



Welcome to

Lockerbie Academy Handbook (updated for 2026)





Lockerbie Academy Handbook 2026

Welcome to our handbook for 2026, updated November 2025, where you should find all the information required by the *Education (School and Placing Information) (Scotland) Regulations 2012*. A printed copy of this handbook is available from the school office. We have endeavoured to provide information that is correct and accurate at this time, but please do not hesitate to raise any queries with us. If your child is presently attending the school then you should find that the information routinely provided negates the need for this document, from your point of view.

Lockerbie Academy is, however, careful to present this information, and more, to families and to our community, in an accessible fashion and scale, and at appropriate times. We find this leads to effective dialogue with our parents, which is of paramount importance to us. Another point of contact for information on our school is our website;

<https://lockerbieacademy.dumgal.sch.uk/>

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1. Letter from the Director of Education and Learning Directorate



Dear Parent/Carer

Thank you for reading this handbook which sets out the collective responsibilities our Council has for your child's education and I hope you find it helpful. Like you, we want the best possible future for your child. We want to make sure that you, as parents and carers, feel involved in your child's learning, feel welcome and listened to in our schools.

We have a shared interest in your child being happy, confident and successful in school and we make it our priority to remove barriers to learning whether these are related to the classroom or at home. This handbook gives important information on the benefits you may be entitled to and how we can help you apply for free meals, free transport, free childcare, clothing grants and allowances, and to make sure you have the right financial advice.

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

We know that when families and schools work together there are real benefits for children. We can make collective efforts on their behalf to meet their needs and uphold their rights. Our schools are welcoming places at the heart of our communities and always want to hear from you about how we can do more to support you, so please talk to us. There are many useful contact numbers in this handbook or you can contact me at ExecutiveDirectorEducation SkillsCommunityWellbeing@dumgal.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.dumgal.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

2. Welcome from the Headteacher



Dear Parent /Carer

Welcome to our school handbook. Lockerbie Academy is proud to serve you and your youngster. Our school motto means “Always Prepared”. It is our aim to ensure that whatever future ambition our pupils have we will ensure that they are ready for that future by the time they leave us. We are fortunate to have a building which provides some of the best facilities in the region. As a school we aim to ensure that every pupil is treated as an individual and that they experience the highest standards of education to enable them to fulfil their potential in a positive learning environment. We believe the best conditions for learning are achieved when parents, teachers and the local community work closely together to provide an enjoyable, challenging and relevant education for all our young people. Our teaching is most effective when parents support us.

This handbook is designed to give you the information you need about the school. We also have a school website where additional information will be provided and news displayed regularly. You can access the website on <https://lockerbieacademy.dumgal.sch.uk/>. If you have any other questions, please do not hesitate to contact us via the school office.

As a parent / carer, you can become more involved in the life of the School through joining Lockerbie Academy Parent and Carers’ Council (LAPCC). I look forward to working with you and thank you in anticipation of your support.

Yours sincerely,

Brian Asher
Headteacher

3. Education and Learning Directorate Services Aims

Priorities and Commitments

We aim to provide a good start in life for all and are committed to giving all our children and young people an equal chance to make the most of their potential at a time when many families are facing challenges, responding to the cost of living crisis that we face.

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

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

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

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

Working in partnership, with connected, healthy and sustainable communities.

The region will be the natural place to live, work, visit and invest.

Education Services contribute to Dumfries and Galloway Council priorities by delivering an early years and school education which provides a good start in life for all our children. We have a strong commitment to continuously developing and improving educational provision to enable all our children and young people opportunities to fulfil their potential through striving for excellence and equity in every aspect of the work of the service. The importance of this commitment has continued to be emphasised by the tremendous commitment demonstrated by our staff in schools as they work to address the long-term impact of the interrupted and distance learning experienced over the last few years.

Dumfries and Galloway Council continues to value and prioritise education and learning, details of which can be found in our Council Plan 2023-2028.

Education Statement from Dumfries and Galloway Council Plan 2023-28

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

Education & learning Strategic Outcomes

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

Key priorities of the National Improvement Framework

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

4. School Vision, Values and Aims

•Compassion Achieve Respect Equity • Compassion Achieve Respect Equity • Compassion Achieve Respect Equity • Compassion Achieve Respect Equity•

<p>Compassion Achieve Respect Equity</p>	 <p>Forward Lockerbie A caring, learning community</p>	<p>Together we are; Ready Respectful & Safe</p>
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• Compassion Achieve Respect Equity • Compassion Achieve Respect Equity • Compassion Achieve Respect Equity •

5. School Ethos

RELATIONSHIPS – THE LOCKERBIE WAY

1. Policy Statement

In line with our school Values, Lockerbie Academy is committed to building a positive ethos and culture to develop respectful relationships and positive behaviour throughout the school (both in classrooms and around the school community). This policy applies to all staff and pupils.

2. Aims of the Policy

- Young People learn best in a safe, orderly and purposeful environment where staff have high expectations of them. Teaching staff have a professional duty to create a safe, orderly and purposeful teaching environment and they have a right to expect support from line managers to create and maintain such an environment
- All staff should take steps to build positive relationships with learners to ensure everyone is Ready, Respectful and Safe
- Teaching staff should establish routines by following the “**Lockerbie Lesson**”
- Staff should use positive feedback and praise to reinforce desirable behaviours
- All young people and staff are treated fairly, shown respect and promote good relationships
- We aim to create a culture where young people feel included, respected, safe and are listened to
- Achievements and contributions are valued and celebrated

3. Purpose of the Policy

- To ensure that young people at all stages experience consistency regarding managing relationships, both in classrooms and around the school, and that this consistency will help them to achieve the best possible outcomes, both socially and academically.
- To ensure that all staff, both teaching and non-teaching, are aware of their role relating to Relationships and feel supported to deal with students' behaviour issues both in the classroom and around the school.

Consistency in Practice - Consistent, Calm, Kind (adult behaviour)

Lockerbie Academy recognises that consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit or strategies, but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction of behaviour. Where learners are treated as valued individuals, they are more likely to respect adults and accept their authority.

Consistencies in Adult Behaviour

Our key purpose is to ensure the wellbeing and success of all our learners. In order to ensure success for all, we have to place a range of interventions to support learners develop positive relationships and refocus on learning. Poor conduct has consequences for learning and achievement. High expectations of staff and students make a positive contribution.

There are 5 consistencies that all staff will uphold in all interventions. At Lockerbie Academy adults will:

1. Follow the “Lockerbie Lesson”
2. Model consistent, self-regulated behaviour
3. Create a safe, nurturing learning environment
4. Engage with learners calmly and slowly (no shouting)
5. Engage in reflective dialogue with learners our **trauma informed relationships strategies**

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The Senior Leadership Team will be carrying out ‘Supportive Walks’ during the day to support staff and to ensure we are a positive learning community.

Ready, Respectful, Safe

will be displayed in each learning space and referred to in conversations around conduct.

The Senior Leadership Team will be carrying out 'Supportive Walks' during the day to support staff and to ensure we are a positive learning community.

Recognising Positive Behaviour

1. Using Praise to reinforce good learning behaviours

- Positive recognition and praise should be used wherever possible to build positive relationships. Pupils like to receive specific positive feedback on their work – 'I like the way that you have done this because
- Merits should be given to pupils who do their best
- Pupils should be told when they have had a merit awarded. Tutors should check Merits on a regular basis during Health and Wellbeing delivery. Tutors should share this information with young people privately and not display in the screen for all to see

Recognising Achievement Merit Categories

Recognising Achievement

<u>Merit Categories</u>			
Confident Individual	Effective Contributor	Responsible Citizen	Successful Learner
Self-Management			
Focusing	Integrity	Adapting	Initiative
Social Intelligence			
Communicating	Feeling	Collaborating	Leading
Innovation			
Curiosity	Sense-making	Creativity	Critical Thinking

BRONZE	25 MERITS	Text 1
SILVER	50 MERITS	Praise Card
RUBY	75 MERITS	Letter 1 – Tutor Teacher
SAPPHIRE	100 MERITS	Letter 2 - Senior House Captain
GOLD	125 MERITS	Letter 3 - Senior School Leadership Team
EMERALD	150 MERITS	Letter 4 - PTPS
DIAMOND	175 MERITS	Letter 5 – Head of House
PLATINUM	200 MERITS	Letter 6 – Head Teacher

Using Praise to reinforce good learning behaviours

- Positive recognition and praise should be used wherever possible to reinforce desirable learning behaviour. Tutors will monitor Merits throughout each term and share achievements with pupils in their class.

Applying demerits and consequences

We want teachers to focus on positive behaviour but recognise that there will be occasions when poor behaviour needs to be dealt with.

Celebration of Achievement

Pupils in S4-6 receive certificates for both Achievement, based mainly on Prelim examination results, and Endeavour. In June there is a Celebration of Achievement evening for students and their parents.

Equal Opportunities

The school operates a policy of equal opportunities which aims to ensure that there is no discrimination or prejudice whether on grounds of gender, nationality, race, culture, religion, disability or social class.

Religious Observance

Parents should note that as Religious and Moral Education is a curricular area within the school it will occur during timetabled periods of Religious Studies as well as in areas of PSE. Section 9 of the Education (Scotland) Act 1980 provides for the withdrawal of pupils by parents from “any religious observance”. In keeping with regional policy, there are 6 religious observance assemblies each year and services at Christmas and Easter. Parents who wish their child to be withdrawn from Assemblies or Christmas services etc. should make such a request, in writing, to the school.

Chaplains

Capt. Andrina Downie - Salvation Army
Owain Evans - SU Scotland
Frances Henderson – The Church of Scotland
Lynn Barry – The Church of Scotland

6. School Information

6.1 Lockerbie Academy

Glasgow Road,

Lockerbie,

Dumfriesshire,

DG11 2AT

TelephoneLockerbie (01576) 205170

Email gw08officelockerbiea@ea.dumgal.sch.uk.

Text Messaging Service (Absences etc.) 078600 29414

Websitelockerbieacademy.dumgal.sch.uk

6.2 **Headteacher:** Mr Brian Asher

6.3 **A Brief History of the School**

The origins of Lockerbie Academy go back to the nineteenth century, and the Education (Scotland) Act of 1872 which led to the formation of Dryfesdale School Board. The name Lockerbie Academy was first applied to what was formerly Dryfesdale Public School in 1903, although the original building facing Townhead Street had been established as a school in October 1875. In 1919 the school came under control of the new County Education Authority and was firmly established as a five-year secondary school. In 1930, however, because of the centralisation of upper secondary education in Dumfries, the Academy lost its fourth and fifth year pupils to Dumfries Academy. Work on phase one of the new secondary was started in 1957 and in 1962 Lockerbie Academy became a four-year secondary school for Ordinary Grade courses. It achieved six-year status in 1964. An extensive refurbishment programme began in 1989 extending over three years which resulted in a rationalisation of the accommodation. In June 2010 the new Campus was officially opened by the Council Leader Ivor Hyslop and Rt Hon David Mundell MP- a former Head Boy. The Campus combines both the Secondary and Primary Schools on one site.

David Mundell said “This is the beginning of a new era for both schools in splendid premises, which will be welcomed by staff, pupils and the wider community”.

A book detailing the history of Lockerbie Academy ‘Gaun up Tae the Big Schule’ was published in 2007.

The school continues to be at the forefront of educational innovation and has previously received prestigious National awards namely “Investors in People” a “Sports Mark” Award and more recently the “Eco-Schools Green Flag” Award. It was runner up in the Scottish Education Awards section for Determined to Succeed, “Most Enterprising School”. The school received a very good last Inspection report.

Boys and girls are generally taught together.

School Crest & Motto

The School Crest - The Flying Spur encircling an open book - is adapted from the Johnstone Family (the Lords of Annandale) Crest. The School has permission from the Earl of Annandale and Hartfell to use this Crest. The motto, nunquam non paratus, translates as “never unprepared”.

The Crest is featured on the School Tie, printed between stripes of red and black which are the School Colours.

A Crest is also shown on the outside wall of the school.

Lockerbie Academy is a multi-denominational secondary school, currently attracting ~770 pupils from a wide catchment area (and beyond).

6.4 **School Staff**

<https://lockerbieacademy.dumgal.sch.uk/>

(Click **About Us** then **Staff**)

6.5 Terms and Holidays (2025/26)

Term 1

Staff training - Tuesday 19 and Wednesday 20 August 2025

First day - Thursday 21 August 2025

Last day - Friday 10 October 2025

Autumn holiday - Monday 13 October 2025 to Friday 24 October 2025

Term 2

First day - Monday 27 October 2025

Last day - Friday 19 December 2025

Christmas holiday - Monday 22 December 2025 to Monday 5 January 2026

Term 3

Staff training - Monday 5 January 2026

First day - Tuesday 6 January 2026

Mid-term holiday - Thursday 19 February 2026 and Friday 20 February 2026

Staff training - Thursday 19 February 2026

Last day - Friday 27 March 2026

Spring holiday - Monday 30 March 2026 to Friday 10 April 2026

Term 4

First day - Monday 13 April 2026

May Day holiday - Monday 4 May 2026

School closed for staff training - Friday 29 May 2026

Last day - Wednesday 1 July 2026

Summer holiday - Thursday 2 July 2026 to Wednesday 19 August 2026
(pupils return Thursday 20 August 2026)

Term dates can be found at

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

7. School Contacts

Parents may contact the school at any time during the school day. If a meeting is required, an appointment should be arranged in advance. As a first point of contact, parents should telephone the appropriate Pupil Support Teacher. The Pupil Support Teachers are in the best position to deal with matters relating to individual pupils. General enquiries about school policies or procedures should be made to the school office. Office staff will channel any enquiries to the appropriate member of the Pupil Support Team or Senior Leadership Team.

7.1 Pupil Support

Planned support for pupils is a whole school process which continues the Personal and Social Development started in the primary school. This prepares the pupil to take his/her place in society when they leave school. This whole programme helps pupils to get the best out of their time in school through assisting them to make appropriate choices, guiding them through transition points and generally meeting their personal needs.

The school operates a vertical pupil support system.

There are four members of the Pupil Support Team.

The Pupil Support Teachers provide pastoral care and monitor pupil progress, assisted by the Register Teachers.

At management level a Depute Headteacher has responsibility for Pupil Support on a whole school basis.

Pupils are allocated to a House and given a Pupil Support Teacher when they enrol in school. Children from the same family will normally have the same Pupil Support Teacher to make communication between home and school easier. The House names are Annan, Dryfe, Kirtle and Milk.

The Pupil Support Teachers establish a close link with the pupils in their care. They give advice on personal and school matters, and coordinate the Personal and Social Education (PSE) course. The Pupil Support Teacher also monitors the pupils' progress in school and communicates with parents should there be any concerns. The Pupil Support Teachers are helped by the Register Teachers who meet the children daily and also deliver a weekly lesson of PSE. Pupils should find their Register Teacher and their Pupil Support Teacher invaluable sources of help and advice.

The Pupil Support Department maintains close links with a number of external agencies including Attendance Support Officer, School Nurse, CAMHS, Youth Service, Social Work and the Regional Psychological Services. Contact with these agencies is made through prior discussion and consultation with parents.

Medical Arrangements

A school auxiliary deals with minor ailments. Where necessary, arrangements are made for children who are sufficiently unwell to be transported home, to the health centre or hospital as appropriate. Parents are always informed by telephone if any action of this kind is taken and it is for this reason that a day contact number is requested. Please note that the school is unable to give any non prescription medicines to children. Prescribed medicines can be given if the appropriate form is filled in. An emergency contact telephone number is also required by the school.

Registration and Attendance

Pupils are registered every day. Parents should text a message to (078600 29414) before 9:00am on each day of absence if their child is ill or unable to attend school for any other reason. School will contact parents via text or voice message if no text is received. If Absenceline is contacted, there is no need for parents to send an absence note. If pupils are to be absent for an extended period of time, then the Pupil Support Teacher can make arrangements for school work. The School and Education and Learning Directorate cannot authorise family holidays taken during term time, and cannot arrange work home for pupils who are absent due to unauthorised holidays. Such absences have a negative effect on pupil progress.

Unsatisfactory explanations or regular patterns of absence, or lateness to school, are investigated by the Pupil Support Teacher. Pupils should always bring a note from their parents or guardian if they come to school late. The school believes that encouraging punctuality is vital.

7.2 Comments, Compliments and Complaints

We value your feedback as it helps to inform us about the standard of services we provide, highlighting areas of success as well as revealing others that may need improvement. If you wish to pass on a comment, compliment or concern then we welcome direct contact with the school.

The vast majority of our pupils attend school happily and successfully, taking advantage of the expertise of the staff, the excellent resources and the many opportunities to take part in extra-curricular activities, but parents who feel concerned about any matter are encouraged to contact the school immediately. You may do this by making an appointment, through the school office, with the appropriate Principal Teacher or another member of the Leadership Team. If the response that you receive is still deemed to be unsatisfactory, then you can fill out the form attached below.

Link to our comments, compliments and complaints:

https://lockerbieacademy.dumgal.sch.uk/about_us/communication/comment_compliment_or_complaint.html

Complaints received directly by Education Services will, where possible, be dealt with at as local a level as possible, i.e. at individual school level.

Education Services operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at <https://www.dumfriesandgalloway.gov.uk/council-elections/have-your-say/complaints-compliments>

Further support and advice can be provided to individual complainants through contacting either the complaints handler within Education Services or to the Councils Corporate Complaints Unit.

8. How the School Works

8.1 School Day

(First Bell	8.45am)	
Period 1	8.50	09.35am
Period 2	09.35	10.20
Tutor Time	10:20	10.35
Break	10.35	10.50
Period 3	10.50	11.35
Period 4	11.35	12.20
Period 5	12.20.....	1.05pm
Lunch	1.05	1.45
Period 6	1.50	2.35
Period 7	2.35	3.20pm

School Office - Open: Monday to Friday 8.30am. to 4.15pm.

8.2 School Uniform/Dress Policy

All Dumfries & Galloway schools must have a dress code that encourages pupils to dress in a way appropriate to attendance at school. This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code, parents, pupils and staff were fully consulted and it is the expectation of the Education Authority that parents will be supportive of the dress code and will, if required, give written agreement to it.

Lockerbie Academy School Uniform and Dress Policy

Following consultation with pupils, families and staff we have updated our policy.

Pupils attending Lockerbie Academy should feel **included, respected** and **listened to** and are able to attend school in a **Ready, Respectful** and **Safe** way.

School Shirt-

- Plain white
- Short / Long Sleeves
- Tucked in, buttoned to the top
- School Tie visible (knot at top and sitting waist length)

Tops-

- Plain black sweatshirt, V-neck jumper, cardigan, fleece
- The only logo acceptable on the above item is the school logo. These tops can be purchased through Rostrum (no other logo is acceptable, pupils will be asked to remove these tops)
- No hoodies

Dumfries and Galloway Education Services

Bottoms-

- Plain black school trousers
- Plain black school shorts (not sports shorts)
- Plain black culottes / skirt / pinafore
- Kilt
- Plain black leggings (not sports leggings e.g. with sheer panels / lycra)
- No denim

Footwear-

- Plain black footwear

Acrylic /Gel Nails-

- No longer than the length of finger

PE Kit-

- t-shirt / sweatshirt / tracksuit top / waterproof top
- shorts / lycra leggings / tracksuit bottoms
- change of trainers / boots

Ties are available to buy from the school office for £7.50.

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

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

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. Guidance is available on Clothing Grants from Pupil / Parent Support Unit on:

<http://www.dumgal.gov.uk/article/15246/School-clothing-grants>

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

Security of Property

Pupils are responsible for the safety of their own belongings - money, bags, PE kits, jackets, etc. They must not be left unattended in the social area or in corridors. All belongings should be clearly labelled with the pupil's name and class. Pupils are able to rent a locker each year for a small charge.

8.3 School Meals

In Dumfries & Galloway Council, Economy, Environment and Infrastructure, Facilities Management – Catering Services, 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 Management – 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 Management 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 Management – Catering Services has a Naturally D&G website <https://dumgal.gov.uk/schoolmenus> that provides supplementary information.

Free School Meals and School Clothing Grant

You might be missing out on £s
You could be eligible for Free School Meals and a School Clothing Grant if you:

1. have a child or children who attends a school in Dumfries and Galloway
2. haven't already received an award for the current school year, and
3. receive any of the following benefits:

- Universal Credit with a monthly earned income of not more than £610
- Income Support
- Job Seekers' Allowance (income based)
- Employment and Support Allowance (income based)
- Child Tax Credit on its own, with an income of less than £16,105 (subject to change)
- Both Child Tax Credit and Working Tax Credit with an income of up to £7,330 (subject to change)
- Support under Part 4 of the Immigration and Asylum Act 1999

See info and application form: <https://crowd.in/snJFIE>

If you can't apply online or need info or help, t: 030 33 33 3006 or e: educationbenefits@dumgal.gov.uk



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 in each year, nursery and primary school pupils can save £361 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 number of pupils who are entitled to free school meals.

For more information visit <https://dumgal.gov.uk/schoolmenus>

8.4 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 <https://www.dumfriesandgalloway.gov.uk/schools-learning/schools/financial-support-education/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 <https://nearme-dumgal.hub.arcgis.com/>

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.

Morning Supervision

Pupils will be supervised inside the school building from 8.35am onwards. Parents are advised that pupils arriving before this time cannot be guaranteed supervision.

8.5 Class organisation

In S1 pupils are allocated to classes by the Pupil Support Team.

In S1-2 there are also practical and non-practical classes which continue to follow the common course, but more and more consideration is given to making choices as the year progresses. Guidance is given on how to make suitable choices for courses of study in S3. These choices should reflect particular aptitudes and talents as well as career aspirations.

Pupils will make their first choices at the end of Second Year. For S3 they will choose 6 subjects as well as the core subjects of English, Mathematics, Modern Languages, PE, RE and PSE. Courses will be followed over Third Year as part of Curriculum for Excellence.

Dumfries and Galloway Education Services

In S4 pupils choose an appropriate course from a range of National Qualifications. Each course is normally designed to last one year. Courses are also offered which will improve the experience of pupils in a range of skills related to employment and the needs of industry and commerce.

Lockerbie Cluster

Lockerbie Academy is part of Lockerbie Cluster which includes all our associated primary schools. These primaries are: Applegarth, Eaglesfield, Hightae, Hoddom, Hottsbridge, Johnstonebridge, Lochmaben, Lockerbie, Nethermill and St Mungo.

The transition process for pupils moving from primary to secondary starts in P6. Information regarding transition can be found on the school website. <https://lockerbieacademy.dumgal.sch.uk/>

Support for Learning staff and/or Pupil Support staff visit each of the primaries to talk to both teachers and pupils, and in June the children come to the Academy for an induction week to follow their S1 timetable. They are assisted throughout this week by senior students who act as buddies.

Upper School

Several opportunities for Community Service are available whether it be in a local Primary School, MAP or the Learning Centre at Lockerbie Primary. The majority of sixth year pupils participate in the “buddying” initiative with S1/2 pupils and a large number of senior pupils are involved in Mentors in Violence Prevention (MVP) programme.

To equip students for the world of work, there are normally opportunities to participate in Work Experience and Work Shadowing. Other committees are also formed – e.g. the “Prom Committee”. The Sixth Year Steering Committee which coordinates events includes the School Captains, the House Captains, as well as two senior staff.

Sixth Year

Sixth year students have the opportunity to take part in a wide range of activities which they are encouraged to organise.

A Charities Committee co-ordinates all the fundraising activities in the school and decides which charities will benefit from their fund raising efforts.

The seniors organise ‘end-of-term’ events for the rest of the school which helps to raise money for charity. As a result, a great number of charities have benefitted financially over many years.

8.6 Positive Behaviour and Celebrating Success

We have a Merits system where pupil success is recognised and praised and pupil and class totals are tallied periodically. Lockerbie Academy pupils are very well-behaved, but we are careful to avoid complacency.

Every year we stage a Celebration of Achievement Prizegiving, as well as assemblies. Parents are normally invited to join us in celebrating the successes of our young people over the year. There is a different guest speaker, of some reputation, at these events.

9. The Curriculum

9.1 Curriculum for Excellence

Curriculum for Excellence (CfE) is bringing learning to life in the way education is delivered for all 3-18 year olds – in nursery, primary, secondary, at college, workplace or community learning. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture children and young people as successful learners, confident individuals, effective contributors and responsible citizens.

How does Curriculum for Excellence work?

Curriculum for Excellence includes four contexts for learning:

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

Curriculum levels and stages

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

Broad General Education

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

Experiences and Outcomes are what the learner will be able to explain or do. There are detailed Experiences and Outcomes for all subjects available on the Education Scotland website; teachers work to deliver these, and the progress of learners is measured in the achievement of Outcomes. Reporting to parents is likely to include information about children's Experiences and Outcomes and about the Levels at which they are working.

Senior Phase learners work towards qualifications from SCQF levels 1-7 which include National's, Highers, Advanced Highers, Skills for Work, National Progression Awards and Personal Achievement. Learners may also gain awards such as the John Muir Award, the Duke of Edinburgh's Award and Youth Achievement Awards as part of their Wider Achievement portfolio. When young people leave school aged 16+, they are entitled to a positive and sustained destination. This may include college, university, work, foundation apprenticeships or training.

Assessment is for Learning

Lockerbie Academy embraces the principles of Assessment is for Learning, based on the work of Professor Dylan William.

The purpose of this is to improve the dialogue between teachers and students by developing mutual responsibilities in the teaching and learning process. Teachers engage in a range of strategies, appropriate to subject content, to ensure that all students are involved in their learning and know what they must do in order to extend their understanding and skills. Teachers continue to develop and evaluate good practice in line with these principles and with the support of the school community.

Dumfries and Galloway Education Services

A range of approaches continues to be put into practice across the school (as relevant to class and subject). Learning Intentions, Success Criteria, and clear feedback are a feature of teaching across the school. Students are also encouraged to develop their understanding of quality and standards in each of their subjects through exemplification (showing or illustrating by example) and through peer and self-assessment.

This will continue to be a focus for the school in this and future academic sessions.

Curriculum

Our curriculum will build on prior learning during your child's primary education. Primary 7 pupils spend a whole week in June following their new S1 timetable with their academy teachers. During S1-S3, pupils will experience a Broad General Education (BGE), with opportunities to master the full breadth of Level 3 Experiences and Outcomes (Es & Os). Importantly, pupils will also be challenged to aim higher at every turn, and they will be supported to achieve higher levels at an appropriate pace. Towards the end of this phase, pupils will prepare for the Senior Phase (S4-S6), where they will normally be presented for examinations at appropriate levels to each pupil.

At each stage in personalisation, pupils and families are supported through briefings, booklets, interviews and curricular information and consultation evenings.

Each new timetable is launched in June and leads up to the May exam diet. Our terms generally run from August to October, late October to December, January until March and April until July.

Pupils enjoy a range of trips, these have included the Battlefields, Paris, Comenius, Auschwitz, skiing in the Alps, New York and Barcelona.

Pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing throughout the curriculum, but with a particular focus during our own skills lessons. These courses have been developed within the school and are targeted at making our pupils better learners. Pupils also develop these skills through an extensive range of extra-curricular clubs and trips, as well as a range of industrial visits.

We are keen to cater for all pupils needs and endeavour to support alternative timetables for senior pupils alongside more traditional approaches. We work in partnership with Further Education (FE) and industry to offer diverse opportunities for a more effective future workforce.

Curriculum for Excellence is bringing learning to life in the way education is delivered for all 3-18 year olds – in nursery, primary, secondary, at college, workplace or community learning. It takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

9.2 Subject Information

Lockerbie Academy pupils enjoy a full range of subjects, including one of the broadest range of Advanced Higher subjects in Dumfries & Galloway. We are also proud to be able to offer a full Drama provision, with two full-time subject specialists.

9.3 Curriculum for S1- S3

S1-2 subjects are Physical Education, Personal & Social Education, Religious & Moral Education, English, Mathematics, Modern languages (French & Spanish), Science (Biology, Chemistry & Physics), Geography, History, Modern Studies, Art & Design, Drama, Music, Business & IT, Technical (Design & Technology & Craft Skills), Home Economics, Literacy and Numeracy.

During S3, all pupils follow Physical Education, Personal & Social Education, Religious & Moral Education, Modern Languages, English and Mathematics. Additionally, each pupil personalises their own curriculum by choosing to specialise in one subject from each of four curricular areas; Expressive Arts, Science, Social Studies and Technologies. Pupils then have a further two free choices from all of the subjects on offer.

Interdisciplinary Learning is used throughout our curriculum and also in our own Lockerbie Academy skills courses.

9.4 Curriculum for S4-S6

During the senior phase (S4 to S6), pupils will be able to follow up to seven subjects at once, through normally one-year courses leading to SCQF levels 1-7 which include National's, Highers, Advanced Highers, Skills for Work, National Progression Awards and Personal Achievement. Presentation will generally start in S4 and they will study English, Maths, PSE, PE, RE and Employability, plus 5 other subject areas.

9.5 Making Choices

From P7 onwards, parents are offered advice as it is required, on key issues such as the S1 curriculum, the house system, S3 curricular personalisation, Senior Phase curriculum and subject choice. Additionally, a number of curricular information evenings are provided. We will continue to consult parents on any changes within the BGE and Senior Phase arrangements.

At the end of S2, each pupil personalises their own curriculum by choosing to specialise in one subject from each of four curricular areas, with a further two free choices from all of the subjects on offer.

By the end of S3, pupils will choose subjects and levels for their Senior Phase. These choices should be within those specialisms selected for S3.

Register teachers help S2 pupils through the S3 options process, while Pupil Support and SLT staff conduct interviews with S3 and S4/5 pupils as part of their Senior Phase Options. Additionally, briefings are given, allowing pupils to help shape the final option forms.

Money Matters

In Art, Home Economics and Technical Subjects, charges are now paid by the school to cover the cost of materials used.

9.6 Health and Well Being Education

Learning in health and wellbeing (personal and social education) ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes that they need for mental, emotional, social and physical wellbeing now and in the future. Positive health and wellbeing is crucial to our school values and is integral to effective learning and preparation for successful independent living.

Aims

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

(Health and Wellbeing (HWB), Curriculum for Excellence: Principles and Practice)

By offering a well-resourced and relevant PSE curriculum, which combines relevant curriculum delivery and special focus events delivered by partner agencies we aim to ensure best practice in personal support. Each Principal Teacher Pupil Support is responsible for developing the HWB resources for each significant aspect of learning, ensuring that it is relevant, builds upon prior knowledge and develops the learners' capacities. PTPS will identify appropriate resources and topics to be covered in the course and will lead their group of tutors in developing appropriate materials.

HWB will be delivered once a week by the class tutor, assemblies by Head Teacher, Head of Year, PTPS, teaching staff and guest speakers, and finally, during special focus events. The values that underpin positive development are reflected throughout all classes and in pupils' daily interaction with staff.

At the beginning of each session, Tutors will be issued with a scheme of work to be covered for that term. Tutors will be directed to Teams where a folder containing lesson plans, information sheets and a note of resources to be used will be detailed. Staff are free to adapt suggested lesson plans, but should inform the relevant PTPS of any new approaches which could be shared with other staff. Guest speakers will be invited to present to each year group throughout the year. Lockerbie Academy has established links with a range of organisations and individuals who continue to visit the school regularly.

10. The Wider Curriculum

10.1 Extra Curricular Activities

What follows is a selection of the many activities normally available to pupils. Obviously, what is offered can vary slightly from year to year as staffing changes occur. A games hall, gymnasium and extensive playing fields are available to allow a wide and varied range of extra-curricular sporting activities. Involvement in Regional and National competitions is encouraged. Among the sports offered are football, hockey, badminton, volleyball, cross-country running, horse riding, table tennis, rugby, basketball and athletics. In addition, there are Music, Drama, Art, Foreign Language and other subject clubs including our school LGBT Pride not Prejudice Group.

10.2 Pupil Voice - House Councils

Each Register Class votes for two pupil representatives from each house who will be members of the House Council which meets twice a term and raises issues relevant to their peer group with their Pupil Support Teacher and Head of House. This forum allows pupils' views and opinions to be heard and acted on. The House Captains of Annan, Dryfe, Kirtle and Milk chair and minute the Pupil Voice meetings.

10.3 School Trips

There are many Sports Clubs, which differ to suit everyone. There are regular theatre trips to see productions in Glasgow and Edinburgh – even London, which are always very exciting. You may also be given the chance to go abroad with your studies.

10.4 The Community

A column is published in the local newspaper, the Annandale Herald, informing the wider community of events and successes within the school.

The Lockerbie Learning Community which comprises the Academy and all catchment Primary Schools has a Transition Subgroup which meets regularly throughout the year to discuss the transition procedures with the main events of the year being the Induction Week at the end of June.

10.5 Eco Schools

The school is proud to have been awarded the Green Flag as is Lockerbie Primary School who has also achieved their Green Flag status.

11. Home/ School Partnership

11.1 Parent/Carer Council

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

Every parent who has a child at our school is a member of the Parent Forum. The Parent/Carer 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/Carer Council to work on with the school;
- Be asked your opinion by the Parent/Carer 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/Carer Council may get involved in include:

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

11.2 Communicating with Home

There are various methods used to communicate information from the school to the home. The Annandale Herald also carries a School column "News from Lockerbie Academy" which gives information on a wide range of school activities. The school uses Groupcall, an electronic text/voice messaging service to communicate a wide range of information home.

Non-resident parents who wish to maintain effective communications with school should contact us to discuss this further.

Parent/Carer Consultation Evenings

Although parent/school communication is welcomed at any time, parents' evenings are organised for a variety of purposes during the session, dates being given nearer the time to the appropriate year group. The parents' evenings tie in with the issue of pupil reports.

Information/Topic Evenings

Information evenings for parents of pupils in S1 to S6 are arranged in each session so that parents are supplied with the information about relevant issues affecting each year group or concerning all pupils. They provide a valuable opportunity for parents to ask questions and learn about the most recent developments in education at these vital stages or initiatives which are prevalent in society today. Parents are informed of these by letter, Groupcall and via the school website:

<https://lockerbieacademy.dumgal.sch.uk/>

Contact with Parents and Carers

Rationale

The positive input of parents and carers is vital in ensuring the best possible educational experience for young people. It is important therefore that parents and carers should be able to participate in events designed to maximise their childrens' educational achievement and be able to contact school in order to obtain the best outcomes.

Planned contact with Parents and Carers

The school organises an information evening for all year groups each session as follows

P7 (November & June) – Transition to secondary school

S2 (January) – Transition into S3

S3 (February) – Transition to Senior Phase

S4 (February) - Managing S4 with emphasis on assessment and the SQA process

S5 (February) – Managing S5 with emphasis on assessment

S6 (June) – Choices beyond school with emphasis in UCAS and College applications

Parents and carers receive reports each year giving information on their childrens' progress, a variety of summative reports including comments and tracking reports are used depending on year group.

Throughout the session the school sends letters home on a range of topics relating to their childrens' education. These letters are also available electronically through Parentmail.

A column is published in the local newspaper, the Annandale Herald, informing the wider community of events and successes within the school.

The School is moving towards using Satchel 1 for homework. This will allow Parents and carers of students in S1-S3 to know what homework has been issued.

The school website is a very useful source of information about school.

Contacting School

Parents and carers are encouraged to contact the relevant Principal Teacher of Pupil Support (PTPS) if they have any concerns relating to their child's educational progress or well-being. The PTs of Pupil Support are as follows:

Annan House - Miss. Thompson
Dryfe House - Mrs Dempster / Miss Weatherspoon
Kirtle House - Mr Williamson
Milk House - Mrs. Bowker

Initial contact should be made by telephone – the School Office will put enquiries relating to individual students through to the relevant PT of Pupil Support. If the PT is not available, then the Office will leave a message for them to contact parents or carers as soon as possible.

If parents or carers wish to speak to the PT of Pupil Support directly, they should telephone the School Office to arrange an appointment. The school cannot guarantee to meet with parents and carers who come into school without making an appointment.

Some parents and carers may have more contact with school if their child has additional support needs. Parents and carers will be informed who they should contact about their child's IEP or CSP.

Resolving Issues

If parents or carers make the school aware of an issue which needs to be investigated, the PT of Pupil Support will carry out an investigation and will feed the results back to parents or carers within an agreed period of time.

If the issue relates to progress in a particular subject, a meeting may be arranged with the subject teacher or Faculty PT.

If the issue is more serious, the PT of Pupil Support may refer it to the Head of House. The Heads of House are as follows:

Annan House - Ms. Currie
Dryfe House - Ms. Currie
Kirtle House - Mrs. Carrick
Milk House - Mr. Downie

If parents or carers feel that an issue they have reported has not been satisfactorily resolved it then may become a complaint. The school follows the regional procedures with regard to complaints.

Complaints are recorded using the customised Regional Form.

Complaints will be acknowledged in writing within 5 working days. The matter will be investigated and resolution sought within 20 working days.

Parents or carers should be informed of the outcome of the complaint and the complaints form should be recorded and signed off by parents or carers and the Headteacher.

If parents or carers feel that the matter has still not been resolved to their satisfaction, then they should contact the Parental Support Officer at Dumfries and Galloway Education Department.

11.3 Attendance

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

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

- 1 The school is informed if the family are running late.
- 2 Any legitimate absence is notified to the school before 8:50am on the first day of the absence without fail, and that further contact, before 8:50am, are made on every subsequent day of the absence. Schools will contact you in writing with any concerns.
- 3 Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up to date and are genuinely numbers where a response will be received. This is particularly important with mobile phone numbers.
- 4 The school is kept informed of the absence and the likely return date.
- 5 Any planned absences are officially notified to the school, in writing, in advance.
- 6 School would be informed before 1.30pm if a child was not returning to school after lunch because of becoming unwell over that period.
- 7 Latecomers report to the school office on arrival at school.

Staff will ensure that absences are checked every day and follow up the whereabouts of any child for whom we have no explanation. Due to the amount of extra work involved and necessity of having the correct information we would ask you to make note of the above requirements and ensure that you follow through the procedures to ensure the safety of all our children.

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. You should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is not possible and not fair to other children – to direct teaching time to assist a child who has been on holiday to catch up on what they have missed. Parents should always inform the school, in writing, of any such holiday plans.

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

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

Term dates can be found at www.dumgal.gov.uk/article/15239/School-term-and-holiday-dates

11.4 Homework

Homework and Home Study

Homework is an important part of the learning process and it is included in this section on Home and School because the support of parents is crucial in ensuring that homework is completed. In general terms the amount of homework demanded of pupils increases as they progress through secondary school. Satchel 1 is going to be used to record homework and parents of pupils in S1 to S3 should check this regularly. Parents should discuss and look over homework with their son/daughter. We are dependent upon parents supporting our homework policy to help raise attainment in Lockerbie Academy. Pupils are expected to study at home e.g. by looking over work on a daily basis, as well as preparing for assessments.

11.5 How is my child doing? (Assessment and Reporting)

Assessment and Reporting

In S1 continuous assessment ensures that pupils' strengths and weaknesses are identified. The main purpose of assessment at these stages is to provide constant support and feedback to pupils and parents so that pupils' progress is maintained. In S1 interim reports are issued in December, and summative (Full) reports issued in May, with a Parents' Evening in December.

An S2 interim report is issued in November, with summative / full reports issued at the end of April. A Parents' Evening is held in November.

S3 Tracker reports are normally issued in October and again in January, informing initial subject choices for the Senior Phase (S4 to S6). The S3 Parents' Evening follows the report in January. A further Tracker report for S3 is issued in May.

In S4 to S6 there is national certification for National Qualifications, such as National 3, 4, 5, Higher and Advanced Higher. Tests in October / November and Prelims in January prepare pupils for the final assessment and certification process. S4-6 Tracker reports are normally issued in September, November, February and March, with two Parents' Evenings in February.

For all year groups progress is monitored by Reports, Tracking and Target Setting. In addition, parents can, at any time, contact the school to discuss the progress of their children.

All Parents' Evenings are organised on the basis of an appointments system.

In S5 and S6 students choose courses leading to Nationals, Highers and Advanced Highers.

Many pupils in S6 will have already obtained qualifications in S4 and S5, and therefore their timetable demands will vary. At this stage pupils are encouraged to make sensible use of their study time and Sixth Year is treated as a transition from secondary to further education. However, the rules and regulations necessary to run an efficient school are still in operation. There are also many opportunities for Enterprise activities and Life Skills.

11.6 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.

More information is available from your school or on the Council website.

In Lockerbie, pupils experience many opportunities to profile, across the school. This is particularly effective in teaching them to reflect on their learning and on their feelings. In this way, pupils develop greater self-awareness and self-management. This also helps them to take greater responsibility for their learning.

11.7 Helping the School

All parent/carers are invited to participate in the Parent/Carers' Forum, discussing developments and future policy decisions. Parent/Carers also help us at times with school excursions and activities, as well as participating in lessons where their professional experiences are relevant.

11.8 Helping your child

The best chance of success is when pupils learn with both their teachers and their families. Simply joining in with homework or ensuring a quiet, focused environment for home work or study to take place will go a long way to improving your child's prospects.

11.9 Useful Information

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

<https://education.gov.scot/parentzone>



Parentzone
SCOTLAND

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education.gov.scot/parentzone



12. Support for All

12.1 Pupil Support

Sensitive Issues

There are a number of sensitive issues, often difficult and complex in nature, which PTs of Pupil Support encounter on a regular basis. Ms. Currie has responsibility for the handling of these issues and advice should always be sought if any of the following areas are encountered in the course of Pupil Support work. The following section is an extract from the Council's Basic Information Booklet and is given to Pupil Support for information.

Confidentiality

There is no legal requirement to report criminal offences to the Police but it is an offence not to give information when requested.

Pupil Support cannot guarantee confidentiality in all cases e.g. where there is evidence of a criminal offence but action should always be taken if a child is being placed in physical or moral danger. Students should be told that confidentiality cannot be guaranteed if such a situation arises.

Pupil Support teachers may be caught in a conflict of interest between a child and a parent. There is no law that parents should be consulted or involved before giving advice, but unless the circumstances are exceptional it is good practice to encourage students to discuss issues with parents.

Drugs, substances and weapons

There is an expectation that drug, substances 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. It should be understood that Police will be involved if drug use is suspected or discovered or, if there are concerns regarding the possession, threat or use of weapons.

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.

Assemblies

Our assemblies are designed to be appropriate to the needs and background of all the pupils. They are both stimulating and thought-provoking with a strong emphasis on pupil and staff participation. Guests from a wide variety of organisations are invited in as appropriate. There are also House Assemblies organised by the House Captains. There have been, in addition to the programme of assemblies, a Remembrance assembly in November and Christmas services in December.

LGBT Charter

Inclusive Social Dance

All pupils at Lockerbie Academy have the opportunity to take part in social dance as part of the Physical Education Curriculum. Our PE staff are committed to ensuring a safe, respectful and inclusive learning environment for all pupils by:

- Asking pupils to 'find a partner' instead of choosing the opposite gender.
- Instead of using 'boy' or 'girl' references, staff will refer to pupils as partner 1' or 'partner 2'.
- Participation in a range of group and partner dances.
- Pupils are encouraged to dance with a partner of their choosing at the end of term Christmas Ceilidh.

The changes will ensure inclusivity for all of our pupils and also take into consideration the protected characteristics of the Equality Act (2010) such as disability, gender reassignment, race, religion & belief, sex and sexual orientation.

Personal and Social Education

Pupils have a weekly period of PSE with their Register Teachers. PSE includes personal and school issues such as friendship and bullying, Health and Wellbeing and developing skills for life, learning and work. There are also visiting speakers for the Health Education part of the syllabus.

12.2 Pastoral Care

This is provided in the first instance by our register teachers, who see the same group of pupils every morning. The main pastoral support, however, is provided by our pupil support staff.

12.3 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 in order to ensure that all children and young people have access to quality learning opportunities and experiences.

The Authority aims to remove barriers to learning for all children with additional support needs through a range of offers. 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 fulltime provision in a school with a learning centre or an inclusion base

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

Support for Learning

It is generally recognised that approximately 20% of children may have additional support needs at some time, which are likely to range from mild and intermittent difficulties through to those which are more complex or they may have multiple factors proving to be barriers to their learning.

The Education (Additional Support for Learning Act) (Scotland) (2004) introduced a framework for supporting children and young people in their school education, and their families. This framework is based on the idea of additional support needs. This term will apply to children and young people who, for whatever reason, require additional support, in the short or the long term, in order to help them make the most of their school education.

The 2009 amendments relate, among other things, to:

- the rights of parents to make out of area placing requests
- following a successful out of area placing request parental access to mediation and dispute resolution from the host authority
- increased parental rights in respect of access to the Additional Support Needs Tribunals for Scotland (ASNTS)
- the provision of a new ASNTS national advocacy service

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In addition, the 2009 Act:

- automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education
- education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan (CSP)

Support for Learning Service

The Support for Learning Service is comprised of a team of teachers and Support for Learning Assistants working in Lockerbie Academy and is part of the Support Faculty. The aim of the team is to provide a responsive and flexible support system to help ensure all pupils have access to a broad, balanced, relevant and differentiated curriculum.

The identification of needs usually begins in the primary school and transfer from P7 to S1 is carefully monitored and documented.

Priority is given to children with additional support needs in S1 and S2, but pupils of all years may have some input from support staff.

Support staff may work co-operatively with subject teachers in the classroom or in the development and modification of learning materials. They may also see pupils individually or in small groups in the Support for Learning Base.

Some pupils may be temporarily withdrawn to the Bases, or they may have individual timetables and work outwards from the Bases in subject areas, as far as it benefits them.

A number of pupils benefit from the Paired Reading Scheme operating in the school. This is where senior students, after training, help younger pupils improve their ability, and interest in reading. The focus on reading skills is further increased with delivery of the Corrective Reading Scheme and the Accelerated Literacy Programme for targeted pupils.

A Guide for Parents and Carers

The Authority has developed a range of information booklets outlining both policy and practice, which is available online at www.dumgal.gov.uk. If you would like any further information or advice, please contact the school in the first instance or contact the central support team at:

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

[http:// https://www.dumfriesandgalloway.gov.uk/schools-learning/schools/support-pupils/additional-support-learning-asl](http://https://www.dumfriesandgalloway.gov.uk/schools-learning/schools/support-pupils/additional-support-learning-asl)

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 www.siaa.org.uk; or

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- 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/>
- Let's Talk ASN is a free service that helps parents and carers of children with additional support needs handle education disputes. Children aged 16 or 17 years old with additional support needs can also use the service directly. <https://www.disabilityscot.org.uk/organisation/lets-talk-asn-scotland/>
- My Rights, My Say is a free support service for children and young people aged between 12 and 15. It offers advice and information, advocacy support, and legal representation. It also gives children a chance to share their own views about their support. <https://myrightsmysay.scot/>
- Parents Inclusion Network (PIN) <http://www.parentsinclusionnetwork.org.uk/>
- Dumfries and Galloway Advocacy Service is a registered charity and voluntary organisation who offer a free, confidential and personal independent advocacy <https://www.dgadvocacy.co.uk/>

What is Additional Support for Learning (ASL)?

Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

Disability or Health	Down's syndrome	Visual Impairment	Language or speech disorder	Autism spectrum disorder
	Attention deficit hyperactivity disorder	Health needs	Physical and motor impairment	Selective mutism
	Deaf and hearing impaired			
Learning environment	Highly able pupils	English as an additional language	Dyslexia	
Family circumstances	Young carers	Travelling communities	Looked after by the local authority	Interrupted learning
Social and emotional factors	Experiencing bullying behaviour	Social and emotional behavioural needs	Bereavement	Restorative approaches

If you have any concerns about your child, you should speak to a member of staff in the school in the first instance. There are a number of ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers (Additional Support for Learning teacher, Educational Visitor, Sensory Impairment Specialists) and Educational Psychologists. It may also involve your child being referred onto staff in external agencies such as health staff (Speech and Language therapist,

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Occupational Therapist, Physiotherapist etc.). As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate your child will have an educational plan agreed which will identify how they are to be supported.

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

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

Broader Picture

Every pupil in Lockerbie Academy is a member of a school House with a Pupil Support Teacher. The Pupil Support Teacher has an overview of progress for every pupil in the house. A pupil with an Individualised Education Programme has a key person (a Support for Learning Teacher) who runs the IEP. The teacher contacts the parents early each session to arrange meeting(s) each session. Parents can contact the teacher as often as they need to.

Transition from School to Work, Further and Higher Education

An important element in the planned Pupil Support programme is preparing students to leave school and take their place in society. Students need to be made aware of what opportunities exist for them beyond school.

The Careers Adviser is fully involved in this transition through giving information about the local job market, apprenticeships and Further and Higher Education opportunities. They will also interview all students who have stated an intention to leave school and will assist them to make job applications and to apply for college. They will also liaise with Pupil Support about students.

Transition Beyond School and PSE

The PSE programme includes the following:

- Records of Achievement
- Information on Apprenticeships.
- Managing finances.
- Sexual Health.
- UCAS applications.
- Further and Higher Education Opportunities.
- Mock Interviews
- Application forms and their completion.
- S6 Induction

S3 students have also previously participated in the Big World presentation and S3 Work Ready Days arranged by partner agencies.

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Christmas and S4 Summer Leavers will have their particular needs met in this regard. More information on the content of the PSE programme is available.

There is a heavy emphasis on UCAS application in S6 PSE. All S6 students have talks on how to apply for UCAS. They are strongly encouraged to visit university and college open days also. There is a parental information evening for S6 students and their parents in June which covers UCAS and college applications and funding. S6 students who are not applying for university through UCAS are carefully tracked to ensure they have a positive destination upon leaving school.

ASL Transitions

The Support for Learning Department at Lockerbie Academy has close links with all associated Primary Schools and this liaison is a vital part of the transition process. All Primary Schools are contacted in the New Year to ask if pupils in P7 moving into S1 have Additional Support Needs. A visit is made by a Support for Learning Teacher to appropriate Primary Schools in February/March to gather information to build a profile of the individual pupils. For most pupils the support put in place for induction week based on this information is sufficient to ensure successful transition. A few pupils need extra support e.g. the Home Link Workers organise a few weeks of input with a group of vulnerable pupils. This includes familiarisation visits to Lockerbie Academy and follow up work that is completed by October break. Detailed dialogue with staff at Lochmaben Primary Learning Centre ensures that appropriate extra support is put in place e.g. a visit by a Support for Learning Teacher from Lockerbie Academy teaches the pupils at Lochmaben for a number of weeks, the pupils visit Lockerbie Academy before induction week. The Principal teacher also has responsibility for Behaviour Support at Lockerbie Academy. She meets with members of the Primary Behaviour Support Team to ensure similar arrangements are made for pupils with these needs.

The Enrolment of Pupils Transferring from Other Secondary Schools

When enquiries are received from Parents/Guardians regarding transfer to Lockerbie Academy initial contact should be made with Head of Year to arrange an enrolment interview which will take around 1 hour.

If students are transferring from another school but are not resident in the Lockerbie Academy catchment area then the Parent / Carer should contact their catchment school and if appropriate the two Headteachers will discuss what is best for individual pupils.

If students are looked after and accommodated within Dumfries and Galloway from other regions, then the psychologist must be involved in the enrolment.

At the enrolment interview, detailed information will be taken regarding the new pupil's experiences of school to date, attendance record, attainment and behaviour. Information about the family may also be sought. If the new pupil has a CSP or IEP the Support for Learning department will be consulted and involved in the enrolment process. The information gathered will be passed on to the relevant Pupil Support Teacher. At this interview also, the appropriate registration forms will be completed and the Internet Agreement. The new pupil will be allocated a Register Class and a Pupil Support Teacher. A note of subjects studied should be taken, although parents should be made aware that timetable constraints may apply.

Also at the enrolment interview, Head of Year will check if the family is entitled to free school meal / clothing grants.

Details of subjects to be studied will be given to the Office staff who will create a timetable using SEEMIS/Click and Go.

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The pupil will be given a provisional starting date which allows staff to be informed about the new arrival. The starting date will normally be no less than three school days after the initial interview has taken place. A bus pass, if relevant, will be obtained.

Head of Year will contact the enrolling pupil's last school for additional information about them. A note of any such conversations will be passed to the relevant Pupil Support Teacher.

When the new student begins at Lockerbie Academy, the Pupil Support Teacher will make arrangements to ensure that s/he has somebody to help them find their way to classes and to the lunch queue and if relevant the bus park for the first week. The Pupil Support teacher should interview the new pupil within 3 weeks of their starting at Lockerbie Academy to check that they have settled in well.

Identifying Needs

Liaison with associated Primary Schools ensures that all information about additional support needs is transferred from Primary to Secondary. All teachers can discuss any concerns about additional support needs of pupils with Support for Learning Teachers. A system of Faculty Links so that each Support for Learning Teacher has regular contact with 2 or 3 subject faculties encourages this communication. Pupil Support Teachers can gather information from teachers, pupil and parents that may indicate additional support needs. The close cooperation between all staff in the Support Faculty means this is speedily passed onto PT Support for Learning. There are various diagnostic tests that can be administered e.g. Dyslexia Screener and referrals can be made to the Educational Psychologist for further assessment and advice about appropriate supports.

Provision

The majority of pupils who have additional support needs are met in mainstream class.

The years spent in Lockerbie Academy are a time of challenge and change for pupils with additional support needs. Most have aspirations similar to their peers and many of them will go on to realise them in school and beyond. In the period between S1 and leaving school all pupils go through a process of recognising the gaps between their personal aspirations and the realities of what is possible. This process may be particularly difficult for those who come to appreciate the reality of their special needs. With good support at home and in school, they can be assisted to solve many of the problems which lie in front of them as they consider the directions they wish to take.

Teachers are the key personnel in meeting additional support needs. Subject teachers hold the main responsibility for educating pupils, but should expect and receive support and advice from Faculty Heads and Pupil Support staff, and from the Support for Learning Department. Support for Learning staff aim to assist colleagues, rather than take responsibility from them for pupils' learning.

Teachers therefore should devise learning programmes which are based on knowledge of the pupil gained from observation, previous attainment, and advice from specialist staff. The programmes should be organised to take into account:

- the selection and adaptation of content to reflect the strengths, prior learning, needs and interests of the pupil;
- the importance of matching tasks to particular needs or skills;
- the different pace and level of learning in the class;
- alternative modes of presentation and appropriate choice of learning resources;
- flexibility in teaching style and approaches to respond to the needs of the learner.

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There should be a structured planning framework in place in each department which takes into account short and longer-term learning objectives.

However, a small number of pupils need an individualised curriculum.

Certain pupils coming to Lockerbie Academy will have Moderate to Severe Learning Difficulties and will find much of the formal curriculum on offer beyond their capabilities.

For this small number of students an individualised curriculum will be devised which will involve integration into the mainstream curriculum with the balance being provided in the Learning Base. In the Base the following are covered: basic literacy and numeracy skills, life skills and communication skills.

The emphasis for pupils who fall into this category is to provide an experience on a daily basis which is purposeful and geared towards their independent functioning. The Bases are also used for small group tuition when pupils are withdrawn from mainstream classes, but only spend a small part of their time there. For instance, basic skills work in English, basic Mathematics, Personal and Social Development and basic Science, are taught.

Who to contact if a parent thinks that a pupil has additional support needs and where to get more information and advice.

Contact

Parents can either contact the Pupil Support Teacher who will pass on the request for information and advice to the Support for Learning Teachers or directly contact PT Support for Learning.

Support

A few pupils are supported closely, and progress is monitored, using targets in an IEP. There is a wider group of pupils who are supported by class teachers providing an adapted programme of work assisted when possible by a Support for Learning Teacher or Support for Learning Assistant. A Support for Learning Assistant supervises pupils with additional needs at morning interval and lunchtime. It is important that pupils are able to socialise with peers within safe boundaries. A room is available for pupils who need a space away from the busy social area in school.

A small number of pupils are allocated a Behaviour Support Assistant to help them stay on target with behaviours that ensure success in school. These pupils also meet with the Behaviour Support Teacher to discuss targets and progress. A large group meet with the Behaviour Support Teacher, but are able to meet targets to improve without an extra adult in class.

Concerns

A leaflet, "Contact with Parents and Carers", is available from the school. Your first point of contact with school is your child's Pupil Support Teacher.

You should phone to discuss issues or to arrange an appointment with your child's Pupil Support Teacher. If the Pupil Support Teacher is not available to speak to they will phone you back. You can always expect to get feedback on an issue you have brought to the school's attention.

You can expect to find out about problems which arise at school. If an issue is serious the Head of House may be involved in investigating it.

12.4 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.

12.5 Child Protection

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: **safe, healthy, active, nurtured, achieving, respected** and **responsible** and **included**. Lockerbie Academy with a range of partners, both statutory and from the Third Sector work together to ensure this happens for our students. Further information on Child Protection can be found in the Child Protection Policy for Schools, Pre-School and Child Care Services which is available from the school and on the Dumfries and Galloway Council website.

The Child Protection Co-ordinator at Lockerbie Academy is Ms. Kerry Currie and the deputy Child Protection Co-ordinator is Mrs Rosie Bowker. Either Ms. Currie or Mrs. Bowker can be contacted at school if there is any concern about the welfare of students at Lockerbie Academy.

12.6 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 and 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

Each school has an identified Educational Psychologist. Further information about the service is available from the school.

12.7 Educational Maintenance Allowance

The Education Maintenance Allowance (EMA) is a means tested weekly allowance payable in two-week instalments in arrears during term-time only. It is intended to encourage students to stay on at school in post-compulsory education. Applications are available from all Secondary Schools, the Pupil/Parent Support Unit and your Local Area Customer Services Centre.

12.8 Wellbeing and Nurture

Wellbeing and Nurture



Lockerbie Academy strive to create a culture where children and young people are included, engaged in their learning and achieving. Where their achievements and contributions are valued and celebrated.

To create this environment for effective teaching and learning, we have a shared understanding of child wellbeing, underpinned by the Nurture principles, children's rights and a focus on positive relationships across the whole school community. This is reflected in the schools Relationship policy and our school rules;

Ready, Respectful and Safe.

All staff receive training in Trauma responsive education and The Six Principles of Nurture.

Our Relationship policy is based on Pivotal Education, the Nurture principles and the Scottish Government advice and guidance documents *Developing a positive whole school ethos and culture: relationships, learning and behaviour 2018*.

***'A nurturing school sees emotional well-being as central to the development and mental health needs of its pupils.'* (Education Scotland, 2018)**

***'The ability to form meaningful relationships is fundamental to mental health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others.'* (Trauma Informed School UK, 2019)**

The Nurture Principles

- 1. Learning is understood developmentally.**
- 2. The environment offers a safe base**
- 3. Nurture is important for well-being.**
- 4. Language is a vital means of communication.**
- 5. All behaviour is communication.**
- 6. Transitions are important in children's lives.**



The Hive.

The Aims of The Hive are:

- To follow the Education Scotland Nurture Principles.
- To promote Literacy, Numeracy and Health and Wellbeing.
- To provide positive relationships.
- To provide a safe and nurturing environment.
- To develop communication skills and promote discussion during group sessions.
- To raise self-esteem.
- To share relevant information with staff to ensure pupils are supported throughout the school environment.
- To form positive relationships with parents and carers, and encourage participation during group sessions.

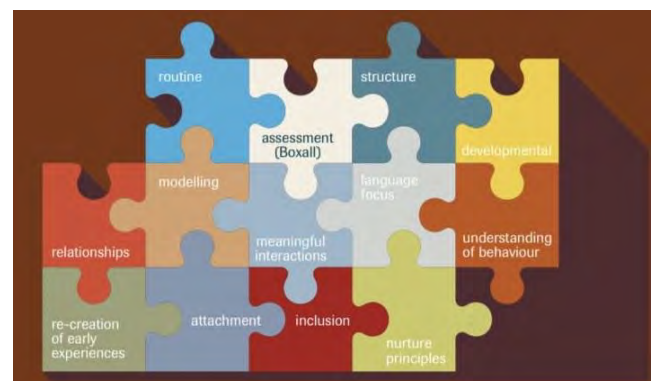


Why take a Nurturing approach?

Large scale studies have been carried out in both England and Scotland to evidence that Young People who attend Nurturing schools showed significant improvements in social and emotional functioning compared to those who did not. (Cooper & Whitbred, 2007)

Further studies have evidenced that gains in social and emotional functioning were sustained over time in Nurturing establishments. (O'Conner & Caldwell, 2002)

Pupils who attend Nurturing schools have been shown to make significant gains in self-esteem, self-image, emotional maturity, and attainment in literacy. (Reynolds & Kearney, 2007)



Why Whole-School Nurture?

At the heart of nurture, is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people. Every child has the right to grow up fully included in their learning experience and to be treated with respect. A positive school ethos and nurturing culture is essential to developing good relationships and positive behaviour in the classroom, playground and wider community. We see improvements for children and young people when we work together to promote positive relationships. In order to create this environment for effective learning and teaching we need to focus on positive relationships across the whole school community.

We have increasingly promoted a whole school nurturing approach in response to the needs within the school population, particularly with regard to closing the attainment gap. There is also a clear emphasis on a nurturing approach as a universal approach to support children and young people's wellbeing, whilst recognising the need to develop targeted approaches where appropriate.

Nurture and Trauma Informed practice are the building blocks of our relationship policy. All staff receive training in these areas. Nurture and wellbeing are at the forefront of our school improvement priorities.



Boys to Men Mentoring Programme.

Lockerbie Academy has developed a mentoring programme for young boys which combines mentorship with the principles of nurture and violence prevention. The programme works with S3 boys, who through our training programme build the skills and courage they need to break from peer pressures and be positive male role models for other pupils and in the community.

Our programme is unique. We nurture life skills and train our boys to become mentors in their own right. They find confidence, purpose and pride as visible role models and in supporting younger boys in their own journey through the programme. The courses helps develop emotional literacy and provides our boys with the language needed to discuss their feelings with others and defuse conflicts without resorting to violence. Our S3 pupils, when trained, become mentors for P7 pupils from Lockerbie Primary. This helps them during transition to secondary school and supports the boys when they need it most. The programme has been recognised by Education Scotland and is currently being adopted by other schools in the region and across Scotland.



13. Leaving School

13.1 Career Choices

Careers Education is a fundamental part of the Personal, Social Education programme from S2 onwards.

Pupils learn about themselves in relation to the world of work and begin to develop career development and planning skills with a view to making work-related and other choices.

A comprehensive careers library holds information on jobs, training and further/higher education opportunities.

In S4, all pupils are given the opportunity to attend a series of “careers talks” with a number of contributors providing them with valuable insights into a wide variety of occupations.

All pupils are supported and advised particularly at the crucial decision making stages in S2 and S4 about appropriate careers to match their abilities, interests and aspirations.

The careers education programme is supported by regular contact with Careers Advisor. Pupils can ‘self-refer’ by using the ‘Career Contract Card’ contact card, available from the school office or Pupil Support Teacher. Completed cards are returned to the school office.

The Careers Advisor is present at specific Parents’ Evenings and can be contacted through the school office.

13.2 16+ Learning Choices

A policy and practice framework to support delivery of Scottish Government’s guaranteed offer of post-16 learning to every young person in the senior phase.

[Post-16 Transitions Policy and Practice Framework](#)

A refresh of the 16+ Learning Choices Policy and Practice Framework (2012) positioned 16+ Learning Choices within the context of the delivery of both Curriculum for Excellence and [Opportunities for All](#).

The link for all of the above can be found below:

<https://education.gov.scot/curriculum-for-excellence/about-curriculum-for-excellence/curriculum-stages/senior-phase-and-beyond/16plus-learning-choices/>

Young Person’s Guarantee

More information can also be found in the Young Person’s Guarantee

See link below:

<https://www.gov.scot/publications/young-persons-guarantee-overview-current-evidence-employment-education-landscape-young-people-scotland/pages/1/>

13.3 Work Experience

Work Experience is arranged for a number of Senior pupils during the session as long as the required risk assessments and relevant paperwork are in place.

13.4 Support Available

Advice is available from Pupil Support staff, Careers Service advisors, UCAS and other agencies.

14 School Improvements

14.1 Improvement plan and priorities

In June each year, the school publishes a Standards & Quality Report providing a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, 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. A summary of the report is published on the school's web-site and is also available in hard copy, on request.

14.2 Achievements

Record of Achievement

In recent years the school has enjoyed pupil success in sports as diverse as shooting (air pistol), football, hockey, athletics, table tennis, baton twirling, curling, cross country, equestrian, dancing and sailing.

All students should keep a records of their achievements. This should include achievements from S1 -S6 and a record of their examination results. Pupils take responsibility for their own record of achievements and are encouraged to update it on a regular basis. Employers, Colleges and Universities will be interested in their achievements.

14.3 School Captains

Although all members of the sixth year are encouraged to accept responsibilities and to participate in a wide range of activities and are expected to lead by example in following school policies. A number of them apply to become the School Captains. The School Captains are selected by interview.

Head Boy / Girl

	Head Boy	Head Girl
1993/94	Matthew Orr	Sharon Little
1994/95	Nicholas Gray	Katrina Bogie
1995/96	Peter Wyllie	Alison Rae
1996/97	Graeme Hawkins	Morvin Kobiela
1997/98	Jamie McIntyre	Fiona Drysdale
1998/99	Michael Grunwell	Marina Carson
1999/00	Robert Drennan	Susan Halliday
2000/01	Andrew Marchant	Fiona Stevenson
2001/02	Andrew McClune	Victoria Sloan
2002/03	Michael Henderson	Anne Bannister
2003/04	Roddy McMurray	Beth Marchant
2004/05	Joe Peacock	Rosalyn McTaggart
2005/06	Michael Scott	Frances Buckle
2006/07	Andrew Black	Pamela Morris
2007/08	Graeme Tait	Lauren Flynn
2008/09	Taylor Edwards	Mairi Aitken
2009/10	Tom McMinn	Lynsey Armstrong
2010/11	Calum Main	Rebecca Donaldson

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2011/12	Daniel Nordon	Claire Dorrance
2012/13	Fraser Burnett	Danielle Beattie
2013/14	Adam Wilson	Katie McCutcheon
2014/15	(School Captains)	Joanna Barrie
2014/15	(School Captains)	Morven Beattie
2015/16	Callum Kingstree	Rebekah Main
2016/17	Ben Jaekel	Katrina Donaldson
2017/18	Joseph Holland	Beth Jaekel
2018/19	Euan Murray	Aisling Anderson
2019/20	Daniel Paget	Anna Currie-Place

School Captains

2020/21	Lauren Carruthers	Rory Murray
2021/22	Hugh Graham	Colin McKenzie
2022/23	Rose Byers	Lennon Wilson
2023/24	Hannah Colledge	Anna Newbould
2024/25	Ellen Johnstone	Kyle Story
2025/26	Amelia Cameron	Jonathan Brandt

Junior School Captain has been introduced in 2024-2025 and following interviews, the following have been elected:

Junior School Captain

2024/25	Alahna Dinnin	
2025/26	Katie Coupland	Vice Captains: Flora Cameron & Ewan Hay

15. Health and Safety

15.1 Emergency Procedures

If your child feels ill during the school day and we feel that s/he 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 medical 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.

15.2 Severe Weather and School Closure Arrangements

Headteachers 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.

15.3 Leaving school Premises

S1-S3 Pupils are **not** allowed to leave the school premises during the school day.
S4-6 Pupils can leave the school premises at lunchtime.

15.4 Health Care

Education Services is committed to ensuring that all children are able to fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the nursery/school environment, for most children this will be for short periods of time only but for some children this may require more long term planning and support. If your child has any health care needs, please contact the school to discuss arrangements.

15.5 Employment of Pupils

If a school is notified by a pupil that they intend to take up part-time employment and that this employment falls within the terms as set out in "Part-time Employment: A Young Person's Guidelines"; there are procedures for schools to follow. These procedures are detailed within [Part-Time Employment of Pupils – Procedures for Secondary Schools](#) which is available on the Council Website.

15.6 Data Protection

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

15.7 Images of Pupils

The school does use photographs to provide a record of events and it is possible that photographs may appear in local papers or media. 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 with regard to the publication of images of your child.

15.8 Use of the Internet

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

16. Other Useful Information

16.1 Policies

There are a number of National, Education Services and school policies which will provide information on a range of issues. Further details of all of these are available from the school. The following is a list of the most relevant policies although this is not an exhaustive list: -

- Acceptable Use of Dumfries and Galloway Council's ICT Facilities in Schools
- Attendance at School Policy
- Child Protection Policy for Schools, Pre-Schools and Childcare Services
- Children Absent from School through Ill Health – Guidance
- Digital Images Policy – Taking and Using Images of Pupils
- Dumfries and Galloway Equal Opportunities Policy and related Equality Schemes
- Part-Time Employment of Pupils – Procedures for Secondary Schools
- Enrolling in Schools – Placement Policy
- Exclusion from Schools – Policy and Procedures
- Inappropriate Use of Social Networking Sites
- Protection of Vulnerable Groups (PVG) Scheme
- Providing Intimate Care for Children and Young People with Disabilities – National Guidelines for Schools
- Providing Intimate Care for Children – Procedures for Schools and Nurseries
- Health Care in Schools 3-18
- Respect for All – Anti-Bullying Procedures
- School Transport Policy
- Use of Mobile Phones and/or Internet Bullying – Procedures for Schools when drawing up policies
- Volunteer Policy and Procedures for Schools

Further information on all aspects of education is available on:

<https://education.gov.scot/parentzone>

17 International

Syracuse Scholarships

In memory of the 1988 Air Disaster, two students have been given the opportunity to attend Syracuse University for one academic year. The basic costs of their attendance were met jointly by Syracuse University and the Lockerbie / Syracuse Scholarship Trust. The first students to attend Syracuse were Kathryn Grant and Fiona Griffin.

Syracuse Scholars

1990/91 Kathryn Grant & Fiona Griffin.	1991/92 Colin Combe & John Wallace
1992/93 Kirsteen Scott & Moira Weatherup	1993/94 Jennifer Coates & Richard Irving
1994/95 Gareth McIntyre & Louise Wilson	1995/96 Katrina Bogie & Lucy Gibson
1996/97 Kerry Currie & David Thomson	1997/98 Gavin Fleming & Helen Greig
1998/99 Fiona Drysdale & Alison Younger	1999/00 Deborah Allbrooke & Fiona Sewell
2000/01 Gemma Ritchie & Stephen Armstrong	2001/02 Claire Speedie & Fiona Stevenson
2002/03 Ruth McNay & Andrew McClune	2003/04 Erin McLaughlin & Jamie Graham.
2004/05 Beth Marchant & Laura Smith	2005/06 Allan Berry & Angus Moodie
2006/07 Joanna Graham & Adam Brooks	2007/08 Paula Lockhart & John Allan
2008/09 Lauren Flynn & Kirsty Liddon	2009/10 Stefan Hanley & Alistair Inglis
2010/11 Duncan McNab & Allison Donaldson	2011/12 Jess Liddon & Fergus Barrie
2012/13 Claire Dorrance & Rachel Nicholson	2013/14 Caroline Caddell & Callum Johnstone
2014/15 Megan Noble & William Beech	2015/16 Joanna Barrie & Ellen Boomer
2016/17 Shona Beattie & Sian McGlaughlin	2017/18 Heather Mutch & Andrew Dorrance
2018/19 Harriet Graham & Joe Holland	2019/20 Rowan Chisholm & Brodi Chambers
2020/21 Mary-Ann McVey & Aidan Kevans	2021/22 Lauren Carruthers & Alicia Pagan
2022/23 Natasha Gilfillan & Zach Blackstock	2023/24 Joshua Halliday & Tristan Woolley
2024/25 Cameron Colville & Anna Newbould	

In 2025 10 student were selected after interview to go across to Syracuse for the October
Remembrance Week

2025 - Jonathan Brandt, Amelia Cameron, Ailay Carruthers, Ella Howatson, James Johnson, Grace Key, Lillian Ong, Satravi Sandhu, Yvie Stewart & Iona Yule

European Dimension

Native Speakers

Lockerbie Academy's Modern Language Faculty is fortunate to have the services of a native French speaker. Native French speakers bring a rich seam of cultural and background knowledge to our pupils.

European Day of Languages

Events are organised annually in the school to mark the European day of Languages on the 26th of September. Videos, poster competitions and other fun and educational activities were organised and created by the Language Committee and the Language Department to mark this occasion.

International Education and Global Citizenship

Lockerbie Academy has a clear statement regarding care during School Excursions. "Should the need at any time arise, teachers supervising a school journey will, having made reasonable efforts to contact parents, exercise their power to authorise any medical treatment for your child which is advised by a medical practitioner. Any parent who for any reason may be unwilling to accept this should consider whether to allow his or her child to participate. A parent who allows his or her child to participate will be considered to have accepted the teacher's right. Acceptance by one of two parents will be considered to be acceptance by both".

Dumfries & Galloway Council provides insurance in terms of personal accident for school pupils. Parents are welcome to request more information about limitations of the Regional Council Insurance Policy.