the Head Teacher



Dear Parents and Carers,

Welcome to our partnership schools Castle Douglas High school and Dalry Secondary. It is with great excitement and pride that we extend a warm welcome to each of you as you begin your journey with us. Whether you are starting your first year or returning to continue your studies, we are thrilled to have you as part of our school community. This handbook will outline our expectations in both schools.

At Castle Douglas High school and Dalry Secondary, we believe that every student has the potential to achieve greatness, and that the foundation for success is built upon a positive and supportive learning culture. Our schools are a place where curiosity, creativity, and hard work come together to foster growth and learning. We encourage you to take full advantage of the opportunities available, and to embrace the challenges that come with the pursuit of knowledge.

Achievement and attainment are at the heart of everything we do. We understand that success means something different to everyone, but, at Castle Douglas High school and Dalry Secondary we define it as the continuous progress you make, the effort you put into your work, and the resilience you show in the face of challenges. Whether it is in the classroom, or through extracurricular activities, we believe that each step forward is a triumph to be celebrated.

Our dedicated team of teachers, and support staff are here to guide you every step of the way. They will encourage you to aim high, provide guidance when you need it, and celebrate your successes—big and small. Remember, no achievement is too small to be proud of, and setbacks are simply opportunities to learn and grow stronger.

We are committed to helping you achieve your personal best, and we expect you to approach your studies with enthusiasm, focus, and determination. At the same time, we also encourage you to build strong relationships with your peers, contribute positively to the school community, and develop the skills that will serve you well both now and in the future.

As you embark on this exciting chapter, know that we are here to support you in your academic journey, celebrate your successes, and help you overcome any obstacles along the way. Together, we will create a culture of achievement, where every student is empowered to reach their fullest potential.

Welcome once again to Castle Douglas High school and Dalry Secondary. I look forward to seeing all that you will accomplish with us.

Sincerely,

Mr Stephen Foster

3. Education and Learning Directorate Services Aims

Priorities and Commitments

The Education and Learning Directorate continue to have high expectations and high aspirations for pupils and staff.

We aim to provide a good start in life for all and are committed to giving all our children and young people an equal chance to make the most of their potential.

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

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

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

Our Council's Priorities and Commitments are to:

- 1 Build the local economy;
- 2 Provide the best start in life for all our children;
- 3 Protect our most vulnerable people and
- 4 Be an inclusive Council.

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

Our commitment is to:

Ensure early intervention, to keep our region's most vulnerable children safe.

Invest in creating schools fit for the 21st century, which are at the heart of our communities.

Raise ambition and attainment, to address inequalities.

Support children to be healthy and active.



4. School Ethos



Vision

At Castle Douglas High School we will move forward together to empower every learner to achieve their full potential through excellence in education, while fostering a supportive, inclusive community that inspires lifelong learning and growth.

Values

Our values based on the feedback from pupils, teachers and parents show the most common values shared across the three responses were **kindness, honesty, community** with my challenge to us as a learning community having **ambition**. I have created the link to the previous values by highlighting the shared language that still makes them relevant to our continued journey as a school.

Kindness

Kindness is treating each other with **respect, compassion** and understanding. It means offering help when someone is struggling, using kind words to uplift others, and listening without judgement. Kindness is including others, its standing up for those in need, celebrating each other's successes and forgiving mistakes. By being considerate, we create an environment where everyone feels valued and supported. Small acts like a smile, a compliment or a helping hand make a big difference.

Honesty

Means being truthful, trustworthy, and fair in words and actions. It is about telling the truth, even when it is hard and taking responsibility for mistakes instead of blaming others. Honest people treat others with respect by being genuine and not pretending to be someone, they are not. They follow rules, keep their promises and act with integrity, even when no one is watching. **Honesty** builds trust and strengthens friendships, creating a caring and supportive environment where everyone can rely on each other. By being honest pupils show courage and set an example of fairness and sincerity for others to follow.

Community

Community in pupils is the sense of belonging, supporting and working with each other. Pupils in a strong community are determined to help and encourage each other, celebrating successes and offering support during challenges. They take responsibility for their actions and contribute to an inclusive environment. There is a shared commitment to making our school a better place. When we embrace diversity and build connections we create a shared story where everyone feels valued and cared for.

Ambition

Ambition in pupils is the drive to set and achieve goals, constantly striving to improve and reach their full potential. It means being motivated to work hard, take on challenge, and persevere through difficulties. Ambitious pupils are eager to learn, explore new ideas and embrace opportunities. They set themselves high standards. Ambition also involves **self-belief, determination**, and the willingness to take risks and build **resilience** by learning from setbacks. By being ambitious, pupils inspire themselves and others, showing that with effort and dedication, anything is possible.

5. School Information

5.1 School Address

Castle Douglas High School
Dunmuir Road
Castle Douglas
DG7 1LQ

The school office is located on the ground floor of the main building and is open between 8.30 am and 4.30 pm, Monday to Friday.

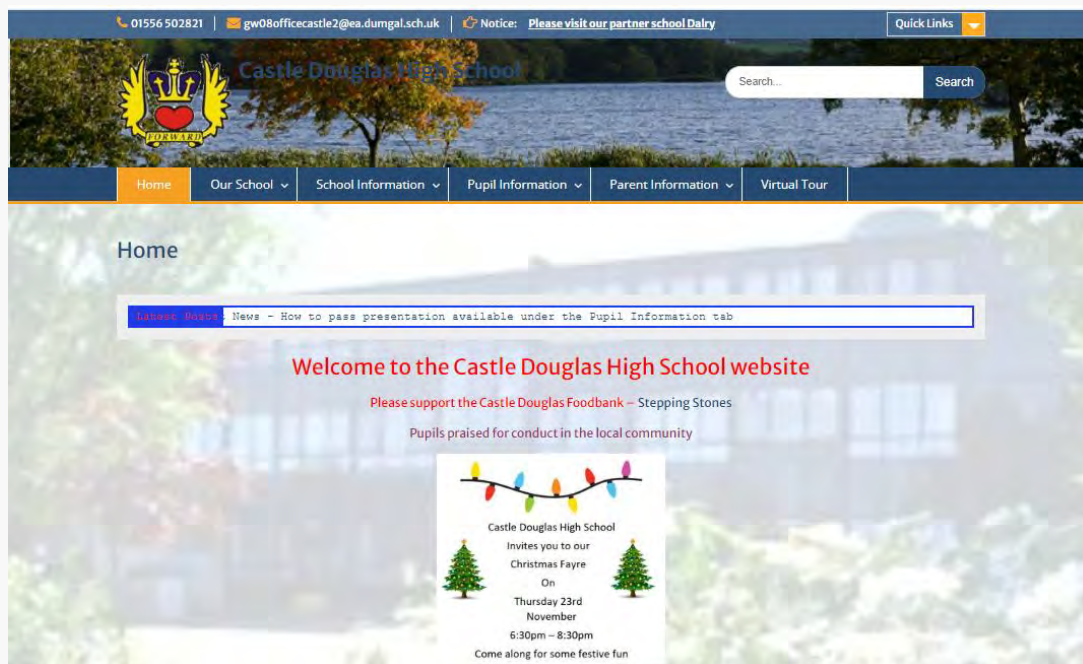
5.2 General Contact Details

Telephone: 01556 502821

Website: <http://www.cdhs.info>

E mail: gw08officecastle2@ea.dumgal.sch.uk

You will find an electronic version of this handbook on the school website. The school website is a rich resource of information about the school including a school calendar that details important dates such as when you will receive reports and when parent evenings will be held. There is even a virtual tour of the school should you want to wander around the school to see what your child sees every day.



5.3 Head Teacher Details

Mr Stephen Foster – gw12fosterstephen@ea.dumgal.sch.uk

5.4 School Roll

Year	Boys	Girls	Total
S1	42	34	76
S2	42	52	94
S3	62	53	115
S4	48	46	94
S5	39	43	82
S6	16	28	44
Total	249	256	505

Castle Douglas High School is a mixed sex, inter-denominational school which caters for pupils aged from eleven to eighteen years of age. Our courses are based on the framework of "A Curriculum for Excellence" and offer learners progression in a wide variety of subjects from National 2 to National 5 and from Higher to Advanced Higher.

The catchment area extends from Laurieston in the north, to Lochfoot in the east, Gelston in the west and Buittle to the south; therefore, our associated primary schools are Castle Douglas, Crossmichael, Gelston, Hardgate, Lochrutton, and Springholm Primaries. Pupils who wish to continue in education after the age of sixteen and who attend Dalry Secondary School transfer to Castle Douglas High after Fourth Year.

Status of Gaelic: Gaelic is not currently taught at Castle Douglas High School.

5.5 School Staff

Art	Mrs L Bowles Miss B McCulloch
Biology	Miss J Forsyth Mrs A Little
Chemistry	Mrs S Cathro Mrs L Gillies Mr C Williams Miss R Bugden
English	Miss N Dickson Miss M Fowke Mrs M Houston Miss K Bellwood Mr R Kirkpatrick
Geography	Mrs Z Paterson Mr G Prentice Mr A Ansbro
History	Mr A Cathro Mrs S Clive Ms L Connelly
Home Economics	Miss Z Sigley Mrs J Hiddleston Mrs L Wilson
Information Technology	Mr D Harris Mrs C Mitchell
Mathematics	Mr P Boyle Mr I Stewart Mr S Templeton Ms G Thorburn Mrs J Fulton
Modern Languages	Ms A Gowans Miss S Giner
Music	Miss J Bertram Mrs A Cook
Physical Education	Mr A McNay Mr C Kay Mr L Fleming Miss K Simmers

Physics	Mr S Belford Ms C Schutz
PSE	Mrs S Cathro Mrs S Clive Mr M Ingram Mrs J Fulton
Technical	Mr K Beacom Mr M Ingram
Additional Support Needs (Teaching)	Mrs A Irving Miss N Humphries Miss D Todd
Additional Support Needs (Assistants)	Mrs F Carson Mrs R McVinnie Mr A Burns Mrs S McKee Miss H McQueen Miss L Drynan Miss S Tranter Mrs M Curtis Mrs H Coupland Mrs S Eastley
School Support Manager	Ms S Ingram
Administrative Assistant	Mrs A Steward
Clerical Assistants	Mrs L Sloan Ms S Holdsworth
General Assistant	Mrs M Boyd
Janitors	Mr D Hunt Mr M Readshaw
Kitchen Meals Supervisor	Mrs Y McQuaker
Library Assistant	Mrs S Perkins
Science Technician	Mr K Blake
General Technician	Mr C Davies
SDS Advisor (Careers)	Miss B McGuire
School Chaplain	Father W McFadden

5.6 Terms & Holidays

Holidays

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

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

A parent may be asked to come into school to explain the reason for their child's absence in line with the Education Authority's legal duty under the [Education (Scotland) Act 1980, Section 36].

Term dates can be found at:

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

School Term dates have been agreed to August 2026.

Current School Year (2025/26)

TERM 1	
TEACHER TRAINING	Tuesday 19 th and Wednesday 20 th August 2025
FIRST DAY	Thursday 21 st August 2025
LAST DAY	Friday 10 th October 2025
TERM 2	
FIRST DAY	Monday 27 th October 2025
LAST DAY	Friday 19 th December 2025
TERM 3	
TEACHER TRAINING	Monday 5 th January 2026
FIRST DAY	Tuesday 6 th January 2026
MID-TERM HOLIDAY	Thursday 19 th and Friday 20 th February 2026
TEACHER TRAINING	Thursday 19 th February 2026
LAST DAY	Friday 27 th March 2026
TERM 4	
FIRST DAY	Monday 13 th April 2026
MAY DAY	Monday 4 th May 2026
TEACHER TRAINING	Friday 29 th May 2026 (School Closed to Pupils)
LAST DAY	Wednesday 1 st July 2026

5.7 Secondary Transition

Pupils normally transfer to the secondary school associated with their home address between the ages of 11 and 12. Your child's school will provide further information on the process when the time comes to transfer. For further information regarding this process, please go to <http://www.dumgal.gov.uk/article/15241/School-places> on the Council's website or phone (01387) 260437 for further information. In terms of the *Education (Scotland) Act 1980*, parents have a right to choose an alternative school. For details on your rights regarding this process please go to the Scottish Government website <http://www.gov.scot/Publications/2010/11/10093528/2> for further information.

All of our schools cover areas known as catchment areas. You can apply to any school but children living in the catchment area get priority when allocating places. To find out the catchment school/s for your home address you can contact the school or go to <http://www.dumgal.gov.uk/article/15086/Find-my-nearest> on the Council's website or phone (01387) 260437.

Calendar

Our transition programme features a series of visits to our associated primary schools:

Castle Douglas Primary School, Crossmichael Primary School, Gelston Primary School, Hardgate Primary School, Lochrutton Primary School and Springholm Primary School.

AUGUST / SEPTEMBER – Identification of all Level 3 and 4 Pupils. Information sharing process begins.

Purpose:

- A Cook and PT ASN to meet with P7 teachers on August in-set day to ensure they are aware of all the transition arrangements.
- **Primary Head teachers to inform CDHS of Level 4 P6 pupils and Level 3 and Level 4 P7 pupils so that early transition planning can begin using Stages of Intervention. Names and details should be added to spreadsheet.** Child's plans should be opened for all Stages of Intervention Level 3 and 4 pupils (if they do not already have them) for transition planning purposes. A Irving (PT ASN)/A Cook (DHT) should be invited to meetings. **This should be completed by the end of September.**
- **Spreadsheet to be completed by P7 staff sharing transition information and sent to A Cook by the end of term 1.** CfE levels should only be entered for those pupils who are working on CfE Milestones/Level 1 at this point.

SEPTEMBER – Visit by PT Pupil Support – Either on Teams or in person.

Purpose:

- Introduction to Pupil Support Staff and how Pupil Support will support pupils at high school.
- P7 pupils share things they are looking forward to and what they are worried about
- S1 pupils answer any concerns

NOVEMBER – P7 Parents' Evening at CDHS (A Cook/S Foster)

Purpose:

- Inform parents about transition work and how we gather information on pupils
- Tour of school to showcase pupils' work and description of S1 courses

JANUARY – SLT/PTPS visit P7 classes to deliver transition PowerPoint

Purpose:

- Share PowerPoint presentation about CDHS with P7 pupils and have question and answer session.

FEBRUARY

DHT (A Cook) to request transition information for any P7 pupils coming from out with catchment.

MARCH – P7 Gateway Evenings

A presentation will be recorded and shared on website/P7 team or delivered in associated primary schools.

Purpose:

- Share information regarding communication with school and S1-3 Curriculum with parents/carers

MAY – P7 Health & Wellbeing Day

MAY – Movin' on Up – PT Pupil Support visit P7 classes

Purpose:

- Movin' on Up booklet to be shared with P7 pupils/Quiz
- S1 register and practical class lists made up and shared with P7 staff and pupils
- PTPS and PT ASN meet with P7 staff for information sharing purposes. Any additional information should be recorded in confidential spreadsheet.

April-June – Final Child's Plan meetings take place.

Purpose:

- PT Pupil Support and/or PT ASN should attend meetings for pupils in their house group.

April-June – Transition Visits TBC

Transition Projects

The High School works closely with our associated primary schools to make sure this transition process is as straightforward for our young people as possible. Maths and English teachers work with primary colleagues to moderate pupils' work in order to ensure a common standard is being applied and pupils have the opportunity to involve themselves in project work to further ease the transition. In the past, these projects have involved a wide range of subjects and this will be further developed over the next few years.

Supported and/or Enhanced Transition

Pupils requiring supported or enhanced transition are identified as early as possible and work with Additional Support for Learning staff on a regular basis. Additional Support for Learning staff and the Principal Teacher Pupil Support should be invited to attend any Child's Meetings to support the transition process.



6. Specific Contact Details

6.1 Contact the Senior Management Team:

Mr Stephen Foster	Head Teacher	gw12fosterstephen@ea.dumgal.sch.uk
Mrs Alison Cook	Depute Head Teacher	gw07cookalison@ea.dumgal.sch.uk
Mr Alister Cathro	Depute Head Teacher	gw08cathroalister@ea.dumgal.sch.uk
Mrs Lorraine Gillies	Depute Head Teacher (0.6 FTE)	gw08gillieslorraine@ea.dumgal.sch.uk
Mr Chris Williams	Depute Head Teacher (0.4 FTE)	gw11williamschristop@ea.dumgal.sch.uk
Ms Susan Ingram	School Support Manager	gw08ingramsusan@ea.dumgal.sch.uk

6.2 Contact the Pupil Support Team:

For pastoral issues, careers advice or to raise a general concern regarding an issue with your child's learning, please telephone 01556 502821 or use the email address listed below for your child's Pupil Support Teacher.

Mrs J Fulton (Solway)	gw12fultonjulia2@ea.dumgal.sch.uk
Mrs Sara Clive (0.6 Threave)	gw08clivesara@ea.dumgal.sch.uk
Mr M Ingram (0.4 Threave)	gw21ingrammark@ea.dumgal.sch.uk
Mrs Susan Cathro (Kelton)	gw08cathrosusan@ea.dumgal.sch.uk

6.3 Contact Principal Teacher for Additional Support for Learning

For discussion about pupils who may have Additional Learning Needs, please contact:

Mrs A Irving	gw08irvingalison@ea.dumgal.sch.uk
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6.4 Contact Principal Teachers of Faculties and Subjects

For academic issues, please contact the Principal Teacher in charge of each subject area by telephoning 01556 502821 or by using the e-mail address listed below to arrange a discussion or an appointment.

Mr Derek Harris (Art & Technologies)	gw08harrisderek@ea.dumgal.sch.uk
Mr Andrew McNay (Music & Health and Wellbeing)	gw08mcnayandrew@ea.dumgal.sch.uk
Mr Graeme Prentice (Social Studies)	gw11prenticegraeme@ea.dumgal.sch.uk
Ms Ashley Gowans (Languages)	gw08gowansashley@ea.dumgal.sch.uk
Mr Chris Williams & Mrs Ann Little (Mathematics & Sciences)	gw11williamschristop@ea.dumgal.sch.uk gw08littleann@ea.dumgal.sch.uk

6.5 Contact the Chair of the Parent Council



Castle Douglas	Mrs Sara Barbour	cdhspc@outlook.com
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6.6 Complaints

To the school:

We are committed to providing the highest standards of service to our community. Our staff are encouraged to take a positive attitude to complaints as they are a useful tool for us to use in improving our services. We want to hear from you if you are unhappy with the way you have been treated or with a service we provide so that we can put things right. As well as any complaints you may have, we also want your comments or suggestions which could help us to improve our services.



All complaints should be directed to the Head Teacher or member of the Senior Management Team. Complaints can be made in person, by e-mail, by phone, or in writing. The Senior Management Team will then discuss the complaint or concern with the relevant staff.

Most concerns parents have are resolved by talking about things at the earliest possible stage. We want to know if you have a concern. The sooner you let us know about it the better the outcome is likely to be.

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 Educationssupport@dumgal.gov.uk. At this point an Officer will contact you and discuss the issue and share directly with you the outcome of this work.

Remember you can also access Dumfries & Galloway Have Your Say at <http://www.dumgal.gov.uk/article/17349/Have-your-say>

If you remain dissatisfied and wish to make a formal complaint

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

7. How the School Works

7.1 The School Day

The school operates a 7-period day (35 periods per week) as follows:

8:50 – 9:35	Period 1
9:35 – 10:20	Period 2
10:20 – 10:35	Check In (Tutor time)
10:35 – 10:50	Interval
10:50 – 11:35	Period 3
11:35 – 12:20	Period 4
12:20 – 13:05	Period 5
13:05 – 13:50	Lunch
13:50 – 14:35	Period 6
14:35 – 15:20	Period 7

7.2 School Uniform / Clothing Policy



Following an extensive consultation exercise with pupils, parents and staff an agreement was reached on school uniform policy. There was broad agreement from all stakeholder groups that the basic uniform requirement should stay the same. The only change universally asked for was that in warm weather it is acceptable for tailored black shorts to be worn.

However, for school uniform to be successful it is important that parents take the lead in ensuring that their child leaves from home appropriately dressed for school. Staff in school will challenge young people who are not following the agreed dress code but staff cannot enforce a school uniform policy without parental support. Please remember that the staff of the school are not present in your homes when your child is sent out to school in the morning.

For all pupils, a white shirt with the appropriate house tie should be worn, along with black trousers or skirt.

Black shoes must be worn. Trainers etc. are acceptable as long as they are predominantly black.

Each house tie has the traditional set of gold stripes on a black background, but with a counter stripe in red for Threave, blue for Kelton and green for Solway.

Staff / Parents / Carers should note the following:

- Denim jackets, shirts and jeans are not allowed.
- Clothing which displays offensive words or diagrams should not be worn.
- Sporting slogans are not permitted.
- Necklines and hemlines on uniforms **must** be appropriate for a school environment.
- Jumpers can be worn: these should be black V-necks without logos or patterns.
- Outdoor jackets, hats and scarves cannot be worn in class and must be removed; hats cannot be worn indoors at all.
- In warm weather it is acceptable for tailored black shorts to be worn.

PE Kit

A change of clothing must be provided for PE consisting of:

- Round-necked tee shirt or round-necked sports top
- Shorts, tracksuit trousers
- Sports socks
- Change of trainers (not black-soled)
- Towel



Pupils must also bring suitable clothing to go outside in cold weather.

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

Parents in receipt of a grant for footwear and clothing from the authority will be encouraged to purchase items which are in accordance with the school dress code.

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 £150 per child. Guidance and more information is available at <http://www.dumgal.gov.uk/article/15246/Schoolclothing-grants>

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

Skills, Education and Learning Directorate are committed to supporting families through their Anti-Poverty Strategy – details can be found at <https://www.dumgal.gov.uk/tacklingpoverty>. Parents should also be aware of the School Uniform Bank Project. Donation and Collection information can be found at <https://www.dumgal.gov.uk/article/15246/School-clothing-grants> on School Uniform.

Possessions

All school books and jotters should be covered for protection and clearly marked with the pupil's name and class.

- Clothes and schoolbag should be clearly marked with pupil's name.
- Valuables such as jewellery and large sums of money should not be brought into school.
- During PE, money, jewellery etc. should be left with the teacher, not left in pockets or bags in the cloakroom.

There are some lockers available to pupils for a deposit of £5 per year of which £2 is returnable.

Personal IT equipment such as mobile phones and games consoles remain the responsibility of pupils and must not be switched on in class, or between classes. Inappropriate use of phones will result in the phone being confiscated and held securely until the end of the school day.

7.3 School Meals

A "Meal Deal" costs £2.10.

In Dumfries & Galloway Council, Economy & Resources, Facilities Services – Catering, are bound by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007, which means they create a balanced nutritious menu over any one week.

By following these guidelines Facilities Services – Catering Services:

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

The Naturally D&G brand promoting by Facilities Services – Catering ensures that:

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

In addition to the menus handed out in school, Facilities Services – Catering has a Naturally D&G website <http://www.dumfriesandgalloway.scottishschoolmeals.co.uk/> that provides supplementary information.

Special Dietary Requirements

Facilities Services – Catering provide special dietary requirements for food allergy and intolerances; medically prescribed diets; or diets for religious or cultural reasons specific meals for children of different ethnic origin. Simply ask the school for a registration form to allow us to inform the catering team who will discuss your child's requirements in full.

It would be beneficial for all children who have an allergen, food intolerance or special diet to register.

For more information contact the Solutions Centre on 01387 271 112 or solutionscentre@dumgal.gov.uk to access the Legislation & Nutrition Officer.

Free school meals are provided for all pupils in Primary 1, 2 and 3. Younger pupils at nursery or older pupils at primary and secondary school may also be eligible for free school meals in certain situations as well as those families on qualifying benefits.

Free school meals can lead to a large saving each year, nursery and primary school pupils can save £360 and secondary pupils can save £370. You'll also be helping your child's school if you qualify for free school meals. Some Scottish Government funding provided directly to schools is linked to the numbers of pupils who are entitled to free school meals.

For more information visit <http://www.dumgal.gov.uk/schoolmeals>

7.4 School Transport

Free school transport is available for some school children attending primary or secondary school if they live within the school catchment area and if they meet certain criteria. For more information and guidance visit <http://www.dumgal.gov.uk/article/15245/Free-school-transport>



Who is entitled to school transport?

Pupils who live 2 miles away from their catchment school if they are under 8 years old

Pupils who live 3 miles away from their catchment school if they are 8 years and over

Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

However, it is the Parents responsibility to ensure that that their child reaches the designated 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 pupil, the school will contact Education Services. If your child is eligible, details of the transport arrangements will be communicated to you in time for the new academic year. You can check whether your child is entitled to school transport using 'Find My Nearest' on the Council's website <http://apps.dumgal.gov.uk/findnearest>

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

Any alterations to transport arrangements that occur during the school year will be communicated prior to any changes being made. If school bus passes are required these are issued at school.

Behaviour on Buses

Transport is provided free to pupils who live more than three miles from the school although some pupils who live closer than three miles are transported on a “grace and favour” basis if there is room on a bus. This is under regular review and is a Local Authority rather than a school decision.

Pupils travelling on school buses are expected to conduct themselves in an orderly fashion and show consideration to their fellow passengers. School drivers should also be treated with respect and pupils should follow all their instructions with regard to seat belts and general safety.

A House Captain or senior pupil will be nominated on each bus to report to school staff any problems which may arise during journeys to and from school.

Parents should note that the Education Authority can withdraw permission to travel on school buses if necessary as a result of inappropriate behaviour. Under such circumstances, it is the responsibility of the parents to transport children to and from school.

Issues with transport should be addressed to The Transport Assistant, Democratic Services – Communities.

7.5 Class Organisation

When pupils enrol in S1, the transition process helps staff to place your child in a mixed ability class in most subjects; there is setting in some subjects (setting a pupil with others of a similar ability level).

This takes into account information shared between associated primaries and the High School and is regularly reviewed.

Details of this policy are issued at the Gateway Meetings detailed later or on request from Mrs A Cook, DHT.

As they progress through the school, pupils make choices regarding the subjects they will study. They will then be set in classes according to the level of course they are studying.



7.6 Positive Behaviour and Celebrating Success

The school has now embarked on a full review of how we intend to celebrate and mark the achievements of our young people. This review will work hand in hand with our Better Relationships, Better Behaviour, Better Learning policy.

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

Adults should establish open, positive and supportive relationships where children and young people feel safe, secure, 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.

In Castle Douglas High School, we are committed to providing a happy, safe, welcoming, nurturing, calm and purposeful school environment in which:

- every member of the school community feels valued, respected and treated fairly
- our young people can learn effectively and maximise their attainment and achievement

Good behaviour is essential to ensuring that high quality learning and teaching can take place and we believe that a positive whole school approach is the most appropriate means to achieving this goal.

The ethos of our school is built on our core values of Honesty, Ambition, Community and Kindness.



HONESTY ■ AMBITION
COMMUNITY ■ KINDNESS

These values are the basis for the social, intellectual, emotional and moral development of the whole young person. We encourage the school community to live by these values, thereby acquiring knowledge, skills and attitudes which enable our young people to develop as responsible citizens, successful learners, effective contributors and confident individuals.

The vision statement for Castle Douglas High School states that we aim to equip all young people with the skills, knowledge, values and attitudes to lead a happy and fulfilling life and to make a meaningful contribution to society. At the centre of this vision is a commitment to ensuring that our young people achieve their full potential and that they have the ambition and belief to achieve the highest goals.

Through this vision statement we are setting very high expectations for every pupil and of every member of staff to provide the best possible education and preparation for life in and beyond school.

The school's policy of social inclusion means that it is always a last resort to exclude a pupil. In serious cases of unacceptable behaviour, pupils may be excluded from school for a period of time and will only be readmitted following full discussion between school and home regarding the exclusion and the way forward.

The school's GIRFEC (Getting It Right for Every Child) group meets monthly to review any Child's Plans which may require additional support and to discuss issues that may be pertinent to pupils within the school.

Bullying

All schools are required to develop and implement an anti-bullying policy by June 2020, in order to create a whole school approach in which children and adults work together to create an environment where bullying is never acceptable. This policy should 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. They should have an approach which makes it clear that bullying behaviour will not be tolerated. The entire school community: teaching and non-teaching staff, pupils and parents, should be involved and must be committed to this. The policy should be reviewed on a regular basis; provide a framework for all the strategies, procedures and practices related to anti-bullying work and be impact assessed. Support and guidance on developing school policy is provided by respectme <https://respectme.org.uk/resources/publications/>

Bullying is not tolerated at Castle Douglas High School, our aims are as follows:

- To provide the highest quality educational experience for **all** of our pupils
- To challenge, nurture and inspire
- To create a caring environment where **everyone** feels valued, respected and included
- To ensure that **everyone** reaches their full potential (personally, academically and vocationally)
- To develop closer partnerships with and a strong sense of community towards the wider community
- To prepare our pupils for life and work after school

Our school values are **Honesty, Ambition, Community and Kindness.**

We understand that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment where they feel valued and included.

Parents are asked to contact the school if they have the slightest reason to suspect that their child is being bullied or if they suspect their child of bullying someone else.



8. The Curriculum

Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence has been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Teachers and practitioners will share information to plan a child's learning from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for Literacy and Numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life. Health and Wellbeing is also the responsibility of all staff, working with young people to create mutually respectful relationships within a positive and supporting environment.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

S1–S3 is known as the Broad General Education. While young people are in S1–S3 they will receive their entitlement to a broad general education while also having increasing opportunities to personalise their timetables to provide them with more experiences in the subject areas where they have a particular interest.

S4–S6 is known as the Senior Phase. In the Senior Phase young people have the opportunity to access National Qualifications at a level that will be appropriate to their learning need and which will ensure they achieve success. The standard route for the majority of pupils in S4 would be to study six National qualifications at National 5 or National 4 or a mixture of both levels. The standard route for the majority of pupils in S5 would be to study up to 5 Higher qualifications or to have a mixture of Highers and National 5 level courses. In S6 there is no particular standard route as young people will be tailoring their option choices to maximise their chances of success and to make themselves more attractive to colleges/ universities and the world of work.

More specific information about subjects is available in our Option Choice booklets which are available on the school website.



9. The Wider Curriculum

9.1 Junior and Senior Leadership Teams

We have leadership teams in both the Junior (S1 – S3) and Senior (S4 – S6) school. Their roles are varied and flexible in order to meet the needs of the school. Some of the things they are involved with include; P7 primary transition and S4 transition from Dalry Secondary to Castle Douglas High School, fundraising, raising awareness of current issues at assemblies, positive role models in and around the school, school events and focus groups to allow pupils to be consulted on things such as curriculum structure, school improvement plan, anti-bullying policy and other relevant topics. These opportunities are not just limited to the leadership teams. Other pupils are welcome to get involved in events and activities at any time. The pupil leadership teams meet regularly with the senior leadership team to represent the pupil voice.

9.2 School Trips

We run and organise a number of school trips throughout the year. Some are curricular based and some are extra-curricular. All pupils will be given the opportunity to take part in these throughout their school career. There are several purposes behind the trips we offer.

Recent trips have included visits to London, Germany and America, trips to the theatre in Glasgow and Edinburgh; Geography Department excursions to Carlisle, Edinburgh and Glasgow; History visit to Auschwitz, sporting events and activities within the Region and beyond and Art Department visits to galleries and museums.

Pupils will not be allowed to attend trips if their behaviour is deemed to have been unacceptable in school.



9.3 The Community

Close links are established with many local businesses and enterprises due to our work experience programme for senior pupils or pupils who are about to leave school. This is a key area for development in the forthcoming session. We enjoy close partnership links with many local organisations and companies, such as the National Trust for Scotland, the Rotary Club, the Food Train, Fair Trade and other such groups. Full details of all these links are available on request from the school.

The school enjoys close links with staff who represent local churches. Attendance at whole school and House assemblies allows school chaplains to meet and work with staff and pupils.



10. Home / School Partnership / Parental Involvement and Engagement

10.1 Parent Council and Parent Forum

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

- Receive information about the school and its activities;
- Hear about what partnership with parents means in our school;
- Be invited to be involved in ways and times that suit you;
- Identify issues you want the parent council to work on with the school;
- Be asked your opinion by the parent council on issues relating to the school and 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 council may get involved in include:

Supporting the work of the school;

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

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 – www.educationscotland.gov.uk/parentzone. For local information please visit www.dumgal.gov.uk/article/17608/Parental-Involvement

Reasons you should join the Parent Council:

- You can make a difference. You can ask questions, make suggestions and help the school understand how best to help the children.
- You can help. The Parent Council helps at various events at the school throughout the year.
- It's not difficult. Anyone can do it, you don't need any special qualifications or experience and everyone is welcome.
- You will get an insight into the workings of the school. We discuss what is happening and what will happen every meeting.
- It's not a big commitment. We meet every couple of months for a couple of hours.

The Parent Council meets on a regular basis (approximately once every six weeks) on a Thursday evening at 7pm in the school. A minute of each meeting is taken and is published on the school website or is available on request from the school office or any member of the Parent Council. We are always keen to welcome new members. Mrs Melinda McGaw, the chairperson, can be contacted by email – cdhspc@outlook.com

10.2 Communicating with Home

An essential aspect of our working partnership is for all parents / carers to know there is effective communication between school and home. We will make every effort to maintain good contact through newsletters, our website, letters which praise individual contributions and achievements and early phone calls or letters should we have any concerns.

We also value communication from home to school, so please know that you are welcome to contact us at any time. We will be delighted to make arrangements for you to meet the member of staff relevant to your concern.

Parents and carers who may wish to place their child in Castle Douglas High School should make initial contact with the Head Teacher. A visit to the school can then be organised at a mutually convenient time.

Regular means of communication include the following:

Parents' Evenings	One formal meeting per year.
Reporting	BGE – Three tracking reports which will update progress and achievement within the BGE. One of these reports will be a formal written report. Senior Phase – Four tracking reports which will update progress towards achieving the targets the pupil has negotiated with their teacher for each subject.
Newsletter	Newsletters are published in the last week of each term. These can be accessed on the school website
Website	www.cdhs.info
Facebook	www.facebook.com/cdhighschool
Xpressions	Parents who provide us with a mobile phone number and an email address can download an app to their smartphone called Xpressions. Information from the school such as letters and messages can then be pushed to this app on your mobile device.
Text messaging	Important information is often sent via text message e.g. regarding deadlines, forms to be completed etc. It is important that we have most recent numbers and e mail addresses.
Letters	Staff may correspond by letter regarding issues to do with behaviour, SQA, transport, school trips and excursions etc.
Age / stage specific evenings	When innovation or development is an issue, special parents' evenings may be called to explain changes. Special evenings – e.g. How To Help Your Child Pass evenings – are also organised.

10.3 Attendance

School Responsibilities

The safety of the pupils is of paramount importance to the staff at Castle Douglas High School. Every effort is made to ensure that their whereabouts are known to us when they are entrusted to our care, and if they are not fit to attend school we should be informed immediately.

Procedures for dealing with unexplained absences are robust and effective. An unexplained absence is one for which no explanation (written or in person or by telephone) has been received from the parent/carer.

We operate a text messaging system which alerts parents to the fact that their child is absent from school and no reason has been provided. This system has proved to be very effective and has dramatically reduced the number of unexplained absences. All unexplained absences will continue to be followed up in this manner on a daily basis until an explanation has been received from the parent/carer. In the event of no message being received, contact will be made either by telephone or by a visit from a member of the GIRFEC group.

Parental Responsibilities

To assist in this, parents are asked to ensure:

- That any legitimate absence is notified to the school by telephone before 9am on the first day.
- If the absence is anticipated to be for more than one day, an indication as to the expected date of return to the school would be helpful.
- That contact telephone numbers – whether for home, for parents at work or for other contacts are kept up to date. These should be numbers at which a response can be obtained in all normal circumstances.
- That the school is kept informed of the progress of an absence and the likely return date.
- That any planned absences, medical or otherwise, are officially notified by letter or telephone to the school in advance.
- That holidays should be arranged to coincide with school holiday periods. Holidays taken outwith these times will be recorded by the school as unauthorised holidays, in accordance with council policy.

Punctuality

Pupils are registered in at the start of every lesson and should be in class ready to work at 8.50 a.m. If a pupil arrives after 8.50 a.m. they will be deemed to be late and should report to the Main Office.

Frequent late coming will be discussed with parents if required.



10.4 Homework

Homework is an important part of pupils' learning.

Homework has several purposes. It should help and support pupils to:

- Become confident individuals, responsible citizens and successful learners
- Develop independent learning skills and skills for life such as researching and organising
- Develop confidence to overcome difficulties and solve problems
- Reinforce and review work done in class
- Prepare for tests and examinations
- Master areas of the curriculum and skills with which they are having difficulty or need to improve
- Catch up on tasks or parts of courses they have not completed or covered due to absence.

Homework should enable parents/carers to:

- Be involved in and support their child's learning
- Have a dialogue with the school about their child's learning
- Keep in touch with what their child is learning.

Homework exercises might be:

- Consolidating work undertaken in class
- Completing work unfinished in class
- Research for a project
- Practising or revising for a test
- Wider reading on a subject being studied

All pupils receive homework from subject departments on a regular basis and it is the responsibility of the pupils to record homework in the diary issued in school and to ensure that they complete homework on time and to the best of their ability.

Parents can help monitor the completion of homework by checking and signing the homework diary on a weekly basis.



10.5 How Is My Child Doing: Assessment & Reporting

'Assessment' is the word used to describe all the things which schools do to see how your child is getting on, what they are learning and what they know and understand. It is important to know how each child is getting on so that schools can make sure that each child is progressing and developing according to their abilities. Assessment happens all the time in schools and your child's progress will not just be based on 'tests' but also on how they learn both in class and in other settings. Written work will be used to assess your child but so will their ability to take part in class discussions, make presentations, be in a production or team, produce drawings or projects etc. Parents will be involved both informally in discussion with teachers, looking at their child's work and also formally through parents' nights, profiles and reports. In this school, children have the opportunity to be assessed through a range of qualifications.

The progress of all pupils is monitored regularly and systematically but also through the assessment of course work, end of unit tests and, where appropriate, formal examination.

Pupils in the broad general education are assessed formatively and summatively using the curriculum for excellence benchmarks which ensure a consistent standard is applied across the country.

Many subjects test pupils' knowledge and understanding of what has been taught in the form of an end of unit test. There are no formal examinations until pupils are completing National 4 or National 5 courses.

10.6 Pupil Profiles

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

All P7 pupils within our cluster and in S1-S3 use My World of Work e-portfolios to keep a record of achievement.



10.7 Community Involvement

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

Volunteers Due to COVID-19 we are not promoting parental volunteering in schools at present. However, these circumstances are open to change, so please contact your Head Teacher or Parent Council Chair to see how you might support your school in other ways.

The Skills, Education and Learning Directorate welcomes parents as volunteers and are keen to promote parental Involvement and Engagement in Schools. One way to do this is to promote this through supporting parents as volunteers in schools. Volunteers in schools can be parents, employees, representatives of partner organisations and outside agencies, volunteer adult helpers, senior pupils and adult learners.

This might include supporting schools with communication working on school newsletters, websites or supporting social and celebration events. Skills sharing – supporting with pre/post school clubs and activities, careers events and supporting learning in specialist areas such as supporting classroom reading or library developments or attending educational visits.

Schools should encourage parents/carers and extended family to share their skills and expertise. To support schools and parents with this process please ask to see a copy of the Schools Volunteer Policy 2020.



10.8 Helping Your Child

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

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

Parents’ Evenings are a regular fixture in the school calendar and are an opportunity for parents and carers to meet with staff; discussions about how parents / carers can help their children to learn can be had at those times.

At times of educational change and innovation, meetings are held in school to explain those changes to parents / carers.

With senior school pupils, an annual session entitled ‘How to Help Your Child Pass’ is held; parents and carers have the chance to attend a meeting with their children and teachers and discuss how to help learners to maximise their potential in NQ examinations.



11. Support for All

11.1 Pupil Support

Each child is allocated to a House System. In the main, family members are allocated to the same House, thus meaning that parents/carers have a single point of contact within the school.

The House arrangements are as follows:

House	PT Pupil Support
Threave	Mrs S Clive/Mr M Ingram
Solway	Mrs J Fulton
Kelton	Mrs S Cathro

11.2 Pastoral Care

It is the job of the Pupil Support Teacher to ensure that each pupil has the opportunity to fulfil his or her potential while in this school.

This is done via a programme of:

- Effective pastoral care
- Curricular and career advice at key moments in the educational life of the pupil (e.g. the transition stages)
- An appropriate PSE programme

The Pupil Support Team includes:

- Members of the Senior Management Team
- ASN staff
- Teachers with specific remits to offer pupils support and relevant support agencies such as Social Services, the School Nurse, Attendance Liaison Officer and other such professionals.



11.3 Local Authority Policy on Additional Support for Learning

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

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

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

The Presumption of Mainstream (<https://www.gov.scot/publications/guidancepresumption-provideeducation-mainstream-setting/>) means that most children will be supported in their local school.

What is Additional Support for Learning (ASL)? If your child has 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:

Social or emotional difficulties	Being a young parent	Problems at home
Having English as an additional language	Being particularly able	A learning disability
A physical disability	Autism Spectrum Disorder	Moving home frequently
Attention Deficit / Hyperactivity Disorder	Behavioural difficulties	Health Problems
Bullying	Long-term absence	A sensory impairment
Dyslexia/Dyscalculia	Communication problems	Being a young carer
Fine or gross motor problems	Armed Forces family	

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 concerns persist the staged intervention process will escalate the response to an appropriate level of support. There are several ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist Teachers, Impairment Specialists and Educational Psychologists. This may include a request for assistance to the supporting learners' team as part of the work of the Autism Support Officers and Looked After Children (LAC) Support Officers. It may also involve your child being referred onto staff in external agencies such as Health staff (Speech and Language Therapist, Occupational Therapist, Physiotherapist etc.). As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate your child will have an educational plan agreed which will identify how they are to be supported.

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

A small number of children will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a Co-ordinated Support Plan. The Co-ordinated Support Plan process is overseen by the Supporting Learners Service with responsibility for Additional Support for Learning.

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

- Enquire — the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527 <http://enquire.org.uk/>
- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 <http://www.siaa.org.uk>; or
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

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

Parents who require further information and advice with regards to Additional Support Needs should contact Miss Gemma Sellers or Mrs Alison Cook.

11.4 Getting it Right for Every Child (GIRFEC)

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

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

- Every child will have someone in the school who will be the point of contact. The named person function is there if needed, but children and families do not have to make use of their named person, and many children and their families will never need to do so.
- If your child has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your child. You should never have to keep telling your story to lots of different staff in the School or the Skills, Education and Learning Directorate or the NHS. When your child moves to secondary school there will be a Transition Plan in place for them in good time.

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

11.5 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.

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 (Trans gender)
- 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.



11.6 Child Protection

The school has a child protection policy which is known to all members of staff and which is amended and updated on a regular basis according to local authority and national guidelines. This policy outlines advice, strategies and support on a number of issues and is designed to make clear the school's role in protecting children from abuse, including bullying.

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: safe, nurtured, healthy, achieving, active, respected and responsible and included. Schools and front-line education and childcare services will play an important role in ensuring all children and young people are safe and well. Further information can be found at <http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families>

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

There is an expectation that drug, substance 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. The police will be involved if drug use is suspected or discovered or, if there are concerns regarding the possession, threat or use of weapons.

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

Each school and early childcare and education setting in Dumfries and Galloway has a senior member of staff who has overall responsibility for ensuring the protection of children within their school or establishment. This person is called the Child Protection Co-ordinator (CPC). In our school this is Mrs Alison Cook and the Depute CPC is the Head Teacher.



11.7 Educational Psychology Service

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

We do this by:

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

The Psychological Service is based in offices in Newton Stewart, Dumfries and Annan, and each school has an identified Educational Psychologist.

At the moment, the Educational Psychologist for Castle Douglas High School is Kathryn Howitson and her role involves:

- Termly consultations with Pupil Support staff
- Informal consultations with staff
- Formal consultations with staff
- Advice on verification of the additional assessment arrangements for certain pupils in SQA exams.

New procedures necessitate the seeking of consent from parents/carers prior to any consultation where the pupil is named.

11.8 Educational Maintenance Allowance

This provides a weekly allowance of £30 payable to eligible young people aged 16 to 19. Detailed guidance on Education Maintenance Allowance can be found on the Scottish Government and Dumfries and Galloway Council websites: -

<http://www.mygov.scot/ema>

<http://www.dumgal.gov.uk/article/15247/Education-Maintenance-Allowance>

Application forms and guidance leaflets are available through the links below:-

http://www.dumgal.gov.uk/media/17522/Form-application-for-Education-Maintenance-Allowance/pdf/0082-18_EMA_Form.pdf

http://www.dumgal.gov.uk/media/17521/Guidance-notes-Educational-Maintenance-Allowance/pdf/0082-18_EMA_Guidance_Notes.pdf

For more information on eligibility and application forms please visit

<http://www.dumgal.gov.uk/article/15247/Education-Maintenance-Allowance>



12. Leaving School

12.1 Careers Choices

Castle Douglas High School is committed to providing its young people with opportunities to participate in wider achievement; developing skills for life, learning and work. Individual learner journeys are tailored to help meet the needs and interests of every pupil, whilst enhancing future career prospects and promoting lifelong learning.

Skills for Life, Skills for Learning and Skills for Work are embedded in the curriculum. Pupils are supported throughout their school career to choose appropriate options and pathways that will lead to positive destinations whether it is work experience, employment, modern apprenticeship, college or university placement which is appropriate and relevant to their needs and skills base.

From S1, pupils work in PSE on pathways and careers. They use the 'My World of Work' website to support them with their careers education throughout their school career. The Careers Adviser offer group work and meet with pupils individually to offer advice regarding options choices. Pupils in S1 – S3 are also offered opportunities for wider achievement. Students are able to participate in a variety of added value courses, awards and activities in order to enhance learning whilst meeting the capacities of the Curriculum for Excellence framework. Recent opportunities undertaken in the lower school include: Junior House Captain leadership activities, Pupil Council and participation in the Duke of Edinburgh's Award Scheme.

The careers advisory service will meet with senior pupils individually to offer advice on employment, further education and financial support. Career routes of senior students are tracked so that meaningful work experience and wider achievement opportunities can be provided. These routes are also recorded by the local authority so that 16+ learning choices and leaver destinations can be monitored. The school utilises all available opportunities, to help ensure that positive leaver destinations are achieved.

Senior pupils currently have the opportunity to include volunteering and service work within their timetables. Volunteering activities strengthen community links and allow students the opportunity to gain a practical insight into the world of work. Many pupils achieve Saltire Awards for their efforts with volunteering. Added value courses are also offered both inside and outside of the school, to further develop employability skills, for example, SQA Employability Award and Dairy Academy. Castle Douglas High School currently works with a variety of local partners. Throughout the year, students across the school can attend a variety of workshops and events in conjunction with the wider community, preparing them for life, further education and the world of work.

Within the wider achievement and lifelong learning frameworks, health and wellbeing, numeracy and literacy outcomes are embedded. Through practical, contextualised learning experiences, pupils are equipped with the basic skills required to lead healthy and fulfilling lives.

12.2 Dumfries and Galloway Youth Guarantee

Dumfries and Galloway's vision is that all young people will receive an appropriate offer of post-16 learning, training, employment or personal skills development with 100% positive destinations for all school leavers in Dumfries & Galloway.

Planning forms part of the process for ensuring there are opportunities available for young people on leaving school. Planning will help identify the most appropriate offer that matches young people's needs and aspirations. It must be:

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

To find out more visit: <https://www.dgtap.co.uk/education> and <https://www.myworldofwork.co.uk/>

The DG Youth Guarantee is an extension of the Scottish Government's commitment that every single 16-19-year-old in Scotland will be offered a place in appropriate learning or training if they are not already in a job, Modern Apprenticeship or in education. This includes 3 critical elements:

- the right learning – with a range of options on personalisation and choice. This will include staying on at school, entering further or higher education, taking up an Apprenticeship, participating in training, or taking part in personal skills development in a community learning and development setting or a third sector organisation
- the right support to remove barriers that might restrict young people's learning choices and information, advice and guidance; to help young people take up and sustain their offer
- the right financial support to help young people take up the offer which is right for them

For more information visit: <https://www.dgtap.co.uk/youth-guarantee>

Youth Guarantee Universal Support for all Learners

All learners are asked to identify their plans for the future from S3 onwards. This information is saved by the school and can help young people choose relevant subjects as well as being passed on to partner organisations to plan for pathways beyond school.

Young people are asked about their anticipated leave date, preferred route and preferred sectors. This information is updated annually as young people change and consider pathways. Final destinations secured on leaving school are recorded on a leavers form.

For more information and to see copies of the questions visit: <https://www.dgtap.co.uk/planning-your-future>

Youth Guarantee Targeted Support for Learners

Young people who don't have a secure destination but are planning to leave school will be discussed at school Employability Coordination Groups (ECGs). ECGs have representation from Pupil Support staff, Skills Development Scotland and the Employability & Skills Service plus Attendance Support Officers where there is persistent absenteeism and when appropriate.

The employability coordination group will meet regularly to consider all pupils (S4-S6) to determine their level of risk of not achieving a positive destination up to 6 months before their leaving date. For those who wish to leave but don't have a positive destination a key partner will be agreed. To ensure the appropriate support is in place for each young person. Young people who have been given extra support in school will automatically be considered to enable the right support to continue through the transition to post school if needed.

There are a range of identified programmes available to help young people who wish to leave school but require more support before moving in to training, employment or further education. For more information on the Youth Guarantee Agreement, the DG Workplace Skills Award or Project Search visit: <https://www.dgtap.co.uk/training-development>

To see the range of staff who can help download the '**who can help school**' leaflet.

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 or DYW: DGyouthguarantee@dumgal.gov.uk

Career Support from Skills Development Scotland

Skills Development Scotland (SDS) is the national skills body. They deliver Scotland's careers service and provide information, advice and guidance on career choices.

SDS careers advisers work in schools and centres across Scotland. They will help you to think about what's best for your future and the skills that you might need in a changing world of work. You can also continue to access support from SDS advisers when you leave school. We have centres locally in Dumfries, Stranraer and Newton Stewart – find your nearest centre at <http://myworldofwork.co.uk/centres/myworldofwork.co.uk/centres>

My World of Work is your online career information and advice service. The site is designed to support you make decisions throughout school and beyond.

It includes key features such as:

- A personalised account which guides you through the site and what to look at
- Personality tools which give you career suggestions based on your skills, strengths and interests
- Help with subject choices including a tool which helps you understand what careers your choices could lead to
- A profile tool to record your personal achievements, useful for future CVs or course applications
- Routes into careers, including jobs, courses, apprenticeships and volunteering
- A CV builder and advice on applications and interviews

Further support from Skills Development Scotland

For information on Foundation, Modern and Graduate Apprenticeships, including vacancies, please see <http://www.apprenticeships.scot>

My Kid's Career is a new website from SDS, designed for parents and carers. It provides information on jobs in demand, the routes into those careers and how to handle career conversations about those opportunities with your child at the times that matter. Find out more at <http://mykidscareer.com>.

Keep up to date with the latest from SDS Dumfries and Galloway on Facebook at <https://www.facebook.com/SDSDumfriesandGalloway>

12.3 Equal Opportunities

This school aims to ensure that all members of our school community are valued equally and treated with respect. Through the ethos and through the curriculum, all pupils are provided with opportunities to develop an understanding of commitment to the fundamental principles of equality and justice.

The school has a Race Equality Policy which outlines clearly the principles and practices designed to promote equality of opportunity and cultural awareness for all.

As a school community we are determined that LGBT young people feel included and supported. This is important as it demonstrates to LGBT learners that in their school they are included, valued and supported, and will be treated fairly at school. It makes it clear to other learners that equality and diversity are central to the school ethos. It helps us as a school community to look at our policy, practice and legal obligations in the context of LGBT equality. Castle Douglas High School has been working towards achieving the LGBT bronze level charter and we hope to be able to advise soon that this has been achieved.

You will be aware from the local and national press of money that is allocated to schools called the Pupil Equity Fund (PEF). At Castle Douglas High School we have been using our PEF budget to improve equity for all young people. Literacy and Numeracy has been targeted through the purchase of a reading scheme called Accelerated Reader and a Numeracy tool called SUMDOG.

Basic equipment for every classroom has been bought through PEF. PEF funds were used to buy materials so that the young people could enhance the outside space used by all pupils. Development of a nurture approach to relationships in school has also been funded through PEF.

Through careful planning and prudent use of the PEF budget we are ensuring that the opportunities available at Castle Douglas High School are available and accessible by all young people. We are developing procedures to help us to target interventions for all young people that will ensure they achieve and attain their maximum as they progress through school.

12.4 Employability Co-ordination Group

The aims of this group are as follows:

- To work with partners to plan for and ensure a positive destination for all pupils in Castle Douglas High School (in line with 16+ Learning Choices: Policy and Practice Framework).
- To have an overview for all aspects of "Education for Work" both in the curriculum and beyond.
- This will include Work Experience; Careers Awareness; Curricular Input; Mock Interview Programmes; Employer Links and Partnership; Parental Partnership and Links with Colleges.

The function of the group is primarily to ensure the co-ordination of all the work currently being undertaken in this area and to streamline the process.

Wider Employability Co-ordination Group meetings with other relevant agencies and partners take place throughout the session to plan for larger events.

13. School Improvements

Improvement planning and priorities

Each year the school will publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following engagement with staff, pupils and parents. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are published on the school's web-site and are also available in hard copy, on request. A copy can also be found by searching for your school at www.dumgal.gov.uk/schools

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

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

Performance Information

Parents can find more information about school performance by visiting <http://www.dumgal.gov.uk/article/17612/Education-Authority-Annual-Plan>.

and <https://education.gov.scot/parentzone/Pages/Search.aspx?k=School%20Dashboard> where you are able to search for data on your own school.



14. Health and Safety

All of the following issues are arranged in line with Council Guidelines and are available on request from the school office:

14.1 Emergency Procedures

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

In some emergency situations, when the circumstances near the school could endanger the safety of the school community, pupils and staff must stay within the school to be safe. Schools should also reference Education Support Services Safer Together Inside guidance and procedures and make this available to parents on request.

14.2 Severe weather and School Closure Arrangements

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



The school may be closed early on days when weather conditions are extremely bad e.g. snow lying and drifting heavily. In such conditions, some pupils may be at risk, either because of the conditions under which they have to walk home, or because of the distance they would have to walk after getting off the school bus.

We ask parents to complete a 'Bad Weather' form which requests the following information:

- name of child(ren)
- how to contact you in an emergency
- whom we should contact if you are not available.

Appropriate arrangements for the safety of your child(ren) can then be made. We will do our utmost to ensure that pupils make contact with home before leaving school to ensure that you know that school is closing.

Please note that during the winter months if due to adverse weather conditions your child's school bus does not operate in the morning to bring your child to school, then it will not operate in the afternoon to bring your child home.

Parents can help the school by planning for any potential school closure by monitoring weather reports and checking on the Council Website: <http://www.dumgal.gov.uk/article/15240/Emergency-school-closures>

14.3 Leaving school premises:

S1 pupils must remain on school grounds at lunchtimes unless written permission is received from parents / carers; attendance guidelines detailed elsewhere should be followed.

14.4 Health Care

The Skills, Education and Learning Directorate is committed to ensuring that all children can fully participate in the life of the school. Many children will require 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, we ask that you contact us in school to discuss arrangements. Full details of the support available and your role as parents and the role of your child are contained within Health Care in Schools 3-18 (NHS Dumfries and Galloway Council)" which is available from the school.

Pupils who feel unwell during the school day should report to the School Office. Should it be necessary to send your child home, you will be contacted to arrange this. In this connection, you will be asked to inform us how to contact you in an emergency or whom we should contact if you are not available.

While we would prefer that appointments are made out with school times, pupils are allowed to attend dental and medical appointments at times within the school day. They should produce their appointment card and sign out at the School Office and sign back in once they return to school.

The School Health Team work in partnership with the school to help pupils achieve their optimum in health and to develop life skills as they approach adulthood. The main focus of work carried out is health promotion and preventative health care. The School Health Team will inform parents/guardians at the appropriate time of any immunisation programmes carried out in the school.

14.5 Employment of Pupils

If your child intends to take up part-time employment you and your child should inform the school and look at the following Scottish Government Guidance on Employment of Children www.gov.scot/Publications/2017/08/4185/1

It is also worth stressing that the demands of National Qualifications in S4, S5 and S6 are considerable and students are expected to undertake several hours of work at home on a regular basis. It is not advisable for a student to attempt a number of National Qualification courses and a demanding part-time job. This is a recipe for overload and failure: students who work long hours in a part-time job are less likely to achieve good passes in examinations. Although part-time work can play an important role in preparing pupils for life after school, we would urge all pupils and parents to consider carefully the best way to achieve the right balance between part-time work and study.

14.6 Digital Images Policy

The Authority has an overall Policy and Procedure for the use and application of ICT in Schools. We recognise that social media and mobile phone technology has potential benefits for learning and teaching. It is unreasonable and impractical to attempt to impose a ban on mobile devices in schools therefore the authority has produced guidelines for Digital Citizenship, Use of Technology, Mobile Phones, Digital Images and Use of Social Media.



Schools take images of pupils for various reasons e.g. the prospectus; ceremonies (recognition of achievement, Prize giving, Sports Day etc.); functions (discos, charity events etc.); curricular activities (Communication Passports, performance in sport/dance, field trips etc.); extra-curricular activities (school sports fixtures, school excursions, class outings etc.). Images are also used to create a record of an event to show to participants, other pupils and parents/carers. To do this, photographs are displayed throughout the school; videos and photographs are shown to parents/carers, staff and others; media coverage arranged; prospectuses are published and distributed

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

14.7 Use of 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.

14.8 Data Protection

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

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

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

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

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

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

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

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

Sharing pupil data

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

We also need to share pupil information with other organisations. Law requires us to pass certain information about our pupils to the Scottish Government and 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 child's nursery or school.

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

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

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 <http://www.dumgal.gov.uk/article/15129/Data-protection>

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

15. Useful Links

Staff, Parents and Pupils can access key Policies for the Authority at <http://www.dumgal.gov.uk/article/16350/Strategies-plans-and-policies>

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

Other Useful Web Addresses

Website: www.cdhs.info

Facebook: www.facebook.com/cdhighschool

SQA: www.sqa.org.uk

SQA Exam Papers: www.sqa.org.uk/pastpapers

Education Scotland: <http://www.educationscotland.gov.uk>

GLOW: <https://portal.glowscotland.org.uk/>

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

Skills Development (Careers): www.skillsdevelopmentscotland.co.uk

Youth Democracy: <http://dumgal.gov.uk/article/17522/Youth-Democracy-and-Youth-Participation>

DGvoice: <http://www.dgvoice.co.uk.index.php/youth>

Cool to talk: <http://www.nhsdg.scot.nhs.uk/News/Cool2talk>

Youthlink Scotland: www.youthlinkscotland.org

Citizens Advice Dumfries and Galloway: <https://www.cas.org.uk/bureaux/dumfries-and-galloway/citizens-advice-services-dagcas>

Support in Mind, Scotland: www.supportinmind.org

National Rural Mental Health Forum: www.ruralwellbeing.org

<http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families>

www.gov.scot/Topics/Education/Schools/NationalImprovementFramework

CALL Scotland: www.callscotland.org.uk

<https://www.transport.gov.scot/media/42287/seat-belts-on-school-transport-scotland-act-2017-guidance.pdf>



Parental Involvement and Engagement Partners

For Support from Skills, Education and Learning Directorate please visit:

<http://www.dumgal.gov.uk/article/17608/Parental-Involvement>

PIN Parental Involvement Network <https://www.parentsinclusionnetwork.org.uk/>

Parents working together to share information/advice on disability issues

Further information on all aspects of education is available on

www.educationscotland.gov.uk/parentzone

Dumfries and Galloway Parent Council Forum dandgparentforum@gmail.com

Facebook: Dumfries and Galloway Parent Council Forum

The National Parent Forum of Scotland's (NPFS) Curriculum for Excellence in a Nutshell series. Free Downloads for parents/carers: <https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/>

These guides explain important aspects of Curriculum for Excellence (CfE).

Education Scotland http://bit.ly/educationscotland_framework gives background information on assessment in Curriculum for Excellence.

Dumfries and Galloway Advocacy Service <https://www.dgadvocacy.co.uk/>

DGC complaints: <http://www.dumgal.gov.uk/article/15382/Complaints-procedure>

Dumfries and Galloway Children's services plan <http://www.dumgal.gov.uk/article/16748/Children-s-Services-Plan>

Parent Council Support CONNECT (formerly Scottish Parent Teacher Council) Insurance Cover and Training Opportunities <https://connect.scot/>



Castle Douglas High School

OUR SCHOOL VALUES

**HONESTY • AMBITION
COMMUNITY • KINDNESS**

At Castle Douglas High School we will move forward together to empower every learner to achieve their full potential through excellence in education, while fostering a supportive, inclusive community that inspires lifelong learning and growth.

The graphic features a collage of images: a castle, a group of students, the school crest with the word 'FORWARD', a landscape, and a cow. The text is set against a background of a blue and white grid with a yellow banner for the school values.



Parentzone

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