



Doon Academy

School Handbook

2026-27

Telephone Number:	01292 550521
Email:	eaDoon.Ac@eastayrshire.org.uk
School Website:	https://blogs.glowscotland.org.uk/ea/DoonAcademy/
School App:	Safer Schools
Denominational Status (if any):	Nondenominational
School role:	236



DOON ACADEMY

AMBITION
RESPECT
INCLUSION

HEAD TEACHER INTRODUCTION:

Welcome to the Doon Academy School Handbook, I hope that it will provide you with the information that you need about our school.

At Doon Academy everything we do is driven by our school values:

- Ambition
- Respect
- Inclusion

Each of these values helps our young people to focus on becoming the best person that they can be, gaining qualifications, moving on to positive destinations, respecting their rights and the rights of others and ensuring that every member of our school and local community feels included and supported.

Our vision is to ensure that we are "The Best Wee School in Scotland" by providing an inspiring, innovative curriculum linked to career opportunities in the local area and beyond. We aim to deliver excellent learning and teaching to ensure that all of our young people gain the qualifications and skill that they need to succeed in post school destinations, and we will provide the support that all of our young people need to make that step into their chosen careers.

If you need any further information that is not available in this handbook, please contact the school office via telephone or email.

Many thanks for taking the time to read this introduction and I look forward to meeting you and your children on their journey through our school.

A handwritten signature in black ink, appearing to read 'Mark White', written in a cursive style.

Head Teacher

School Handbook Academic Session 2026/2027

CONTENTS:

1. School Information
2. Contacting the School
3. Keeping Up to Date
4. Annual Data Check
5. School Calendar
6. Parental Involvement
7. Parent Forum & Parent Council
8. Comments, Concerns & Complaints
9. East Ayrshire Council – Education Service
10. Further Information
11. Associated Primary Schools
12. Enrolling a Child at Doon Academy
13. School Transport
14. School Day
15. School Facilities
16. Parent Pay
17. School Meals
18. Cost of the School Day
19. School Uniform
20. Attendance at School
21. School Vision, Values & Aims
22. School Improvement Plan
23. Senior Leadership Team
24. Middle Leadership Team
25. School Staff
26. United Nations Convention for the Rights of the Child (UNCRC)
27. Student Participation
28. Pastoral Care
29. Wellbeing
30. Thrive
31. Religious and Moral Education (RME)
32. Promoting Positive Relationships
33. Bullying & Equalities
34. Additional Support Needs
35. Faculty of Support
36. Doon Academy Supported Learning Centre
37. Student Health
38. Child Protection
39. Curriculum
40. Learning, Teaching & Assessment
41. Extra-Curricular Activity

1 SCHOOL INFORMATION

Doon Academy is one of seven secondary schools in East Ayrshire Council and is a nondenominational, co-educational secondary school for young people aged 12-18 years old, from S1 to S6.

The school catchment includes the Doon Valley communities of Dalmellington, Bellsbank, Patna, and Rankinston. Doon Academy also has a Supported Learning Centre supporting young people with mild to moderate learning difficulties.

Doon Academy does not provide education by means of the Gaelic language as spoken in Scotland.

CONTACT INFORMATION

Address: Ayr Road, Dalmellington KA6 7SJ

Email: eaDoon.Ac@eastayrshire.org.uk

Website: <https://blogs.glowscotland.org.uk/ea/DoonAcademy/>

1 SCHOOL ROLL INFORMATION

At September 2025 our school roll was as follows:

S1 – 40	S2 - 30	S3 - 60	S4 - 54	S5 - 37	S6 - 15	TOTAL 236
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This includes 23 students within S1-S6 within our Supported Learning Centre.

Around 120 of students live in areas within the Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2 (20% Most Deprived in Scotland).

Approximately 65 of students enrolled are entitled to Free School Meals (FSM).
Around 140 students have an additional support need (ASN).

1 CONTACTING THE SCHOOL

Should you wish to speak with a member of School Staff regarding any matter, please contact the School Office either by visiting in person, telephoning or emailing. The School Office team will be able to respond to routine matters and if need be, to direct your enquiry to the appropriate member of staff within the promoted team. Given the nature of a busy secondary school, the right member of staff may not be immediately available on request. It is best to arrange an appointment to meet in person or on the phone. We are happy to receive email communication, but please bear in mind that members of the Leadership Team have teaching commitments and other duties and responsibilities. School Staff routinely respond to enquiries within normal working hours, Monday to Friday from 08.30 a.m. to 4.00 p.m. Contact out with these hours will be followed up on the next working day. We always aim to provide a response within the same or next School Day and no later than three working days from your initial contact.

2 KEEPING UP TO DATE

We keep parents, carers and the wider community updated on latest news at Doon Academy in a range of ways. We keep parents and carers updated through three main channels:

SCHOOL WEBSITE

<https://blogs.glowscotland.org.uk/ea/DoonAcademy/>

SAFER SCHOOLS SCOTLAND MOBILE APP

Download the Safer Schools Scotland Mobile App and select “Doon Academy”. Contact the School Office for the Parent & Carer Access Code to receive notifications. The App shares a range of non-school related information which you can change in Settings.

PARENT PAY EMAIL

We also send important updates via ParentPay to the email address on our system for the Main Contact for the student. These can be either general updates like Latest News, but also specific information relevant only to your child or young person

ANNUAL DATA CHECK

Parents and carers must advise the School Office of any updates personal details we hold about their child. We also update this through asking for an Annual Data Check to be returned.

2 SCHOOL CALENDAR 2026/27

Please find school calendar information on the School App.

PARENTAL INVOLVEMENT

It is well recognised that educational outcomes for children and young people are improved when there is closer partnership working between schools and parents and carers. The Schools (Parental Involvement) Act 2006 describes this in three ways:

Promoting learning at home – by improving the information parents receive from the school on the curriculum, assessment and reporting, support for pupils and school improvement so that parents can help with their child's learning at home and in the community.

Improving the home/school partnership – by highlighting opportunities for parents to become involved in the school and having access to information, support and advice to support their child's learning.

Parental representation – by providing information about getting involved in the Parent Council or other parent representative body at the school.

REPORTING TO PARENTS

For each year group, parents and carers will receive:

- 2 Tracking Reports – showing levels of progress, and behaviour, effort, homework.
- 1 Full Report – as above but with teacher comment and action plan.
- 1 Parents' Evening for BGE – to meet with teachers by appointment and 2 Parents Evening for Senior Phase

Parents and carers can use the online booking system for Parents' Evening appointments using the Main Contact Email Address we hold on our system for your child.

SCHOOL COMMUNITY EVENTS & FAMILY LEARNING

During the course of the year, we have a range of formal and informal opportunities for parents and carers to join us to celebrate young people's successes and achievements, at our school fayres, and at information evenings. Please check School Calendar for more details.

1 PARENT FORUM & PARENT COUNCIL

PARENT FORUM

All parents and carers are members of the Parent Forum and we want all our parents and carers to be involved as much as possible in the life and work of the school.

PARENT COUNCIL

Doon Academy is very fortunate to have an active Parent Council who support the school in many ways. This includes:

- representing the views of the wider Parent Forum;
- consultation on School Improvement.
- involvement in appointments to senior roles within the school;
- fundraising which supports many projects, activities and trips for school pupils;
- sharing important information about the school; and
- signposting parents and carers to other relevant supports or services that can help them.

All parents and carers are welcome to join any Parent Council Meeting, which is held usually on a Wednesday evening at Doon Academy.

CONTACTING THE PARENT COUNCIL

The Chair of the Parent Council for Academic Session 2025-2026 is Lynn Young, and the Vice Chair is Jacqui Downie. See School Calendar for up-and-coming dates.

CONSTITUTION & MINUTES OF MEETINGS

The Parent Council Constitution and Minutes of recent meetings can be obtained from the Parent Council or from our School Office.

2 COMMENTS, CONCERNS & COMPLAINTS

We aim for all of our young people and their parents, carers and families to have confidence and reassurance in the work we do as a school to improve outcomes for our learners. Our commitment to deliver a high standard of service is reflected in our School Vision, Values and Aims and in our School Improvement Plan. Should you have a comment, concern or complaint, the most appropriate member of Extended Leadership Team will record these and will aim to resolve the matter promptly. Should you remain dissatisfied, your concern or complaint should be addressed to Mr Robertson, Head Teacher in the first instance for response at Stage 1 of the Council's Complaint Handling Procedures. We aim to respond and resolve the matter within five working days. Should you remain dissatisfied following response at Stage 1 from the Head of Establishment, you can choose to have your concern or complaint investigated further at Stage 2. More information on the Council's Complaint Handling Procedure can be found using the following link:

<https://www.eastayrshire.gov.uk/CouncilAndGovernment/Contactus/ComplaintsProcedure/Commentsuggestionsandcomplaints.aspx>

3 EAST AYRSHIRE COUNCIL – EDUCATION SERVICE

Education Service
Council Headquarters
London Road Kilmarnock
KA3 7BU

Telephone (General Enquiries): 07551 280834
Telephone (General Enquiries): 07721 857059
Telephone (General Enquiries): 07392 864105

Email: Education-ServiceSupportA@east-ayrshire.gov.uk

4 FURTHER INFORMATION

You can find further information in addition the School Handbook on East Ayrshire Council Education Service website, including;

School Emergencies
 Education in East Ayrshire
 School Information
 Policies and Legislation
 Statement of Commitment and Community Plan
 Additional Support Needs Early Years, Primary Schools and Secondary
 Schools This can be accessed using the following link:

<https://www.east-ayrshire.gov.uk/EducationAndLearning/Schools/School-handbook/Schoolhandbooks.aspx>

5 ASSOCIATED PRIMARY SCHOOLS

LOCAL CATCHMENT

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

6 ENROLLING A CHILD AT DOON ACADEMY

PRIMARY TO SECONDARY TRANSITION

Your child's Primary School will issue details during their final year, on when to complete their online P7 to S1 transfer forms. Information will then be passed onto Doon Academy for children registering to attend secondary school.

MOVING INTO THE CATCHMENT AREA

If you live within or move to the catchment area and wish to enrol your child at Doon Academy, please contact the school directly to arrange an appointment to visit the school and to meet the Depute Head Teacher responsible for your child's year group

MAKING A PLACING REQUEST

Normally children and young people attend the school within their local catchment area. However, on some occasions parents or carers may choose to send their child to a school in a different area by making a written request, known as a Placing Request. Information is given below on how to do this.

MORE INFORMATION

ON SCHOOL ADMISSIONS IN EAST AYRSHIRE COUNCIL

To find out more, please use the following link to access online information and forms about enrolling a child in a school in East Ayrshire Council:

<https://www.eastayrshire.gov.uk/EducationAndLearning/Schools/SchoolAdmissions/SchoolAdmissions.aspx>

School Admissions including placing requests:

Civic Centre South
John Dickie Street
Kilmarnock
KA1 1HW

Email: EducationPlacingRequests@east-ayrshire.gov.uk

Telephone: 07500 8917

7 SCHOOL TRANSPORT

School Transport is provided for young people staying more than three miles from secondary school, or where, for safety reasons there is no suitable

walking route. Where their child is eligible, parents and carers should make an application for School Transport for their child using the East Ayrshire Council website, by following the link below.

<https://www.eastayrshire.gov.uk/EducationAndLearning/TravellingToSchool/Schooltransport/Schooltransport.aspx>

Parents and carers of students who are about to join the school in S1 should make an application for Session 2026-2027 before their child joins the school. There is no need to make a new application every year once you have done this once already.

PARENTS' & CARERS RESPONSIBILITIES

It is the responsibility of parents and carers to ensure their children travel to and from school safely. Parents are responsible for the behaviour of their children on school transport. Any misbehaviour which could put the safety of others at risk may result in the confiscation of travel passes for a period of time or even permanently. More information Contact information for enquiries related to School Transport are below:

School Transport Section
Opera House 8
John Finnie Street
Kilmarnock
KA1 1DD
Email: School-Transport@east-ayrshire.gov.uk
Telephone: 01563 576334

YOUNG PERSON'S FREE BUS TRAVEL SCHEME

Since January 2022, all young people aged 5 to 21 are eligible to travel by bus using their National Entitlement Card (NEC), also known as the Young Scot Card. Parents can apply for their child's NEC on the Doon Academy School App. Doon Academy is served by the Stagecoach Number 52 bus service linking Ayr within the Doon Valley and the school is a very short walk from the stop on the main road.

TRANSPORT FOR SCHOOL-COLLEGE PARTNERSHIP COURSES

Arrangements for students in the Senior Phase (S1-S6) taking up partnership courses offered at Ayrshire College Campus involve independent travel from school using their National Entitlement Card (NEC).

8 THE SCHOOL DAY

Doon Academy is open as follows:

	8.50-9.00	9.00 - 9.50	9.50 – 10.40	10.40 – 10.55	10.55 – 11.45	11.45 – 12.35	12.35 – 1.10	1.10 – 2.00	2.00-2.50	2.50-3.40
	Thrive	1	2	Interval	3	4	Lunch	5	6	7
Monday	8.50-9.00	9.00 - 9.50	9.50 – 10.40	10.40 – 10.55	10.55 – 11.45	11.45 – 12.35	12.35 – 1.10	1.10 – 2.00	2.00-2.50	2.50 – 3.40
Tuesday	8.50-9.00	9.00 - 9.50	9.50 – 10.40	10.40 – 10.55	10.55 – 11.45	11.45 – 12.35	12.35 – 1.10	1.10 – 2.00	2.00-2.50	2.50 – 3.40
Wednesday	8.50-9.00	9.00 - 9.50	9.50 – 10.40	10.40 – 10.55	10.55 – 11.45	11.45 – 12.35	12.35 – 1.10	1.10 – 2.00	2.00 – 2.50	
Thursday	8.50-9.00	9.00 - 9.50	9.50 – 10.40	10.40 – 10.55	10.55 – 11.45	11.45 – 12.35	12.35 – 1.10	1.10 – 2.00	2.00-2.50	
Friday	8.50-9.00	9.00 - 9.50	9.50 – 10.40	10.40 – 10.55	10.55 – 11.45	11.45 – 12.35	12.35 – 1.10	1.10 – 2.00	2.00-2.50	

Students are not permitted to leave school during the day unless this is authorised by our School Office after direct contact with parents and carers.

At Lunchtime, we recommend students remain on the School Campus for their own safety –all pupils are allowed to leave the school during Lunchtime but must remember when they do so they are representing the school in our community. Any concerns from the community or late coming to afternoon classes will result in this privilege being removed.

9 SCHOOL FACILITIES

When on the School Campus, students should remain within the Main Supervised Areas during social times. These are as follows:

- The Dinner Hall between 8.20 a.m. and 8.50 a.m.
- Grounds in front of the Main Building,
- In the Dinner Hall at Morning Interval and Lunchtime.

Individual students may have permission to access specific parts of the building including the Supported Learning Centre or to Supported Study classes or clubs.

Pupils should not be Out of Bounds during social times:

- In corridors or stairwells.
- At the Car Park, Leisure Centre, or Astro pitch.
- Near neighbouring properties.

10 PARENT PAY

ParentPay is a system where each child has an account that their parent or carer can use to pay for school meals, school events and activities, fundraising and trips and excursions. Please ask the School Office for instructions on how to access ParentPay and to link your child with an activation code to your account. When topping up your child's account, it is best to give three to five working days for funds to clear. We also use ParentPay as a way of emailing information to parents too.

11 SCHOOL MEALS CATERING FACILITIES

We have one main Catering Facility. We operate a cashless system, and all students should key in their Personal Identification Number (PIN) to link to their individual account.

SCHOOL MEAL DEAL

For Session 2026/2027, East Ayrshire Council's School Meal Deal is:

For our secondary pupils, the £1.25 Meal Deal Main meal 🍲 Fruit 🍌 Snack (soup, yogurt, cookie or extra fruit) 🥛 Water All for just £1.25, subsidised by the Council.

MENUS

The menu for our School Catering Service operates on a three weekly rotation and for 2026/2027 can be found via the following weblink:

<https://www.east-ayrshire.gov.uk/Resources/PDF/School-meals/loudoun-academy-schoolmeals-menu.pdf>

ALLERGENS

Should your child have an allergen, please notify the School Office who will advise our Catering Manager to discuss your child's requirements. Allergen information for School Meals can be found via the following weblink:

<https://eastayrshire-secondary.mysaffronportal.com/>

12 COST OF THE SCHOOL DAY

There are a range of supports available to children and young people and their families to ensure there are no financial barriers to education.

FREE SCHOOL MEALS & CLOTHING GRANT

Parents and carers can check to see if their child is eligible for Free School Meals (FSM) and/or Clothing Grant, up to £175 to help with the cost of School Uniform. You must apply each year and entitlement does not roll over from one year to the next. For more information and to apply, please use the following link:

<https://www.eastayrshire.gov.uk/CouncilAndGovernment/Benefits/BenefitsEducationAndSchool/Clothing-grants-and-free-school-meals/Clothing-grants-and-free-schoolmeals.aspx>

EDUCATION MAINTENANCE ALLOWANCE

Students staying on in school over the age of sixteen may be entitled to Educational Maintenance Allowance (EMA) to help support them continuing their education at this stage. EMA is subject to satisfactory attendance at school in full-time education. For more information and to apply, please use the following link:

<https://www.eastayrshire.gov.uk/CouncilAndGovernment/Benefits/BenefitsEducationAndSchool/Schools-MaintenancGrants/EducationMaintenanceAllowance.aspx>

SCHOOL MEALS

Information on the cost of all items sold within the Catering Service can be found using the following weblink:

<https://www.eastayrshire.gov.uk/CouncilAndGovernment/Benefits/BenefitsEducationAndSchool/SchoolsMaintenanceGrants/EducationMaintenanceAllowance.aspx>

SCHOOL INITIATIVES

There should be no additional cost to any young person when they come to school. Some examples of the ways in which we try to reduce the Cost of the School Day include:

- Breakfast supplied in the Dinner Hall
- Curriculum costs covered e.g. Cooking, Technical, Art
- PE Kit store
- Free Period Products
- School Uniform Bank
- Stationery and study material provided in all classes

We will continue to develop our Cost of the School Day initiatives.

13 SCHOOL UNIFORM

ONE STANDARD- MANY CHOICES

Doon Academy's School Uniform policy is well supported by parents and carers. Students' comfort and wellbeing is important, and we have a range of informal and more formal options available. School Uniform helps us to ensure high standards within our learning environment, where young people succeed because they are committed to the values of the school and feel that they belong and can achieve. It also allows us to ensure an equitable and fair environment and to reduce the cost of the school day, as well as ensuring security and safety of all.

SCHOOL UNIFORM

- Plain black trousers
- Plain black leggings
- Black skirt with black tights
- Polo Shirt in school colours
- Sweater in school colours
- Hoodie in school colours
- White/Black Formal Shirt with School Tie

- Black Cardigan/Pullover with shirt/tie
- Doon Academy School Blazer

Where students are dressed in clothes which are not acceptable for school, parents and carers will be contacted so that their child is in appropriate school wear.

You can purchase Doon Academy School Uniform items from the following local suppliers:

<https://www.donsport.co.uk/academy>



14 ATTENDANCE AT SCHOOL RIGHTS OF THE CHILD

All children and young people have an entitlement to an effective education. This is legally binding within the United Nations Convention for the Rights of the Child (UNCRC) which is incorporated into Scots Law.

PARENTAL DUTIES

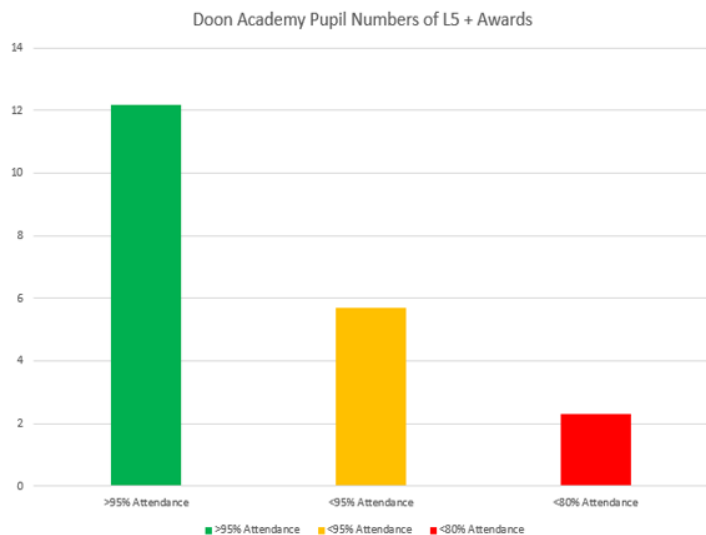
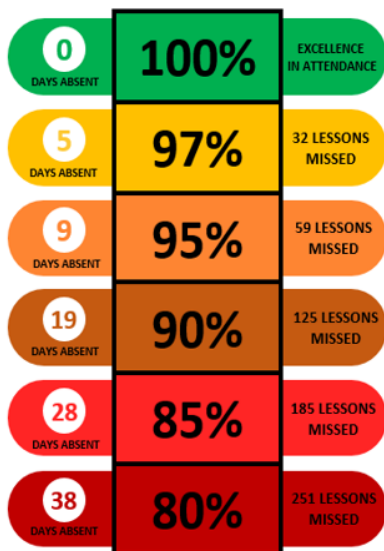
Parents and carers are legally required to ensure their child receives an education by causing them to attend school. Parents and carers have a legal duty to notify the school of reasons for absence which are noted on the child or young person's electronic records.

ATTENDANCE

Research shows that children and young people learn and achieve best when they attend school well. This means:

- Good attendance = 95% or above (up to two weeks absence per year)
- Satisfactory attendance = 90% or above (up to four weeks absence per year) Cause for concern = below 90% (more than four weeks absence per year)
- Critical concern = below 85% (more than six weeks absence per year)

Impact Attendance Has On Attainment



IF YOUR CHILD IS ABSENT

Please contact the School Office to speak to a member of the team, or leave a message on the answer machine, before the School Day if you know your child is going to be absent because they are unwell or if there are other circumstances. You should provide their name, class, the reason for absence and how long you expect them to be off for. Parents and carers can also notify of an absence through the Safer Schools Scotland App by using 'Report an Absence'.

IS MY CHILD TOO ILL TO GO TO SCHOOL?

The following NHS website gives parents and carers useful guidance about whether to send their child school:

IF YOUR CHILD NEEDS TO LEAVE SCHOOL

Sometimes children and young people need to leave school during the day, for example for a medical appointment or if they take unwell whilst at school and need to go home. This must always be arranged through the School Office and not between pupils and parents or carers themselves alone. Students are not permitted to leave school during the School Day without parental permission and authorisation from the School Office. This is to ensure good safeguarding and care and welfare at all times.

PERIOD-BY-PERIOD LATECOMING OR ABSENCE

Each School Day has either six or seven teaching periods. At the start of each lesson, staff will carefully mark the register and update this if it changes during the lesson. Any students who are more than two minutes without permission are marked 'late'. Any student who is absent when they were previously present in a class will be followed up to locate the student, and where necessary contact parents, to alert them their child is not in class.

TRUANCY

Truancy is where students deliberately avoid or miss going to class. This is not permitted under any circumstances and, although this is very rare, it is a serious issue. Truancy is a safeguarding concern because the student is not in class where they should be, and secondly, it is a conduct concern as significant input from school management is needed to respond. Parents and carers will be contacted immediately to support the school in addressing with their child any truancy or absconding behaviours and to prevent these recurring.

LEARNING AND WELLBEING SUPPORTS

When a child is absent from school regularly or for longer periods of time, we know this can greatly affect their confidence and self-esteem. It can affect their opportunities to learn and achieve, and also to have important social and emotional development through positive relationships with friends and with staff. If you think that your child may need additional support in place because of attendance concerns, we have a wide range of strategies and supports available. Please speak with your child's Principal Teacher of Pupil Support, or Principal Teacher Supported Learning Centre in the first instance.

CONTACTING PARENTS ABOUT ATTENDANCE CONCERNS

As a school, we are obliged to make sure we keep in contact with parents and carers if there are patterns of absence from school, if attendance drops below a satisfactory level, or if a young person is truanting or absconds. We will do so at key intervals and contact by telephone or letter or at a meeting at the school to discuss how attendance can be improved.

15 SCHOOL VISION, VALUES & AIMS OUR VISION

Our Vision is:

To inspire young people to be ambitious in all that they strive to achieve, to respect themselves and others and to demonstrate the ethos of an inclusive community in and beyond school.

OUR VALUES

Our values are:

- Ambition
- Respect
- Inclusion

HOW WE WILL ACHIEVE THIS

- Deliver a curriculum which will engage all pupils and support them to achieve their potential.
- Provide excellent learning and teaching to encourage ambition, develop respectful attitudes and challenge pupils to develop the skills to succeed in an ever-changing world.
- Include all young people in the Doon Valley communities and support them to grow, develop and succeed.

OUR AIM

Our Aim is- To be the best wee school in Scotland.

SCHOOL IMPROVEMENT PLAN

Following a range of stakeholder consultation, our School Improvement Plan priorities for Session 2026-2027 are summarised below:



OUR WELLBEING AND BELONGING

- Staff** will demonstrate increased leadership skills and capacity in leadership roles across the school.
- Pupils** will develop meta skills through the leadership opportunities of Faculty Ambassadors, increasing their engagement in school and sense of responsibility.
- Through the development and delivery of a whole school HWB framework, learners will become successful and resilient individuals who can manage their wellbeing and contribute to a supportive culture in school and beyond.
- Our Young Carers will be supported to improve attendance, engagement and attainment as part of the Care Experienced Teacher's (CELT) wider role.
- Promise informed practice is improving educational experiences, wellbeing, engagement and attainment for care experienced young people.
- Learners with additional support needs will access a high-quality learning environment that promotes wellbeing, participation and attainment.
- Learners will demonstrate increased understanding of respectful relationships and equality, resulting in a safer school culture and reduced tolerance of gender-based discrimination.
- Targeted young people will show improved attendance, engagement and attainment.

TEACHING AND LEARNING TOGETHER

- Learning, teaching and assessment will continue to improve, with staff using consistent implementation of the 5 elements of an effective lesson in all classes.
- Individual pupils will have access to a personal ICT device and will develop a range of skills to support improvements in attendance, engagement and attainment.
- Pupils will develop greater confidence in meta skills such as communication and problem solving through outdoor learning opportunities.
- Outdoor learning will support improved wellbeing and engagement in learning.
- Pupils will have an increased awareness of employability skills and career pathways through subject areas.

Our Insight Leaves Data will show improvements over a range of attainment measures.

OUR LEADERSHIP, ATTAINMENT, DESTINATIONS AND ACHIEVEMENTS

- Senior Phase pupils not meeting targets will be identified early in the session and supported to work towards improving their attainment.
- Our Insight Leaves Data will show improvements over a range of attainment measures.
- Pupils will use this information to make informed choices about their learning pathway and destination.
- Staff** will demonstrate increased leadership skills and capacity in leadership roles across the school.
- Pupils will develop meta skills through the leadership opportunities of Faculty Ambassadors, increasing their engagement in school and sense of responsibility.

WELLBEING
Supporting every learner to thrive.

LEARNING
High-quality teaching for all.

BELONGING
A culture of respect, inclusion and care.

ACHIEVEMENT
High expectations, real progress.

DESTINATIONS
Preparing for future success.

S4 Summary - 2024-2026					
N5	May-24	VC 2024	May-25	VC 2025	May-26
5+ N5 (A-D)	16%	30%	45%	38%	19%
3+ N5 (A-D)	37%	45%	70%	55%	60%
1+ N5 (A-D)	75%	65%	76%	75%	77%
N4	May-24	VC 2024	May-25	VC 2025	May-26
5+ N4 (A-D)	41%	62%	70%	70%	70%
3+ N4 (A-D)	75%	73%	82%	79%	81%
1+ N4 (A-D)	90%	86%	91%	88%	96%
N3	May-24	VC 2024	May-25	VC 2025	May-26
5+ N3 (A-D)	41%	62%	85%	85%	85%
3+ N3 (A-D)	75%	73%	88%	88%	96%
1+ N3 (A-D)	90%	86%	100%	96%	98%

Summary - S5 - 2024-2026					
H	May-24	VC 2024	May-25	VC 2025	May-26
5+ H (A-D)	2%	16%	14%	12%	10%
3+ H (A-D)	18%	31%	19%	29%	41%
1+ H (A-D)	60%	55%	45%	50%	66%
N5	May-24	VC 2024	May-25	VC 2025	May-26
5+ N5 (A-D)	45%	50%	50%	48%	
3+ N5 (A-D)	67%	64%	60%	58%	
1+ N5 (A-D)	90%	78%	88%	75%	
N4	May-24	VC 2024	May-25	VC 2025	May-26
5+ N4 (A-D)	75%	76%	79%	68%	
3+ N4 (A-D)	92%	84%	98%	80%	
1+ N4 (A-D)	95%	93%	100%	92%	

SENIOR LEADERSHIP TEAM

Doon Academy has one Head Teacher and two substantive Depute Heads. The Head Teacher is a Senior Officer of the East Ayrshire Council, responsible for the overall leadership and management of the School and the delivery of educational improvement objectives. Each Depute Head Teacher is responsible for assisting the Head Teacher in the conduct of the School's affairs, and has a designated Year Group responsibility alongside a broader strategic and operational remit.

MR ROBERTSON



MRS ELDER



MISS FLETCHER



Mr Robertson – Head Teacher

Mrs Elder – Depute Head Teacher and Year head for S1, S2 and S3

Miss Fletcher – Depute Head Teacher and Year Head for S4, S5 and S6

MIDDLE LEADERSHIP TEAM

S.Black – PT Expressive Arts

M.Callaghan – PT Technologies

S.Dunlop – PT ASL

D.Gilhooly – PT Languages and Literacy

J.Jeffers- PT Science

S.Kelly – PT Pupil Support

P.Milroy – PT Maths

L.Nicol – PT Social Subjects

T.Rowantree – PT PE/Health and Wellbeing

S.Telfer – PT Pupil Support

A.Wood – PT Support for Learning

PRINCIPAL TEACHERS OF LEARNING & TEACHING

Each department has a Principal Teacher with overall responsibility for the curriculum.

PRINCIPAL TEACHERS OF PUPIL SUPPORT

Responsible for the overall support of students in the wider school within their House group.

PRINCIPAL TEACHER OF SUPPORT FOR LEARNING

Overall responsibility for additional support needs within the wider school.

PRINCIPAL TEACHER OF SUPPORTED LEARNING CENTRE

Responsibility for the curriculum and pupil support within the Communication Centre.

21 TEACHING STAFF

F. Audino
B. Bicket
D. Campbell
N. Davidson
A. Gooding
D. Kelso
C. Lowe
S. Mann
L. McGuire
L. Noble
C. Riley
N. Romaniuk
J. Stephenson
J. Sinclair
E. Stormonth
R. Tonner
L. Wright
T. Yumul

SUPPORT STAFF

CLASSROOM ASSISTANTS

Margaret Arthur
Jacqui Downie
Kimberlee Guiney
Claire Jess
Sharon McFadzean
Linda McLarty
Corrin McNair
Stephen Paton
Rachel Richardson

OFFICE STAFF

Lianne McColm - AFO
Hazel Drummond - AFO
Samantha Kirkwood - Admin
Lorraine Barclay - Clerical
Corrin McNair - Clerical
Keith Raddigan - IT

JANITORIAL STAFF

Steven Devaney
Stephen McPheator
Irene Cassell

TECHNICIANS

Karen Dorward
James Riggans

PARTNERS

We also have a wide range of partners based at the school including our Home Link Worker, Active Schools Coordinator, Exchange Counselling Service and Campus Police Officer.

Campus Police Officer – Daryl Shirkie
Family Link Worker - Yvonne Fowler
Active Schools – Ross Stormonth
SDS Careers – Gillian McMahon

22 UNITED NATIONS CONVENTION FOR THE RIGHTS OF THE CHILD

All members of the school community at Doon Academy recognise, respect and uphold the Rights of the Child, incorporating this into all aspects of our work. More information for parents and carers can be found using the following link:

<https://www.parentclub.scot/articles/childrens-rights>

23 PUPIL PARTICIPATION

We place student participation and learner voice at the heart of our work as a school. This includes student evaluation of the quality of their experiences, involvement in school decision making, leadership roles and responsibilities and wider achievement, including:

- School Captains
- Senior Prefects
- Faculty Ambassadors
- House Captains
- School Ambassadors
- Leaders of Learning
- Pupil Council
- Participatory Budgeting
- SQA Leadership Award
- Other initiatives

24 PASTORAL CARE

All students in the school have a Named Person, who is the key adult within the school for their care and welfare, and to support their progress and achievement. This is normally their Principal Teacher of Pupil Support, or Principal Teacher of Supported Learning Centre.

Auchenroy – Mrs Telfer / Mr Rowantree

Benbeoch- Mr Kelly

Supported Learning Centre- Mrs Dunlop

25 WELLBEING

Getting it Right for Every Child means that all young people are supported in school to be:

Safe – growing up in an environment where a child or young person feels secure, nurtured, listened to and enabled to develop to their full potential. This includes freedom from abuse or neglect.

Healthy – having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.

Achieving – being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.

Nurtured – growing, developing and being cared for in an environment which provides the physical and emotional security, compassion and warmth necessary for healthy growth and to develop resilience and a positive identity.

Active – having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

Respected – being involved in and having their voices heard in decisions that affect their life, with support where appropriate.

Responsible – having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision.

Included – having help to overcome inequalities and being accepted as part of their family, school and community.

During the course of Academic Session 2025/2026 we will introduce twice annual wellbeing tracking of our students, putting in place additional supports and interventions where needed. This will involve students completing The Glasgow Motivation and Wellbeing Profile.

26 THRIVE

THRIVE Health and Wellbeing Programme

THRIVE: My Health and Wellbeing Journey is Doon Academy's progressive approach to supporting the health, wellbeing and personal development of every young person from S1 through to S6. It recognises that health and wellbeing is not a single subject or lesson, but a fundamental part of a young person's development, influencing their readiness to learn, relationships, confidence, decision-making and ability to participate positively in school and wider life.

THRIVE brings together the key areas of Health and Wellbeing within Curriculum for Excellence, including learning traditionally delivered through Physical Education (PE), Personal and Social Education (PSE), and Food and Health. Rather than

experiencing these as separate strands, young people are supported to understand the connections between their physical health, mental and emotional wellbeing, choices, relationships and sense of belonging.

The programme is organised around four interconnected themes:

- My Body – developing the knowledge, skills and habits required to be active and healthy.
- My Mind – supporting positive mental wellbeing, emotional literacy, confidence and resilience.
- My Choice – empowering young people to make informed and safe choices, develop healthy relationships, respect themselves and others, and take increasing responsibility for their lives.
- My Community – strengthening belonging, relationships, participation and contribution within the school and wider community.

These four areas provide a consistent framework throughout the young person's journey from S1–S6. Learning is progressive and age-appropriate, allowing important health and wellbeing themes to be revisited with increasing depth and relevance as pupils mature and encounter new experiences, responsibilities and challenges.



27 RELIGIOUS & MORAL EDUCATION

Our students also have weekly Religious and Moral Education (RME) where they explore a range of issues and the practices and traditions in Christianity and other world religions, to develop their own values and beliefs. This is in line with national curriculum guidance.

28 PROMOTING POSITIVE RELATIONSHIPS

Following extensive consultation, we launched our Relationships Policy. As part of this we expect all members of the school to always show our values – Ambition, Respect, Inclusion.

We believe that appropriate behaviour should be taught and modelled and the foundations for this are built on the positive relationships that we build with our learners. Adults in school are trained using 'Pivotal' approaches to behaviour and this is underpinned by five 'Pillars of Pivotal Practice'.

These are:

- Consistent, calm adult behaviour.
- First attention to best conduct.
- Relentless routines.
- Scripting difficult interventions.
- Restorative follow up.

ROLE OF PARENTS & CARERS

Parents and carers have a vital role to play in ensuring their young people can get the most from school by following these expectations and taking appropriate steps when this is not the case. We alert parents and carers of any issues through telephone call and email and ask for your support to ensure your child is guided at home to make good choices in school.

RESTORATIVE PRACTICE

When things do not go well in school, we will ask young people to reflect and restore matters and consider the following questions: What happened? What

were you thinking at the time? Who has been affected by your actions? How was your own and others' learning, wellbeing or safety affected? What needs to be done to make things right? What will you do differently next time? The most important part about this process is that there is a dialogue between the teacher and student, and student and parent and carer about the steps to be taken to make things right.

29 BULLYING & EQUALITIES

All students, staff, parents and carers should be able to identify bullying behaviours, and to know how to report these, to be supported and to know how matters will be recorded, investigated and addressed. Bullying is both behaviour (i.e. what someone says or does) and also impact (how it makes another person feel).

Our Principal Teachers of Pupil Support and Principal Teachers of Supported Learning Centre are available to speak with young people every day (through PSE periods, QR codes and Mentoring) and they are also accessible to parents via telephone or email.

When a report of bullying behaviour is made, our Principal Teachers of Pupil Support or Principal Teacher of Supported Learning Centre and the Senior Leadership Team will ensure that incidents are investigated carefully and that feedback is provided to the individuals involved and their families. All reported instances of bullying behaviour are entered into our Bullying and Equalities log and are subject to regular review.

We endeavour to ensure that young people realise the impact bullying behaviour can have on young people and we know that highlighting this can bring about change. We encourage a restorative approach where young people can discuss issues and agree how they will move forward. Further to this, we may employ other measures such as pay back, redirection, access to programmes offered by partners (including Police Scotland and Exchange Counselling), PSHE and Assembly input.

Moving forward, we will regularly review our policy with parents and carers, our young people and our staff. We will continue to ensure that our staff and young people can access quality training and resources across the school. It is important that we work together to ensure we continue to have a calm, safe and respectful environment for our school community.

If you would like a copy of our Anti-Bullying policy, or to discuss this further, please contact the School Office. For more information on Bullying, please use the following link to access the Respect Me website:

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

30 ADDITIONAL SUPPORT NEEDS DEFINITION

All children and young people need support to help them learn. Through a range of universal supports, schools are able to meet a diverse range of children and young people's needs without any additional planning. However, some children and young people will require support that is in addition or different to that received by children and young people of the same age to ensure they benefit from education. This would be identified as an additional support need (ASN) and could be short-, medium- or long-term.

ASSESSMENT OF ADDITIONAL SUPPORT NEEDS

Key staff within the school or other agencies and services may undertake a range of assessment to identify an additional support need. Parents and carers can ask for their child to be assessed, and if the child or young person is deemed to have the capacity to do so, they can request this assessment themselves.

ASN FACTORS

The Education (Additional Support for Learning) Act (Scotland) 2004 defines an additional support need in four broad categories: disability or health condition learning environment family circumstances social and emotional factors This includes a wide range of circumstances which can give rise to a child or young person needing additional support for learning.

TARGETTED SUPPORT

Where a child has an additional support need, this would be detailed in their My Plan maintained by either their Principal Teacher of Pupil Support, Principal Teacher of Supported Learning Centre or Principal Teacher of Support for Learning. The My Plan is normally reviewed within a twelve-month period or sooner if there are significant changes. This contains important information for all staff on any strategies or supports in place, agreed by the Team with the Family (TWF).

FURTHER RESOURCES

Parentzone Scotland on the Education Scotland website gives more information to help parents and carers understand additional support needs. This can be accessed using the following link:

<https://education.gov.scot/parentzone/additional-support/what-are-additional-support-needs/>

Enquire is an independent advisory service for young people, parents, carers and families of young people with an additional support need. More information can be found using the following link: <https://enquire.org.uk/>

31 FACULTY OF SUPPORT

The Support for Learning department is led by Mrs Wood, Principal Teacher of Support for Learning and a team of pupil support assistants. This provision is for any student in the wider school (mainstream) with an identified additional support need. Support is offered to students from S1-S6 and covers a wide variety of forms including small group extraction / in class support, support with social and emotional needs, nurture and resilience classes, support for assessments and SQA examinations.

32 DOON ACADEMY ASL

Doon Academy has one of East Ayrshire Council's secondary ASL Centres. This provision is for students with moderate additional support needs. Young people are allocated a placement in the ASL Centre through a process of assessment. As young people grow and develop throughout their time, the ASL Centre aims to prepare our young people to learn and to achieve and be as independent as possible for the world after school through a broad and varied curriculum. All young people in the ASL Centre are students at Doon Academy, link with a wider school House and practical group and accessing teaching and resources across the whole school in different ways. The ASL Centre is led by Mrs Dunlop Principal Teacher of ASL Centre and a core team of teaching staff, who also undertake key teacher duties for groups of students. We also have a dedicated team of Classroom Assistants. The staff team share information and expertise to support students throughout the school. The ASL Centre learning spaces are in the main building on the Ground Floor.

33 STUDENT HEALTH IF YOUR CHILD HAS A MEDICAL NEED

It is important that the school has an updated picture of students' individual medical needs. In many cases, conditions are often well-managed and students are able to take steps independently to meet their healthcare needs. If you need to keep medicines in the school for your child, we need your parental permission to administer these, and a form can be obtained through the School Office.

HEALTH CARE PLAN

For some children and young people with more serious conditions, we may need additional planning in place should they take unwell and a Health Care Plan would be required so everyone is clear on the right steps to take. Please speak with the School Office in the first instance if you think this may apply.

SCHOOL NURSING SERVICE

The School can make a referral to the School Nursing Service for a range of supports and services, usually through your child or young person's Principal Teacher of Pupil Support or Principal Teacher of Supported Learning Centre. More information can be found in the following link:

<https://www.nhsaaa.net/services/services-a-z/school-nursing/>

IMMUNISATIONS

At key points in the year the School Nurse team will visit to make sure students are up-to-date with immunisations for their age and stage. Information about when this will happen is contained in the School Calendar: 2025-2026 School Calendar for Parents & Carers Further information about the immunisations provided is given in the following link:

<https://www.nhsaaa.net/services/services-a-z/childhood-immunisations/>

EXCHANGE COUNSELLING

All East Ayrshire Council schools have provision for youth counselling, provided through Exchange. This can support students' mental health and wellbeing, including low confidence or self-esteem, friendship or family issues, experiencing bereavement or trauma, or any other concerns. Students can self-refer, or a referral can be made through students' Principal Teacher of Pupil Support or Principal Teacher of Supported Learning Centre. The

Exchange Counselling Service is free, confidential and takes place within the school environment. For more information, please see the following link:

<https://www.exchange-counselling.com/secondary>

34 CHILD PROTECTION

All children and young people have the right to be protected from all forms of abuse. This includes:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Mrs Elder, Depute Head Teacher is the Child Protection Officer for Doon Academy. All staff receive annual Safeguarding and Child Protection Training and we work in accordance with East Ayrshire Council – Education Services, Standard Circular 57: Child Protection and national frameworks and guidance, alongside other agencies. Should you wish to know further information about our safeguarding and child protection procedures or have a concern about a child, please contact Mrs Elder, Depute Head Teacher or Mr Robertson, Head Teacher at the school.

35 CURRICULUM

All children and young people aged 3-18 in Scotland experience Curriculum for Excellence – a forward looking, coherent, flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future.

CONTEXTS FOR LEARNING

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills and includes not only those experiences in the classroom to include: Curriculum areas and subject's Interdisciplinary learning Ethos and life of the school Opportunities for personal achievement.

BROAD GENERAL EDUCATION (BGE) & SENIOR PHASE

The curriculum has two stages: the Broad General Education (from the early years to the end of S3) and the Senior Phase (S4 to S6). The Broad General

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

CURRICULUM AREAS The curriculum areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Science
- Social studies
- Technologies

Our learning and teaching activities are based on the outcomes and experiences within these curriculum areas and all learners are entitled to experience these in all seven curriculum areas up to and including the third level – as far as this is consistent with their learning needs and prior attainment.

LITERACY, NUMERACY AND HEALTH & WELLBEING

Literacy, Numeracy and Health and Wellbeing are recognised as being particularly important – these are seen as being the ‘responsibility of all’ staff. Developing skills for learning, life and work is central to all learning experiences.

S1-3 BROAD GENERAL EDUCATION (BGE)

Across the Broad General Education young people learn within the following Curriculum for Excellence levels:

- Level Stage early pre-school and Primary 1, or later for some
- First To the end of Primary 4, but earlier or later for some
- Second To the end of Primary 7, but earlier or later for some
- Third S1 to S3, but earlier for some.
- Fourth Broadly equates to SCQF Level 4, from S3 onwards

Our curriculum is planned to allow young people to consolidate prior learning and to work across the third level within curriculum areas until S2, and progress to fourth level in S3 where learners are ready to do this, supporting progress to the Senior Phase.

S1 & S2 CURRICULUM

Pupils in S1 & S2 experience learning in all curriculum areas through Core English, Mathematics, Science, Modern Language (French), PSHE (Personal, Social & Health Education), RME (Religious and Moral Education) and PE (Physical Education). Social Studies are delivered by single period delivery of Geography, History and Modern Studies. Expressive Arts are delivered through discrete teaching of Art & Music and Technologies through discrete teaching of ICT (Information and Communications Technology), and Technical Education. Pupils learn in practical classes where appropriate and in mixed ability sections with the exception of Mathematics where young people learn according to the level of learning. Meta skills are taught through Gen + and Project Based Learning. Two periods a week are allocated to this.

S3 CURRICULUM

At the end of S2, young people will continue core experiences of English and Mathematics according to their level of learning, as well as PE, PSHE, and RME. Additional learning time is provided for an enhanced focus on literacy and numeracy. Challenge, depth of learning and specialisation takes place at this stage as learners select one option from Social Studies, Expressive Arts/Health and Wellbeing, Sciences, Language and Technologies. Meta skills are taught through Gen + and Project Based Learning.

S4-6 SENIOR PHASE

S4 CURRICULUM

In S4, young people take seven courses at National 4 or National 5 from their S3 subjects. Each course will be taught for five periods. Learners have one period of Core PSHE, two of PE and one of RME. National 4 Qualifications and some National 5 Skills for Work (SfW) courses are internally assessed, meaning there is no final examination, and the qualification is awarded through the achievement of units. National 5 Qualifications are achieved through a combination of coursework submitted and a final examination.

S5 CURRICULUM

In S5 Young people go on to take five courses at National 5 or Higher from their previous studies in S4 or in new areas of study at National 5. Some National 5 qualifications are aligned with S4 classes and are delivered as a single Senior Phase cohort (S4-6) for five periods per week. Higher courses are studied in six periods per week. National 5 and Higher Qualifications are awarded through a combination of coursework and a final examination. Students have one period of PSHE, and one of PE which supports an ongoing focus on health and wellbeing.

S6 CURRICULUM

In S6, students go on to take a further five courses at National 5, Higher or Advanced Higher level. This can include subjects such as YASS, Volunteering Skills, Powering Futures and Leadership Award.

LEARNER PATHWAYS

For more information on Learner Pathways at your child's stage of learning, please refer to the School Website:

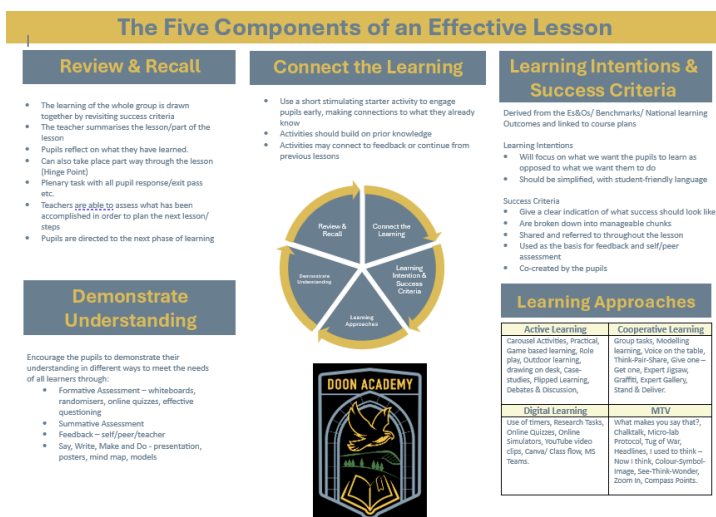
<https://www.thinglink.com/scene/1907536868157686628>

36 LEARNING, TEACHING & ASSESSMENT

At Doon Academy, our staff work in close collaboration to ensure there is excellent learning and teaching in every classroom. For each lesson, we expect the following should be in place:

5 COMPONENTS OF AN EFFECTIVE LESSON

In all lessons we expect to see the following:



We have a model of Learning & Teaching observations where staff regularly sample learning and gain feedback from young people on the quality of their experiences and use this to guide improvements in practice.

37 EXTRA CURRICULAR ACTIVITIES

There are lots of clubs and activities for young people to get involved in throughout the course of their time at Doon Academy, contributing to their wider achievement:

- Computer Games
- Basketball
- Dance
- Swimming
- Dodgeball
- Netball • Football
- Volleyball
- Choir