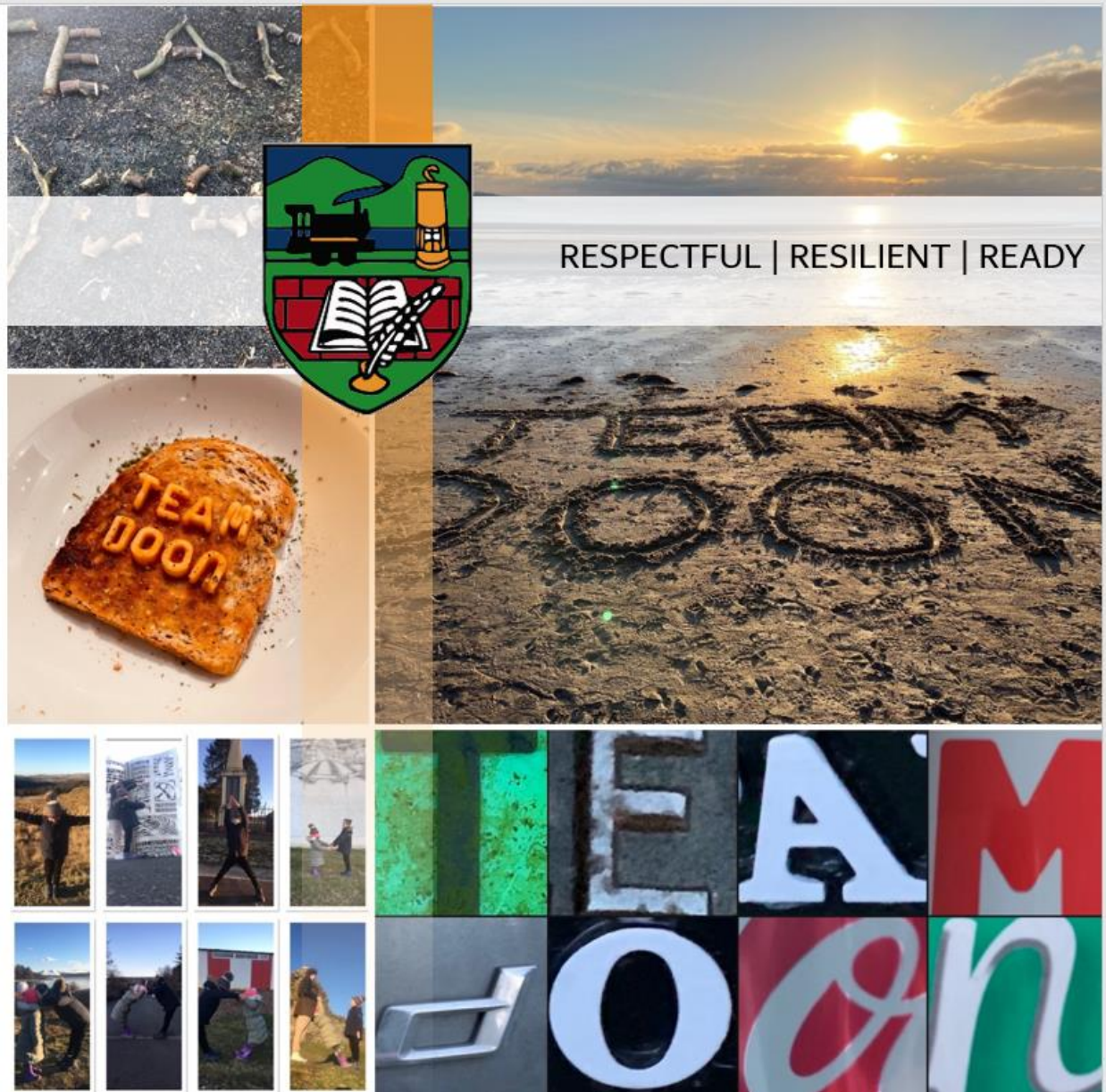


Doon Academy

Respectful | Resilient | Ready
A small school that thinks big...



School Handbook 2021-22

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Doon Academy

Ayr Road, Dalmellington, KA6 7SJ

01292 550521

doon.academy@eastayrshire.org.uk

www.doon.e-ayr.sch.uk

Secondary 1 to Secondary 6

Current roll - 264

Non-denominational

Dear Parent/Carer

Welcome to Doon Academy!

It is my pleasure to provide the introductory statement for our school handbook: these pages provide key information for parents and pupils but can only hope to capture the essence of a school that aims to provide the highest quality educational experience through a range of opportunities for learning both within and outwith the classroom environment.

Our shared values are clearly stated and set the standard by which we aim to thrive. As a community, we work best as a team when showing our determination to uphold our values:

- Respectful
- Resilient
- Ready

As a school we take pride in the strong links we have with our partner agencies ranging from Health and Social Work to Ayrshire College and the Chamber of Commerce— putting our young people, their families and communities at the heart of all that we do. As a result, our curriculum and courses are built around both the principles of *Curriculum for Excellence* and the aspirations and needs of our students. We believe that this will help us to create in our pupils the confident individuals, effective contributors, responsible citizens and successful learners so vital if they are to both seize the opportunities and meet the challenges of living and working in the 21st Century.

The journey ahead for Doon Academy is an exciting one and we have identified certain key challenges and opportunities that seem particularly relevant to our young people and their communities:

- We are continually developing the Values of this school so that all our pupils are prepared for the world of work and become responsible and effective contributors as parents and citizens.
- We are ready to support any initiatives which improve the employment prospects of our young people in a community which has again been devastated by the open-cast closures.
- We have to demonstrate our respect for the traditional values and standards of the communities we serve and who support us generously.
- We are well aware of the potential for damage, hurt and serious harm that exists through new technologies such as Facebook and Twitter; however, we also have to harness the positive benefits of the internet, smart phones and tablets in our curriculum over the coming months.
- Many Scottish school pupils are pressured to deal with issues that even adults should not have to face. These pressures affect the wellbeing of young people and require them to be supported by teachers.
- We are pleased to be involved in *the Mentors in Violence Prevention* programme which is led by the Government's Violence Reduction Unit. In Scotland, as in England, the US and other developed countries, we acknowledge that our

societies are too ready to allow disagreements to escalate to acts of violence. Our students will be amongst the first to lead the change in attitudes and behaviours that will help to address this serious issue.

I very much hope that this handbook will give you all the necessary information about our school and its community, particularly those parents who are meeting us for the first time as their child makes the transition from Primary to Secondary.

I look forward to working in partnership with you over the coming years as we aim to provide a top quality educational experience that prepares your child for both a life of learning and the world of work.

Yours faithfully,

Kenneth Reilly

Headteacher

Vision and Values

Continuing to improve performance and experiences; meeting needs; and working creatively to enable the pupils of Doon Academy to be successful, confident, responsible and effective.

The broad aims of Doon Academy are:

- to provide an education of the highest quality, that will develop the full potential of pupils in terms of their personalities, talents and mental and physical abilities
- to provide a coherent and balanced curriculum through effective management of all resources: human, financial and material
- to highlight the value of educational fulfilment and promote education as a worthwhile lifelong process
- to nurture a caring and supportive ethos which will fully acknowledge the value of all pupils and staff and thus help to promote effective learning and teaching
- to have in place a quality assurance system which will monitor and review all school activities with a view to continuous improvement and raising achievement
- to enhance the relationships with parents/carers, associated primary schools and the wider community through the creation of partnerships that focus on the provision of support for pupils.

In addition to these aims the school consulted widely with pupils, parents and staff to identify the shared Values of Doon Academy. These are the principles which are important to our community. They give purpose and direction to our lives and our work. Our values are at the heart of everything that we do.

The Values agreed by our community are:

- Respectful
- Resilient
- Ready

Our Values are displayed prominently throughout the school.

Pupils are recognised regularly throughout the session as they achieve in various ways. We recognise and promote positive achievements throughout the session and in our awards ceremony at the end of the year.

We work closely with a number of partners including Craigengillan, The Zone, Centerstage Music Theatre and Dalmellington House to name just a few.

**any photos to be used throughout this document should be saved as a .jpeg on the shared file separately from word information. Files should be named: school/centre name hyphen jpeg, for example: Annanhill-jpeg*

Transitions

PRIMARY 7

- As pupils move from P7 to S1 we work closely with our associated primary schools to enhance the pupils experience as they come to the end of P7 and prepare to move into S1. This session the project is based around the STEM subjects and will involve a 2 day experience at Craigengillan Estate. In addition pupils attend Doon Academy for two days in June following the S1 timetable to enable them to get a flavour of what is to come as they move into the secondary school. This session we look forward to hosting a number of DYW events for our associated primary pupils from Primary 5 upwards. Parents and young people are encouraged to attend any school events taking place over the course of the year, including our Open Evening which primary parents are invited along to.

- **S1-S3**

Throughout their time in S1-S3 pupils are supported to transition smoothly from year to year. Within each year there are elements of choice within the curriculum, as detailed within the section on curriculum. To ensure that pupils make the most of the curricular options and planning their choices and changes they are supported through their decision making by the guidance staff.

- **S4-S6**

These are the years where the pupils complete their qualifications. These are the culmination of the learning that they have undertaken throughout their lives to date. Each pupil is supported through this process by the guidance staff alongside their mentors, the transitional support worker and Skills Development Scotland staff. The outcome of this is to ensure that not only does every young person fulfil their potential but that they secure a positive destination post school, be it employment, further education or training. We are very proud of the destinations that all our young people achieve.

Our learning community consists of;

School	Address	Postcode	Telephone
Bellsbank Primary School	Craiglea Crescent, Dalmellington	KA6 7UA	01292 550305
Patna Primary School	Carnshalloch Avenue, Patna	KA6 7NP	01292 531271
Dalmellington Primary School	Ayr Road, Doon Academy Campus, Dalmellington	KA6 7SJ	01292 550364
Littlemill Primary School	Littlemill, Rankinston	KA6 7HJ	01292 590221
Dalrymple Primary School	Hillview, Dalrymple	KA6 6PZ	01292 560368

Support for children and young people and parents/carers

- The Management Team
The Senior Leadership Team comprises of the Head Teacher and two Depute Head Teachers
Mr Reilly – Head Teacher
Mrs Lennon – Year Head for S1, S3 and S5
Mrs Elder – Year Head for S2, S4 and S6
- Pupil Support Team

The pupil support team includes a range of staff with expertise to meet the needs of the learners at Doon Academy. It includes;

PT Pupil Support: Guidance	Are responsible for named person for a house group of children. Currently there are two PT's with a responsibility for approximately 120 children. PTG's liaise closely with a range of partners to meet the needs of all children at Doon Academy. They have a responsibility for learning and teaching within PSE, Developing Young Workforce and Junior Leadership Academy (JLA)
PT Pupil Support: SLC	Has named person's responsibility for the children educated within the supported learning centre and all aspects of learning and teaching within the SLC. Advice and support is available to meet the needs of learners with identified moderate learning difficulties.
PT Pupil Support: Inclusion	Has named person responsibility for the learners educated within the Inclusion Hub and all aspects of learning and teaching within the Hub. Advice and support is available to meet the needs of learners displaying social emotional and behavioural difficulties within our classrooms.
PT Support for Learning	Has responsibility to assess the needs of all learners who may require access to support from learning this includes additional support arrangements for SQA exam concessions. Maintains an overview alongside SLT of the pupil support log and disseminates changes and updates to the staff team. Maintains an overview of learners plans including child plans and ILP's, monitors and quality assurance completion of plans. Liaises with any staff identified to undertake support for learning inputs.
Inclusion Hub Teaching Staff	Are responsible for learning and teaching with in the inclusion hub and can provide advice support and guidance for colleagues to meet the needs of the learners in classrooms identified with social emotional and behavioural difficulties.
SLC Teaching Staff	Are responsible for learning and teaching within the supported learning centre and can provide advice support and guidance for colleagues to meet the needs of learners in the classroom identified with moderate learning difficulties.

Support for Learning Teaching Staff	At times a range of staff input into actions undertaken to meet the needs of learners. Staff identified to work on particular actions to meet the needs of learners have a key role in ensuring that other school we meet the needs of all learners. This includes Learning Facilitators (CAs), EAST peripatetic team and Doon's staffing compliment with time allocated to support for learning.
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Guidance

- The Guidance Department has responsibility for the welfare of pupils throughout their school life. Our aim is to support our young people in achieving their full potential through the development of their personalities and talents as well as their academic attainment.
- The Guidance staff are:
Mr Kelly –Responsibility for Bradan and Doon
Mrs Telfer – Responsibility for Finlas and Raecar

The organisation of the Guidance Department

When pupils move from primary school to Doon Academy they are placed in one of four House/Clan groups: Bradan, Doon, Finlas, Raecar. When placing a pupil, the Guidance Staff will consult with staff from our associated primary schools.

What Guidance teachers do

- Follow the progress of the pupils in their house group. This means they get to know the pupils in their charge very well indeed!
- Provide guidance and support as required to ensure that each young person's personal, curricular and vocational welfare needs are met.
- Establish and maintain good links with each student and their parents/carers.

Support for Learning

The aim of the Support for Learning department is to ensure that all children and young people receive the additional support required to meet their individual needs and to help them make the most of their education. We aim to provide a flexible support system that will support effective learning for children of all abilities within the school. This will ensure they achieve their full potential to enable them to be successful learners, confident

individuals, responsible citizens and effective contributors to society and in the world of work.

Pupils in Doon Academy are supported in a variety of ways. These include:

- co-operative teaching involving subject teachers and SfL teachers.
- in- class support from classroom assistants.
- tutorial support for a variety of pupils, including pupils with a Specific Learning Difficulty, pupils with an Action Plan (AP) or Individual Education Plan (IEP), pupils extracted from subjects as appropriate.
- one-to-one support
- mentoring of pupils who have an AP or IEP.
- oversee concessions for assessments and final SQA examinations
- differentiation of course work in conjunction with departments.
- access to Pupil Support department resources e.g. laptops, spellcheckers and other ICT resources.

Doon Supported Learning Centre

The supported learning centre provides specialist education to learners identified with additional support needs which are assessed predominately as moderate learning needs. Learners require access to a specialist provision specifically tailored to meet their individual learning needs.

Doon Inclusion Hub

The inclusion Hub provides specialist education to learners identified with additional support needs which are assessed as being predominately social emotional and behavioural needs. Learners require access to a specialist provision specifically tailored to meet their individual learning needs. The inclusion hub has two specialist teachers who will work alongside the core staffing complement to provide an individualised curriculum tailored to meet the needs of all learners within Doon Academy.

The School Day

	Monday & Tuesday	Wednesday*	Thursday & Friday
Mentor	8.50-9.00am	8.50-9.00am	8.50-9.00am
Period 1	9.00-10.40am	9.00-9.50am	9.00-10.40am
Period 2		9.50-10.40am	
Interval	10.40-10.55am		
Period 3	10.55-12.35pm	10.55-11.45am	10.55-12.35pm
Period 4		11.45-12.35pm	
Lunch	12.35-1.10pm		
Period 5	1.10-2.50pm	1.10-2.00pm	1.10-2.50pm
Period 6		2.00-2.50pm	
Period 7	2.50-3.40pm		

*Senior Phase, S1-3 follow same timings as Thursday and Friday.

Attendance and Timekeeping

Pupil Absence

If your child is going to be absent for school please contact us as soon as possible. We follow the absence procedures in place across East Ayrshire (School Attendance: Policy and Procedures). If your child's absence falls below 90% we will send a letter home. If a pupil's attendance continues to cause concern further procedures will be started. This could result in parents ultimately being fined for their child's non-attendance at school. Please be reminded that a parental holiday during term time is an Unauthorised Absence. If no reason is given for a child's absence within two weeks, it will be recorded as an Unauthorised Absence.

Behaviour and Anti-Bullying

Doon Academy is committed to creating and sustaining a safe, positive and inclusive environment, where respect is shown to and is given by all of its children, young people, staff and parents/carers. A number of initiatives and policy documents are in place to support, protect and encourage children and young people to lead happy and successful lives. These policies have a direct influence on our "Respect and Protect" anti-bullying policy, launched in November 2010, which outlines guidance and procedures for schools.

Dress Code

Doon Academy consulted parents/carers, pupils and staff on the issue of a school dress code. As a result of this we have 100% of pupils wearing school uniform. The wearing of uniform by pupils is a way in which they can show a pride in themselves and in their school. This increased pride helps to build self-esteem and this undoubtedly is a significant factor in increasing the likelihood of success.

Our uniform consists of;

- ✓ Black trousers or skirt
- ✓ White shirt
- ✓ School tie
- ✓ Black jumper or cardigan
- ✓ Black shoes
- ✓ Optional Blazer

Separate PE kit is required;

- ✓ Trainers
- ✓ T-shirt (No football colours)
- ✓ Shorts or training bottoms

We ask for the support of all parents/carers by ensuring that their children continue to wear school uniform. All pupils also need to carry a school bag. Ties are available from the school office and blazers are now available to order.

The school also discourages the wearing of an excessive amount of jewellery and does not allow the following items to be worn in school:

- jewellery which indicates support for a football team
- jewellery which indicates an allegiance to a sectarian organisation
- large sovereign rings
- rings which bridge over two or more fingers.

Pupils may be required to remove some jewellery for Health and Safety reasons when engaged in certain subjects such as Technologies and PE.

Security and Visitors

- Any visitors to the school are required to sign in at the front office.
- All staff in the school wear East Ayrshire Council ID badges.
- Senior pupils who leave the school during the school day must sign the log at the front office to ensure that all pupils are accounted for in the event of a fire drill or emergency evacuation.

School Meals

Doon Academy has excellent facilities for pupils who wish to take school meals in the Dining Hall or purchase a snack in the Cafeteria area. A rich and varied menu is presented in a 4 week cycle and follows East Ayrshire's policy on Healthy Eating. Vegetarian dishes and Salads are available on a daily basis along with a whole variety of snacks. Special arrangements can be made for pupils who require a special diet for health reasons. A separate Deli-bar offers a variety of salads and cold foods. Pupils are issued with a card to which they can add money, or automatically have their free meal entitlement loaded.

- A full two-course meal can be obtained for **£2.00**. This represents excellent value for money.
- The Snack Bar is open for Breakfast from 8.30 and again during the morning interval. This area provides a comfortable, seated area for pupils to enjoy their break. Pupils who bring packed lunches can eat them in comfort with their friends in either the Dining Hall or Cafeteria. These areas are always under staff supervision, and many of our staff have school lunches with our pupils in the Dining Hall.
- , including use of Parentpay (*we will provide links to Free School Meal entitlement etc.*)

Complaints

Should you wish to comment on or make a complaint about any aspect of our work, you should contact the establishment in the first instance. Our aim is to resolve as many complaints as possible at the first point of contact.

Emergency Procedures / Medical matters

Pupils who become ill can report to the school office where they will be looked after until the home or appropriate medical staff can be contacted. It is important therefore that the school has an emergency contact for pupils at all times - either the telephone number of the parent/carer's workplace or the number of another responsible person chosen by the parent/carer. First Aid facilities are available and three members of staff have an approved First Aid qualification.

Where a pupil requires to go home due to feeling unwell, parents and carers will be contacted and suitable arrangements will be made. Pupils will only be sent home when we know that there is a parent/carer or other responsible adult to look after them. In the event of an accident or serious illness the parent/carer will be contacted and arrangements made for the pupil's transfer to hospital.

Parents/carers should let the school know of any long term illness, disability or allergy etc. that might affect a pupil's well being. Arrangements can be made with the main office to ensure that any medication is taken at the appropriate time. Naturally such information will be in confidence and is stored on a computer system protected by the Data Protection Act 1984.

The Standards in Scotland's Schools etc Act 2000 (Section 57) requires establishments to ensure that the child/young person (if of the age of legal capacity) has given their personal consent to receiving medical treatment at school before any treatment is given.

Data Protection

East Ayrshire Council creates, collects and processes personal information about children and we are bound by the terms of the Data Protection Act 1998.

We collect information from children, their parents and guardians and we may also receive information from other sources, such as previous schools.

All information is stored securely and we do not share it apart from the circumstances described below, or where the law requires us to do so.

Under the Act, we are known as the *Data Controller* and the information we collect is needed for a number of reasons which include, but is not limited to:

- Monitoring and reporting on absence.
- Supporting teaching and learning.
- Monitoring and reporting on your child's progress.

- Providing appropriate care.
- Assessing how well your child's school/centre is doing.

Our Parent Council

Parent Councils can:

- Provide a voice for parents in schools and in their local authority on issues that are important to them and their children
- Help the school to understand how to most effectively involve parents in their children's learning and in the life of the school
- Support the school and Headteacher in developing strong home/school partnerships
- Support the school in its development and improvement, and in understanding and making links with the wider community
- Capture the unique and varied skills, interests, knowledge and experience that parents can offer

Our parent council welcomes new members. We work together to ensure that as a school we are delivering the best service for all our pupils. A great deal of the consultation with parents is carried out through the parent council. This is the representative forum of the parent body. If you would like to know more please contact the school in the first instance and we will put you in touch with a member of the parent council.

At present we meet every 2 months for 2 hours on a Wednesday evening.

If you are interested in attending the parent council please contact the school or the Parent Council via their Facebook page.

The members of the Parent Council are;

Kenneth Reilly (HT)	Shona Elder (DHT)	Thomas McCulloch (PT)
Kirsten Fletcher (PT)	Shirley Anderson (Treasurer)	Galea Hall (Secretary/Vice Chair)
Pamela Hainey (Member)	Lynn Young (Member)	Yvonne Stevenson (Member)
Caroline Aitchison (Chair)	Teresa-Ann McNeillie (Member)	

The Curriculum

By the end of S3:

All our pupils have been exposed to all the 3rd level Experiences and Outcomes through learning experiences which are engaging and challenging

Pupils are secure at their levels within their curriculum/programmes of study

All pupils are beginning the transition from the Broad General Education to the Senior Phase by exercising appropriate choices in their curriculum/programmes of study through our Learner Pathways planning.

We also consulted heavily to produce a curricular statement for the Senior Phase that encapsulates our ambitions for young people as they gather a portfolio of qualifications that demonstrate the knowledge, skills and aptitudes they have developed during their time at Doon:

We believe that all pupils should think carefully about some key areas before making choices for next session and are supported to do this using My World of Work:

- Their thoughts about when they plan to leave school.
- The portfolio of qualifications and skills they would like to gather before that point.

In addressing these points it would also be helpful if pupils gave some serious thought to their intended destination when they leave school:

- Securing a job and entering the world of work.
- Going on to some form of training that will help prepare them for a particular job.
- Going to college to study a particular area in more depth.
- Going to University to study towards a degree.

It is important that pupils are ready to talk all these things through with their Guidance teacher so that they can help create an individualised Learner Pathway for each pupil at Doon Academy.

The following points help to illustrate the values that underpin discussions that staff will have with your child:

- We believe that all things being equal all of our pupils should strive to achieve the highest level of academic excellence in the areas they choose to study and at as early a possible point in their school career.
- We believe that all pupils should have the opportunity to develop skills and attitudes that will prepare them for the worlds of further and/or higher education, training and ultimately the world of work
- We believe that all pupils should continue with the study of English and Mathematics until they have successfully attained at least National 4 in the key areas of Literacy and Numeracy which underpin success in so many other areas of life.
- We believe that pupils should have access to a range of qualifications that will help to recognise the wider learning they do both within and outwith the school.
- We recognise that many pupils will choose to pursue depth of study whilst others will prefer breadth and that either of these choices is equally valid if right for the child and their plans for the future.

Learner Pathways

The curriculum at Doon is designed to ensure that appropriate pathways exist for all learners and support them into all possible destinations and the following points are worth noting:

- We have worked hard over the last few years to develop approaches to Literacy, Numeracy and Health and Wellbeing across the Education Group. We have well-established transition processes that are being increasingly used to identify curricular pathways for all of our learners. This has seen the introduction of nurture as a way to support pupils who have experienced ACEs and childhood trauma. We are currently consulting on radical curricular change that aims to provide a more coherent delivery of our Es and Os.
- The vast majority of pupils will engage in learning across all Es and Os in all eight curricular areas. Literacy and Numeracy and Health and Wellbeing tutorials will be offered to support young people with gaps in learning and/or SEBN. Increasingly, the Inclusion Hub is also able to provide a curriculum that caters for pupils with SEBN.
- The majority of pupils will move onto Level 3 Experiences and Outcomes as they enter S1 with a proportion progressing to Level 4 during their time in the BGE.
- As pupils move onto Level 4 Outcomes we look to provide increasing opportunities for Personalisation and Choice as the foundations are laid for the Senior Phase. Pupils have the opportunity to study two modern languages and we are looking to provide opportunities for increasing specialisation in the Social Subjects and Science faculties.
- Pupils make a minimum of 6 choices as they move into the Senior Phase—there is a strong emphasis on vocational pathways. S4-6 runs as a single cohort.
- The timetable is aligned with South Ayrshire schools in order to maximise opportunities for pupils to study at Ayrshire College.
- The introduction of Senior Leadership Academy has resulted in all S6 pupils studying towards Higher Leadership. This is part of a programme that includes a residential experience that aims to nurture leadership capacity in S3.
- Enrichment has seen pupils involved in a variety of activities suited to their needs and aspirations: from extended work experience opportunities to buddying work in classes and across the school.

Skills for Learning, Life and Work

- Skills for Learning, Life and Work are at the heart of the curriculum at Doon where employability is seen as a key factor by our local community. We deliver these primarily through the PSE programme—a programme that has been described as amongst the best in East Ayrshire.

Assessment and Reporting

Pupils are tracked in their progress throughout their time at Doon Academy. As we work closely in partnership with parents and careers we aim to ensure that parents are fully informed of the child's progress to date. We do this through a range of methods including tracking reports, issued regularly within the senior phase, and pupil progress updates within S1-S3 (see chart below).

Year	Tracking Report	Tracking Report	Tracking Report	Full Report
S1	October	December	March	May
S2	October	December	May	March
S3	October	January	March	January
S4/S5/S6	November	December	April	March

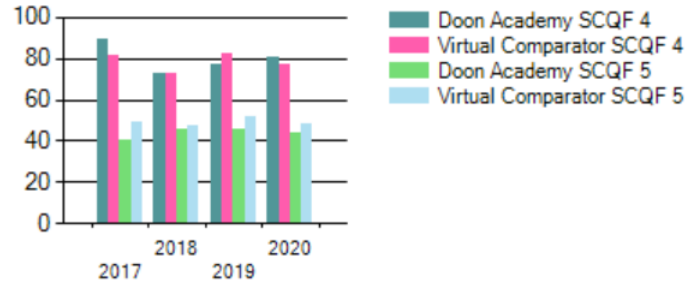
In addition to tracking reports full reports will be issued once a session as detailed in the last column above.

Pupils work with their mentor teachers to plan and look at their progress within their learning. Regular mentoring conversations take place to ensure that each young person knows what they are aiming to achieve in each of their subject areas. This will include performance discussions surrounding each of their subject areas. In addition pupils will be expected to have regular discussions with their subject teachers on the fine points of what is required to ensure good progress within that particular subject area. As always, we look towards parents, to continue to work alongside us to support their child with homework and by continuing to engage with their learning outside of the classroom. Parents are regularly invited into school to discuss pupil progress. If any parent has a concern regarding their child's progress please do not hesitate to get in touch.

Parents are invited to attend a number of Parents' Evenings over the course of the year and attendance is not restricted to an individual year group. We are now using an online booking system to make it easier for parents to make appointments. A link will be sent out to you at the start of the year to set up an account.

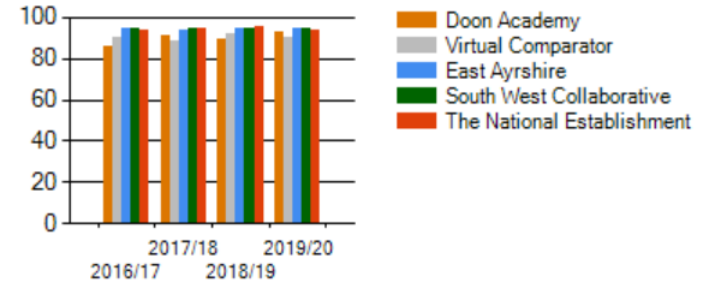
Dashboard National Measures

Improving attainment in literacy and numeracy
Percentage of Leavers Attaining Literacy and Numeracy



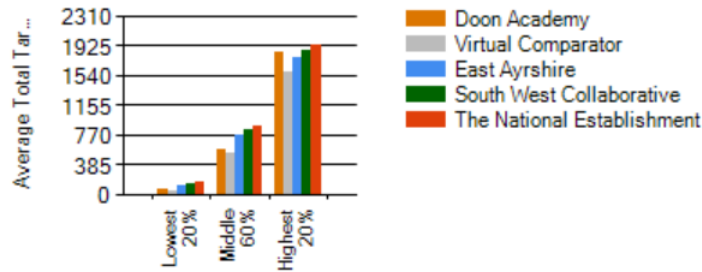
[+ Add to personal dashboard](#)

Increasing post-school participation
Percentage of School Leavers in a Positive Destination



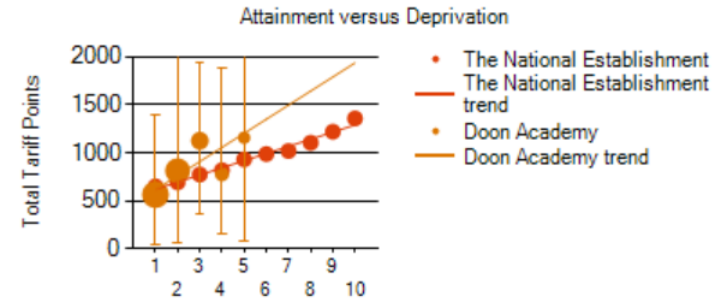
[+ Add to personal dashboard](#)

Improving attainment for all
Average Total Tariff Points



[+ Add to personal dashboard](#)

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers



[+ Add to personal dashboard](#)