

School Handbook

December 2017

Braeview Academy



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Section 1: Welcome and Vision

Dear Parent/Carer,

Welcome to Braeview Academy!

Welcome to the Braeview Academy school handbook. We very much look forward to welcoming you and your child to the school. We also look forward to working with you in a long-term partnership, a partnership that will support your child to make the most of their education and achieve their potential.

Starting a new school can be a daunting prospect for some children, but it can be equally as daunting for some parents and carers. This handbook is designed to provide you with the basic information you need to ensure a successful transition from Primary 7 into S1 and to answer any questions or queries you might have. If, after consulting the handbook, you still have some unanswered questions, please do not hesitate to contact the school and we will do our best to provide answers.

Braeview Academy offers all of its pupils the opportunity to learn in a supportive, inclusive environment. Our main aims are to provide the level of care that enables pupils to thrive, feel secure and happy and to benefit from an educational experience that prepares them for life-long learning, life and employment.

We invest a great deal of time working closely with our primary schools to ensure that your child's transition from primary to Braeview Academy is as smooth and as comfortable as possible. We gather information about your child's strengths and areas for development, to make sure that, on entering S1, we can provide them with enough support to learn and sufficient challenge to take them to the next stage. We wish the move to Braeview Academy to be an exciting time for pupils too, as they look forward to a new environment, new subjects and teachers, new friends and new challenges.

As your child moves to secondary school, it is a good time to highlight the importance of partnerships and cooperation between school and parents and carers. We assure you of our genuine wish to work with you in mutual support and to provide the best opportunities and educational experience for all pupils within the resources we have.

I hope that you find the handbook useful, but it cannot take the place of direct personal contact. For this reason, we encourage you to visit us and find out more. You will be most welcome.

Ms Lesley Elder
Head Teacher

Section 2: School Ethos

School Aims

In Braeview Academy, our culture, ethos and vision reflects our belief that every child matters. Our values and aims provide the framework for inclusion, attainment and achievement. We work together with all of our pupils, parents, staff and partners get it right for every child.

Our Vision

At Braeview Academy our vision is that we will:

- achieve the highest results
- be the best that we can be
- narrow the gap
- make the difference

Values

- We value and nurture respect for all, tolerance, ambition, and inclusion
- We value, and are committed to, developing leadership at all levels.

Aims

- At Braeview Academy we aim to achieve the highest results by raising attainment and achievement for all. We will ensure effective learning and teaching takes place and make effective use of opportunities available to our pupils.
- We aim to support our pupils to be the best they can be by developing confidence, self-esteem and leadership skills in a positive, inclusive learning environment where every individual is valued.
- We aim to narrow the gap and make a difference in the lives of our pupils by ensuring they have equality of opportunity, provision and support.
- We aim to provide a happy safe environment in which all pupils can learn to the best of their abilities.

Section 2: School Ethos

- We aim to work with our partners and parents to support our pupils in becoming responsible citizens, ready for the world of further learning, training and work.
- We aim to encourage and support pupils to participate in the life of the school and the local community to utilise the opportunities for wider achievement.
- We aim to develop leadership at all levels.

Community links and partnerships

In the course of the school year it is surprising how many links are made with our local and the wider community. Over the years the school has built contacts on a regular basis and these partnerships are valued and make an important contribution to the school. We work closely with our Community and Learning Development team and our Local Learning Partners and have an excellent partnership with Michelin, providing opportunities for Developing the Young Workforce.

Some of our partners who provide opportunities and support to our pupils annually:

- Dundee & Angus College
- Abertay and Dundee Universities
- Dundee Academy of Sport
- Ancrum Outdoor Education Centre
- SkillForce
- Whitfield Community Centre and Church
- Dundee Rep Theatre & Dundee Contemporary Arts Centre
- Dundee City Council Cultural Co-ordinators
- Social Work Department
- Police & the Fire Brigade
- Whitfield Medical Centre

Section 2: School Ethos

- Fintry Forum
- Michelin
- Includem
- Caledonia Housing
- Struans Motor Group
- Also further afield, through our local MP and MSP, the Scottish and British Parliaments.



*Dundee & Angus Schools Enterprise Challenge -
1st Prize Team Braeview*

Section 3: School Information

School Address:	Braeview Academy, Berwick Drive, Dundee DD4 0NL
Telephone:	01382 438452
Email Address:	braeview.academy@dundeecity.gov.uk
Website:	braeview.ea.dundeecity.sch.uk
Senior Management Team	
Head Teacher:	Ms L Elder
Depute Head Teachers:	Mr R Perry, Mrs L Cathro, Mrs F McPherson
Business Manager:	Mrs K MacDonald
School Status:	Non-Denominational S1- S6
School Roll:	536
School Hours:	Mon-Wed: 8.45am - 3.40pm Thur-Fri: 8.45am - 2.50pm
Parent Council Contact Info:	Mrs Lorna Thomson (Chair) braeview@dundeeparentcouncil.org
School Chaplain:	Rev. J. Wilson

Section 3: School Information

Office Hours

The school office is open from
Mon-Wed: 8.00am – 4.15pm.
Thurs - Fri: 8.00am - 3.15pm.

Please help us by making routine telephone calls within office hours.

Contacting the school

If parents wish to discuss any aspect of their children's progress at school, they are encouraged to contact the school to speak to Guidance Staff, the Senior Management Team or the Head Teacher. These staff request regular progress reports on pupils throughout the school year. Should a pupil's progress or attitude give cause for concern, parents will be contacted and invited to meet the Senior Management Team or Guidance Staff.

Visit by Prospective Parents

Prospective parents are welcome to visit the school at any time. Arrangements can be made through the school office.

Section 3: School Information

School Staff

Head Teacher

Ms L Elder

Senior Depute Head

Mr R Perry

Depute Head Teachers

Mrs L Cathro

Mrs F McPherson

Business Manager

Mrs K MacDonald

ART

Mrs J MacFarlane (PT)

BUSINESS STUDIES

Mrs V Muir (PT)

COMPUTING SCIENCE

Mrs K Gallacher (PT)

DRAMA

Mrs G Hyslop

ENGLISH

Mr J Dale (PT)

Mrs E Houghton

Mr D Souter (PT Guidance)

Mrs J Morrow

Mrs HA Ferguson

Ms K Walker

HOME ECONOMICS

Ms E Lothian (PT)

MATHEMATICS

Miss E MacArthur (PT)

Mrs A Karaskiewicz

Mr A Burt

Mr C Rew

Mr P Harper

Miss B Hutton

MODERN LANGUAGES

Mrs L Adair (PT)

Mrs L Wells

MUSIC

Miss L O'Neill

Mr D Potter (Music Instructor)

Mr R Linn (Music Instructor)

Mr D Maynes (Music Instructor)

Mr K Brown (Music Instructor)

Mr J Tribble (Music Instructor)

Mr L Osbourne (Music Instructor)

PHYSICAL EDUCATION

Mr K Clarkson (PT)

Mrs L Seffen

Mr S Cuthbert

Mr A Jamieson (NQT)

POOL TECHNICIAN

Mr E Robertson

RME

Mrs M Keating (PT)

Mr S Clelland (NQT)

SCIENCE

Mrs V Lorimer (PT Biology)

Miss J Morgan

Dr S Fyffe (PT Chemistry)

Mrs P Afzal (PT Guidance)

Mr D Scally (PT Physics)

Mr A Gkikas

SOCIAL SUBJECTS

Mr G Black (PT Mod. Studies)

Mrs C Bailey

Ms A Fraser (PT Geography)

Mr J Wilson (PT History)

Mr J Davis

SUPPORT FOR LEARNING

Mrs A McLaughlin (PT)

Mrs M Findlay

Mr A Kleppang (PT Guidance)

Mr K Fuqua

Mrs LA Woolee

Mrs A Bennett

Mrs L Craven

LEARNING & CARE

ASSISTANTS

Mrs G Livingstone

Miss P Breen

Miss S Campbell

Mr J Benmalek

TECHNICAL EDUCATION

Mr J Kerr (PT)

Mrs C Penny (PT Guidance)

Miss R Maxwell (NQT)

ERW

Ms D Dingwall

Mr S McGuire

PUPIL SUPPORT

WORKERS

Mr A Geddes

Mr A Raeside

ADMIN OFFICER

Mrs R Morton

SECONDARY SCHOOL

SUPPORT ASSISTANTS

Mrs J Soutar

Mrs I Murdoch

Mrs A Baikie

Mrs A Rasche

SCHOOL SUPPORT

WORKER

Mr D Matthews

TECHNICIANS

Mr G Wighton (Senior Technician)

Mr P McCabe

Mr W Cochrane

AICTO

Mr S Murray

FACILITIES STAFF

Mr M Mulligan (Coordinator)

Mr J Brannan

Mr S Hirons

COOK

Ms D Wilson

Section 4: School Policies & Practical Information

School Terms and Holidays

AUTUMN TERM

Monday 13 August 2018 - IN SERVICE DAY (Staff resume)

Tuesday 14 August 2018 - Term starts (Pupils resume)

Friday 5 October 2018 - Term ends

AUTUMN HOLIDAY

Monday 8 October 2018 - Holiday starts

Friday 19 October 2018 - Holiday ends

WINTER TERM

Monday 22 October 2018 - Term starts

Thursday 15 November 2018 - IN SERVICE DAY

Friday 16 November 2018 - IN SERVICE DAY

Friday 21 December 2018 - Term ends

CHRISTMAS HOLIDAY

Monday 24 December 2018 - Holiday starts

Friday 4 January 2019 - Holiday ends

SPRING TERM

Monday 7 January 2019 - All resume

Friday 15 - Monday 18 February 2019 - Mid term

Tuesday 19 February 2019 - IN SERVICE DAY

Friday 29 March 2019 - Term ends

SPRING HOLIDAY

Monday 1 April 2019 - Holiday starts

Friday 12 April 2019 - Holiday ends

SUMMER TERM

Monday 15 April 2019 - Term starts

Monday 6 May 2019 - May Day (schools closed)

Thursday 23 May 2019 - IN SERVICE DAY

Monday 27 May 2019 - Victoria Day (schools closed)

Friday 28 June 2019 - Term ends

Section 4: School Policies & Practical Information

School Uniform

There is an expectation for all pupils to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance and to have respect for their school. Rightly or wrongly members of the public and prospective employers often judge a school by the appearance (as well as the behaviour) of its pupils. This is one of the reasons it is important that all pupils at Braeview Academy create a good impression of themselves and of the school. Another reason is for school security.

The recommended school uniform is as follows:

Blazer - Black with school badge

Trousers/skirt - Black

Shirt/blouse - White

Pullover/sweatshirt - Black

School tie

Black Shoes

Clothing items are available from the BE Schoolwear Shop, 1-3 Meadowside, Dundee, DD1 1LW.

The school tie is available from the BE Schoolwear Shop or can be purchased from the school office.

PE Kit

The recommended PE kit for boys and girls is as follows:

Shorts and T-shirt (for indoor work), sweatshirt (for outdoor work), training shoes (1 pair indoor, 1 pair outdoor), swimming trunks/shorts/one piece swimming costume, cap (this can be bought in the PE department), towel, goggles (if desired).

Braeview Academy PE kit – will soon be available from BE Schoolwear Shop, 1-3 Meadowside, Dundee, DD1 1LW.

Section 4: School Policies & Practical Information

School Clothing Grants

If parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit or Working Tax Credit and an annual income of less than £16,105, the Authority will consider one application per year for a grant towards the cost of purchasing essential clothing to enable their children, up to the age of 16, to attend school.

The school clothing grant payment will be made through BACS transfer into a nominated bank account or paid by cheque.

Applications can be made online at:

<http://www.dundee.gov.uk/content/apply-free-schools-meals-or-clothing-grants> or forms are available from the school office or from Dundee House.

School Meals

The catering facilities in the school are provided by Tayside Contracts who operate a cashless cafeteria system. When pupils arrive at the till, they will either enter a pin number into a keypad or present a Smart Card which is swiped to record the cost of the purchase. The card can be credited at machines in the school. The food available includes main meals and take away Snappy Snacks which can be ordered in advance. A healthy option is always available and special diets can be catered for if required.

Please inform us in writing if your child has any special dietary needs so that arrangements can be put in place to accommodate their needs.

Pupils bringing a packed lunch are accommodated in the dining hall.

Free School Meals

Free school meals are available to all pupils in Primary 1 – 3 from January 2015. For all other stages, free school meals are available to pupils whose parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related

Section 4: School Policies & Practical Information

Employment and Support Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, or in receipt of Child Tax Credit only and have an annual income of less than £16,105 or Working Tax Credit and have an annual income of less than £6420.

Applications can be made online at <http://www.dundee.gov.uk/content/apply-free-schools-meals-or-clothing-grants> or forms are available from the school office or from Dundee House.

Qualifying income for Free School Meals

<http://www.gov.scot/Topics/Education/Schools/HLivi/school-meals/FreeSchoolMeals>

EMA

EMA is part of the Scottish Executive's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families.

EMAs provide financial support for 16–19 year olds who stay on in full time non advanced education after their statutory school leaving date (i.e. those continuing in post-compulsory education).

To be eligible for an EMA in 2016/2017 the student must:

- Have been born between 1 March 1995 and 28 February 1999.
- Have a household income of £26,884 or below (for families with more than one dependent child in the household) based on 2014/15 income or
- Have a household income of £24,421 or below (for families with a single dependent child in the household) based on 2014/15 income

EMA is a weekly allowance of £30 payable to eligible young people who have achieved 100% attendance per week. It is payable in arrears, generally on a 2 weekly basis.

Applications can be made online at:

<http://www.dundee.gov.uk/education/ema>

Section 4: School Policies & Practical Information

Payments to Schools

The school currently accepts payments online, using a secure website called ParentPay, for items such as school meals, trips and uniforms. The ParentPay system is easy to use and offers parents the freedom to make payments by debit or credit card, whenever they like, ensuring that monies reach schools safely and securely.

The system helps to remove the costs associated with having to manage cash securely on school premises and it frees up time to better support the smooth running of the school. We will of course continue to accept cash and cheque payments as necessary but we do hope that parents will use the new online facility. The more parents use the service, the greater the benefit to the school, the parents and the pupils alike.

If you already have a ParentPay account you don't have to do anything. If you haven't yet activated your ParentPay Account, please contact the school office who will reprint your activation letter to enable you to set up your ParentPay account ready for the start of the new term.

Leaving Dates

Summer Leaving Date

A pupil whose sixteenth birthday falls on or after 1st March and before 1st October, is judged to have reached school leaving age on the 31st May.

Winter Leaving Date

A pupil whose sixteenth birthday falls on or after 1st October and before the last day of February, is judged to have reached school leaving age on the first day of the Christmas holidays.

Section 4: School Policies & Practical Information

Emergency School Closure Procedures

In exceptional circumstances the school may be unable to function normally. The school may be affected by severe weather or power failures. We shall do all we can to let you know about the details of closure and re-opening through the local radio, press, text messages and letters home. You can be assured that we will never send a child home without first checking that there is an adult at home.

Placing Requests

If you wish to apply for a school place, whether you are moving into Dundee or moving between two Dundee schools, you are required to complete a placing request form. To do this, you should go direct to the school you wish your child to attend and apply there. The child's full birth certificate and a proof of address, in the form of a Tenancy Agreement, Council Tax book or recent (within two months) utilities account must be shown. If you are moving into the area, applications can be made 4 weeks prior to your arrival. Applications are dealt with in date order and the process may take up to 60 days.

Parents of prospective Primary 1 pupils who reside in the school's catchment area are asked to register their child's name at the school office between December and the February of the year the child starts school. The child's full birth certificate and a proof of address, in the form of a Tenancy Agreement, Council Tax book or recent (within two months) utilities account must be shown.

Parents of children living outwith the school's catchment area, who wish their child to attend the school, are asked to make a placing request. Forms can be obtained from Customer Services, 50 North Lindsay Street, Dundee.

Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.

Section 4: School Policies & Practical Information

School Absence procedures

Please contact the school as soon as possible if your child is absent. Please send a note to school with your child on their return explaining the reason for the absence.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence an Educational Resource Worker will arrange to visit you and your child at home.

The following points are included in the Education Authority's policy.

Attendance Initiative

- If your child is ill and cannot attend school please contact the school as soon as possible on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your child is absent for more than three days please call again or write to tell us.
- If you have not contacted the school to say your child is absent and have received a text message please contact us as soon as possible.

Regular attendance at school ensures your child is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Section 4: School Policies & Practical Information

Appointments

If your child has an appointment during the school day or needs to leave school for any other reason, please put this in writing. We would appreciate it if routine appointments could be made outwith school hours but understand that this isn't always possible.

If your child does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety we cannot allow children to leave the school unaccompanied.

Accidents/Illness at School

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

Therefore it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.

Promoting Positive Behaviour

Pupils in Braeview Academy are expected to follow the Three Golden Rules. When pupils follow these rules, good classroom learning and teaching will take place for all pupils. The rules are based on the philosophy of promoting positive behaviour. Pupils are expected to follow the Three Golden Rules at all times. These are:

1. Be on time
2. Follow instructions
3. Respect yourself and others

The Golden Rules are displayed in classrooms throughout the school and regularly feature in assemblies. Pupils who abide by the rules are rewarded by verbal praise for their hardwork and

Section 4: School Policies & Practical Information

commitment to learning. The school is currently looking into ways of recognising positive behaviour more formally.

Most pupils in the school behave well and are a credit to themselves and their family. From time to time, however, pupil behaviour falls below an acceptable level. If pupils choose not to follow the 3 Golden Rules, staff will follow the procedures in the Braeview Academy Positive Behaviour Policy. These procedures include a series of behaviour checks beginning with a verbal warning, standard punishment exercise being issued, removal from class, removal from class timetabled for a short period of time and detention.

On occasion where a pupil persists in disruptive behaviour, despite interventions, they may be accommodated out with their usual classes for a day to work alone and reflect on their behaviour. The school operates an Alternative to exclusion facility with the aim of keeping periods engaged with their education.

The school's policy on discipline is designed to try and ensure consistency and fairness to all. Parents/carers have a vital role to play in helping the school achieve its aims. It is essential that they work with the school to ensure the good behaviour of their children and that their youngsters comply with the school rules.

The school will always try to keep parents and carers fully informed to enable both school and home to work together to solve the problem. The school's policy is available on the school's website.

The rules and positive behaviour policy are designed to ensure effective learning and teaching and for the safety and welfare of pupils whether it be in classrooms, corridors, social areas or when travelling to and from school.

Section 4: School Policies & Practical Information

School Concerns and Complaints Procedures

If you want to talk to your child's guidance teacher or a member of the senior staff it is generally better to make an appointment. This ensures that the member of staff is available, that classes are not disturbed and that pupils' lessons are not affected.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in the Education Department.

Education Department publications can be found at:

<http://www.dundecity.gov.uk/departments-publications/Education>

Section 5: Parental Involvement

Parental Partnership

Within Braeview Academy there is a network of adults and young people who all work together towards the same set of values. To help promote this partnership the school has a clear set of aims that are understood by everyone. These aims are stated on page 1 of the handbook. Through these aims an ethos of effective learning and teaching is created. Other opportunities for parents to participate more fully in the school include:

- Parental Engagement evenings
- Open days
- Invitations to assemblies
- School Sports Day
- Social and fund raising events with the Parent Council
- Other events which enhance the life and work of the school
- Prizegiving
- School concerts and performances
- Remembrance Services

School Reports

As part of the overall strategy for raising attainment we have increased the number of reports which go home to parents and carers. This is also to ensure that parents/carers are informed at an early stage how their child is progressing and the report acts as a basis for discussion between home and school.

Pupils in S1 – S3 receive a full academic report once per year. In addition, we issue an S1 Settling in Report in September. Pupils in S4, S5 and S6 receive Short Reports in September, November and then again in March. These reports indicate the target grades set for pupils by their subject teacher and reflect what the pupil is capable of achieving. The targets are monitored by each pupil's Guidance Teacher and subject teachers who will discuss with him/her the progress being made and strategies which can be employed to help reach targets.

Section 5: Parental Involvement

Parents have the opportunity of meeting guidance and subject staff at parent contact evenings in order to discuss reports. Individual meetings can also be arranged on request.

Parent Contact Evenings

Contact evenings for each year group will be held throughout the session. At these evenings parents will hear first-hand reports of their child's progress and attainment from his/her teachers and be able to ask any questions they may have.

The Head Teacher is always available to speak to parents during the evening. This allows her to meet with parents and tell them what is happening in the school generally and to give information about courses.

We want to find ways of helping pupils do well at school, and the support of our parents at such meetings is greatly appreciated. Parents who cannot attend are asked to contact the school to make alternative arrangements.

School Newsletter

Newsletters are published every term to keep parents up to date. This provides information about the school, as well as activities and achievements of our pupils and staff. Newsletters are also published on the school website <http://braeview.ea.dundeecity.sch.uk>

School App

Our app is now live in the Apple and Google Play Stores. You can keep in touch with our events, news and receive important messages from us!



Section 5: Parental Involvement

Twitter

The school now has its own Twitter account. Regular Tweets inform pupils and parents of events or interesting things happening in school. Find us @BraeviewAcademy

School Website

The school website can be accessed via this link:
<http://braeview.ea.dundee.sch.uk>

Parental Access to Records – School Pupil Records (Scotland) Regulations 1990

These regulations make provision for granting access by parents and pupils over 16 to manually maintained records held on pupils. Parents and pupils wishing to avail themselves of this service must submit their request on an application form available from the Head Teacher.

Parent Council

The Parent Council is a group of parents who in accordance with the Parent Council Constitution represent all the parents of children at our school. Parents of any child at Braeview Academy can seek to be part of the Parent Council in line with arrangements set out in the constitution.

The Parent Council can co-opt other members as it sees fit.

The aims of the Parent Council are:

- to work together with everyone involved in school life-parents, learners, teachers, school staff and the wide community
- to make sure that all parents have a say in their children's education – and are able to express their views and wishes
- to build links between the school, parents, pupils, nurseries and pre-school groups and the community.

Section 5: Parental Involvement

Our Parent Council meets at least approximately once each term and meetings are open to all parents.

If you would like more information about the Parent Council please contact the school and ask to speak to the Business Manager, who will provide information and contact details for the relevant officer bearers if necessary. The Parent Council can also be contacted via a dedicated emails address:
braeview@dundeeparentcouncil.org

Section 6: The Curriculum

Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all pre-school to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education. Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

Level	Stage
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some

Section 6: The Curriculum

S4 – S6 Senior Phase

At the end of the Broad General Education (BGE), learners are supported in planning a course of study through what is referred to as the Senior Phase. The Senior Phase curriculum, from S4 to S6 (from around ages 15 to 18) follows on from a young person's Broad General Education, building on the Experiences and Outcomes which they will have achieved to the end of S3. It enables them to extend and deepen their learning through more specialised study and to continue to develop skills for learning, life and work.

During the senior phase, young people will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance. The curriculum in the senior phase, however, comprises more than programmes which lead to qualifications. There is a continuing emphasis, for example, on health and wellbeing including physical activity and opportunities for personal achievement, service to others and practical experience of the world of work.

Learners have opportunities, at all stages, to gain recognition for learning and achievements which take place outside the classroom. The Senior Phase ultimately supports young people in moving on to the next stage – whether that is college, university, training or employment.

In the senior phase, schools and their partners (for example colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners.

As well as the new National Qualifications, which offer increased flexibility with a greater focus on skills and applying learning to real-life situations, there is also a wide range of SQA vocational qualifications and awards that young people can take as part of their senior phase curriculum.

These include skills for work; leadership and personal development.

More specific and individualised information about your child's learning can be obtained from the school.

Section 6: The Curriculum

Getting it Right for Every Child (GIRFEC)

The GIRFEC approach is about how staff in all children's services meet their needs by working together to ensure that children reach their full potential.

www.scotland.gov.uk/gettingitright

Sensitive Issues

Part of our curriculum involves teaching the children about issues which could be considered sensitive i.e. sexual health and relationships education or drugs and alcohol awareness. Parents should be assured that whenever these topics arise, we will communicate as appropriate with home. On some occasions we may send a letter just to raise awareness that specific issues are to be covered, on other occasions we will actively seek permission to include your child/children in a series of lessons. If any parent is concerned about what is being covered within the curriculum however, they should feel free to speak to a member of staff about this.

Religious Observance

Through the ethos and curriculum, we provide opportunities for pupils to explore morals and values. We help learners develop their own beliefs, values and a responsible attitude to others. Pupils are encouraged to develop an understanding of Christianity and other religions. Pupils develop skills of reflection, critical thinking and how to act when making moral decisions. The school welcomes diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of the school that all who are involved in the life of the school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

Under the terms of the Education (Scotland) Act 1980 "any pupils may be withdrawn by his/her parents from instruction in religious subjects and from religious observance" Parents wishing to exercise this right should discuss with the Head Teacher.

Section 6: The Curriculum

Assessment

Throughout their school career we track and assess pupils' progress (intimated to parents via reports and parents' meetings) and help them plan their future learning through discussions with their Guidance teacher, and their subject teachers.

Reporting to parents

At all levels, provision exists for comments from individual teachers to be sent home with the report form, and parents in turn are invited to discuss reports with Guidance staff and/or the appropriate House Head. If parents require a progress report at any other time, contact should be made with the appropriate Depute Head Teacher or Guidance teacher.

Leaving School

In Braeview Academy there is a Careers Education team comprising a DHT, 1 Principal Teachers of Guidance, the School Resource Centre Coordinator and the school's Careers Adviser. This group supervises various activities designed to make pupils more aware of the demands made by prospective employers. Further Education Colleges, Universities and other institutions of Higher Education.

Work experience is arranged for 4th and if required it is available for 5th and 6th year pupils and all pupils are encouraged to examine the relevance of their school work for life after school and to develop personal skills to help them in study situations, work and adulthood. Careers Education is included in our Social Education Programme. A well-stocked careers library, situated in our school library, is constantly updated and available to pupils at lunchtime and after school.

Section 6: The Curriculum

Career Advisers are based in the school in support of the Authority's Careers Education Policy and provide the following services:

- assistance with subject choice during 2nd and 3rd year
- 4th year individual interviews, group information and clinic sessions designed to provide vocational advice and information as necessary. The process continues for those pupils who remain in school education beyond the 4th year
- Assistance with placing into employment and training
- Careers information for pupils and to support the school careers library
- Attendance at parents' evening and careers conventions.

Skills Development Scotland is a national organisation which offers careers guidance and a broad range of related support to people of all ages. A Careers Adviser visits Braeview Academy every week, interviewing pupils to discuss their plans for the future, talking with pupils in groups and supporting the school's Careers Education Programme. When pupils leave school, Careers Scotland can continue to help them with career planning and transitions into work, training, college or university.

Braeview Academy's Careers Adviser, Elsa Leslie, welcomes contact from parents and pupils from S1 to S6, and attends parents' evenings. She can be contacted at:

Skills Development Scotland
Royal Exchange Building
Panmure Street
DUNDEE
DD1 1DU

Visit their website at www.skillsdevelopmentscotland.co.uk

Section 7: Support for Pupils

Most children make progress in school and their education can be fully supported by their class teacher. Some children may, however, need additional support to help them access learning in the classroom. Assessment and planning for their needs may be done through an ABL plan which identifies their strengths, barriers to learning and what action or support required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Coordinated Support Plan. These will be children who receive a lot of support from people outside education; for example, from health and social work staff.

Supporting learning takes place in every class and is the responsibility of all staff in the school. All of our pupils are encouraged to work to the highest level of their ability and extra help is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met.

The work of Support for Learning staff is co-ordinated by a depute Head Teacher and is regularly reviewed and is based upon pupil need. Support may be given within the class or within another setting, and may be within a group although it is always based upon the needs of the individual child.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Education Department's policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with other agencies to support pupils who have additional needs of any kind.

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services of an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

Section 7: Support for Pupils

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/>

The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. The recommendations of the Children and Young People's Act (2014), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people.

Section 7: Support for Pupils

Information on additional support needs is also available to you from outside Dundee City Council:

Enquire - The Scottish Advice Service for Additional Support for Learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

a telephone helpline - 0845 123 2303

an email enquiry service - info@enquire.org.uk

an online enquiry service

two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)
Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Let's Talk ASN

Let's Talk ASN is a free service for the parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. It is a joint initiative of Govan Law Centre (Charity No. SC030193) and Kindred Advocacy (Charity No. SC000264). It provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained by email or phone-call:

letstalkasn@edlaw.org.uk 0141 445 1955

Scottish Child Law Centre

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741." It offers advice and support for families in regard of additional support needs.

Section 7: Support for Pupils

The Scottish Government website's Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs: <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

The 'Supporting Children's Learning Code of Practice (Revised edition)' - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended: <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>



Jordan Burnett, Depute Head Boy, Darius Smith, Head Boy, Ms L Elder, Head Teacher, Caitlyn Rose, Head Girl & Brooke Denyer, Depute Head Girl

Section 9: Extra Curricular Activities

Some of the activities currently available to pupils are outlined below:

DAY	LUNCHTIME	AFTER SCHOOL
MON	S1/2 Rugby (Mr Clarkson) Playing field S1-6 Girls Football (Mr Cuthbert) Games Hall	Trampoline 4-5pm (Pam Bowie Salto) (Small Gym)
TUE	S1 Futsal (SFA & 2xSenior Pupils) Games Hall S1-6 Table Tennis (Small Gym – Aaron & Sports Ambassadors)	
WED	S1/2 Netball (Mrs Gallacher & Ash- lyn) S1-3 Water Polo (Mr Robertson) Pool S3+ Street & Contemporary Dance (Ellie / Caitlyn / Jordan / Mitchell) Dance Studio	Fintry Thistles Netball (S3+) (4.30pm – 5.30pm & 5.30pm – 6.30pm) @ Fintry PS (Karen / Jen)
THU	S1/2 Swimming (Mr Robertson) Pool S1-S3 Hockey Grove M’Hill (Harry, Brooke, Dale) – Games Hall	S1/2 Street Dance (Casey Maclachlan & Leah Devlin) (3pm – 4pm) Dancilicious 4.30pm – 6pm (Zoei & Jen-Studio)
FRI	U’14 & U’15 Boys Football (Sean, Connor, Gareth) Games Hall / Playing Field	Staff 5’s (Braeview Staff)

Various other departments offer drop in sessions at lunchtime, please see individual department notice boards for further information.



Section 9: Extra Curricular Activities

Instrumental Tuition

Instrumental tuition is provided by visiting instructor staff in woodwind, brass, percussion/drums, violin, piano, keyboard, guitar, bass guitar and bag pipes.

Tuition usually involved a weekly lesson during the school day which changes weekly on a rotational basis. Pupils are expected to practice at home and keep a practice diary.

Instruments are available to hire to pupils involved in this scheme and parents are required to arrange insurance to cover any loss or damage.

Instrumental tuition is provided free of charge to all pupils. For some instruments, an instrument hire charge applies. This is waived for pupils whose parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, or in receipt of Child Tax Credit (with an exemption certificate PPA) or Working Tax Credit (with an exemption certificate PPA) and annual income of less than £16,105 (2015/16).

Section 10: ScotXed Education Statistics Privacy Notice for Pupil and Teacher Data

These notices are intended to provide information to pupils, teachers and parents about data collected through Scottish Government Statistical Surveys including why it is needed, data policy and individuals' data protection rights. The changes in the latest version are intended to:

- Clarify that the information collected is about pupils/teachers in schools rather than solely related to the Pupil or Teacher Census.
- Continue to inform pupils, teachers and parents that the data may be shared with partners for statistics and research purposes and clarify that this could include linkage to other sources in line with the National Data Linkage Guiding Principles.
- Confirm that pupil/teacher names and address (other than postcode) are never collected.

Local authorities are responsible for ensuring pupils, teachers and parents are kept informed about how data will be used and that such information provided is reviewed regularly to ensure it is in line with best practice.

You can access the updated notices at the following links:

- Education Statistics Privacy Notice – Pupils – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/SchoolPupilCensus/SchoolHandbookInsertpupils>
- Education Statistics Privacy Notice – Teachers – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/StaffCensus/SchoolHandbookInsertstaff>



...you can do so much more **ONLINE** at...
dundeecity.gov.uk