

# Grange Academy - School Handbook

**Session 2025/26**

*Version – December 2025*



## Welcome

Welcome to the handbook of Grange Academy. The motto on our school badge reads 'Bono Animo Esto' which means 'Be of Good Courage'. This encouragement to go about our lives in a spirit of positivity and grit reflects our culture and ethos here at Grange Academy and underpins our core values of RESPECT, RESPONSIBILITY and RESILIENCE as we strive to become the people we are capable of being.

East Ayrshire Council's website contains a section on school handbooks with links to various legislative guidance relevant to all schools. For matters pertaining to this legislation, please visit [East Ayrshire Council Handbooks](#). This file provides a school-level overview of our provision within Grange Academy.

## Senior Leadership Team

Our Senior Leadership Team is comprised of;

Mr Robertson (Head Teacher / Campus Head)  
Miss MacKinnon (Depute Head Teacher)  
Mrs McCaffrey (Depute Head Teacher)  
Mrs Cardow (Depute Head Teacher)  
Mr Alldridge (Acting Depute Head Teacher)  
Mr Crosbie (Acting Depute Head Teacher)

At the time of writing, responsibility for House groups is as follows:

- Bruce House – Miss MacKinnon
- Douglas House – Mr Crosbie
- Graham House– Mrs McCaffrey
- Hamilton House – Mr Alldridge
- Inclusion& Equity – Mrs Cardow

## Contact Details

Grange Academy  
Beech Avenue  
Kilmarnock  
KA1 2EW  
01563 549988

School email address: [ea@grange.ac](mailto:ea@grange.ac)

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

School App: Download 'Safer Schools Scotland' from the App store and search Grange Academy, Kilmarnock. Office staff can provide the joining code.

Instagram: <https://www.instagram.com/grangeacad/>

## General Information

Head Teacher: Mr Scott Robertson  
Catchment: Kilmarnock West, South and Crosshouse  
Roll: 1308 (session 2025/2026)

## **Parent Council and Parental Involvement**

Welcome to the Grange Academy handbook!

Starting at a new school is an exciting chapter in the lives of our young people. As parents and carers, we all want it to be the best possible experience for them and it is important that we, as parents, are represented.

Your Parent Council is involved in shaping the immediate and longer-term priorities of Grange Academy and participate in the recruitment of senior staff and pupil leaders.

Our annual Parent Council AGM usually takes place in the September of each year. The AGM is a time also when new parents and carers are formally invited to join the Parent Council. However, I want to let you know that all carers and parents are welcome to attend any meeting should you wish to. We all have one common goal; to support the whole school community to be a success. The success of our Head Teacher and all staff is the success of our children. We are here to help.

You can view the minutes of all of your Parent Council meetings here: <https://blogs.glowscotland.org.uk/ea/grangeacademy/>. Although the Head Teacher is not a member of the Parent Council, he has the right to attend and participate in all Parent Council meetings.

If you have an interest in attending a meeting or joining the Parent Council, you are welcome! If you simply want to have a chat about school with another carer/parent, you are also welcome to drop the Parent Council a message. We can be contacted via [grangepc5@gmail.com](mailto:grangepc5@gmail.com).

Kirsty Clelland

Parent Council Chairperson

## **Pastoral Care / Principal Teacher of Guidance**

Our Pastoral Care Staff / Principal Teachers of Guidance are your first point of contact and have a specific remit for working with young people and families. All parental requests and queries should be directed to Pastoral Care staff in the first instance.

Bruce 1: Mrs Quinn

Bruce 2: Mrs McCormack

Bruce 3: Mrs Quinn (P13) and Mrs McCormack (P14)

Douglas 1: Miss Clark

Douglas 2: Mrs Causer

Graham 1/3: Miss Bonnar

Graham 2: Mr Bruce

Hamilton 1: Miss Brown

Hamilton 2: Mrs McDowall

The role of Pastoral Care staff is sometimes referred to as Pupil Support or Guidance. The remit of Pastoral Care staff is extensive. Each Pastoral Care teacher has a caseload of approximately two-hundred young people. The role of Pastoral Care staff is summarised below.

- Provide pastoral, curricular, social and vocational guidance for all young people in their charge
- Manage attendance, timekeeping, general progress and the welfare of their caseload in line with the principles of Getting It Right for Every Child (GIRFEC).
- Maintain pastoral notes, pupil records and agency referrals/reports as required in line with GIRFEC principles.
- Liaise with parents / carers, teachers and relevant partners to create support packages for young people as required.
- Complete references and reports, including UCAS and College references for current and former pupils.
- Carry out a planned programme of pupil wellbeing interviews throughout the academic year.
- Carry out a range of wellbeing assessments with/for individual young people as appropriate.
- Prepare for, contribute to, and lead internal Staged Intervention Meetings, Team With the Family Meetings (TWFs) and parental meetings.
- Attend external and multi-agency meetings such as Children's Panel hearings, Social Work Meetings and Child Protection meetings as required.
- Liaise with external partners such as Social Work, Psychological Services, Skills Development Scotland, CAMHS, School Nurse, Campus Police Officer, Vibrant Communities, and School Counselling services as appropriate.
- Liaise with our Principal Teacher of Support for Learning to develop, implement and review Child Plans for young people with additional support needs.

- National and local project/initiative implementation, such as: Mentors in Violence Prevention, Magic Breakfast, No Knives Better Lives, Safespot, I am Me, Nurture, Equally Safe in School and Respect Me.
- Attend P7 Transition meetings and decide upon pupil placement in S1 classes.
- Plan, develop, deliver, and review our Personal and Social Education (PSE) curriculum for all year groups.
- All of our Pastoral staff also have a wider whole school remit linked to Pastoral support e.g. Transitions, Pathways, support for identified groups (Young Carers, Care Experienced, young people seeking asylum).

### **Personal and Social Education (PSE)**

All pupils have one period of PSE per week (two in S1/2), and this is usually taught by their Pastoral Care teacher. PSE addresses and/or consolidates a large proportion of the Health and Wellbeing Experiences and Outcomes.

The Health and Wellbeing curriculum is organised into six key areas.

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Physical Education, Physical Activity and Sport
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood

Our PSE curriculum incorporates the necessary benchmarks, experiences and outcomes and SHANARRI health and wellbeing indicators.

### **Wider Pastoral Team**

#### **Campus Police Officer**

PC Campbell is our Campus Officer. PC Campbell works with young people across our campus and provides advice and guidance to pupils, staff and parents/carers. PC Campbell's role includes, but is not limited to:

- improving relationships between young people and the Police
- engaging with young people and developing their role within the community
- problem solving in the school and the community
- delivering and developing specific projects such as internet safety, young crime prevention and personal safety
- providing a visible presence in and around the school community
- supporting and developing activities to address challenging behaviour
- liaising with departments and organisations already involved in delivering programmes for young people (mentoring, street working, youth groups etc)
- promoting a restorative justice approach to encourage young people to take responsibility for their decisions within school and in the community

## **School Counselling**

Pupils can access our school counselling service, Exchange via a referral service.

Pastoral Care staff refer pupils to school counsellors. Pupils can also self-refer by speaking with their Pastoral Care teacher. More information is available from Pastoral Care staff and is shared with pupils via our PSE curriculum.

## **Educational Psychologist**

Adele Swinfen is our allocated Educational Psychologist. Adele works closely with our staff and families to ensure that we are trained and supported to help young people manage a range of behaviours and emotions that they may exhibit when in school or at home. Adele provides regular training for our staff, including some of the following;

- Trauma Informed Practice
- ASD in Girls
- Nurture
- Neurodivergence
- Neurosequential Model in Education (NME)
- Dyadic Development Practice (DDP)

## **Support for Learning**

Miss Reid is our Principal Teacher of Support for Learning. Should you have a concern that is related to additional support needs, please contact Miss Reid. We have an established Additional Support Needs overview for each year group. Pupil profiles (based on information from primary school, parents, pupils, and other agencies) give all staff information on individual pupil needs. Furthermore, support strategy reference materials are also shared with staff. These give teachers a comprehensive overview of various additional support strategies that can be used when working with specific pupils.

The Support for Learning Department is responsible for:

- supporting young people with literacy difficulties including dyslexic difficulties and other additional support needs.
- empowerment of teachers to meet the needs of their pupils.
- dyslexia friendly learning environments (designed to help all learners).
- early identification of young people at risk of developing literacy difficulties
- ensuring consistency in using the Staged Intervention Model embedded within East Ayrshire's Dyslexia and Literacy Difficulties Assessment Guidelines.
- effective monitoring and tracking systems to record pupil's literacy development.
- Implementation of SQA AAA Guidance for SQA exams.
- organisation of CLPL opportunities for staff.
- work in partnership with EAST to assess pupils for visual stress, Dyslexia and Dyscalculia. Assessments are carried out in line with the East Ayrshire Assessment Policy.

## **IT Technician**

Mr Turnbull is our IT Technician. Mr Turnbull is available to staff and pupils to ensure that they can access and use the various IT equipment and systems needed to complete and set schoolwork.

Mr Turnbull's office is located on the 2<sup>nd</sup> floor beside Business Management. Mr Turnbull also supports the SFL department staff in ensuring that digital papers and access to ICT are provided where required against SQA AAA.

## **SQA – Additional Assessment Arrangements/Additional Assessment Requests**

The school are bound to operate within and against SQA policy when providing Additional Assessment Arrangements for SQA exams.

### **Identifying the possible assessment needs of a learner**

1. Assessment arrangements are only for learners identified as having a physical (including medical or sensory), behavioural, mental health or learning difficulty.
2. Information on the learner's needs and strategies are often shared by Support for Learning to aid teaching and learning. Knowing this is key to identifying any difficulties the learner may or may not have in accessing assessments.
3. A learner's needs and difficulty accessing an assessment is often identified before they begin study. It may also become apparent during study.

### ***Above is extracted from SQA guidance for centres.***

In light of the above, the onus on the school is to evidence need, not to evidence absence of need. Where a young person does not qualify against the above, they cannot be considered by the school for SQA AAA/AAR.

The SQA also operate against four key principles when advising schools on how to determine need in light of a body of evidence.

#### **Principle 1:**

Assessment arrangements are intended to enable learners to demonstrate their attainment, not to compensate for lack of attainment.

#### **Principle 2:**

Assessment arrangement must not compromise the integrity of the qualification.

#### **Principle 3:**

Assessment arrangements must be tailored to meet a learner's individual needs.

#### **Principle 4:**

Assessment arrangements should reflect, as far as possible, the learner's usual way of learning and producing work.

Where the school are of the view that providing AAA/AAR contravenes any of the above, we cannot in good faith request AAA/AAR. Similarly, where parents/carers believe that

the arrangements put in place either do not allow pupils to demonstrate attainment against their established need, or that the arrangements are not being tailored to individual needs against said need, you should make direct contact with your child's Pastoral Care teacher.

### **Assessment**

For a variety of reasons, school staff may have need to conduct further assessment in advance of coming to a decision as to whether a pupil qualifies for AAA against SQA policy. Without conducting further assessment, usually by means of providing additional arrangements in either prelims or class assessments, we will not meet the SQA threshold for evidence gathering in advance of a final decision. Please note, providing additional arrangements for class tests or prelims is not an indication that analysis of evidence will result in AAA/AAR, it is simply the process we need to follow to meet the guidance we are duty bound to work within for SQA purposes.

Should you have a concern around SQA AAA/AAR, please contact your child's Pastoral Care teacher in the first instance.

### **Understanding the distinction between opinion and evidence**

School staff are bound to act within SQA guidance, as to act outwith is in direct contradiction of their responsibilities, but do understand that SQA AAA evidence gathering, and the final decision, can be a stressful time for young people and families. While acutely aware of the above, school staff do not have the freedom to act outwith SQA guidance and provide AAA/AAR as a result of pressure or opinion that does not alter the various thresholds that requests must meet against SQA policy.



## **Transitions**

### **Primary to Secondary Transition**

Our Pastoral Care staff work with colleagues in our associated primary schools during our formal transition programme.

- Annanhill Primary, Kilmarnock
- Crosshouse Primary, Kilmarnock
- Gargieston Primary, Kilmarnock
- Hillhead Primary, Kilmarnock
- Shortlees Primary, Kilmarnock

All Primary 7 pupils from each of the above schools are invited to participate in a range of annual transition events. In addition, a subgroup of identified pupils will participate in our enhanced transition programme. Transition events are ongoing throughout late Primary 6 and across Primary 7.

We receive information detailing the academic attainment and achievement of all incoming S1 prior to them starting with us. In addition, there are meetings between Primary staff and Grange Academy Pastoral/Support for Learning staff to allow for the transfer of information for those young people with additional support needs.

In early February of each session, we share transition information online and via our associated primary schools. In May and June of each year, we hold transition events within school to complement activities that take place prior to that time.

In some cases, our associated primary schools may have in place a Child's Plan. Where it becomes clear that the plan is functioning as a means by which ongoing monitoring is in place, with no known need, our staff will arrange a review meeting during S1 to determine if there is still a requirement for a Child's Plan in the context of secondary schooling. In the past, some of these plans have rolled on without clear established need. This process will be explained in full to parents/carers during P7/S1 transition meetings.

## Transitions at key stages (S2 into S3, S3 into S4, S4/5 into S5/6)

We work in partnership with SDS and Ayrshire College to deliver input at the point where our young people make subject and course choices. Our published advice is updated annually and shared via our Parent Information Evenings (PIEs)

## Transition to Employment, College, Training or University

Skills Development Scotland (SDS) is the national skills body, and we deliver Scotland's careers service. Our Careers Advisers deliver career information, advice, and guidance in our school to pupils from S1-S6. SDS colleagues are there to help you understand the world of work and develop the Career Management Skills you need as you progress through school and beyond.

Your Careers Adviser can speak to you about:

- Finding out about yourself, your strengths and skills
- Making subject choices
- Different types of careers
- Developing the types of skills that are useful in a job
- Routes into careers including apprenticeships, college and university
- Building and developing your networks
- Creating CVs
- Making job applications and applying for courses

Our School Careers Adviser is **Scott Masterton** and you can get in touch with Scott through telephone or email: 01563 549988 / email: [Scott.Masterton@sds.co.uk](mailto:Scott.Masterton@sds.co.uk).

You can also use our online service [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk).

## Communication

### Safer Schools Scotland App

Our School App is updated with key information for Parents/Carers. For general information about school life, extra-curricular provision, supported study and events pertinent to an entire cohort or year group, all parents/carers should use the school app as the primary means of receiving communication.



Our school app can be downloaded for free from your app store, under the title 'Safer Schools Scotland'. We will send a joining code to you when your child enrolls. Should you require the joining code at a later date, please contact the school office using the email address shown below. Parents/Carers can also report pupil absence via the app.

## School Social Media

We have recently moved from Twitter/X to Instagram. Our Instagram page can be located at the following URL: <https://www.instagram.com/grangeacad/>

Our Parent Council operate a fantastic Facebook page containing a huge volume of information and can be found at the following URL: <https://www.facebook.com/groups/1228665784311404/>

## SMS

SMS messages are sent to the main contact held on SEEMIS to provide daily attendance updates. Occasionally, we will also issue SMS messages directing parents/carers to specific information on the school app, or if providing updates on matters such as return times from residential trips. Some department Principal Teachers will share homework updates via SMS on occasion.



## Communication Turnaround Times

If you either call the school directly or use the '[Contact Us](#)' page on our website, we aim to acknowledge contact as soon as received. Staff then work to a turnaround time of two working days, however generally respond within one working day. This is because staff have teaching commitments and cannot account for contact from parents/carers in advance. Pastoral Care staff are your first point of contact.

Please note that staff will always endeavour to make contact as soon as possible, and that most contact will be on the same day. Please also note that immediate return contact would be made in the case of an emergency or a Child Protection concern.

In the rare event that after three working days you are yet to receive a call or email, please notify us of this via the school email address shown below.

[eagrange.ac@eastayrshire.org.uk](mailto:eagrange.ac@eastayrshire.org.uk)

If your enquiry necessitates the gathering of input from several different staff, it is likely that it will take a few additional working days to collate all responses. Pastoral Care staff are experienced in managing this and, following an initial discussion, will make contact again as soon as they have all requested information from staff.

## Contact Details – Parental Responsibility

All parents/carers will be asked to complete an annual data check. This allows us to double check contact and emergency contact details for all pupils. At all other points in the school year, we ask that you contact us if any of the following change.

- Home Address
- Telephone Number(s)
- Email address
- Name and details of emergency contacts

If we are unaware of changes to any of the above, we may not be able to pass on important information or make contact in the case of emergency. It is the responsibility of parents/carers to ensure that we hold accurate contact details.

## **Communication Protocols**

We understand that not all parents/carers reside together. Please note the following in terms of communication with parents/carers residing apart.

Against resource, the school hold a reasonable expectation that the main contact held on SEEMIS will pass on details of daily attendance and any informal communication received from school. This applies universally, in that even where parents/carers reside together, the school SEEMIS system holds one main contact only. There is no distinction made on SEEMIS as to the living arrangements of parents/carers. Regardless of where the other parent/carer resides, SEEMIS will send daily attendance notifications to the main contact only. It is not possible against the limitations of the system to generate the automated message necessary to inform all parents/carers.

Likewise, for informal communication, such as general updates around behaviour, attainment and progress, Pastoral Care and school staff will call or contact the main contact only. For obvious reasons against time and resource, it is not practical to call two different parents/carers about the same matter. In this regard, no pupil is treated differently, as only the main contact for each child will receive attendance updates and/or informal communication. However, should a parent/carer not residing with the main contact have cause to be concerned that the main contact is not passing information on, they should contact their child's Pastoral Care teacher who will engage with the main contact to request that they do so. The school's position is that as adults with shared responsibility for a child, parents/carers should work together to take a shared interest in the learning journey of their child.

## **Formal Communication – Parental Rights**

As long as the school are made aware, we will always send on formal communication to parents/carers residing apart from the main contact. The main challenge in this regard is internal tracking, as parental and family arrangements can change without our knowledge, as can the administrative staff managing contact lists. Where you know that you should have received something from the undernoted list that you have not received, please make contact with office staff as soon as practically possible, and we will ensure that you receive that which you are entitled to.

- School Reports
- Parents' Night invitations
- Prelim Results and formal change of level for SQA/national courses
- Invitations to Team with the Family or Child's Plan meetings
- Communication pertinent to formal exclusion

## **Meetings and Parents' Nights**

On occasion, there may be need for school staff to meet with parents/carers in person. This may be because school staff, parents or a partner agency has called a Team with the Family meeting, or to review a child's plan. For all meetings, staff will host one meeting only, whereby all parents/carers are invited to attend. Against available school resource, and the fact that almost all staff have teaching commitments and a high caseload, it is not practical or necessary to host different meetings for different parents/carers. This is well established standard practice. The only exception is in cases whereby legal limitations prevent this, e.g. a restraining order or similar.

While empathetic, school staff have no role to play in mediating between parents/carers who may not otherwise communicate with one another often. Hosting separate meetings presents many unworkable challenges, mainly around securing attendance against resource at different times/on different dates and securing attendance of partner agencies where relevant. As the meeting concerns the needs of a pupil, and is not a meeting about parents/carers, it is viewed as reasonable and appropriate to host one meeting only, as is the case in almost all public sector services for children.

The same is true of Parents' Evenings. Staff have a finite number of appointments, and in a secondary school context, may not be able to see all families (albeit staff often go beyond time to do so). We cannot reasonably schedule two separate parents' night appointments for the parents/carers of one child at the expense of offering appointments to parents/carers of all children. Similarly, we cannot reasonably ask staff to duplicate work unnecessarily against all of the above.

## **School Day**

### ***BGE Pupils....***

Magic Breakfast: 08.15 – 08.45

PERIOD 1: 08.45 – 09.35

PERIOD 2: 09.35 – 10.25

BGE INTERVAL: 10.25 – 10.40

PERIOD 3: 10.40 – 11.30

PERIOD 4: 11.30 – 12.20

PERIOD 5: 12.20 – 13.10

LUNCH: 13.10 – 13.55

PERIOD 6: 13.55 – 14.45

PERIOD 7: 14.45 – 15.35

### ***Senior Phase Pupils....***

Magic Breakfast: 08.15 – 08.45

PERIOD 1: 08.45 – 09.35

PERIOD 2: 09.35 – 10.25

PERIOD 3: 10.25 – 11.15

SENIOR PHASE INTERVAL: 11.15 – 11.30

PERIOD 4: 11.30 – 12.20

PERIOD 5: 12.20 – 13.10

LUNCH: 13.10 – 13.55

PERIOD 6: 13.55 – 14.45

PERIOD 7: 14.45 – 15.35

(The school closes at 13.55 on Friday)

## **School Holidays and Inservice Days**

East Ayrshire Council has published school holiday and Inservice information here:

<https://www.east-ayrshire.gov.uk/educationandlearning/schoolholidays.aspx>

## **Attendance and Timekeeping**

Absences should be reported by using the facility within the school app or by calling the school on 01563 549988. We monitor attendance closely, with three group calls per day sent to main contacts to pick up on anomalies and ensure that we are aware of any transient absence. Where a young person is not marked as present and we are unaware of any valid reason for their absence, parents/carers will generally receive text message notification of absence.

## **Uniform Policy**

At Grange Academy we promote the visions and values of the school: Respect, Responsibility and Resilience. School uniform is an important way of upholding and encouraging this. Wearing the uniform can:

- Promote school identity while building a positive culture and ethos.
- Contribute to school security and personal safety.
- Instil pride in the school and contribute to its value.
- Promote a positive work ethic and help pupils to see schools as places of learning.
- Support and promote positive behaviour.
- Promote equality of opportunity and social justice.
- Protect young people from social pressures to dress in a particular, fashionable or expensive way.
- Nurture cohesion and promote good relationships between different groups of pupils.
- Foster a spirit of partnership among pupils and staff, between home and school and between community and school.

### **Appropriate Clothing Option 1**

- Black/white shirt
- Senior/junior tie
- Black trousers/skirt/thick black leggings (not see through)
- Black cardigan/sweater
- Blazer/black jacket
- Black school shoes/trainers

### **Appropriate Clothing Option 2**

- White polo shirt with Grange Academy badge
- Black polo shirt with Grange Academy badge
- Black trousers/skirt
- Black sweater with Grange Academy badge
- Blazer/black jacket
- Black school shoes/trainers

#### PE Kit

- Change of top
- Change of bottoms (shorts, tracksuits or sports leggings)
- Change of footwear
- Football strips and other team sports kits

#### Inappropriate Clothing PE Kit

- Any clothing or footwear that is part of the school uniform
- Crop tops
- Jewellery

#### Inappropriate Clothing Uniform

- Jeans
- Tracksuits/joggers
- Sports leggings (branded leggings/leggings that are fully or partly see through/not fully black)
- Hoodies/branded jumpers
- Casual shirts/t-shirts PE Kit
- Any clothing or footwear that is part of the school uniform
- Crop tops
- Shorts

### **Security and Visitors**

All visitors should report to the school office and sign in. Office staff should issue a visitor lanyard and provide a brief overview of our Child Protection and Fire Evacuation procedures.

### **School Catering**

Our catering staff provide break and lunchtime sustenance for pupils and staff across the Campus.

The links shown below provide more information in respect of catering.

[Cashless Payment using ParentPay](#)

[Current Menu](#)

[Allergies and Specific Dietary Requirements](#)

Please note, responsibility for use of the canteen or otherwise on a pupil-by-pupil basis does not sit with school staff. On occasion, we will take requests from parents asking that we prevent pupils accessing the canteen. On a practical level, we do not have the resource to do so, albeit we can provide advice on your behalf where possible. Given pupils are of secondary school age and understand well that use of a canteen will incur a cost (unless free school meals), it is important that parents/carers have these conversations with their young people. School staff will not be held accountable for pupil by pupil use of the canteen, nor will any debt accumulated be waived on retrospective advice from parents/carers that their child should not have used the canteen service. The above is a matter for parents/carers to discuss and manage with pupils.



## **Free School Meals and Clothing Grants**

We strongly encourage parents/carers entitled to apply for Free School Meal (FSM) or Clothing Grants to do so. In recent years, we have noticed an emerging trend whereby some parents/carers who do qualify are not applying. Naturally, this prevents pupils from accessing provision that they are entitled to. Our priority in this respect is to make sure that no young person is prevented from accessing support that is in their best interests, and school staff are always available to help with the application process.

In addition, it is important to note that an accurate overview of Free School Meal status at school level impacts on PEF funding and our Virtual Comparator. Our Virtual Comparator is used by Scottish Government to compare attainment in our school to that elsewhere. Where FSM and Clothing Grant uptake is not accurate, we may not receive additional PEF funding we would otherwise be entitled to.

[Find out if you qualify](#)

[Apply for Free School Meal or Clothing Grants](#)

## **School Transport**

Many of our pupils use School Transport to get to and from school. East Ayrshire Council's website provides parents/carers with the criteria for free school transport.

[East Ayrshire Council – School Transport](#)

In addition, all young people in Scotland can now use their National Entitlement Card to travel on bus services across Scotland for free.

## **Building and Site Maintenance**

We work closely with Mitie to ensure that all matters pertaining to building maintenance and cleanliness are taken seriously and acted on. We have a very close working relationship with colleagues in Mitie. Should any member of our community have a concern in relation to building maintenance, please report it to the school office.

## **Complaints Handling**

It is natural that throughout the course of an academic year, Parents/Carers will have reason to contact the school to seek assurance on a wide range of matters. School staff understand this. Given that the nature of a complaint is indeterminable before it comes to our attention, we cannot know in advance who would be best placed to manage the complaint or query in hand.

For this reason, we request that formal complaints be directed to Depute Head Teachers or the Head Teacher only. The Head Teacher will be notified of all complaints and has responsibility to delegate management of the complaint to the promoted member of staff best placed to deal with the issue. In some cases, this may mean that the Head Teacher deals with the totality of a complaint raised, but more commonly, complaints will be managed by Principal Teachers, Pastoral Care Staff or Depute Head Teachers.

The promoted member of staff dealing with the matter will outline potential turnaround times and will communicate next steps as soon as possible. If you do not believe that the



matter has been addressed, you should notify Mr Robertson. Mr Robertson would then follow up with you and take the matter on internally.

On rare occasions, you may feel it necessary to escalate a complaint to local authority level. In almost all cases, complaints that reach the local authority will be referred to Mr Robertson for an overview of the issue from the school's perspective. Any actions or next steps would be communicated to you and taken from there.

An overview of East Ayrshire Council's complaints handling procedures can be found [here](#).

### **Positive Relationships/Anti-bullying**

Incidents of bullying are uncommon within our school. Staff have a legal responsibility to record every instance of perceived bullying and investigate the matter thoroughly. Pleasingly, very few issues have been raised in recent years. However, we are not naïve to the fact that not all perceived or actual bullying is reported to school staff or family members. For this reason, it is essential that you do not hesitate to bring concerns to our attention.

Our curriculum and general staff vigilance allow us to promote appropriate conduct with young people regularly.

All schools in East Ayrshire follow the guidance outlined within the council's [Anti-Bullying – Respect for All Policy](#).

### **Managing Pupil Conflict**

It is not uncommon across a young person's teenage years to encounter situations whereby conflict or difference of opinion exist between two or more pupils, very often pupils who are part of the same broader friendship group.

In our extensive experience of dealing with issues that are open to interpretation/perception, we encourage parents/carers to consider that school staff simultaneously fulfil the roles of investigator, jury and counsellor. It is completely natural for parents/carers to emotionally invest in any such circumstance and school staff understand this. Unfortunately, and given that school staff are often the first person these issues are discussed with, there are occasions where the emotional strain associated with these situations is misdirected at staff before staff have had an opportunity to investigate an issue.

There can often be difficulty in unpicking the intricacies of inter-personal relationships amongst a group of peers, particularly at a time when young people are still developing the social skills necessary to manage conflict and change. School staff will take decisions based upon the evidence available to them and will do so in good faith. It is always necessary to consider the views of all pupils and families involved, and very often school staff hear an almost identical view from both parties in respect of what one pupil may have said or did to another.

Please know that when managing situations of this nature, staff will offer support to all pupils involved and will update parents/carers as to actions taken.

Please also note that school staff are not at liberty to discuss any actions or interventions put in place for pupils other than those for whom you are the parent/carer.

## **Emergency Procedures / Medical matters**

### **General First Aid and Illness**

In situations where a young person feels unwell staff trained in first aid will speak with the young person and make a judgement as to the best course of action. On occasion, this will mean calling home to request that a young person is collected from school.

### **Administration of Medication**

For some pupils, it will be necessary to facilitate the administration of medication on a regular basis. Parents/Carers of those pupils will be aware of an individual plan that has been discussed with school staff. Trained staff will offer support in line with the terms of the plan agreed with parents/carers.

### **Emergency Situations**

In the case of an individual emergency, school staff will contact parents/carers or emergency contacts immediately. In the case of an emergency that impacts the campus, East Ayrshire Council follow protocols which can be accessed [here](#).

## **Mobile Phones in School**

While mobile phones can play an important part in securing pupils' personal safety before and after school, there is an emerging body of evidence pointing to instances of mobile phone misuse, loss of learning, negative impact on attainment as well as a decline in young peoples' wellbeing due to the use of mobile phones.

There are growing concerns and links between mobile phone use contributing towards anxiety and a range of other mental health issues which are becoming increasingly common among young people throughout Scotland.

As advances in mobile phone technology continue and young people live out more aspects of their life in a digital realm, schools have a responsibility to encourage a healthy balance in mobile phone use. This responsibility has increased in light of concerns from employers about the negative effects of excessive phone use on productivity in the workplace among young workers.

Pupils will continue to be allowed to bring a mobile phone to school. This is in response to parental concerns over the safety of their young person travelling to/from school and also in line with Scottish Government advice.

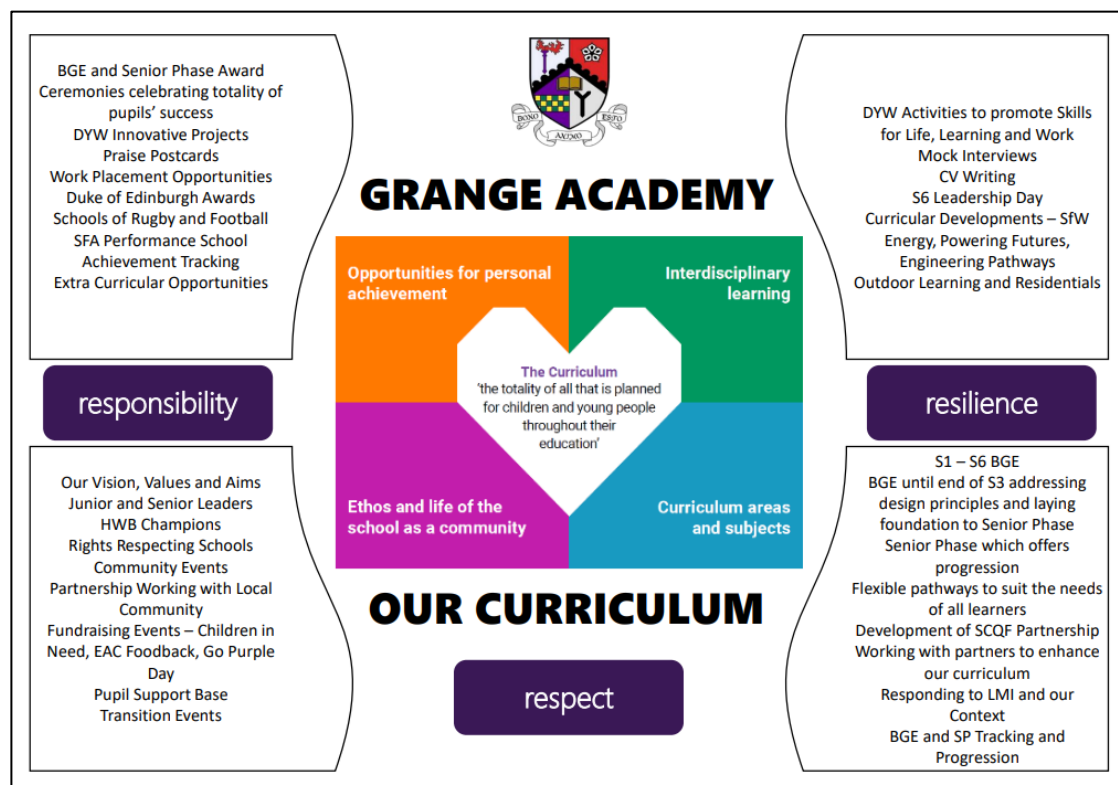
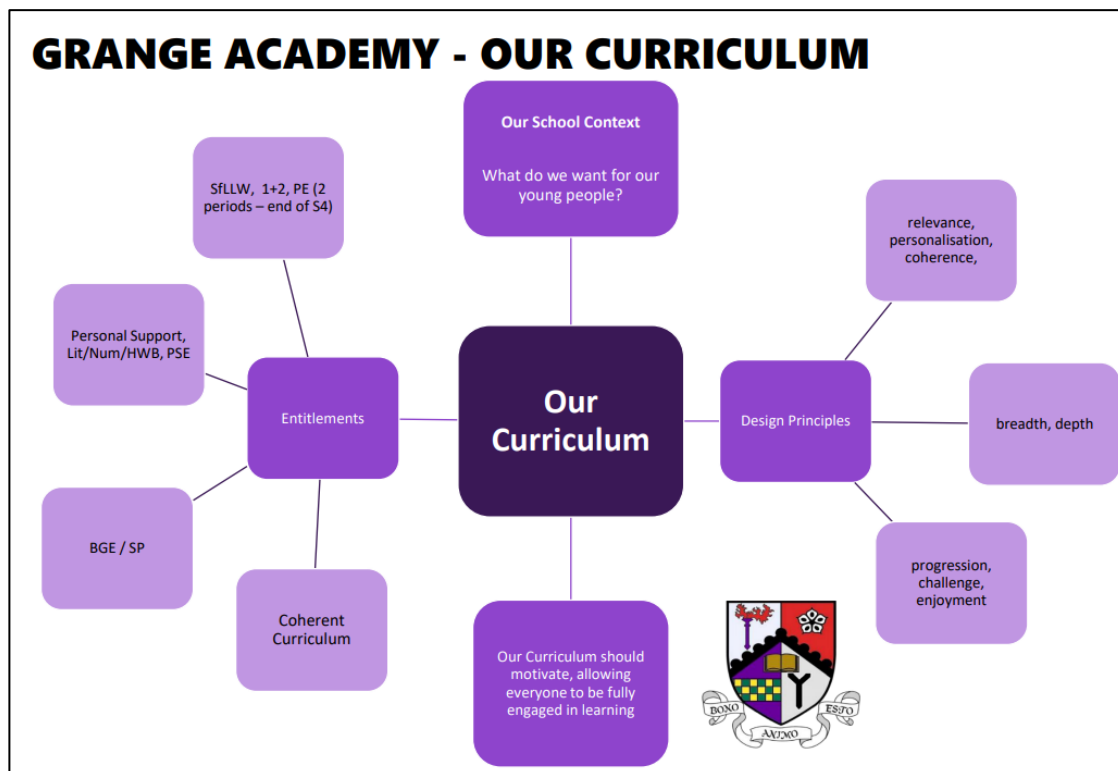
The following table will highlight expectations in terms of appropriate use;

<p><b>RED ZONES</b></p>	<ul style="list-style-type: none"> <li>- <b>Mobile phones should be switched off and out of sight during lessons</b> to avoid distractions and interruptions to Learning &amp; Teaching. <u>There are no exceptions to this rule.</u> This is the same expectation for earphones/air pods.</li> <li>- <b>Mobile phones should also be switched off and out of sight in PE changing rooms</b> to ensure that pupils' privacy is respected.</li> <li>- <b>Members of staff will also model appropriate use of mobile phones by not using these in classrooms.</b></li> <li>- <b>If a pupil is permitted to leave class to access the toilet, mobile phones should be left in the classroom</b> and not taken to the toilet with pupils.</li> </ul>
<p><b>GREEN ZONES</b></p>	<ul style="list-style-type: none"> <li>- S6 pupils following an Advanced Higher Study Pathway have permission to use their mobile phones during study periods, if there is no other access to ICT facilities. This should be for educational purposes only.</li> <li>- Mobile phones may be used before school, during interval and lunchtime in the street and in areas outside.</li> <li>- Pupils are permitted to use their mobile phones in corridors to check timetables etc. This removes the requirement to do so in classrooms.</li> </ul>

Below is how the misuse of mobile phones will be managed within Grange Academy;

1. Mobile phones should never be seen in lessons, these are distracting to learning. This includes 'checking the time/checking timetables/photographing boards' etc. Mobile phones should be off and away prior to entering a classroom.
2. If a pupil has a mobile phone out in class, they will be given **one** polite warning to put away.
3. If the pupil has a mobile phone out for a second time, the pupil will be asked to place the mobile on the teacher's desk.
4. If the pupil refuses to carry out this instruction, the behaviour will be ignored in order for quality learning and teaching to take place in the class – any confrontation at this point will detract from learning. However, there will then be a referral generated by the classroom teacher to Principal Teacher who will put consequences in place prior to the next lesson, for example, telephone call home to parents/carers, extraction from the next lesson etc.
5. If a pupil persistently refuses to comply with the rules set out in relation to misuse of mobile phones, this will be escalated beyond departmental level and require intervention from Senior Leadership and parents/carers.

## The Curriculum



## BROAD GENERAL EDUCATION (S1-S3)

S3		S2		S1	
English (4)	1	1	1	English (5)	S1
	2	2	2		
	3	3	3		
	4	4	4		
	5	5	5		
	Maths (4)	6	6	Maths (5)	
		7	7		
		8	8		
		9	9		
		10	10		
Mod Lang (3) French or Spanish or Mandarin	11	11	Literacy/Numeracy		
	12	12			
	13	13			
	14	14			
Science Biology or Chemistry or Physics	15	15	Social Subjects (3)		
	16	16			
	17	17			
	18	18			
Social Subjects Geography History Modern Studies	19	19	Science (3)		
	20	20			
	21	21			
	22	22			
Expressive Arts Art Music Drama	23	23	French (2) +Spanish/Mandarin (1)		
	24	24			
	25	25			
	26	26			
Technologies Computing Design and Manufacture Engineering Hospitality Graph Comm Practical Woodwork	27	27	Art and Design (2)		
	28	28			
	29	29			
	30	30			
Health and Wellbeing PE (3) PSE (1)	31	31	Music (2)		
	32	32			
	33	33			
	34	34			
Drama (2)	35	35	Drama (2)		
	36	36			
	37	37			
	38	38			
Technical (2)	39	39	Technical (2)		
	40	40			
	41	41			
	42	42			
Computing (1)	43	43	Computing (1)		
	44	44			
	45	45			
	46	46			
Choice 1 (3) One from all subject listened in six curricular areas OR SFA/SoF/DYW	47	47	PE (3)		
	48	48			
	49	49			
	50	50			
Choice 2 (3) One from all subject listened in six curricular areas OR SFA/SoF/DYW	51	51	PSE (2)		
	52	52			
	53	53			
	54	54			

### S3 CURRICULAR OPTIONS

All pupils will study **eleven** subjects. English, Mathematics, PE and PSE are core - these have been pre-selected. Select the other subjects you would like to study next session. At the time of writing, the following courses will run unless numbers are so low that they are not viable.

## CORE SUBJECTS

English	✓
Mathematics	✓
PSE/RME	✓
PE Core	✓

**MODERN LANGUAGES (Select 1)**

French
Spanish
Mandarin

**EXPRESSIVE ARTS (Select 1)**

Art and Design
Drama
Music

**CHOICE (Select 2)**

Art and Design
Biology
Chemistry
Computing Science
Design and Manufacture
Graphic Communication
History
Music
Mandarin
Modern Studies
Spanish
SFA Performance School 1
SFA Performance School 2
School of Football

**SCIENCES (Select 1)**

Biology
Chemistry
Physics
Practical Electronics
Science

**SOCIAL STUDIES (Select 1)**

Geography
History
Modern Studies

**TECHNOLOGIES (Select 1)**

Computing Science
Design and Manufacture
Engineering
Graphic Communication
Hospitality
Practical Wood Skills

## DYW PROJECTS (optional)

DYW Barista
DYW Photography
DYW Nails and Beauty

## S4 CURRICULAR OPTIONS

S4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
	ENGLISH					MATHEMATICS					SUBJECT 3					SUBJECT 4				SUBJECT 5				SUBJECT 6				SUBJECT 7				PE or Supporting Attainment	

<b>LANGUAGES</b> English French Mandarin Spanish				<b>MATHEMATICS</b> Mathematics				<b>EXPRESSIVE ARTS</b> NPA Art and Design NQ Art and Design Drama Music				<b>HEALTH AND WELLBEING</b> Physical Education (SQA) SfW Hospitality			
<b>SCIENCES</b> Biology Chemistry SfW Health Sector Physics Science (SCQF L4 only)				<b>SOCIAL STUDIES</b> Geography History Modern Studies SfW Travel and Tourism				<b>TECHNOLOGIES</b> Computing Science NPA Games Development Design and Manufacture SfW Engineering Graphic Communication Practical Woodwork				<b>OTHER</b> College (please refer to list) Hearing Impairment SFA Performance School 1 SFA Performance School 2			

## S5/S6 CURRICULAR OPTIONS

S5/S6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
	SUBJECT 1						SUBJECT 2						SUBJECT 3						SUBJECT 4						SUBJECT 5						Wider achievement		P S E

LANGUAGES			MATHEMATICS			EXPRESSIVE ARTS			S6 ONLY		
English	5	H	Mathematics	5	H	Art and Design	5	H	Art & Design		AH
French	5	H	Applications of Maths	5	H	Drama	5	H	Biology		AH
Mandarin	5	H				Music	5	H	Chemistry		AH
Spanish	5	H							Drama		AH
									English		AH
									Mathematics		AH
									Music		AH
									Physical Education		AH
									YASS Course		7
									Psychology	H	
									Leadership Award	6	
									AH Study Pathway		

## DEVELOPING OUR CURRICULUM - OUR PARTNERS



## **School Improvement and Standards and Qualities**

On an annual basis, each school in Scotland publishes a School Calendar, School Improvement Plan (SIP) and a Standards and Qualities Report (SQR). The improvement plan is looking to the year ahead, and the Standards and Qualities Report summarises progress against local and national priorities in the year past. School Handbooks are published one session in advance of the year at hand. Rather than providing links to outdated documentation within this handbook, parents/carers can find our current Calendar, SIP and most recent SQR on the school website.

## **Assessment and Reporting**

Young people will be assessed regularly through a mixture of formative and summative assessment. Courses at National 5, Higher and Advanced Higher levels still include work that is assessed by teachers and lecturers, but pupils will also have to pass a course assessment for these qualifications – usually an examination paper and/or coursework which will be marked by SQA.

The purpose of reporting is to support and improve learning. It should be an on-going process which provides clear information on a learner's strengths, areas for development and specifically what needs to be done to ensure continued progress. As much as possible, learners should be involved in the reporting process through on-going reflection and dialogue about their learning. It is also important that reporting fully involves and values the role of parents and carers. We know that parental engagement has a significant impact on learners' progress.

Full reports contain in-depth comment on a learner's progress and next steps in learning, along with strategies to support learning at home. Reports are often issued around the time of option choices for the next session to ensure young people can make informed choices about future pathways.

## **Pupil Leadership**

In June/August of each year, we appoint our Senior Leadership Team (S6). Our Junior Leadership Teams (BGE) are appointed after the summer break. Pupils from both teams work in partnership with staff to take forward school priorities for the year ahead.

## **Duke of Edinburgh**

Mr Livingstone leads regular Duke of Edinburgh Expeditions during various weekends of the school session. Mr Livingstone will always share information with pupils interested in participating at the start of the academic session.

## **Extra-Curricular**

We run a significant volume of extra-curricular activities (in excess of 50 each year). Details of these can be found in the school app and website.



## Staff List – Correct as of August 2025

### Grange Academy Staff

SENIOR LEADERSHIP TEAM	MODERN LANGUAGES	TECHNOLOGIES	HOME LINK WORKER
Scott Robertson HT	Arlene Jackson PT	Claire Cuthbert PT	Lesley Wilson
Tommy Alldridge Acting DHT	Greg Armstrong	<b>Art and Design</b>	
Lee Cardow DHT	Paige Doolan	Bethany Lennox (NQT)	<b>CAMPUS POLICE OFFICER</b>
Graeme Crosbie Acting DHT	Christina Jiang	Kim Gray	PC Thomas Campbell
Mary MacKinnon DHT	Michelle McCormack Acting PTG	Gillian Lennox	
Rachel McCaffrey DHT	John Scott	Rachel McCaffrey DHT	<b>LIBRARY ASSISTANT</b>
		Nicola Wallace	Karen Cooper
		Helen Wright	
	<b>PERFORMING ARTS</b>		<b>CLASSROOM ASSISTANTS</b>
<b>ENGLISH</b>	Darren Ramsay PT		Laura Black
Paul Brennan Acting PT	<b>Drama</b>	<b>Business Education</b>	Iain Caldwell
Chris Armstrong	Lauryn Cameron	Derek Bruce PTG	Jacqueline Connell
Patrick Barry	Lesley Smith		Michelle Dale
Graeme Crosbie Acting DHT		<b>Computing</b>	Pamela Frew
Susan Wood	<b>Music</b>	Kevin Graham	Nicola Geddes
Amy Henderson	Amanda Bell	Chris Reid	Mark Heath
Lauren Kane	Katy Brown		Gillian Hoffin
Mary MacKinnon DHT	James O'Neill	<b>Design and Technology/Graphic Communication</b>	Irene Mair
Paul McClung	Alison Cravens	Ashleigh Milne	Deborah Kerr
Amy Simms	Fiona Middleton	Siobhan Cairns	Rona Rae
Jessica Walker	Leila Corniglion (NQT)	John Cree	Alison Rodger
		Calum Gilchrist	Tina Strachan
	<b>SCIENCE</b>	Ruth Clark PTG	Kirsten Struthers
	Lauren McLean PT	Scott Robertson HT	Jemma Surtees
<b>HEALTH AND WELLBEING</b>	Jennifer Baird		Liz Telford
Ross Allan PT	Caroline Bell	<b>PUPIL SUPPORT (PASTORAL)</b>	
<b>Home Economics</b>	Ann Louise Bremner	Katy Brown Acting PTG	<b>ADMIN SUPPORT</b>
Tracey McBride (PT Transitions)	Lynne Hill	Katie Bonnar PTG	Jackie Carrie AFO
Jamila McDowall PTG	Ewan Johnston Acting PT DYW	Derek Bruce PTG	Natalie Carrie
<b>Physical Education</b>	Hollie Marshall	Lyndsey Causer PTG	Gemma Boyd
Charlie Adams	Bryce McPherson	Ruth Clark PTG	Linda Murray
Tommy Alldridge Acting DHT	Helen Mitchell	Michelle McCormack Acting PTG	Donna Thorburn
Ross Baird	Caroline Monaghan	Jamila McDowall PTG	
Lee Cardow DHT	Les Ogilvie	Cheryl Quinn PTG	

## Official

Chantelle Linton	Susan Smith		
Lewis Livingstone	Debs Telfer	<b>PUPIL SUPPORT (ASN)</b>	<b>TECHNICIANS</b>
Rachel Shankland	Kayleigh Williamson	Sharon Reid PT	Suzanne Rutherford
		Kim Corrigan	Lauren McCallum
<b>MATHEMATICS</b>	<b>SOCIAL SUBJECTS</b>	Paula Morton	Jamie Turnbull
David Taylor PT	Sarah McGearry PT	Lyndsey Watt DHT	Stuart McLeay
Suzanne Catherine	Joanne Barlow	<b>PT TRANSITIONS</b>	
Lynne Grieve	Katie Bonnar PTG	Tracey McBride (PT Transitions)	<b>SFA PERFORMANCE COACH</b>
Ward McCormick	Tommy Callaghan	<b>INCLUSION</b>	James Grady
Nadia Reid	Francesca Pacitti (NQT)	Ewin Murray (PT Inclusion)	
Chris Smith	Lyndsey Causer PTG		<b>Key:</b>
Aimee Strange	Dylan Beaton (NQT)	<b>HEARING IMPAIRMENT</b>	DHT: Depute Head Teacher
Steve Taylor	Donald Gray	Kathleen Clannachan PT	PT: Principal Teacher
Craig Wallace	Ashley Mora	Elaine Smith	ASN: Additional Support Needs
Alysanne Wilson	Amanda Gray	Julie Walker	AFO: Admin and Finance Officer