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Douglas-Ewart High School

Handbook 2024-25

Douglas-Ewart High School
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OFFICIAL

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Letter from Director of Education and Learning

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.

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

Yours sincerely

Gillian

Dr Gillian Brydson
Executive Director
Education, Skills and Community Wellbeing

Head Teacher's Foreword



Thank you for taking the time to read our handbook. We hope that you find the information contained helpful in providing you with the flavour of the many exciting opportunities on offer to pupils in our school.

Here at Douglas-Ewart High School, we are committed to securing the best possible outcomes for all of our young people, within a context of excellent learning experiences that engage and motivate our pupils. Our school values of **Community, Aspiration, Resilience and Ethos**, along with a culture of high-quality learning, work to ensure consistently high expectations for all young people and promote the development of the whole child, nurturing aspirations and talents of individuals and groups. We believe that through these high expectations and by working closely with our young people, their families and the community that we have built a safe, caring and supportive school which truly does inspire learning and delivers continuous improvement.

Mr George Webb
Head Teacher

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 Councils ambition is to be a successful region, with a growing economy, based on fairness, opportunity and quality public services, where all citizens prosper. Working in partnership, with connected, healthy and sustainable communities.

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

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

Dumfries and Galloway Council continues to value and

prioritise education and learning, details of which can be found in our [Council Plan 2023-2028](#).

Education Statement from Dumfries and Galloway Council Plan 2023-28

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

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.

DEHS Vision, Values and Aims

Vision: our aspiration for our school community

It is the vision of DEHS that we will work together to meet the needs of every child so that they are safe, feel cared for and respected and can achieve their best.

Values: the qualities which we describe and are at the centre of our school **CARE** –

Community, Aspiration, Resilience, Ethos

Aims: How we use our values to achieve our vision

1. To build a nurturing school where mutual respect underpins all relationships;
2. To promote personal responsibility for learning and to build aspiration for all pupils;
3. To involve pupils, staff and parents as well as all other members of our wider school community in building success for all;
4. To ensure that all pupils participate in the widest range of opportunities;
5. To provide a wide range of ways to celebrate the achievements of all;
6. To provide the highest quality learning to deliver outstanding attainment;
7. To ensure that every pupil moves forward to a positive and sustained destination.

School Profile

Address: Douglas-Ewart High School, Corsbie Road, Newton Stewart, DG8 6JQ

Telephone No: (01671) 403773

School Roll: 592

Denominational Status: Non-denominational

Gaelic Speaking Status: Non-Gaelic speaking

Head Teacher: Mr George Webb

E-mail: gw08officedouglas@ea.dumgal.sch.uk

Website: <http://dehs.schoolwebsite.scot>

Office Hours

The school office is open five days per week from 08.15 - 17.00 during term time. During school holidays opening hours are limited.

Terms and Holidays

Dates for school holidays for future sessions are available on the council website:

www.dumgal.gov.uk/article/15239/School-term-and-holiday-dates

The current school year (2024/25) is as follows:

Term 1

Staff training	Mon 19 and Tue 20 Aug 2024
First day	Wed 21 Aug 2024
Last day	Fri 11 Oct 2024
Autumn holiday	Mon 14 to Fri 25 Oct 2024

Term 2

First day	Mon 28 Oct 2024
Last day	Fri 20 Dec 2024
Christmas holiday	Mon 23 Dec 2024 to Mon 6 Jan 2025

Term 3

Staff training	Mon 6 Jan 2025
First day	Tue 7 Jan 2025
Mid-term holiday	Wed 19 Feb to Fri 21 Feb 2025
Staff training	Wed 19 Feb and Thur 20 Feb 2025
Pupils return	Mon 24 Feb 2025
Last day	Fri 28 Mar 2025
Spring holiday	Mon 31 Mar to Fri 11 Apr 2025

Term 4

First day	Mon 14 Apr 2025
Easter Weekend	Fri 18 & Mon 21 Apr 2025
May Day holiday	Mon 5 May 2025
Last day	Thur 3 Jul 2025
Summer holiday	Fri 4 Jul to Tue 19 Aug 2025 (Pupils return Thur 21 Aug 2025)

School Organisation

School Leadership Team

Head Teacher	Mr G Webb
Depute Head Teachers	Mr R Drennan
	Mrs F Lamont
(Child Protection Co-Ordinator)	Mrs T Trayner
School Support Manager	Mrs T Chambers

Principal Teachers of Support

Buchan	Mrs P Graham
Tarff	Mrs E Whan
Kirroughtree	Miss K Kalotka
Acting PTS	Miss K McWhirter
Developing Young Workforce	Miss A Welsh
Supporting Learners	Mrs D Rowley

Teaching Staff

English, Drama & Modern Languages Faculty

Principal Teacher of Curriculum - Mr G Davies
 Teacher of English - Mrs A Lloyd
 Teacher of English - Mrs E Nadalutti
 Teacher of English - Mrs F Service
 Teacher of English - Mrs S Service
 Teacher of Modern Languages – Miss M Bernard
 Teacher of Modern Languages – Mrs T Trayner

Mathematics & Digital Literacy Faculty

Principal Teacher of Curriculum - Mrs P Morton
 Teacher of Maths & Computing - Mr W Smith
 Teacher of Maths – Mr R Gilmour
 Teacher of Maths – Mrs S Rennie
 Teacher of Maths – Miss A Welsh
 Teacher of Business Studies – Ms C Garrity
 Teacher of Business Studies – Miss K McWhirter

Science Faculty

Principal Teacher of Curriculum – Mrs K Armstrong
 Teacher of Biology – Mrs G McColm
 Teacher of Biology - Mrs V Swalwell
 Teacher of Chemistry – Mrs L Creel
 Teacher of Physics – Mr C Bremner
 Teacher of Physics – Miss A Welsh
 Teacher of Science – Miss L Wilson

Technology, Music and Art Faculty

Principal Teacher of Curriculum – Mrs K Hogg
 Teacher of Technical Education – Miss S Brumwell
 Teacher of Technical Education – Mr R Drennan
 Teacher of Technical Education – Mrs F Lamont
 Teacher of Technical Education – Miss S Lochrie

Teacher of Technical Education – Mr B Taylor
 Teacher of Music – Mrs H MacEanruig
 Teacher of Music – Mr B Riddick
 Teacher of Music – Mrs E Whan
 Teacher of Art & Design – Mrs V Bradley
 Teacher of Art & Design – Mrs J Fulton
 Teacher of Art & Design – Mr R Fulton
 Teacher of Art & Design – Miss S Lochrie

Humanities, PE & Home Economics Faculty

Principal Teacher of Curriculum - Mrs L Harris
 Teacher of History & Modern Studies - Miss L Harvey
 Teacher of History – Miss K Stirling
 Teacher of RMPS - Miss K Kalotka
 Teacher of Physical Education – Mrs P Graham
 Teacher of Physical Education – Mrs K Hornell
 Teacher of Physical Education – Mrs E Hutchison
 Teacher of Physical Education – Mr S Scobie
 Trainee Teacher of Physical Education – Miss J Cain
 Teacher of Home Economics – Mr I McLatchie
 Teacher of Home Economics – Mrs K Telfer

Additional Support Needs

Teacher of Additional Support Needs – Mrs D Rowley
 Inclusion – Mrs B Sutherland

Support Staff

School Office Team

Administrative Assistant - Miss M Allan
 Clerical Assistants – Miss L Graham, Mrs E Herries, Mrs N Jolly, Mrs K McKeand

Learning Assistants

Mrs A Cain, Mrs M Frame, Mrs N Gee, Mrs K Heughan, Mrs G Inglis,
 Mrs G Judge, Mrs M McClymont, Mrs K McCulloch, Mr B McDowall,
 Mrs P O'Brien, Mrs S Stewart, Mrs L Wright

Pupil Equity Worker

Mrs A Hannah

Autism Outreach Officer and DYW Co-ordinator

Mrs K McCreadie

Facilities Assistants

Mr R Jaszewski, Mr D Kerr

Technicians

Mr R Bacon – Technician (Science)
 Mr S Templeton – Technician (Technical Education)

School Information

History

Douglas-Ewart High School was opened in 1922 in Newton Stewart, Scotland. It was formed by the amalgamation of the Douglas Free School opened in 1834 and the High School of the Ewart Institute opened in 1864.

Our notable former pupils include:

- James A Mirrlees, Nobel Prize Winner
- Andrew Ayre, British High Commissioner to Guyana, 2011-15
- John Dedman, member of the Australian Parliament
- Sir John McFadzean, Pathologist
- Professor Alex McBratney, Dokuchaev Prize Winner (Soil Science). Equivalent to the Nobel Prize

Contact Us

If you need to find something out – please contact us by telephone, e-mail or check the school website or the School App.

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

- Head Teacher if the enquiry relates to whole school matters or you require an unresolved classroom issue to be discussed further.
- Parent Council and/or Connect (the membership organisation to support your Parent Council) If your enquiry relates to whole school matters linked to Parental Involvement. The Parent Council email address is dehsparentcouncil@outlook.com

- In Secondary, the teacher with responsibility for Personal Social and Emotional Supervision followed by the Head Teacher.

Pupil Support

If you need information, our office staff are your first point of contact. They will be pleased to deal with any enquiry you wish to make regarding your child and will put you in touch with the relevant member of staff.

If you have concerns about your child/ren, your initial contact would be the Principal Teacher Pupil Support (PTS) in charge of their House group. Depending on the nature of your concern, this may then be passed to the relevant Depute Head Teacher (DHT) or possibly to the Head Teacher.

Our Principal Teachers of Support are:

Mrs Eden Whan (Tarff)
Miss Kim Kalotka (Kirroughtree)
Mrs Philippa Graham (Buchan)
Miss Kayleigh McWhirter

If you are not happy with the response you receive or a decision that has been made, you can ask us to look again. You can do this by contacting:

EducationandLearningParentalInvolvement@dumgal.gov.uk

At this point an Officer will contact you and discuss the issue and share directly with you the outcome of this work.

If you would like to compliment staff or the school you can also use this email.

Remember you can also access Dumfries & Galloway 'Have Your Say' at:

<http://www.dumgal.gov.uk/article/17349/Have-your-say>

If you remain dissatisfied and wish to make a formal complaint, the Education and Learning Directorate operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at:

www.dumgal.gov.uk/article/15382/Complaintsprocedure

Normally, you must make your complaint within six months of the event you want to complaint about. In special circumstances, we may be able to accept a complaint after the time limit. If you feel that the time limit should not apply to your complaint, please tell us why.

Child Friendly Complaints

The national Scottish Public Services Ombudsman (SPSO) has been working on a new approach to handle complaints that involve children, to ensure the Complaints' procedures under their remit meet children's rights under www.unicef.org.uk/ the UNCRC.

With the help of children, young people and staff from a wide range of public bodies including Dumfries and Galloway, SPSO have co-designed seven Child Friendly Complaints Handling Principles which have been agreed by the Scottish Government. The SPSO expect all public bodies under their jurisdiction to take these into consideration when handling complaints involving children. The process guidance can be found here – www.spsorg.org.uk by taking this approach of focusing on core principles supported by best practice guidance, SPSO hope to provide us with the flexibility to continue with existing local good practice, whilst also providing detailed step-by-step guidance for those who would find it useful.

The School Day (session 2024/25)

The timetable for the school day is as follows:

Monday to Friday		Duration
08:55 – 09:45	Period 1	50 minutes
09:45 – 10:35	Period 2	50 minutes
10:35 – 11:05	Student Enhancement Time (SET)	30 minutes
11:05 – 11:20	Interval	15 minutes

11:20 – 12:10	Period 3	50 minutes
12:10 – 13:00	Period 4	50 minutes
13:00 – 13:40	Lunch	40 minutes
13:40 – 14:30	Period 5	50 minutes
14:30 – 15:20	Period 6	50 minutes

House System

The House System fosters identity within the school. It also provides a framework for developing qualities of leadership and responsibility among senior pupils. There are three house groups: Kirroughtree, Buchan and Tarff.

Accommodation

The Douglas-Ewart High School has 9 Computer Suites, a Library, a Canteen, 2 Halls and a Performance Arts wing for Music, Drama and Dance. The school building is also shared with other agencies including Social Work, Youth Work Services and School Inclusion. This has the added benefit of providing greater opportunities for partnership working.

Sports' Facilities

On site we have a games hall, swimming pool, a dance studio and extensive playing fields. All these facilities are utilised fully both during the school day and in the evening by the community.

Charities

Charities supported by Douglas-Ewart High School include Comic Relief, Children in Need, Machars Food Bank, Wear it Red - to name but a few. We also donate to a wide range of topical or current fundraisers throughout the year.

Pupil Council

The Pupil Council consists of representatives of all year groups, chaired by the School Captains, attended and advised by the Head Teacher. The School Captains act as representatives of the pupils on the School Council.

School Procedures

Promoting Positive Behaviour and Celebrating Success

The ideal at which the school aims are to instil in each pupil a sense of self discipline. To accommodate the needs of all pupils, however, certain behaviour management strategies require to be imposed by the school and supported by parents / carers. The school's policy is to stress the positive aspects of behaviour, i.e. giving common sense reasons for doing things, rather than listing the things that pupils should not do.

Reflection Time

Various sanctions exist to deal with pupils who behave in an unacceptable manner. In general, the school will act in a sympathetic and supportive way. However, where a pupil is disruptive or uncooperative, he / she may be required to do spend some time reflecting on their behaviour with a key adult. Reflection takes place during lunchbreak (leaving pupils sufficient time for lunch and a comfort break). [see appendix.1](#)

Where behaviour problems of a more serious nature arise, parents/carers will be informed directly. Their full support and co-operation are essential in creating and maintaining a good learning atmosphere in school.

Inclusion

In the event of sustained disruption of learning, a pupil can be isolated from their class. They are then supervised by a member of management team. There is a strict Code of Conduct which pupils must follow this occurs.

Privileges

Many of our pupils enjoy privileges connected with extra-curricular activities, e.g. dances, discos, clubs, sports teams, outings etc. These are organised and run

by staff on a voluntary basis. The school reserves the right to withdraw such privileges from pupils whose behaviour in school has been less than satisfactory.

School Excursions

DEHS runs a vast array of curricular and extra-curricular opportunities for pupils throughout each academic session. There is a great deal of administration which takes place in the background to make sure school excursions are possible and that we ensure the Health and Safety of all participants. Your help in adhering to the following would be very much appreciated:

- Consent forms must be completed fully and returned to the School Office as soon as possible or prior to the deadline date identified.
- Contributions (where applicable), towards school excursions, accompany the consent form.
- Consent forms and payments (where applicable) are returned in a sealed envelope with the pupil's name clearly identified on the front.

Please ensure that the school is always kept up-to date with any changes to emergency contact details and medical details for your child. These details accompany all our school excursions and will be used in the event of an emergency.

Substance Related Incidents

In responding to drug/substance use related incidents, schools will follow education authority guidelines. In all such circumstances, parents/carers will be contacted, and their cooperation expected. Police will be involved if drug use is suspected or discovered.

Enrolment in Our School

Parents/carers of children transferring to the Douglas-Ewart High School, other than directly from our associate primary schools, are advised, initially to contact the school office. Arrangements will be made for them to visit the school and meet with the appropriate Depute Head Teacher who will be able to provide them with full information e.g. facilities, courses, etc.

Awards' System

The awards' system within the school is designed to encourage and reward both academic achievement and endeavour. There are two Prizegiving Ceremonies each year, one for S1-S3 Pupils (Junior Phase) and one for S4-6 Pupils (Senior Phase), both held in June.

At our Junior Phase Celebration of Achievement Ceremony, certificates are awarded based on academic achievement but pupils are also recognised for their attitude, effort and improvement.

Senior Phase pupils may be awarded merit or excellence certificates, subject prizes from departments who present pupils at Higher Grade and Advanced Higher levels or one of our Community Awards or Trophies which recognise contributions to the local community.

Exemption from Certain Subjects

Applications for exemption from certain subjects should be made in a letter to the appropriate PT Pupil Support Teacher. In the case of exemption from Physical Education / Outdoor Activities for a period of over two weeks, a medical certificate is required. For any other instances, a note from a parent or carer is required to ensure that pupils are provided with the best possible assistance for their ailment.

For safety reasons the pupil will stay with the teacher/class that they are allocated and so must bring their kit. They will only be asked to help to a level that does not affect said ailment, for example, refereeing, score keeping, managing equipment, coaching peers etc. If outdoors they may well get wet and/or very muddy so school uniform is not suitable.

School Policies

Please find the details below to our school website where you will find our school policies and procedures. If you would like to make any suggestions or comments on these, please contact Mr Webb.

<http://dehs.schoolwebsite.scot/resources>

Equipment Requirements

Pupils are required to have certain basic items of necessary equipment - pen, pencil, eraser, ruler, coloured pencils, schoolbag, etc. You are recommended not to purchase calculators until advised to do so by the Mathematics Department.

Physical Education Kit

Clothing is an important aspect of safe practice in all forms of physical activity. At the Douglas-Ewart High School we require the following items of kit for participation in Physical Education:

Swimming

- Swimwear that covers appropriate body areas and does not restrict movement. (Boys require swim shorts, girls require a one-piece costume or a t-shirt over a two piece. Denim shorts or shorts with zips are not allowed. Shorts and t-shirt may be worn over swimsuit if preferred.)
- Goggles made for swimming
- Towel
- Shampoo/shower gel is suggested

Outdoor Games Activities

- Tracksuit trousers / long-sleeved top in cold weather
- Shorts & T-shirt or long-sleeved top in warm weather
- Change of socks and underwear
- Change of PE footwear (very likely to get wet and muddy)

Also recommended

- Towel in wet conditions
- Light waterproof top
- Hat and thin gloves
- Shin Guards
- Mouthguard
- Boots with studs that conform to current BS EN requirements for all-weather surfaces/grass
- Plastic bag for wet kit and shoes

Indoor Activities

- Shorts or Leggings/Tracksuit bottoms & T-shirt or long-sleeved top
- Change of socks & underwear
- PE footwear with soles that provide good traction in a sports hall

Running

- Footwear that is suitable for running on grass, path and pavement
- Shorts or tracksuit trousers
- T-shirt and long-sleeved top that can be worn in layers

Also recommended

- Hat and thin gloves
- Light waterproof top
- Towel

Items not permitted for PE:

- Football tops/team tops
- Crop tops or strap vests
- Crocs
- Jewellery (for Health & Safety reasons)

Valuables in Changing Rooms

PE staff strongly advise that pupils do not leave valuables on show in Changing Rooms. The Changing Rooms are locked during PE lessons but due to lack of space sometimes more than one class may have access through the period.

Communication

Newsletters

Every term, an electronic newsletter is e-mailed to parents and carers. This contains details of forthcoming events, special arrangements and news-worthy items involving pupils and staff.

Douglas-Ewart High School Website

<http://dehs.schoolwebsite.scot> includes up-to-date information, providing a window into our community, keeping you involved with school life and providing a platform for the school to showcase its best.

Parents Portal

Parentsportal.scot is the new school communication system, which was introduced in November 2023. We ask all parents/carers to download the app, as this will be used as our primary method of communication with home.

Absences can be reported, pupil details can be updated, attendance can be monitored and all report cards will be uploaded to be viewed at home. Additionally, our Pupil Briefing is uploaded to the Parents Portal on a daily basis.

Facebook

The school runs a Facebook page named 'Douglas-Ewart High School'. This is designed to publicise and celebrate everything good that goes on in and out of Douglas-Ewart as well as provide information to pupils and parents about upcoming events.

To access this page, enter 'Douglas-Ewart High School' in the search bar on your Facebook page. Then click 'Like' and this will provide you with all the information from our page on your newsfeed.

Reporting 2024-25

Reports will be sent home as follows:

- **S1–S3 Pupils:** September, December, March and May
- **S4– S6 Pupils:** October, January and March

Parents' Evenings

These are held mainly on a year group basis, to allow discussion on pupil progress with the appropriate teachers and advice will be given regarding future courses and option choices. Prior notification of these meetings will be communicated by letter. Further consultation with staff may also take place at mutually convenient times during school hours or immediately after school.

Pupil Profiles

A pupil profile is a snapshot of a young person's best achievements at a given point in time. Profiles are primarily aimed at learners and their parents and draw together a range of information about a child or young person's learning. It is one of the ways in which a learner's achievements can be recognised.

In Secondary Schools, the end of S3 represents an important milestone in every young person's education. By the end of S3 all young people will have completed the Broad General Education (BGE) Phase of Curriculum for Excellence. Young people should have produced their own profile, supported by staff, which gives a reliable and full account of their progress and achievements to date. It should include a focus on what they feel are their latest and best successes and the skills they have developed.

School Uniform and Clothing Grants

School Uniform

An updated Uniform Policy has been in place since the start of the new term in August 2024. It is a requirement that all pupils be dressed in line with this policy, wearing attire consisting of:

S1-S6

- White or Black shirt with school tie or White or Black polo shirt, with or without the school logo.
- All items in black: jumper, sweatshirt, fleece, cardigan or hoodie – school logo available as an option if preferred.
- All items in black: trousers/dress shorts/skort/pinafore/skirt/ leggings (not sports leggings).
- Mainly black comfortable shoes.
- Any additional item of headwear for religious reasons to be plain black or school colours.

We are asking for smart school clothing – no branded logos and sportswear. This would include sport shorts, sport leggings and PE clothing etc.

We are increasingly conscious of the Cost of the School Day and Cost of Living and the impact purchasing school uniform may have on this. Having pupils in school uniform helps keep the cost down for clothing. For any family struggling with the cost, we have options available to you and you can contact Mrs T Trayner (Depute Head Teacher) for advice or follow the link below for information and eligibility for a school clothing grant.

School Clothing Grants

The award of clothing grants is to assist with the cost of school clothing for families who are on a qualifying benefit or on low income. The current award is £150 per child. Guidance and more information is available at:

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

It is not normal policy of the authority to remove a pupil from school solely based on his/her dress. However, persistent refusal to respond to a reasonable dress code could be deemed to be a challenge to the Headteacher's authority and as such be detrimental to the good order of the whole school community. In such circumstances, a Headteacher could justify the use of the school disciplinary procedures.

Skills, Education and Learning Directorate are committed to supporting families through their Anti-Poverty Strategy – details of which can be found at www.dumgal.gov.uk/poverty Details of the School Uniform Bank Project can also be found at the above link.

Dumfries & Galloway Council have set up several permanent School Uniform Donation and Collection Points in partnership with community organisations throughout our Region. Each location has an extensive stock of excellent to good-condition school uniforms which are suitable for the schools near the Uniform Bank locations. Additional equipment including School Bags and Stationery can also be sourced at times from these locations and full details of each can be found on the following link: <https://www.dumgal.gov.uk/article/25718/Free-School-Uniforms>

Education Maintenance Allowance (EMA)

Students could get financial support to stay on at school dependent on their household income and meeting certain criteria. This is called an Education Maintenance Allowance (EMA). Students must apply/ reapply each Academic Year.

EMA is a means-tested termly weekly allowance of £30, payable to students aged 16 to 19 for a maximum of 3 years. Students must achieve 100% attendance per week of the agreed attendance within their EMA Learning Agreement completed at school level.

It is payable in arrears, during term time only, generally on a 2-weekly basis. No payments are made for school holidays. Students can apply if they attend a school in Dumfries and Galloway or have a history of being Home Educated, attend a Young Persons Activity with Employability and Skills D&G Council or travel daily to a Cross Border facility.

Further information and an application can be made at: www.dumgal.gov.uk/ema

School Meals & Special Dietary Requirements

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

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

More information can be found on Naturally D&G website: www.dgschoolmeals.co.uk

Special Dietary Requirements

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

All parents of children with allergens should register with the catering team as soon as they are aware that their child has an allergen or intolerance to food.

For more information contact DGSchoolmeals@dumgal.gov.uk to access the Legislation & Nutrition Officer.

Free School Meals

Free school meals can lead to a large saving in each year. Nursery and primary school pupils can save £361 and secondary 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 <http://www.dumgal.gov.uk/schoolmeals>

School Transport & Attendance

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 visit www.dumgal.gov.uk/article/15245/Free-school-transport

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. In certain circumstances, non-entitled pupils may be able to access help. Please go to: <https://www.dumgal.gov.uk/article/15248/Financial-help-with-school-transport> on the Council's website for further information.

Occasionally, the school transport may not arrive due to unforeseen difficulties. The Education Authority will, after notification, make every effort to provide another bus. However, after a reasonable time, if the bus has not arrived, parents / carers should decide what arrangements they wish their child to make for getting to school.

At present when a bus does not turn up in the evening the school:

1. Informs the relevant bus company
2. Tries to contact parents regarding possible late arrival home
3. Offers supervision and shelter to pupils

Please note only pupils with valid Bus Passes can use the school buses. The only exception to this is for pupils who require to stay away from their home address for Care and Welfare reasons for a short period of time. Temporary Bus Passes will only be issued on receipt of a note from parents / carer when these circumstances arise.

Free Travel for 5 – 22 year olds

From 31 January 2022 all children and young people aged 5-22 were entitled to free bus travel in Scotland. You can apply for free travel online at <https://getyournec.scot/nec/> (This cannot be done through your school)

If you already have a National Entitlement Card or Young Scot National Entitlement Card, you must apply for a new or replacement card to travel by bus for free, however, all children who are currently in P7 will have forms sent home from school for the school to apply for the Young Scot Card on their behalf as part of the transition to secondary. These cards will all have the free travel applied automatically as long as the form is returned to school and signed by the parent/guardian.

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

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

Attendance - Legal Requirements

There is a legal requirement that each child must attend school until the leaving date appropriate to his/her sixteenth birthday. Responsibility for this lies with the parent (or guardian). Where a pupil opts to return to school beyond this age, regular attendance is required at all classes taken.

Procedures regarding Absences

Notifying the School

If your child is going to be absent from school, you are requested to submit the absence via the Parents Portal app with the following information:

- Pupil name
- Class
- Reason for absence
- When you expect them to return to school

You are requested to submit another message should the absence extend beyond your original expectations or if the pupil is returning to school earlier than expected. Although all absences should be reported via the Parents Portal (parentsportal.scot), if you are unable to access this service, please call the school office on 01671 403773.

Where a pupil is absent and the school has not been notified of a reason, parents/carers will receive a text message to advise that their child has not registered for school.

In cases of long absence, the appropriate Principal Teacher (Pupil Support) should be contacted so that arrangements can be made for schoolwork to be sent home.

Permission to be absent from school.

Requests should be made in writing and passed to the appropriate Support Teacher.

Permission to leave school during school-hours (e.g. dental, or medical appointments).

Wherever possible, such appointments should take place outside school hours. However, where necessary, the school will release pupils after having received consent from parents/carers. Pupils should report to the School Office on returning to school.

Action regarding unsatisfactory attendance.

Parents and carers are responsible for ensuring that children attend school regularly and punctually. Where attendance is unsatisfactory, the matter will be passed to the Attendance Support Team.

Health & Safety

Emergency Procedures Including Safer Together Guidance

If your child feels unwell or have hurt themselves during the school day they must report this to an adult in the school. If we feel that they would be better at home we will telephone you or your emergency contact. 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.

Safer Together Guidance

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

The event could be a road accident outside of the school, intruders, a spillage/leakage, or a loose animal. Parents can request, from the school office, additional information regarding Education Support Services Safer Together Inside guidance and procedures, if needed.

Health Care (including First Aid)

We are committed to ensuring that all children can fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the 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.

Douglas-Ewart High School has staff with responsibility for first aid with appropriate training that includes administering first aid, reporting in line with the Accident and Incident Reporting procedures and keeping a record of first aid administered.

Severe Weather Arrangements

In case of severe weather, the following is a reminder of the Council's Policy regarding severe weather conditions and school closure:

Keeping schools open and operating normally is a priority for the Council. Head Teachers are authorised to make an emergency school closure when the state of the weather or any other exceptional circumstance makes it necessary in the interests of the pupils. In the case of a school closure it is vital that we can communicate quickly and clearly with parents/carers.

The Council website, local media and text messaging will all be used to communicate with parents/carers. Parents/carers are therefore requested to ensure that up to-date contact and emergency contact details are provided to the school, particularly any changes to mobile phone numbers.

It is also recognised (given the rural geography of our catchment area) that some parents/carers may decide to keep their children at home. In these instances, parents/carers should inform the school as soon as possible.

You may find the answers to parents/carers frequently asked questions about school transport below helpful:

What do I do if a school bus fails to arrive on time?

Your child should be at the bus pick-up point at least 5 minutes before the scheduled pick-up time. We advise your child to wait at a pick-up point for up to 15 minutes after the bus was due to arrive. After 15 minutes it can be assumed that their bus will not run that day. You should ensure your child knows what to do if the bus fails to turn up. You should ensure that there are suitable care arrangements in the event of school transport not running without notice.

What happens if schools close early due to bad weather or any other emergency?

Every attempt will be made to inform parents/carers. A set of emergency instructions is used to involve transport contractors, other schools using the same transport and parents/carers whose children have a long way to walk home from the drop-off points. Phone calls will be made to this priority group of parents/carers informing them of the time transport will leave school.

Schools can also inform parents/carers of a school closure or emergency using the Text Messaging Service. If you feel that your child should not walk home alone in bad weather from the drop-off point or from school, it will be your responsibility to meet him/her.

Drivers will not normally set children down at any point significantly different from the usual one. If it is not possible to set children down at the normal drop-off point, then children will be taken to a nearby school for their safety. Children must follow any instructions given to them by the driver in any emergency and should not leave the bus to make their own way home.

What happens if there is a cancellation of transport in the morning?

Drivers will then return children to their normal drop-off point. Parents/carers should ensure that some arrangement has been made at home to cover this possibility. If your child travels to school on connecting services, drivers will be told to wait for each other and not to leave any children standing in adverse weather conditions.

Should the second bus not arrive, children will be returned home. If the second bus does arrive but cannot

complete the journey to school, that driver will return children to their homes. Parents/carers must ensure that their children are warmly dressed just in case the journey to school is slow or even halted in bad weather.

What information is available about school transport in an emergency or bad weather?

Arrangements have been made with local radio to relay information about school closures. Parents/carers can also find information on school closures on the school website <http://dehs.schoolwebsite.scot> and also on www.dumgal.gov.uk

Positive Relationships

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

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

Details of the Douglas-Ewart High School anti-bullying policy can be found on our school website under resources or by following the link below http://manage.appscentral.co.uk/uploads/client/documents/5037/6677_Anti%20bullying%20policy%202024%20v3.pdf

Respect for All

The Respect for All Guidelines (2018) for Schools incorporates revised national anti-bullying guidelines (Scottish Government 2017) that underpins our Schools Policy. Respect for All aims to ensure that all sectors and communities, at a national and local level, are consistently and coherently contributing to a holistic approach to anti-bullying, regardless of the type of bullying. This includes an explicit commitment to addressing prejudice-based bullying.

Central to this, Respect for All is underpinned by the values of:

- Fairness
- Respect
- Equality
- Inclusion

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

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

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

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

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

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

Dumfries and Galloway Council's priorities also place every child's wellbeing at the centre. In schools we do this by adhering to the principles of GIRFEC.

On occasion a school may need to exclude a child or young person to put in plans in place to address behaviours and plan for an effective return to school. This will vary, depending on the individual circumstances and the changes/actions identified.

However, exclusion should not be regarded as a punishment, but instead be an opportunity to make changes that will improve the educational experience for your child and others.

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Responsibilities

We have a duty to provide education for children of secondary school age in our catchment area. However, each child's education starts at home and is continued as a partnership between home and school. To enable this partnership to give every child the best possible chance of success, the partners should be clear about what each can reasonably expect of the others.

Parents

- 1.To show, by example, support for the school in setting the highest standards.
- 2.To make sure that children attend school regularly, on time, refreshed, alert, appropriately dressed and ready to work.
- 3.To take an active and supportive interest in children's work and progress.
- 4.To support the authority and discipline of the school, thus helping children to achieve maturity, self-discipline and self-control.
- 5.To control the development of children's use of leisure time activities and entertainments in so far as it affects their progress at school.

Pupils

- 1.To attend school regularly, on time, ready to learn and take part in school activities.
- 2.To aim at the highest standards in all aspects of school life.
- 3.To co-operate with the school staff and to accept the authority and rules of conduct of the school.
- 4.To consider and respect the feelings and property of other people both in school and in the wider community.
- 5.To care for the grounds, buildings, furniture, equipment and books provided for the school.

School

- 1.To develop each pupil's talents as fully as possible in accordance with the aims of school and to prepare each child for his / her role in current adolescent and future adult societies.
- 2.To teach effectively and to set the highest standards in work and behaviour.
- 3.To care for each child as would a good parent of a large family.
- 4.To establish regular communication with you as a basis for close co-operation between home and school.

School Rules

School Rules must be reasonable, enforceable and justifiable. The reasoning behind them must be easily understood by pupils. Our rules are straightforward and based on common sense, courtesy, personal safety and protection of property.

General

1. Pupils are expected to be regular and punctual in their attendance both for school and for classes.
2. Each absence must be explained by a signed note from you.
3. Pupils are expected to be dressed for school in accordance with established guidelines.
4. Pupils must come properly equipped for all classes i.e. with pen, pencil, eraser, school bag and all necessary books and equipment.

5. Pupils are forbidden to leave the school grounds during the morning or afternoon sessions without permission.

Behaviour

1. Pupils when travelling to and from school, must not behave in such a way as to bring the school into disrepute.
2. Smoking and gambling are not permitted, in or near the school.
3. Bullying, fighting and other forms of antisocial behaviour such as spitting, etc, will not be tolerated.

Movement around school

1. Pupils, must walk quietly on the left along corridors and on stairways.
2. Pupils must not loiter in corridors, stairways, toilets cloakrooms and other prohibited areas at any time.
3. Eating crisps, sweets etc, on the way to and from class or in class is not permitted.

Care of Property

a. Personal

1. No property should be left in corridors, etc.
2. All items of clothing should have some means of identification, such as a name tag. Remember there may well be several hundred pupils wearing similar items and it can be extremely difficult to establish ownership. Equipment should also be labelled and, where appropriate (e.g. an electronic calculator), its serial number should be noted.
3. Articles of value should never be left in a cloakroom.
4. All coats, books etc. should be taken home each night.
5. Whilst it is accepted that most pupils carry mobile phones these days it should be noted that these must be **switched off in school and must not be used during class time**. Pupils operating phones during lesson times will have them confiscated and returned at the end of the school day. Neither the school nor Dumfries and Galloway Council accept any

responsibility for the theft or damage of such equipment. Accordingly, our advice to pupils is that they should not bring such equipment to school.

b. School

1. Pupils must not tamper with, or damage, fittings in classrooms, corridors, cloakrooms or toilets.
2. All litter must be placed in the litter bins.
3. Graffiti on books or walls will not be tolerated.

Curriculum

Curriculum for Excellence (CfE), now known as 'Scotland's Curriculum,' is bringing learning to life in the way education is delivered for all 3-18 year olds in nursery, primary, secondary, at college and via workplace or community learning. It aims to respond and adapt flexibly to meet the needs of an ever-changing and evolving world and Scotland's place within it. At its heart lies a constant commitment and drive towards excellence and equity, to raise standards, improve knowledge, develop skills for all learners and close the gap between the lowest and highest achievers by ensuring everyone has an equal opportunity to be successful no matter what their background or circumstances. Ultimately it aims to nurture children and young people as successful learners, confident individuals, effective contributors and responsible citizens.

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

How does Curriculum for Excellence work?

Curriculum for Excellence includes four contexts for learning:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school

- Opportunities for personal achievement

Curriculum levels and stages

The curriculum has two stages, the broad general education (from the early years to the end of S3) and the senior phase (S4 to S6).

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

Broad General Education

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

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

Senior Phase learners work towards qualifications in the Senior Phase. Available qualifications and awards

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

The Curriculum

Douglas-Ewart offers a variety of subjects and levels of study from S1 to S6. All courses are well planned and delivered in an engaging and stimulating manner for pupils to ensure high quality learning experiences.

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

Option booklets are updated on an annual basis giving the most relevant information to pupils. The options process itself will begin in January. Pupils required to make subject choices will have completed the process by the end of March.

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

YEAR	CfE COURSE
S1	16 COURSES
S2	16 COURSES
S3	11 Courses
S4	Maths + English + 5 Free Choice (7 courses in total)
S5	5 COURSES Free choice
S6	4 or 5 COURSES

In addition to the above, pupils also receive their core entitlements of PE, RMPS and Health and Wellbeing. It is our duty to provide religious observance which is an inclusive, valuable and meaningful experience for all. Parents have the right to withdraw their child from a Religious Observance if a written request is made. If you wish to withdraw your child, please discuss this with the Head Teacher.

At the Douglas-Ewart High School we are proud to offer a wide range of supported study opportunities, with every faculty in the school represented in our provision. We encourage all of our pupils in the Senior Phase to make effective use of these opportunities and attend regularly, where they can. Supported study sessions are available both during lunch and after school with sessions running on Tuesdays, Wednesdays, Thursdays and Fridays to be sure that pupils are given ample opportunity to attend multiple sessions across the school week. These sessions are not only wide-ranging in their curricular reach but in the academic level they are tailored to, with National 5, Higher and Advanced Higher catered for across many subject areas.

We appreciate the encouragement that parents, carers and key stakeholders in our community can give to young people in order to help them make best use of these opportunities and we look forward to continuing to raise attainment through such bespoke support provision, each and every year.

Curriculum for S1-S3

Moving from Primary to Secondary School is a major and exciting step for any youngster. We are always pleasantly surprised at how quickly our new S1 pupils settle in at Douglas-Ewart. They obviously enjoy the challenge of the new subjects and quickly get used to having a variety of teachers. We have well established links with our cluster schools leading to the final three induction days in June.

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

which they wish to study. The various subjects in S1 and S2 and their time allocations are illustrated in the table below. Taken together these subjects give our common course in S1 and S2.

Almost all S1 pupils should have completed the Outcomes and Experiences for Level 3 by the end of S3.

S1 and S2	Period Allocation
English	4
Maths	4
Science	3
Modern Languages	2
PE	2
Technology	2
Humanities	3
Home Economics	2
Music	2
Drama	1
Art and Design	2
Digital Literacy	2
Student Enhancement Time	3

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

Curriculum for S4-S6

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

At the end of S4, each student is guided by their Pupil Support Teacher to choose appropriate subjects for study in S5. The final choice is confirmed at a meeting

between the student and their Pupil Support Teacher or a member of the Senior Management Team.

Students undergo a similar process in their move from S5 to S6. Parents are able to come into school for consultation if they wish. All parents receive an options form to consider and sign when agreed. Courses likely to be on offer to S5 and S6 are shown below.

In S5, students will take 5 courses of study at levels appropriate to their ability. This will account for 30 periods of study per week. The remaining 3 periods per week are devoted to Social Education, Health and Wellbeing and modular courses.

In S6, the programme is generally more flexible. Although S6 students still undertake 4 courses of study, a little more time is allowed to develop skills in independent study in preparation for further and higher education.

Subject	Level of Study			
Accounting		H		
Administration		H	N5	
Art		H	N5	
Biology	AH	H	N5	
Business Studies		H	N5	
Chemistry	AH	H	N5	
Creative Thinking (Design)			N5	
Design & Manufacture		H	N5	
Drama			N5	
English	AH	H	N5	
Environmental Science			N5	
French		H	N5	
Geography		H	N5	
Graphic Communication		H	N5	
History		H	N5	
Lab Science			N5	
Maths	AH	H	N5	
Maths Applications		H	N5	
Media			N5	
Modern Studies		H	N5	
Music		H	N5	N4
Numeracy/Personal Finance			N5	
PE		H		
Physics	AH	H	N5	

Practical Cookery			N5	N4
Practical Woodwork			N5	
Religious Studies		H	N5	
RMPS			N5	N4
Science Baccalaureate	AH			
Scottish Studies			N5	
Spanish		H	N5	
Sport & Recreation			N5	

Remote Learning and College Courses

In addition to the subjects offered by the Douglas- Ewart High School, a number of partners offer college and remote learning courses that can be chosen as an option in Senior Phase. If a remote learning course is chosen, pupils must apply directly to the provider using the links below. Places are subject to offer.

SRUC courses:

<https://www.sruc.ac.uk/courses-training/ways-of-learning/courses-for-schools/>

YASS courses:

<https://www.open.ac.uk/scotland/study/courses-schools-and-early-learning/young-applicants-schools-scheme/yass-what-can-i-study>

Dumfries and Galloway College courses:

<https://www.dumgal.ac.uk/study/college-academy-senior-phase-offer/>

Edinburgh College courses:

<https://www.edinburghcollege.ac.uk/courses/for-school-pupils>

Foundation Apprenticeships:

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

@SW Connects virtual Learning Courses:

[@South-West Connects 2024/25 Digital Prospectus \(cloud.microsoft\)](#)

Musical Instrument Tuition

There is an opportunity for pupils to learn a musical instrument, through the Authority's Instruction Service. Tuition is given in string (violin, viola and cello), woodwind (flute, clarinet, saxophone, oboe and bassoon) and brass (cornet, horn, euphonium, trombone and tuba) instruments as well as guitar and bass guitar. There may be some spaces in drum kit and percussion instruments.

Lessons are currently funded by the Scottish Government however places are limited.

The IMS is able to loan orchestral instruments to pupils free of charge. Please ensure that loan instruments are covered by household insurance. Routine repairs will be carried out by instrumental staff, but parents are responsible for any repair required due to negligence by their child. Please note that drum sticks, mallets, replacement strings and reeds are required to be purchased by parents. Guitars and percussion instruments are not available for loan, however, they may be available for use in school at lessons. Please contact the Music Service (MusicService@dumgal.gov.uk) with any instrument queries.

If your child wishes to learn an instrument, he / she should see any member of the music department or the instrumental instruction team who visit the school.

Physical Education

Physical Education provides learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

They encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups. Pupils use a

variety of equipment and apparatus, both outdoors and indoors.

The aim of the department is to provide a high quality PE programme that will include learning to move (learning the skills, techniques and understanding required for participation in physical activities and sport) and moving to learn (physical activity as a context and means for learning). The department objectives are to:

- set high expectations of what each individual child and young person and the whole school can achieve in and through PE and school sport;
- share with children and young people what they are expected to achieve in a way that they can understand;
- consider what children and young people have already learnt within and beyond school;
- identify the next steps in progression and communicate these to children, young people and their parents / carers;
- give each child and young person relevant learning activities and authentic context that interest, challenge and motivate them;
- provide opportunities for children and young people to analyse, assess and evaluate their own and others' work;
- give children and young people time to think, reflect and make decisions and choices for themselves;
- allow children and young people time to solve problems, while giving appropriate feedback and support to advance learning and avoid frustration.

The Scottish Government expects schools to provide at least two hours of good quality physical education for every child, every week. Therefore, all pupils are expected to be prepared, with kit for all PE lessons.

Exemption from Physical Education

All pupils in S1 to S4 are timetabled for 2 periods of Physical Education each week. Because of the compulsory nature of the subject, all pupils are expected to participate in the subject. There should be no reason why a learner cannot participate in PE if they are at school. Pupils seeking long-term exemption from

the subject must provide a Medical Certificate from their own doctor and may be asked to undertake a Medical Inspection by the School Doctor.

Wider Curriculum Opportunities

At Douglas-Ewart High School, we aim to raise aspirations within all pupils by providing a wide range of ways to celebrate the achievements of all pupils ensuring pupils participate in the widest range of opportunities. The activities and clubs are organised by staff and usually take place at lunchtimes or after normal school hours.

We recognise that many of our pupils are involved in several activities outside of school. We have had success in disability sport, athletics, netball and horse riding among many others. Throughout the year there are various opportunities for pupils to go on school trips. In the past some pupils have enjoyed trips to theatres, concerts, rugby matches, football matches as well as further afield to London, France, Spain and America.

Our pupils also work hard raising money for different events and charities giving them an outlet to showcase and develop their skills. For pupils in the senior school, there is the opportunity to recognise participation in the wider community through the Duke of Edinburgh Award Scheme.

Homework

Homework is an essential part of a pupil's learning process and aims to:

- encourage individual pupil responsibility.
- develop good habits of work and study.
- encourage self-discipline.
- develop skills in good planning.
- provide an opportunity for the teacher to give praise.
- allow work completion without direct supervision.
- encourage parental involvement in the educational process

Additional Support Needs

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

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

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

At DEHS, we provide support in several ways, the list below gives some examples:

- Specialist input from a teacher on an individual or a group basis.
- Advice and support from specialist services such as EAL and Sensory.
- Support in class from a Learning Assistant.
- Use of resources and equipment.
- Consultation and advice for teachers.
- Referral to partner agencies.
- Support in SQA exams.
- Assistance with adaptation to teaching approaches.
- Support with transitions.

If a young person has been identified as having additional support needs in primary school, then this information would normally be transferred to the secondary before transition.

What is Additional Support for Learning (ASL)?

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

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

If you have any concerns about your child, you should speak to your child's Principal Teacher of Support in the first instance. There are several ways in which concerns about your child's progress can be followed up. This may involve the input of other educational professionals such as Specialist Teachers, Inclusion Specialists, Impairment Specialists and Educational Psychologists. It may include a request for assistance to the Supporting Learners Service or to the Care Experienced Education Team for support from a Care Experienced Teacher or Care Experienced Officer. It may also involve your child being referred onto staff in external agencies such as Health staff (Speech and Language Therapist, Occupational Therapist, Physiotherapist etc.).

As a parent you will be closely involved in the process and your views sought throughout. If, after discussion with all concerned, and agreed as appropriate your child will have an educational plan which will identify how they are to be supported.

This plan would likely be either an Individual Education Plan (IEP) or Child's Plan.

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 (CSP) process is overseen by the Supporting Learners Service with responsibility for Additional Support for Learning. Any additional support needs of your child will first and foremost be addressed by access to excellent classroom teaching.

Further information on the above is available from the school or on the Council website: <http://www.dumgal.gov.uk/schools> or from the following sources:

- Enquire – the Scottish advice and information service for additional support for learning, managed by Children in Scotland and funded by the Scottish Government <http://enquire.org.uk>
- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SCO:33576 <http://www.siaa.org.uk> or
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO:1274 <http://www.sclc.org.uk/>

Parents may also access further support through mediation services provided by Common Ground Mediation www.commongroundmediation.co.uk or advocacy support through Dumfries and Galloway Advocacy Service <http://www.dgadvocacy.co.uk> or Parents Inclusion Network (PIN) www.parentsinclusionnetwork.org.uk

As a parent or carer you are welcome to contact your child's Pupil Support Teacher or Mrs D Rowley, Principal Teacher of Supporting Learners, to discuss any concerns or questions you may have.

Getting it Right for Every Child

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

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

- Every child will have someone in the school who 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. In these instances, a 'lead professional' will be agreed from within the network of practitioners who are working with your child and family and this person will coordinate the support for your child.

For more information on getting it right for every child email GIRFEC@dumgal.gov.uk or visit www.gov.scot/policies/girfec/

Child Protection

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

children and young people are safe and well. Further information can be found at:

<http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families> or
<https://www.dgppp.org.uk/article/18633/Child-Protection>

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

There is an expectation that drugs, cigarettes, vapes and weapons will not be brought onto the school environment "In responding to drug/substance or weapons related incidents, schools will follow education authority guidelines. In all such circumstances, parents/ carers will be contacted, and their cooperation expected. Police Scotland will be involved if drug use is suspected or discovered or, if there are concerns regarding the possession, threat or use of weapons.

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

Douglas-Ewart High School follows the Dumfries and Galloway Child Protection Policy for Schools, Pre-School and Childcare Services (August 2013). All staff members are familiar with the Child Protection Procedures and know that, if a child discloses a concern to them, or if they have any concerns about a young person, they must pass on this information to the School's Child Protection Co-ordinator, Mrs T Trayner, without delay. Dumfries and Galloway Child Protection Committee leaflets on Protecting Children and Young People are available at the Main Office reception area.

Educational Psychology Service

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

We do this by:

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

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

Young Person's Guarantee

Dumfries and Galloway's vision is that all young people will receive an appropriate offer of post-16 learning, training, employment or personal skills development with 100% positive destinations for all school leavers in Dumfries & Galloway. Planning forms part of the process for ensuring there are opportunities available for young people on leaving school. Planning will help identify the most appropriate offer that matches young people's needs and aspirations. It must be:

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

To find out more visit:

Young Persons Guarantee:

<https://youngpersonsguarantee.scot/>

The Young Person's Guarantee is an extension of the Scottish Government's commitment that every single 16-24-year old in Scotland will be offered a place in appropriate learning or training if they are not already in a job, Modern Apprenticeship or in education. This includes 3 critical elements:

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

Universal Support for all Learners

All learners are asked to identify their plans for the future from S3 onwards. This information is saved by the school and can help young people choose relevant

subjects as well as being passed on to partner organisations to plan for pathways beyond school. Young people are asked about their anticipated leave date, preferred route and preferred sectors. This information is updated annually as young people change and consider pathways. Final destinations secured on leaving school are recorded on a leavers form. For more information and to see copies of the questions visit: <https://www.dgemployability.co.uk/> (Planning for your Future)

Targeted Support for Learners

Young people who don't have a secure destination but are planning to leave school will be discussed at school Employability Coordination Groups (ECGs). ECGs have representation from Pupil Support staff, Skills Development Scotland and the Employability & Skills Service support is in place for each young person. Young people who have been given extra support in school will automatically be considered to enable the right support to continue through the transition to post school if needed.

There are a range of identified programmes available to help young people who wish to leave school but require more support before moving in to training, employment or further education.

For more information on the Youth Guarantee Agreement, the DG Workplace Skills Award or Project Search visit: <https://www.dgtap.co.uk/training-development>

Additional contact for information for staff and parents include: For DG Workplace Skills Award: DGEmployabilityaward@dumgal.gov.uk

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

For Project Search: Projectsearch@dumgal.gov.uk

For Dumfries and Galloway Developing the Young Workforce (DYW): info@dywdg.co.uk

Career support from Skills Development Scotland

Careers support in schools is delivered by professionally qualified Careers Advisers from the national skills agency “Skills Development Scotland”. Careers Advisers work with school pupils in all secondary schools across Scotland, helping them to develop their Career Management Skills and make plans for their next steps after school. We want all young people to be effective lifelong career planners who can make informed and confident decisions about their future.

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

SDS school services provides additional detail of the support on offer. For those who have left school recently (and not so recently), ongoing support is available from SDS network of careers centres.

SDS centre services include:

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

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

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

Want to find out more about apprenticeships? www.apprenticeships.scot provides information on

work-based learning opportunities that can be undertaken by school pupils, those planning on leaving school and for those who have already left school.

You can access face-to-face career information, advice and guidance at D&G College Dumfries Campus, Bankend Road, Dumfries, Monday to Friday 9am to 5pm.

As well as our new hub in the D&G College, we are also present in the following communities:

Annan Jobcentre Plus: Tuesday 9am - 5pm

Dumfries Jobcentre Plus: Thursdays 9am - 5pm

Stranraer Jobcentre Plus: Thursdays 9am - 5pm

Newton Stewart Library: Tuesdays 10am - 4pm

South Machars Community Centre, Whithorn:

Thursdays 10am - 4pm

Castle Douglas Community Centre:

One Thursday per month

Xcel Project, Langholm: as required

Lockerbie Library: as required

North West Community Campus Library: as required

Additional venues to be confirmed for Sanquhar, Kirkcudbright, Dalbeattie, Moffat and central Dumfries however SDS will also continue to provide career services in all secondary schools and via www.myworldofwork.co.uk, national free phone number 0800 917 8000 and our local number 01387 272500.

Employment of Pupils

While Dumfries and Galloway Council do not employ children under school leaving age, we are committed to the protection of children in employment.

Dumfries and Galloway Council has byelaws that outline the guidelines and protocols for businesses and organisations that employ children.

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

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

Data Protection & Digital Images

Data Protection

Each year, your child/young person's School will send home a copy of the personal data we hold about your child/young person as part of our annual update process. If at any other time you would like to review information held as part of your child's Educational record, you can do so as part of the Access to Educational Record legislation. In the first instance you should contact the Headteacher of your school to make this request. An "Educational Record" means any record of information (Excluding a Record of Needs) which relates to the school education of the pupil in question and which originated from a teacher, any other employee of the Authority, the pupil or his/her parent. It will, in most instances, be the information held in the pupils' personal file (PPR) and in their electronic SEEMiS record.

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

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

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

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

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

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

Sharing Pupil Data

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

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

We share your data with third parties who process it on our behalf, including the operator of our Education Management Information System, our schools' intranet GLOW, and our text messaging provider Groupcall. For more details about this processing please contact miss@dumgal.gov.uk

Douglas-Ewart High School take the security of your data seriously and access to SEEMiS is restricted to approved staff and by username and password only. The Council Data Protection Policies and Procedures make clear that all staff have a responsibility to ensure that they handle personal data appropriately and that suitable organisational security measures are in place. To prevent unauthorised disclosure, hard copies of data are stored securely.

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

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

More Information or Concerns

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

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

Under the data protection law, you have the right to access and receive a copy your and/or your child's personal data and other supplementary information. This is commonly referred to as a subject access request or 'SAR'.

You can make a SAR on behalf of a child only if they are your child and are too young to make the request themselves (under 12 years of age); you have their written permission to do so; or you have a power of attorney for the person concerned.

For your own protection we must make sure that the request is genuinely from you to protect your personal data, therefore proof of ID will be required.

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

Digital Images Policy

The Authority has an overall Policy and Procedure for the use and application of ICT in Schools. We recognise that social media and mobile phone technology has potential benefits for learning and teaching, therefore the authority has produced guidelines for the use of technology, mobile phones, digital images and use of social media.

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

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

Use of the Internet, Social Networking Sites

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

Home and School Partnership

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

- Receive information about the school and its activities;
- Hear about what partnership with parents means in our school;
- Be invited to be involved in ways and times that suit you;
- Identify issues you want the parent council to work on with the school;

- Be asked your opinion by the parent council on issues relating to the school and education it provides;
- Work in partnership with staff; and
- Enjoy taking part in school life in whatever way possible

Parent Council

The Parent Council is the official body representing the views of the parent forum who are the parents of all pupils of the school. The Parent Council is a result of the Scottish Schools' Parental Involvement Act 2006 which is a vital part of a wider programme of education reform and improvement which aims to give more children a better start and greater opportunities in life. The Parent Council is charged with promoting the involvement of parents in the best interests of all pupils.

The focus of Parent Council meetings is on the pupils and their opportunities. The advice and comments of parents is always helpful. Success is in large, part determined by the enthusiasm and efforts of staff, parents and Council members. The continued interest and support of parents is vital so keep the comments and letters coming. Fresh thinking and enthusiasm are essential for improvement. The Douglas-Ewart High School Board meets quarterly, and parents are advised of its programme through the school newsletter and website.

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

- Supporting the work of the school;
- Gathering and representing parents' views to the 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.

For more information or support for how you can become involved in your Parent Council or support to run your Parent Council please visit www.dumgal.gov.uk/article/23310/Parent-Councils

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

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

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

Parent Council Chair: Mr E Bishop

Head Teacher: Mr G Webb

All communications to the Parent Council should be sent to:

The Chairperson
Douglas Ewart High Parent Council
Douglas Ewart High School
Corsbie Road
Newton Stewart
DG8 6JQ
dehsparentcouncil@outlook.com

Useful Links

Staff, Parents and Pupils can access key Policies for the Authority at:

<http://www.dumgal.gov.uk/article/16350/Strategies-plans-and-policies>.

Parents can access more information by visiting Dumfries and Galloway Home page and clicking on schools or clicking <http://www.dumgal.gov.uk/schools>. From this one page you can access information on schools, school meals, transport and Parental involvement.

We would also suggest that parents are aware of the following local and national websites to support

parents/carers and young people on their journey through school life.

Youth Democracy:

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

DGvoice: the voice of disabled people in D&G

www.dgvoice.co.uk

Cool to talk: aged 12 – 25? Your questions answered

www.cool2talk.org

My World of Work:

<https://www.myworldofwork.co.uk/>

Youthlink Scotland:

<https://www.youthlinkscotland.org/>

Citizens Advice Dumfries and Galloway:

<https://www.dagcas.org/>

Support in Mind, Scotland, National Rural Mental Health Forum:

<https://changemh.org/forum/>

<http://www.dumgal.gov.uk/article/16640/Supportforchildren-and-families>

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

School Transport Framework

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

Parental Involvement & Engagement Partners

For Support from Education and Learning Directorate please visit:

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

PIN Parental Involvement Network:

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

Parents working together to share information/advice on disability issues. Further information on all aspects of education is available on:

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

Dumfries and Galloway Parent Carer Forum:

dandgparentforum@gmail.com

The National Parent Forum of Scotland's

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

Curriculum for Excellence in a Nutshell series. Free Downloads for parents/carers:

<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/>

This guide explains important aspects of Curriculum for Excellence (CfE): Education Scotland

<https://scotlandscurriculum.scot/>

Dumfries and Galloway Advocacy Service

<https://www.dgadvocacy.co.uk/>

DGC complaints:

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

Dumfries and Galloway Children's Services Plan:

<http://www.dumgal.gov.uk/article/16748/Childrens-Services-Plan>

Dyslexia Scotland

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

Parent Council Support CONNECT formally Scottish Parent Teacher Council Insurance Cover and Training Opportunities

<https://connect.scot/>

Dumfries and Galloway Council Education Authority Handbook

<https://www.dumgal.gov.uk/article/20049/Education-Authority>

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
<https://www.dumgal.gov.uk/article/15379/Contact-us>
for more ways to engage with the Council.

Code of Conduct- Our Expectations of All Framework

Treat Everyone With Respect

- Behave and speak in a polite way that does not offend others.
- Verbal and physical and emotional abuse will not be tolerated.
- Value and support all forms of diversity within our own school community and beyond.

Behave Professionally

- Have a positive attitude to others, be helpful and kind.
- Be ready with the correct equipment each day.
- Have consideration for Health & Safety rules.
- Adhere to our uniform and mobile device policies.
- Move calmly and quietly around the school.

Successful Learners

Attend all Classes on Time

- Avoid disrupting others by arriving late or leaving early.
- Bell to bell learning in all classes.
- Use interval/lunch for individual admin tasks.
- Be reliable in attending all classes.

Staff Instructions Should be Followed at all Times

- Class routines and expectations of staff should be respected and maintained.
- Learners should cooperate with requests to carry out tasks and activities.



Engage in Productive Work

- Strive to achieve the highest standards in all tasks and activities.
- Make the most of the available opportunities.
- Take responsibility for your role in group and class activities.

Responsible Citizens

Maintain a Safe & Clean Environment

- Treat all property and areas with respect.
- Place all litter in bins / clear up any mess.
- Follow all current health and safety guidance.
- Eating, chewing and drinking in social areas only.

Follow Mobile Device Technology Policy

- All mobile devices on silent/switched off and out of sight unless explicitly asked by staff to use them in class.
- No mobile devices / headphones to be used in toilets or changing areas.
- Mobile devices / headphones may only be used during at intervals and lunchtimes in designated social areas, and in a respectful way.

All Assignments and Homework Should be Submitted within agreed timescales

- Learners should work in partnership with staff to meet deadlines.
- Learners should work in partnership with staff to ensure there is a clear understanding of tasks and assignments when they are issued.
- Learners should follow staff updates on Teams.

Confident Individuals

Effective Contributors

Code of Conduct - Reflective Worksheet: Our Expectations of All Framework

Name of young person: _____

Class Teacher: _____

Code of Conduct/Expectation Breakdown Incident and Date: (please describe briefly):



Reflection 1: What got in the way of learning / progress?

Reflection 2: Which Code of Conduct did my actions not meet?



Reflection 3: How did my actions affect others ?

Reflection 4: What will I do differently next time?

Reflection 5: What could staff do to help me meet our 'Code of Conduct/Expectations of All'?

Signature of Staff: _____

Date: _____

Impact of the Reflective task (the extent to which the young person engaged meaningfully in the process):



We hope that you have found the information contained in our handbook useful. All information contained in our school handbook is correct and accurate at the time of printing; we reserve the right to make any changes throughout the school session.