

# Cumbernauld Academy

## School Handbook

### 2020-2021





**Motto**

**‘Aiming Higher’**

**Pledge**

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# 1 Introduction

Welcome to our 2020-21 handbook for Cumbernauld Academy - Our new school community was created on 20th August 2014. In 2019 a brand new building was opened to house Cumbernauld Academy and the following year the outdoor pitches opened on the site of the original building. This handbook is designed to help you with information on all aspects of the school. The school has been successful in building a new and exciting learning community serving young people and their families from Abronhill, Carbrain, Cumbernauld, Kildrum and Whitelees Primary Schools which along with Kildrum Family Learning Centre and Redburn School form part of our learning cluster. Our students are involved in many events both within the school and in supporting life in the wider community. It is our vision that the school serves and works in partnership with everyone in the local community and beyond. This handbook will hopefully provide some useful information about the school with further details available from our website [www.cumbernauldac.n-lanark.sch.uk](http://www.cumbernauldac.n-lanark.sch.uk). Everyone who signs up for our school website will be kept fully informed of all developments as they happen and allow them the opportunity to contribute to the life of Cumbernauld Academy. The school also has an app which gives access to all important information on the school. I hope that you enjoy reading this handbook and exploring the website and I invite you to let us know how we might improve it in the future. We also have an active parent council and welcome all members of the parent forum to contribute to the development of our excellent school community. This year with the Covid restrictions there are significant restrictions on extra-curricular activities and a number of events that would normally take place have been cancelled for public health reasons.

Mark Cairns  
Head Teacher

## 1a Aims of the School

At Cumbernauld Academy we strive to provide a stimulating, safe and structured learning environment where we offer a range of opportunities designed to help students develop their potential for skills for work and leisure and to enable them to become successful learners, confident individuals, effective contributors and responsible citizens. We aim to be a school whose values are firmly rooted in contributing to the local community and beyond.

*This general aim is supported by a number of objectives:*

- Partnership is fostered among staff, students, parents and the wider community
- The educational experiences offered are based on equal opportunity for all
- Academic expectations and skills development are equally important and kept high on the agenda
- The professional skills and enthusiasm of the staff are valued
- Mutual respect between students and staff is nurtured, developed and maintained
- Senior students set a good example to the younger members of our school community
- Each student is treated as an individual and is offered their voice in the life of the school
- A discipline system based on positive rewards and clear agreed values is in place
- Effective pastoral support is available to each student as required
- Close links with partner primaries and nurseries are forged to ensure continuous and progressive education for our students
- The curriculum is designed to help to develop problem solving, practical skills, information and interpersonal skills and emotional and moral values in students

- Independent thinking, co-operation, creativity and competition are encouraged in the appropriate circumstances  
The school is open, welcoming, friendly and is a pleasant place to be in
- Members of the local community are encouraged to make use of the school's educational facilities

### Covid-19 Pandemic

NLC will continue to align supports, from across the service, in response to the Covid-19 pandemic, to support children and families and maintain educational provision. Further information is available directly from the school or from North Lanarkshire Council's website [www.northlan.gov.uk](http://www.northlan.gov.uk)

## 2 School Information

### 2.1 Address

Cumbernauld Academy  
South Kildrum Ring Road  
Cumbernauld  
GLASGOW  
G67 2UF

**Tel:** 01236 794 864

**Fax:** 01236 725 343

**Web:** [www.cumbernauldac.n-lanark.sch.uk](http://www.cumbernauldac.n-lanark.sch.uk)

**Email:** [office@cumbernauldac.n-lanark.sch.uk](mailto:office@cumbernauldac.n-lanark.sch.uk)

**Twitter:** @CumbernauldAcad

### 2.2 Roll

Cumbernauld Academy is a non-denominational six-year secondary school for boys and girls which could accommodate 1315 students.

The current roll is:

S1	S2	S3	S4	S5	S6	Total
187	195	174	151	142	86	935

Looking ahead for the next three years, we anticipate that the number of students entering first year will be about, 200 each year over the next 4 years and for the roll to settle at around 1100.

### 2.3 Accommodation

The roll is around 935 for session 2020-21. The school is staffed to the authority's staffing standards with a small deprivation enhancement, and the staff are well qualified and experienced. The complement at present is 80, including a Senior Management Team of four, 6 Faculty Heads (Curriculum), and a Pupil Support Team of six. We operate a vertical system for Pupil Support. The LCSC has its own staffing allocation. 7.2 FTE teachers and 10 FTE ASNA staff. The accommodation is in a brand new building opened in August 2019, with the playing fields being available from August 2020.

A Language and Communications Support Centre (LCSC) which serves the needs of 47 young people on the autistic spectrum is a specialist feature of the school. This LCSC operates as a Faculty in the school to support the students in their education most of which takes place in mainstream classes.

### 2.4 Community Use of the School

The school facilities are available during term time for let by local clubs and groups.

*Details of the letting procedure and charges may be obtained from:*

*Communities and Facilities Culture NL*

*Coatbridge Community Centre*

*9 Old Monkland Road*

*Coatbridge Tel 01236 632778*

### 2.5 Associated Primary Schools

The primary schools associated with Cumbernauld Academy are:

Abronnhill Primary School - 01236 794870  
Medlar Road  
Abronnhill  
Cumbernauld  
G67 3AJ

Kildrum Primary School - 01236 632098  
Ellisland Road  
Kildrum  
Cumbernauld  
G67 2HQ

Carbrain Primary School - 01236 794834  
Millcroft Road  
Carbrain  
Cumbernauld  
G67 2LD

Whitelees Primary School - 01236 794814  
Whitelees Road  
Abronnhill  
Cumbernauld  
G67 3NJ

Cumbernauld Primary School - 01236 632110  
Eastfield Road  
Cumbernauld  
G68 0EB

## 2.6 Parent Council

The Parent Council can be contacted on the following email address:

[parentcouncil@cumbernauldac.n-lanark.sch.uk](mailto:parentcouncil@cumbernauldac.n-lanark.sch.uk)



# 3 The Staff

## 3.1 Senior Management Team

### Mark Cairns - Head Teacher

- Overall management of the school
- Leadership, Management and Strategic Direction
- of Colleagues
- Overall Curriculum Development
- Quality Assurance
- Developing a Positive Ethos
- Inclusion and Equality Strategy
- Staff and Pupil Welfare
- Staff Appointments and References
- Staff Remits
- Managing and Monitoring the Curriculum
- Learning and Teaching – Raising Attainment
- Raising Achievement
- Management of School Budget
- Overall Responsibility for Whole School Discipline
- Reporting on and Developing Systems to
- evaluate Standards and Quality
- Liaison with Professional Associations
- Chairing SMT and PT Meetings
- Overall Management of Building and Repairs
- Professional Adviser to the Parent Council
- Consultation with Parents

- Production of School Handbook
  - Planners
  - Inventory
  - School Improvement Planning
  - School Improvement Report
  - SMT Link with Office and Admin Staff
  - Statistical returns relating to staff matters
  - Link with school chaplains
  - All aspects of new build maintenance
  - Strategic direction of the Inclusion Base
  - SMT Link with ICT Technician, Humanities, Science
- 
- **Lisa McGuigan –Depute Head Teacher**
  - Deputising for Head Teacher when out of school
  - Day to Day Running of the School
  - Discipline for Islay House
  - House Council for Islay House
  - Monitoring of School Dress for Islay House
  - **Monitoring of developments in CfE S1/S2/S3**
  - S1/S2/S3 Curriculum
  - S1/S2/S3 Assessment
  - S1/S2/S3 Reporting
  - S1/S2/S3 Monitoring of Attainment
  - S1/S2/S3 Parents' Meetings
  - S1/S2/S3 Assemblies
  - S1/2/3 Options
  - Awards Ceremonies S1-3
  - Absence Cover
  - Staff Development, PRD and CPD
  - Extra-curricular clubs and activities
  - Excursions and Trips S1-3
  - Scottish standardised national Assessments (SNSA)
  - School Fund
  - School Photographs
  - Strategic Leadership of Language and Communication Support Centre
  - ASNA Coordination with NH (LCSC)
  - Scottish attainment Challenge
  - Co-ordination of In Class support (With NH)
  - Whole school timetable with SB
  - SMT Link with Maths , LCSC

**Vicki Hart – Depute Head Teacher**

- Deputising for Head Teacher when out of school
- Day to Day Running of the School
- Pupil Support Co-ordinator
- Inclusion and Equality Operational
- Management of Pupil Equity Fund
- Child Protection Co-ordinator
- Adult Protection Co-ordinator

- Designated Teacher – Looked After Children
- Suicide & Self-harm Co-ordinator
- GIRFEC Co-ordinator
- REACH Co-ordinator
- Link with External Agencies
- HART
- MAST
- Skills for Life
- Nurturing
- Liaison with HSPO
- Equal Opportunities
- Options – S3-6
- Focus on 5
- Eco School Co-ordinator
- First Aid Co-ordinator
- Statistical returns in relation to Pupil Welfare
- Aspects of DYW (TBC)
- Oversight of Probationers and Students
- Strategic overview of Pupil Equity Fund
- Discipline for Skye House
- House Council for Skye House
- Monitoring of School Dress for Skye House
- Primary/Secondary Liaison
- Summer School
- Liaison with Technicians, Librarian
- SMT link with Performance and English, SfL Pupil Support,
- Health and safety Officer

#### **Sean Byers – Depute Head Teacher**

- Deputising for Head Teacher when out of school
- Day to Day Running of the School
- Monitoring of developments in Senior Phase
- Whole School Timetable (with LMcG)
- S4/5/S6 Curriculum, Assessment, Reporting, Monitoring and Raising of Attainment, Parents' Meetings, Assemblies, Senior Awards Ceremonies,
- SQA Coordinator Prelim exams
- Organisation of Invigilators
- All consortium arrangements
- S6 Graduation
- UCAS
- EMA Scholar
- S6 Yearbook/Prom/Voluntary Placements
- Vocational Education
- Prefects & Ambassadors
- Citizenship
- Out of School Hours Learning/Easter
- Wider Achievement & Leaver Destinations



- Discipline for Arran House
- House Council for Arran House
- Monitoring of School Dress for Arran House
- School Transport
- Statistical Returns relating to H&S
- Charities
- Outward Bound
- Excursions S4-6
- ICT Coordinator
- ICT Inventory
- ICT Budget
- GLOW
- SEEMIS
- School Website and Social Media
- SMT link with Business/Computing, Design, Modern Languages



### **3.2 Support Staff**

<b>Librarian</b>	Mrs S Kilbride
<b>Technicians</b>	Mr J Cairney – Senior Technician Mr D Englebright – ICT Mrs J Watson – Science Mr M Thomson – Technical
<b>Janitors</b>	Mrs J Thomson – Senior Janitor Mr A Mulrine
<b>Admin Staff</b>	Miss M Pedlar – Admin & Finance Assistant Mrs K Donaghy – Senior Clerical Assistant Mrs M Colquhoun Miss M Sweeney Miss M Millar

### **ASNA**

Mrs S DeZutter  
Mrs C Dixon  
Mrs A Docherty  
Mrs S Docherty  
Mrs C Donaldson  
Ms L Findlay  
Ms J Fitzpatrick  
Mrs J Lyons  
Mrs S McKeown  
Ms L Reid  
Mrs G Roxburgh-Begg  
Mrs A Reynolds  
Mrs L Wilson  
Miss E Young

<b>Home School Partnership Officer</b>	Mrs J Love
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<b>Catering Supervisor</b>	Karen McGuire
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### 3.3 Teaching Staff

The staff are shown by subject department. The current teaching staff is 74.2 and this number of teachers is adjusted each session according to the school roll.

Leadership Team			Humanities		
M Cairns	HT	M/Ph	S Green	FH	
S Byers	DHT	T	C Hodgeman	Prob	MS
V Hart	DHT	E/D	S McNamara		RE
L McGuigan	DHT	M	L A Short		H/MS
English and SfL			D Murray		G
E Heron	FH	E	V Lanagan		MS/Psyc
M E Passmore		E	R Tighe		MS
L Robertson-Bishop		E	J McGowan		MS
A Cope	Prob	E	D Waddell		H
F Brown		E	A McClements	Prob	RE
K Moseley		E	Design		
L Hall		E	K Lucas	FH	T
S MacDonald		E	S Byers	DHT	T
A Smith	Prob	E	G Wells	Prob	T
J McGuinness		SfL	D Lawson		T
Carron Casado		E/SfL	R Henderson		T
Maths and ML			K Polin		A
Colette O'Neill	FH	ML	A Farrow		A
G Sheridan	PTPS	M	J Smyth		A
A Lamb	PTPS	M	M Cree		A
K Scott		M	H Miller		HE
L McGuigan	DHT	M	L Steggles		HE
A Bunyan		M	F MacLeod	PTPS	HE
L McArthur		M	A Mackenzie		HE
K Wilson		M	Performance		
L Carnohan	Prob	M	C McDaid	PT	PE
A Muir		F/G	Jamie Parker		PE
R Graham		F/S	O Quinn		PE
Emma Hamilton		F/S	S Preston	PTPS	PE
David Henderson		F/G/S	R Kennedy		PE
Business and Comp			J Campbell		M
U Johnston	FH	B	J MacMillan	PTPS	M

L Donald		C	H Phillips		M
M Carrick		B/C	C Duncan		M
A McGarry		B	V Hart	DHT	D
Science			N Tulloch		D
B Swan	FH	Ph	LCSC		
K Bear	Prob	Ph	F Stevenson	FH	PE
A Wright		Ph	G Horisk		M
J Lewis		Ph	T Kilmowicz		H
M Linnen		Ch	T McLcoy		PE
C Brandon	Prob	Ch	M Boyd		MS
P McCrannor		Ch	A Myles		E
R Gartshore	Prob	Bi	Z Haining		E
P Beaton		Bi	C McKerron		Prim
K Cahill		Bi	Vacancy		Prim

## 4 School Hours

The school day is currently organised as follows:

	P1	P2	Interval	P3	P4	Lunch	P5	P6	P7
<b>Mon/Tue/Thu</b>	8.55 –	9.45 –	10.35 –	10.50 –	11.40 –	12.30 –	1.15 –	2.05 –	2.55 – 3.45
<b>Wed/Fri</b>	9.45	10.35	10.50	11.40	12.30	1.15	2.05	2.55	x

## 5 The School Year – 2020/21

School Holidays 2020-2021

School Holidays	Starts	
First Day of School	13 Aug 2020 (Thu)	
Autumn Half Term Holidays	25 Sep 2020 (Fri)	28 Sep 2020 (Mon)
Autumn Holidays	12 Oct 2020 (Mon)	16 Oct 2020 (Fri)
Winter Holidays	23 Dec 2020 (Wed)	5 Jan 2021 (Tue)
Spring Half Term Holidays	8 Feb 2021 (Mon)	10 Feb 2021 (Wed)
Spring Holidays	1 Apr 2021 (Thu)	16 Apr 2021 (Fri)
Summer Half Term Holidays	28 May 2021 (Fri)	31 May 2021 (Mon)
Summer Holidays	25 Jun 2021 (Fri)	

## 6 Transfer/Enrolment

### 6.1 Transfer from Primary

Almost all of our students come to Cumbernauld Academy from our five partner primary schools. We meet regularly with the Head Teachers of the primary schools to discuss the transition arrangements for students and there are many transition activities and events. The Primary HTs meet with Mr Cairns and the DHT for transition regularly to discuss links and the exchange of information. The Head Teacher and Senior Staff meet with Primary 7 parents and students informally in their own primary schools each year. There is an enhanced transition programme for all P7s from October. Primary 7 pupils attend a three week transition block from October to December following a timetable of classes. Primary 5-7 parents and students are invited to a Showcase Evening in Cumbernauld Academy around October. Newsletters from the secondary are issued 4 times per year to Primary 7 students. In the summer term each year the primary students spend two days at Cumbernauld Academy following a "typical" first year timetable. Pupil Support staff talk to the Primary 6 and 7 teachers to get information on students, particularly those who have particular needs. PT Support for Learning and the PT for the LCSC and Home School Partnership Officer are also involved in this process. This session due to Covid, the transition programme is a virtual one, however we are hopeful that all P7 students will get the opportunity to enter the building before they begin in August.

Primary school records, Primary 7 profiles and the information gathered by staff are used to help group the students into mixed-ability classes in S1 in some subjects to ensure that students start courses at an appropriate level in others. Although students from different primary schools are mixed,

we make sure that more than one student from each school is in each S1 class. Parental wishes regarding placement of twins are taken into consideration.

## **6.2 Placing Requests**

Parents with students from schools outwith the catchment area who wish to enrol their children in Cumbernauld Academy at the normal transition time are welcome to contact the school to arrange a time to visit the school. The enrolment simply requires the completion of a placing request form, obtainable from their primary school. We like to make contact with all such students before the end of May so that they can participate in the two day visit and their transition into secondary school in August is made as smooth as possible.

## **6.3 Leaving Dates**

Students who reach the age of 16 by 30 September may leave school at the end of the previous session. Students who reach the age of 16 by 28 February may leave school at the end of the previous Christmas term.

# Pupil Support

Cumbernauld Academy Pupil Support Team takes a holistic approach to promoting the development and wellbeing of each student in their care. This is to ensure that every student has the opportunity to develop a trusting and secure relationship with their Pupil Support Teacher who has the responsibility to look after them, listen to their concerns, involve others where necessary and take account of the stage of growth, development and maturity of each individual in the social and community context.

There are six Pupil Support Principal Teachers(PTPS) with an extended team of additional support staff. Each PTPS has the responsibility for approximately 160 students in one of the three Houses. The House System operates in a vertical structure which allows family members to have the same Pupil Support Teacher in the same House and thereby providing a single point of contact for parents and carers.

The day-to-day role of the PTPS is to advise and support students on the important decisions they are required to make as they develop over the years. Pupil Support staff help and provide resources to allow students to make informed choices on their subjects, careers, health, social and emotional well-being. The Pupil Support staff interview students routinely throughout the year to give personal support where appropriate. Pupil Support staff monitor timekeeping, standards of uniform and attendance. The extended PST includes Jacqueline Love, Home School Partnership Officer located within the school, PC Gregor Mackie and professionals from other agencies that extend the levels of support available to our students.

Pupil Support staff manage Personal Support and teach Skills for Life to raise awareness and develop students' knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional and social wellbeing now and in the future. The topics taught within the Skills for Life programme for S1-6 include Mental and Emotional wellbeing, Social Wellbeing, Planning for Choices and Changes, Substance Misuse and Relationships, Sexual Health and Parenthood. All topics have been designed to allow for coherence, depth, progression and enjoyment.

In S1 the Personal Support Teacher also plays a vital pastoral role for the Pupil Support teacher through their regular contact with the same group of students.

Pupil Support teachers are happy to see parents by appointment, which can be made by telephoning the school office or by email. They are also available at the year group parents' meetings and other meetings held during the year.

### 7.1 The Pupil Support Staff

In the school we have a vertical system for pupil support. This means that each child remains with the same Pupil Support teacher throughout their school career. Usually, children from the same family will all have the same Principal Teacher Pupil Support. Each PT Pupil Support is attached to a house. A Depute Head Teacher has overall responsibility for discipline within each house.

Please use the school number in the first instance to contact the PST. In the event of lockdown each PTPS can be contacted using the numbers below.

#### Pupil Support Coordinator – Miss V Hart

House	DHT Responsible	PT Pupil Support (Lockdown number)
Islay House	Mrs Lisa McGuigan	Miss Fiona MacLeod (0756161406) Mr D Waddell (07561614057)
Arran House	Mr Sean Byers	Mrs Julie McGowan (07561614419) Mr Graeme Sheridan (07561614095)
Skye House	Miss V Hart	Mr Stuart Preston (07561614391) Mrs Joanne MacMillan (07561654868)

	DHT Responsible	Principal Teacher
Support for Learning	Miss V Hart	Miss E Heron
Language and Communication Support Centre	Mrs Lisa McGuigan	Mrs Frances Stevenson (07756585133)

## 8 Equal Opportunities & Social Inclusion

In the aims of the school you will see that we are committed to providing an appropriate educational experience to all students. This is provided irrespective of their gender, sexual orientation, race, religion or ability. Matters regarding racial or religious intolerance are treated seriously and investigated fully. Contact your child's Pupil Support Teacher or Miss V Hart, DHT should you have any concerns.

Issues of equal opportunity will be dealt with during some lessons, for example Modern Studies, Religious Education or Skills for Life. We treat all students as valued individuals and try to respond to their needs as and when they arise. We also organise industry partnership and enterprise events to explore career paths during which we promote equality of access to all students.

The school is committed to assessing all policies and practices to ensure there are no negative impacts on any group of people.

Implementation of the Education and Families Equality Policy including action taken to eliminate discrimination and promote equality of opportunity and good race relations.

The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This can be accessed at: <http://www.equalityhumanrights.com/publication/technical-guidance-schools-scotland>

## 9 Curriculum for Excellence

### **What is Curriculum for Excellence?**

Curriculum for Excellence has transformed education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 – 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work.

Curriculum for Excellence is underpinned by the values of Cumbernauld Academy and inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity. The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

More information can be found on the Education Scotland website at: <http://www.educationscotland.gov.uk/> or on the ParentZone Scotland website at: <http://www.educationscotland.gov.uk/parentzone/>.

### **What are the curriculum areas in Curriculum for Excellence?**

There are eight curriculum areas:-

Expressive Arts	Religious and Moral Education
Health and Well Being	Sciences
Languages (literacy)	Social Studies
Mathematics (numeracy)	Technologies

Importantly, literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy.

Learning is divided into two phases.

The Broad General Education (BGE) is from nursery to the end of S3. Learning is divided into levels.

<b>LEVEL</b>	<b>STAGE</b>
Early	the pre-school years and P1 or later for some
First	to the end of P4 but earlier or later for some
Second	to the end of P7 but earlier or later for some
Third and fourth	S1-S3, but earlier for some

The SENIOR PHASE is from Secondary School Year 4 and beyond:  
Senior Phase                      S4 – S6 and college or other means of study

**How will my child's learning be assessed?**



Assessment is an important part of the Curriculum for Excellence and, at all levels, pupils' progress is closely monitored by teachers and staff. In turn, teachers and staff work with pupils to reflect on their results, looking at their strengths and learning needs, agreeing next steps and action based on these. As they progress, pupils become more involved in this process, as they develop the skills to make effective judgments on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements.

There are different ways of assessing each child's progress to make sure that potential is achieved. Progress is reported to parents and carers on a regular basis. New qualifications were introduced in 2014 and 2015.

National 4 and 5 qualifications from 2013/2014

Access, Highers and Advanced. New Highers in most subjects were introduced in almost all North Lanarkshire schools in 2014/15

In playrooms and classrooms staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.

Each year Cumbernauld Academy will let you know what is being done to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

*Raising Achievement for All* forms the overarching strategy for the service. Subtitled 'Experiences to Last a Lifetime', this strategy aims to harness the combined forces of Learning and Leisure Services to provide a rich set of learning opportunities and experiences for young people and adults which begin in the classroom, nursery or learning centre and extend out into the community and the wider world beyond. In seeking to offer 'Experiences to Last a Lifetime', we will also look to draw upon 'a lifetime of experiences' already there in the communities which make up North Lanarkshire."

## **9.1 S1 - S3 (Broad General Education)**

Students in Cumbernauld Academy will be offered a broad general education during the General Phase (S1-S3). They will study a full range of subjects from the eight curriculum areas previously listed. In addition they will be given opportunities to participate in interdisciplinary initiatives as well as a wide variety of activities out with the standard curriculum to enable them to develop into successful learners, confident individuals, effective contributors and responsible citizens.

An element of personalisation and choice is available to students in S1+S2 to choose electives each year which rotate in blocks of approximately eight to ten weeks. Students can choose topics ranging from Physical Education to Business to Home Economics and classes promote cooperative learning approaches to generate enthusiasm and encourage active participation by all students.



Below is shown a typical First Year student's timetable. However this session the school is operating a timetable of 15 double periods and 3 single periods to reduce pupil movement around the school. The timetable operates over a two week period to ensure coverage in all curricular areas.

<b>Week A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Mon</b>	Sciences	Sciences	Modern Studies	Modern Studies	Business Enterprise	English	English
	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>6</b>	
<b>Tues</b>	Sciences	Sciences	French	French	Mathematics	Music	Music
	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Wed</b>	Mathematics	Mathematics	Home Economics	Home Economics	Modern Studies	Modern Studies	
	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>6</b>	
<b>Thu</b>	Modern Studies	Modern Studies	Design & Technology	Design & Technology	Mathematics	English	English
	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>6</b>	
<b>Fri</b>	Mathematics	Mathematics	Skills for Life	Skills for Life	Art & Design Elective	Art & Design Elective	

<b>Week B</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Mon</b>	Design & Technology	Design & Technology	French	French	Business Enterprise	PE Core	PE Core
	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>5</b>		
<b>Tues</b>	English	English	Drama	Drama	Mathematics	RE Core	RE Core
	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Wed</b>	Art & Design	Art & Design	Computing	Computing	Sciences	Sciences	
	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>6</b>	
<b>Thu</b>	French	French	PE Core	PE Core	Mathematics	PE Core	PE Core
	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>6</b>	
<b>Fri</b>	Music	Music	English	English	Home Economics	Home Economics	

## 9.2 S4 – S6 Senior Phase

Every young person is entitled to experience a senior phase of education where they can continue to develop the four capacities and also obtain qualifications. The senior phase of the curriculum relates to the period S4 to S6 in schools.

This senior phase should:

- provide specialisation, depth and rigour
- prepare them well for achieving qualifications to the highest level of which they are capable
- continue to develop skills for learning, skills for life and skills for work
- continue to provide a range of activities which develop the four capacities
- support them to achieve a positive and sustained destination.

As young people move into S4, they will continue to develop the four capacities to become successful learners, confident individuals, effective contributors and responsible citizens.

To do so, they must continue to have opportunities that reinforce their broader learning and achievements through a range of experiences including enhancing skills for life and skills for work, an active and healthy lifestyle and an appreciation of Scotland and its place in the world. There will be continued opportunities to maintain and enhance their literacy and numeracy skills.

They will also start building their lifelong portfolio of qualifications. The qualifications young people aim for should be flexible and designed to offer pathways to the next stage, whether in further or higher education, employment or training. They should be able to be taken at school, college or other settings and they should provide credit for young people's attainment. The new qualifications, National 4 National 5 and Higher have replaced previous Standard Grade & Intermediate Levels. Students can still go on to study for Advanced Higher Qualifications in some subjects.

These courses will begin in the final year of the General Phase and will offer a seamless transition to the Senior Phase.

While many students will elect to study a broad range of traditionally 'academic' subjects an increasing number will choose to combine these with skills for work courses which are specifically designed to encourage students to develop skills and confidence in readiness for the World of Work.

The Courses provide practical experiences that are linked to particular careers and will help young people to develop knowledge and skill which will be vital not only for employment but for life in general.

At this stage, the needs of students are taken into account when choosing subjects and this selection is supported by their Pupil Support teacher and by staff from Skills Development Scotland. To emphasise the responsibility now placed upon them in the Senior Phase, students will be expected to sign an agreement which sets out reasonable expectations on behalf of the school and of the student. This agreement is countersigned by staff from the school.



### **9.3 Skills for Work (Limited this session due to Covid 19)**

Cumbernauld Academy is working in partnership with 5 other local high schools (Greenfaulds, Our Lady's, St Maurice's, Kilsyth and Chryston) to develop new opportunities for students to develop skills for work. Collectively we are working in partnership with New College Lanarkshire to provide opportunities including in the following areas Hairdressing, Beauty Therapy, Horticulture, Early Education and Childcare, Construction and Vehicle Technology. Opportunities for all students to obtain a high quality extended work experience placement are also offered.

In addition, we have developed a good number of partnerships with local businesses and voluntary organisations which provide additional opportunities for students to develop further skills appropriate for the workplace and in line with Developing the Young Workforce (DYW).

## 9.4 Careers Education

Our Careers Education Programme begins in second year and overall aims to develop career management skills to ensure each student achieves a positive destination. At Cumbernauld Academy we are committed to working with students to ensure they are prepared for later life and are able to build the skills, knowledge and self-awareness to develop aspirational career aims and the confidence to achieve them. Working with SDS adviser Drew Young and a range of partners, we continue to develop and improve our programme to meet the requirements of DYW.

Our Skills for Life programmes for S1 – S6 contain important careers information to support subject choices as well as allowing students to explore their own strengths and skills in order to pursue their chosen career path. Students at all stages are provided with one to one support from their Pupil Support Teachers to help them make informed choices regarding their future. Our careers board is regularly updated and provides students with information regarding current training and apprenticeship opportunities as well as forthcoming college/university open days.

Each year the school organises a considerable number of visiting speakers to talk to groups of students (mainly from fourth year upwards) on different jobs, Higher Education, Further Education etc. Students may choose to attend a certain number of these talks. In addition, senior students have the opportunity to attend university and college open days.

Our careers programme is also supported by Skills Development Scotland and our Careers Advisor Drew Young who is based within the school three days a week. Drew is involved in the delivery of group sessions to S4-S6 students as well running a drop in clinic for students in need of careers advice. Our programme of careers advice runs in conjunction with the My World of Work website, delivered by Skills Development Scotland. It contains information on the job market as well as offering specific help tackling tough interview questions, writing a CV or personal statement. The website also provides students with the resources to plan, build and direct their career throughout their lives.

To explore My World of Work and the range of tools on offer, visit

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

## 9.5 Contact with the Careers Service

Parents are of course welcome to contact the Careers Officer (Mr Drew Young) for help and advice concerning their child's courses or career prospects. This can be done through the local Careers Office:-

Area Careers Office,  
Muirfield Centre,  
Brown Road,  
Seafar,  
Cumbernauld, G67 1AA

Tel: 01236 720889

Fax: 01236 726908

# 10 Additional Support Needs

Cumbernauld Academy complies with the Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009.

North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the School. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.

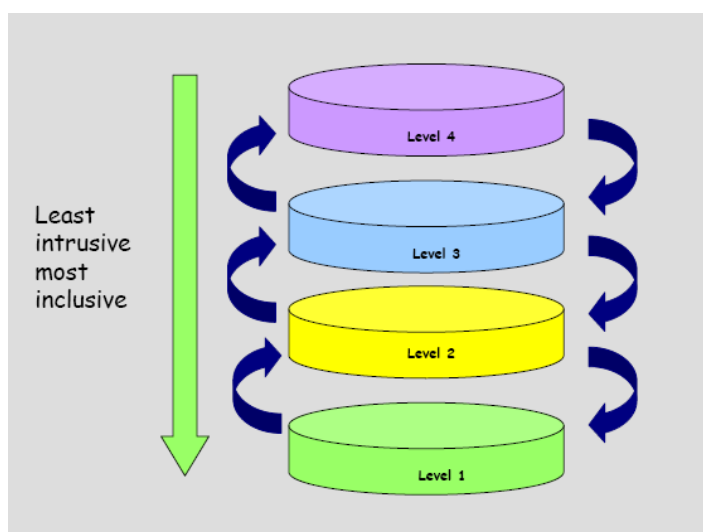
A wide range of factors may give rise to a young person having additional support needs. These may be as a result of

- Disability or health needs
- Social, emotional or behavioural factors (SEBN)
- Family circumstances
- Difficulties with the learning environment

Looked After Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise.

Students who have English as an additional language are supported as required within the classroom setting. If required, further support and advice is sought from EAL Support Team.

All Staff, in particular Pupil Support and Access to Learning, work together to ensure early identification and that the most appropriate and least intrusive supports are put in place.



**If parents have concerns regarding any of the factors described above, the first point of contact to discuss these would be the Pupil Support Teacher.**

Transition planning from primary to secondary for young people with additional support needs begins in Primary 6. All those involved with the young person's education, including the parent /carer and young person, meet to discuss and plan how needs can be best met at secondary and if any additional resources will be required. Similarly as young people are moving towards the end of their formal education, post school transition planning takes place and will for some young people begin as early as S3. This is to ensure that our young people with additional support needs have better choices and chances as they leave school in finding a positive destination.

For the majority of young people their additional support needs will be met within the day to day work in the classroom. Classroom needs are identified through transition planning and all staff have safe, confidential access to this through our electronic system First Class. This information is updated following student monitoring reports and review meetings.

For some young people with significant needs supports can be requested from outwith the classroom but within the school and/ or education. This may include support for learning, inclusion base, social skills group, home school partnership officer, technology support, educational psychologist, school counsellor and focussed group-work. There is a wide range of interventions available and the individual needs of each young person are carefully considered to ensure that the most appropriate supports put in place. We have a clear structure that encourages recognition, discussion and monitoring of each individual pupil and their specific needs. We use a solution focused method to set targets and identify best use of resources and personnel. If these supports are significant and long term then an Additional Support Plan (ASP) may be required. The plan is drawn up by the designated Pupil Support or Support for Learning Teacher in consultation with class teachers, the young person and parents/ carers. In certain cases the PT Support for Learning will become the Pupil Support teacher for an individual who might require significant on-going support for a significant period of time. Long and short term targets are built around the 8 Health and Wellbeing indicators within a Curriculum for Excellence. This plan is monitored and evaluated regularly. Getting it right for me (GIRFMe plans) enable staff to plan effectively for children and young people with Additional Support Needs. GIRFMe plans enable staff to plan effectively for children and young people when interventions are required to support their learning improve outcomes. Parents/carers and pupils are an essential part of the assessment; planning and review processes and their views will be actively sought. Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their



learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency.

Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process.

Parents/carers will receive letters from the Education Authority throughout the CSP process.

Parents/carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

Where more intensive support for a child or young person needs to be planned for, usually when a number of agencies are involved in supporting their wellbeing then a Child's Plan may be developed. The plan will tell you what actions need to be taken and who will help with each action. It will usually be someone called a 'Lead Professional' who will have the job of making sure that the actions outlined in the plan take place and things get better for the child or young person.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency. Parents and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

Cumbernauld Academy also has a Language and Communication Support Centre (LCSC) which serves mainly the Cumbernauld, Kilsyth, Chryston and parts of Airdrie and Coatbridge areas for students on the autistic spectrum who require specialist input to access a mainstream curriculum. Currently there are 36 students accessing the curriculum with support from 7 teachers and 10 ASNAs.

### **Support and Advocacy for young People and Parents**

**There are a number of recognised agencies and organisations that can provide further support and advice to parents and young people and provide an advocacy service for young people if appropriate. These include:**

- **"Enquire", the Scottish advice and information service for additional support for learning.**
- **Scottish Independent Advocacy Alliance**
- **Scottish Child Law Centre**

### **10.1 Dispute Resolution**

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.

If the matter cannot be resolved with the Education Authority you have the right to request **mediation**. An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application for **Independent Adjudication** (see contact details at the back of this handbook) can be made by parents free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The **Additional Support Needs Tribunal** has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child's

Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal.

## 11 School Improvement Plan

The principal targets for taking the school forward are connected to Education and Families 'Raising Achievements for All' strategy. Students will be offered a rich set of learning opportunities and experiences through Curriculum for Excellence courses. Raising Attainment for all students will continue to be a key target within the school improvement plan. Additional information can be obtained from the Education Scotland website: [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)



# Cumbernauld Academy

## Improvement Action Plan 2020-21

### Target 1- Recovery, Health and Wellbeing for the cluster

- Clear procedures for Digital Learning are established and implemented for all
- A clear vision is established for cluster working which places positive outcomes for children at its heart.
- A wellbeing Audit is carried out
- All practitioners across the cluster are

### Target 3- Development of BGE Reporting and Assessment

- Introduce the Progress and Achievement Reporting programme for all BGE reports.
- Develop knowledge and confidence in using all aspects of the Progress & Achievement programme to monitor and track progress in BGE, and plan interventions where required.

**Target 2 - Pupil Voice – The Cumbernauld Pupil Parliament & Rights Respecting School Award**

- a. Develop a whole school approach to Student agency with the implementation of Pupil Parliament to work collaboratively with staff driving school improvement
- b. A rights based approach in accordance with UNICEF which will support school values and vision.
- c. Development of leadership opportunities for all students to create sustainability and build legacy.

**Target 4- Careers Education Standard**

- a. Introduction of a skills framework S1-6 that will allow pupil skills and knowledge to be tracked and profiled at each stage
- b. Establishment of teacher ambassadors to drive forward the careers education/DYW agenda within each faculty
- c. Increase the number & quality of employer partnerships with Cumbernauld Academy



**Cumbernauld Academy was inspected in 2016 and the findings can be seen below.**

**Cumbernauld Academy  
North Lanarkshire Council**

Cumbernauld Academy is a new school resulting from the merger of Abornhill High School and Cumbernauld High School. It opened on 18 August 2014. The school currently sits on the site of the previous Cumbernauld High School. Plans have been approved for the construction of a new school building within the existing site.

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and young people and worked closely with the Head teacher and staff. We wanted to find out how well young people are learning and achieving and how well the school supports young people to do their best. The Head Teacher shared with us the school's successes and priorities for



improvement. We looked at some particular aspects of the school's recent work, including how the school is building a sense of community and how it is developing the quality of learning and teaching for all young people. As a result, we were able to find out how good the school is at improving young people's education.

### **How well do young people learn and achieve?**

Most young people are learning and achieving well. They have settled well and express pride at being part of Cumbernauld Academy. Most young people speak positively about their learning and how they are developing their skills and interests. Most young people including those from the Language and Communication Support Centre (LCSC) are motivated and keen to learn. They appreciate the support which they are receiving. Within the LCSC, learners are supported to share their views in appropriate ways. In classes they are working well with other learners. All young people are encouraged to be fully involved in the life of the school. Relationships between young people and staff are very positive and respectful. Learners' experiences are being enhanced through increased access to digital technology in a number of curriculum areas. For example, young people are using iPads for research and developing their skills in foreign languages. Heart monitors are being used in physical education to illustrate personal fitness. In science, Twig which is an educational resource, is being used to access a range of video clips about the heart. The school should develop further a shared understanding of the features of high quality teaching. This will ensure that, within classes, there is a variety of learning and that lessons are not too teacher directed. When given the opportunity young people work well together and are keen to assume responsibility for their own learning. In the senior phase, young people are agreeing learning targets with their teachers. Conversations about progress towards these targets are helping young people to keep on track.

In the best practice, young people receive verbal and written feedback which supports them in understanding their strengths and next steps in their learning. Young people would benefit also from increased opportunities to learn from each other and discuss and share their learning. Learners' experiences are being enriched with access to a wide range of opportunities to accept responsibility. Young people make a very good contribution to the school's ethos, particularly through the work of the house system. For example, young people participate in a variety of valuable learning experiences linked to charity initiatives. Groups challenge intolerance through, for example, the school's LGBT group and the national initiative Nil By Mouth. School captains and prefects are positive role models for others. Young people, particularly in S6, demonstrate leadership skills in a variety of areas including community service and organising events. The school should now look to increase the opportunities for those young people in S1 to S3 to assume more active leadership roles. The school ensures that young people's learning and achievements are being celebrated within the school and in the wider community.

Most young people, including those from the LCSC, are making appropriate progress. The school is developing arrangements which will provide an overview of attainment and progress being made by learners across S1 to S3. This will help to ensure that all learners are being suitably challenged and supported in their learning. In this first year of presentation for national qualifications as a new school, the attainment of young people is variable. For those young people supported in the LCSC, attainment in national qualifications is improving. For a few young people this is leading to qualifications at Higher level. For young people in S4 to S6, performance is generally in line with the young people across Scotland with similar needs and backgrounds. The school has in place arrangements to track and monitor progress to ensure appropriate challenge and levels of study for young people in the senior phase.

#### **How well does the school support young people to develop and learn?**

Most young people feel safe and cared for in school and feel that there is a member of staff whom they would contact if there was a problem. In most classes, activities are suited to the needs of most learners. In the best lessons, young people are motivated through stimulating activities and the opportunity to work collaboratively with others. In a number of lessons the pace of learning could be more challenging and provide more opportunities for young people to take greater responsibility for their own learning. The needs of young people requiring additional support are being well met through the pupil support team, the LCSC and additional support needs assistants. Subject teachers help those young people in the LCSC to overcome their anxieties and participate fully in class activities. The school has developed very effective links with partner agencies to identify and provide support strategies for young people and their families.

The school is developing its curriculum in line with national advice. The curriculum provides a broad general education for all young people from S1 to S3. In S1 and S2, young people experience a range of learning across subject areas, which is preparing them for more advanced study. For young people in the LCSC, the school should ensure that, whenever possible, they can access all areas of the curriculum. The curriculum in S3 allows opportunities for young people to choose subjects in which they have an interest or which they wish to study in greater depth. In the senior phase young people choose from a range of National Qualifications, a few vocational courses and opportunities for personal achievement. Opportunities for achievement such as the Saltire Award and the SQA Leadership Award enhance young people's curriculum. The school has plans in place to develop further the range of these opportunities. All teachers are aware of their responsibilities in developing young people's skills in literacy and numeracy. They also recognise their role in promoting positive attitudes to health and wellbeing. We have asked teachers to look at how these elements are being planned and how young people can be supported further in these areas and make connections across their learning. We have also highlighted the requirement to provide a continuing experience of religious and moral education for all young people including S5 and S6.

**How well does the school improve the quality of its work?**

The Head Teacher has provided very effective leadership in establishing a strong sense of community in the newly established Cumbernauld Academy. Staff appreciate his willingness to listen and his encouragement for them to take forward suggestions for school improvements. Staff work closely together and demonstrate a strong commitment to take forward developments to improve learning outcomes for all young people. The school is supported well by the parent council and the wider parent forum. The school is using a variety of approaches to evaluate and plan for the future. This includes seeking the views of parents and young people and inviting parents to join staff working groups. It also involves reviewing performance in national qualifications. The school's arrangements for self-evaluation are successfully identifying areas for improvement. Teachers, within faculties, are using a range of approaches to evaluate the quality of learning. They are encouraged through working groups to plan and to take forward developments. With these approaches now established, the school should continue with its plans to further improve learning and teaching across the school. This will include developing its arrangements to monitor and track young people's progress in S1 to S3. Young people say that they want to be more involved in shaping life in the school and we have discussed with the senior staff ways in which young people can express better their ideas. This inspection found the following key strengths.

- ☐ Young people who are keen to learn and who enjoy positive relationships with their teachers.
- ☐ The leadership of the Head Teacher in building a strong sense of community.
- ☐ The roles being played by young people, staff and parents in taking the school forward in a sense of partnership.
- ☐ The commitment being shown to school improvement by senior leaders and all staff. We discussed with staff and North Lanarkshire Council how they might continue to improve the school. This is what we agreed with them.
- ☐ Continue to raise attainment and achievement of young people and provide high quality learning.
- ☐ Continue to develop the curriculum to meet the needs of all learners.
- ☐ Use the data being gathered to monitor the progress of learners and inform developments.

# 12 Homework

Homework is an important aid to learning. Some of the reasons for giving homework are:

- Revision of work done in class, often before class tests or the start of new work.
- Consolidation of work covered in class.
- Extension of work covered in class.
- Routine work at home to allow time for more difficult concepts or practical/experimental work in class.

Homework helps students to learn and they should understand why particular homework is given. Good homework habits in first & second year will carry through to later years.

In addition to set homework, students, particularly those in more senior classes, should study at home. Staff will advise students on the best pattern of study for their own subjects. There are no rigid rules about the amount of homework given since it depends very much on the subject, the level of study and the age and ability of the student.

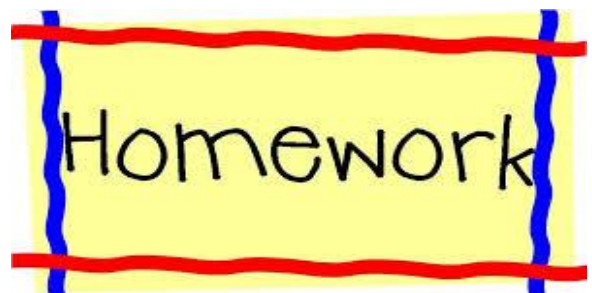
The following is a rough guide:

First, Second and Third Years (BGE Phase) .....	up to 5 hours per week in total by end of S3
Fourth, Fifth and Sixth Years (Senior Phase) .....	about 2 or 3 hours per week per subject

Students in years 4 to 6 will normally be involved in a number of pieces of investigation work done throughout the session, all of which contribute to the final assessment in the SQA examinations. Students will be advised of the deadlines for completion of these pieces of work. Some of these deadlines will be included in the Information and Assessment Logbook for S4, S5 and S6 students. Sometimes students who are involved in two or three of these investigations find that they have a considerable amount of work as the deadlines draw near so they need to be particularly well organised. Failure to meet the deadlines will mean that the student will not be able to gain a full award in the subject at National Levels 4 + 5 or may gain no award at Higher or Advanced Higher. We ask parents to be involved by examining homework. The majority of parents welcome this opportunity and where departments have established a pattern of regular homework, parents will get into the habit of checking up on the completion of homework. This is a valuable factor in maintaining a link between home and school.

To help students develop good homework habits, we give each student a homework diary. The homework diary contains lots of helpful information on how to study and organise work. It has a space for parental signature each week as an aid to good communications between home and school.

It is well known that students who work well at home generally do better in examinations.



## 13 Ethos

Cumbernauld Academy has a strong community ethos based on the values of the school. These values inscribed on the mace in the Scottish Parliament are the foundations of our aspirations and success. It is expected that everyone in the school will contribute to a positive ethos and help to generate an atmosphere of care, respect, challenge and enjoyment.



We strive always to provide excellent opportunities for everyone in our community to develop the skills and qualities they will need to become truly confident young adults able to contribute positively in the world. Below shows the historic first meeting of the school parliament in October 2020.



## 14 Spiritual, Social, Moral & Cultural Values

Since we live in a multi-racial society with many different religions, it is important that our students have a wider understanding of the needs and beliefs of the different people they will meet at work and at play. Religious and Moral Education provides the opportunity for students to explore different customs and religions of the world, including Christianity, Buddhism, Islam and others. Students in years 1 to 4 have 1 period each week devoted to Religious and Moral Education, taught by a specialist teacher.

Parents have the right to withdraw their children from this element of the school curriculum. If you wish to discuss this, please contact the Depute Head Teacher in charge of the year. Each year group in the school has regular assemblies which in addition to dealing with administrative matters, deal with matters of corporate and general interest, which allow students to contemplate their personal feelings on many aspects of modern life. The School Chaplains often participate in Assemblies and are also important members of the school's Charities' Committee.

Parents/guardians from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the student noted as an authorised absentee in the register.

Although Cumbernauld Academy is a non-denominational school, provision for appropriate RE for denominational students within the LCSC will be made on request.

## 15 Extra Curricular Activities (Subject to Covid 19 restrictions)

A wide range of activities is offered to students of all ages out with school hours. Some take place during lunchtime and others at the end of the school day. Some take the form of additional curricular support such as Supported Study in the run up to prelims or SQA Examinations but numerous other extra-curricular activities are also offered. These activities are organised by members of staff who give up their free time to offer an extra dimension to the education of Cumbernauld Academy students. These activities are organised by staff who have special skills, talents and enthusiasm and who offer them entirely in their own time. A great many students benefit from participation in these activities and the good relationships between staff and students which are built up have a beneficial effect on the academic performance of many students as well as giving them a sense of belonging to the community of Cumbernauld Academy. Extra-curricular activities improve the positive atmosphere of the school and help to make it a welcoming place.

<u>Club</u>	<u>Year</u>	<u>Day</u>	<u>Time</u>	<u>Who is runs this club?</u>	<u>Where</u>
<b>Enterprise</b>	<b>S1-3</b>	<b>Monday</b>	<b>Lunch</b>	<b>Mrs Johnston</b>	<b>S016</b>
<b>Junior Art</b>	<b>S1-3</b>	<b>Monday</b>	<b>Lunch</b>	<b>Mr Smyth &amp; Miss Cree</b>	<b>S040</b>
<b>Homework Help</b>	<b>S1-6</b>	<b>Monday</b>	<b>Lunch</b>	<b>Mrs Kilbride</b>	<b>Library</b>
<b>Japanese</b> (28/10, 25/11, 9/12, 20/1, 24/2, 16/3, 18/5, 15/6)	<b>S1-6</b>	<b>Monday</b> (dates listed)	<b>Lunch</b>	<b>Miss Muir &amp; Fumi</b>	<b>S006</b>

Film & TV Club	S2	Monday & Thursday	Lunch	Miss Downie	F049
S1 Music Club	S1	Monday	Lunch	Music Staff	F020
School Band	S1-6	Tuesday	After school	Music Staff	F020
Grade 5 ABRSM Music Theory	Various	Tuesday	Lunch	Mr Phillips	F020
Lego	S1/2	Wednesday	Lunch	Miss Hamilton	S028
Music Tech Club	S1-6	Wednesday	Lunch	Mr Phillips	F020
Book Group	S1-6	Friday	Lunch	Mrs Kilbride	Library
Lit Quiz Group	S1	Friday	Lunch	Mrs Hall	F046
Chess	S1-6	Friday	Lunch	Mr Lawson	G037
STEM Club	S1+	Friday	Lunch	Miss Wright & Miss McKenzie	S001
Lively Languages	S1-3	Friday	Lunch	Miss Hamilton & Ambassadors	S028
Senior Art	S4-6	TBC	TBC	Mr Smyth	S040
HEMA (Historical European Martial Arts)	S4+	TBC	TBC	Mr McNamara	Small Gym
Gymnastics	S1-4	Monday	Lunch	Mr Parker	Small Gym
Senior Basketball	S4-6	Monday	After school	Mr McNamara	Games Hall
S1 Basketball	S1	Tuesday	Lunch	Mr Kennedy	Games Hall
S2/3 Basketball	S2/3	Tuesday	Lunch	Mr Kennedy	Games Hall
Handball	S1-6	Tuesday	After school	Mark McGuinness (Tryst 77)	Games Hall
Badminton	S1-6	Wednesday	Lunch	Mr Wright & Mrs Milliken	Games Hall
Dance	S1-4	Wednesday/ Friday	Lunch	Chloe Reid/ Aimee Montgomery	Small Gym
Fitness	S1-6	Wednesday	Lunch	Jacqui McGuinness	Fitness Suite
Junior Netball	S1	Wednesday	After school	Mr Kennedy & Miss Wright	Games Hall
Senior Netball	S3-4	Wednesday	After school	Mr Kennedy & Miss Wright	Games Hall
Volleyball	S1-6	Thursday	Lunch	Mr Parker	Games Hall
Table Tennis	S1-6	Thursday	Lunch	Mr Kennedy	Small Gym
Girls Football	S1-6	Thursday	After school	Mr Parker & Miss McCloy	Games Hall
Senior Basketball	S4-6	Friday	Lunch	Mr McNamara	Games Hall
Volleyball	S4-6	Friday	After school	Mr Parker	Games Hall
Under 14's Football	S1-2	Various	After school	Mr McDaid	Home games @ Oak Road
Under 16's Football	S3-4	Various	After school	Mr Parker	
Under 18's Football	S5-6	Various	After school	Mr Waddell & Mr Chainey	
Girls Football (league/cup)	S1-6	Various	After school	Mr Parker & Miss McCloy	Various

Supported Study is offered regularly by numerous departments in the course of the school year. Details are issued by individual departments and the support offered ranges from focused study sessions in S4, S5 & S6. Additionally the school has run a successful Easter School for several years. This is available to students in S4-S6 and is effective in assisting students to prepare for forthcoming SQA examinations. Below is a copy of the supported study classes offered in session 2019-20

Subject	Level	Day	Time	Starting from:
Admin and IT	Higher	Tuesday	3.45-5pm	27 <sup>th</sup> Sept 2016
Admin and IT	N4/5	Tue/Wed/Thu	Lunchtime	8 <sup>th</sup> September
Art	Nat 5/Higher	Tuesday	Lunchtime	27 <sup>th</sup> October 2016
Biology	All levels	Tuesday/Thursday	Lunchtime	Before prelims/unit tests
Business Management	Higher	Thursday	After School	29 <sup>th</sup> September
Business Management	N5	Monday	After School	3 <sup>rd</sup> October
Chemistry	Various	On request	TBC	Before prelims/unit tests
Computing	Higher	Various	Lunch	September 2016
Design and Manufacture	All Levels	Mon/Tue	3.45-4.45	27 <sup>th</sup> Sept 2016
English	N5/Higher	Wednesday	3.45-4.45pm	w/b 24 <sup>th</sup> October
French	N5/Higher	Tuesday	After School	September 2016
Geography	N5			
German	Higher	By arrangement	After school	October
Graphic Communication	N5/Higher	When required	Lunch	September 2016
History	N4/N5/Higher	Mon/Tue	After School	27 <sup>th</sup> Sept 2016
History	Higher	Wednesday or Thursday OR Any day (except a Thursday)	2.55-3.55 & 3.45-4.45 12.45-1.15	October September
Home Economics	N4/5	TBA	Lunchtime	TBC
LCSC	Various H/W	Most days	Lunchtime	September 2016
Maths	All	Wed	3pm	October
Maths	All	Thurs	3.45pm	October
Modern Studies	N5	Wednesday	2.55-3.55	October
Modern Languages H/W Club	Higher	Wednesday	2.55-3.55	
Music	S1-6	Friday	Lunch	September 2016
Music	Composition, Practical and Theory	Monday	After School	
PE	All Levels	Thursday	After School	
Photography	Higher	Thursday	3.45-5pm	27 <sup>th</sup> October 2016
Practical Woodwork	N4/5	Monday/Tuesday	After School	27 <sup>th</sup> Sept 2016
Psychology	Higher	Thursday	3.45-4.45	October
Physics	All Levels	Monday/Tuesday	Lunchtime	Before prelims/unit tests
RMP5	Higher	Wednesday	2.55-3.55	October
Spanish	N5/Higher	Tuesday	Lunchtime	September 2016
Support for Learning	N1-N3	Thursday	4.00pm – 5pm	8 <sup>th</sup> September 2016

## 16 Freedom of Information

Freedom of Information (Scotland) Act 2002 came into force in January 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information and Records Management Officer can be contacted by telephone on 01698 302404



# 17 Data Protection

## **General Data Protection Regulations (GDPR) Statement for Education**

### **What is this statement?**

This statement explains when and why we collect personal information about you, your child or young person and how this information is used, the conditions under which it may be disclosed to others and how it is kept secure.

### **Who are we?**

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is located in Civic Centre, Motherwell ML1 1AB.

### **Why do we need your personal information and that of your child or young person?**

The Council has a legal obligation to deliver an effective education service to all children and young people in North Lanarkshire. In order to do this we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

### **Legal basis for using your information**

We provide this service as part of our statutory function as your Local Authority. Processing your personal information is necessary for the performance of a task carried out in the public interest by the Council. If the information we have asked for is not provided, then we will not be able to provide this service to your child or young person.

### **Your personal information**

Education uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually.

We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances.

We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has requested assistance from educational staff outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

### **How will we use this information?**

Your personal information will be used:

- to enrol your child or young person in nursery or school

- to provide your child or young person with an appropriate education
- for teaching, assessment and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education
- to allow us to process Education Maintenance Allowance (EMA) applications
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

### **Who do we share information with?**

To support your child or young person's access to appropriate education and meet our legal obligations, personal information may be shared internally between Services of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

We also share information with Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning.

When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school.

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

### **How long do we keep your information for?**

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can

View this on our website at our website at

<http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003> or you can request a hardcopy of this from Education, and Families, Civic Centre, Motherwell, ML1 1AB.

## Your rights under GDPR

You can:

- Request access to your information – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
- Request a correction to your information – we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.
- Request the restriction of processing – this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
- Request the transfer – you can request the transfer of your information to another party.
- Deletion of your information – you have the right to ask us to delete personal information about you, your child or young person where:
  - you think that we no longer need to hold the information for the purposes for which it was originally obtained
  - you have a genuine objection to our use of personal information.
  - or, use of personal information is contrary to law or our legal obligations.

If you wish to update any personal information, retrieve it, or have it removed from records please contact your child or young person's head teacher or head of establishment in the first instance.

The Council's Data Protection Officer	
If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.	
Data Protection Officer (DPO)	
Civic Centre,	
Windmillhill Street,	
Motherwell ML1 1AB	
or by email to <a href="mailto:AITeam@northlan.gov.uk">AITeam@northlan.gov.uk</a>	

### Transferring Educational Data about Pupils

Education authorities and the Scottish Government

Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme.

The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better educational outcomes. Accurate and up-to-date data allows SGEP, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.

### **Your GDPR rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

### **Concerns**

If you have any concerns about the ScotXed data collections you can email [school.stats@scotland.gsi.gov.uk](mailto:school.stats@scotland.gsi.gov.uk) or write to

***The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ.***

***Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.***

### **Want more information?**

Further details about ScotXed data exchanges are available on the ScotXed website, <http://www.scotxed.net>.

## **18 Child Protection**

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations. All staff are reminded of Child Protection and the procedures on an annual basis.

The Head Teacher is responsible for the schools actions in response to Child Protection concerns.

If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

**Child Protection Co-ordinator is Miss Vicki Hart – Depute Head Teacher.**

Telephone Number 01236 794864

## **19 School Discipline**

### **19.1 Positive Behaviour**

The main policy on promoting positive behaviour has just been launched and is Cumbernauld Academy's positive reward scheme for pupils from S1-S6. It is based on the expectation that the vast majority of pupils will behave according to the School Code of Conduct. Further details of how this policy operates in practice can be found on the school's website.

### **19.2 Anti-Bullying Policy**

Bullying is not tolerated in the school. We have a comprehensive policy for dealing with such situations. Students and parents should feel able to contact the school and let us know if bullying is occurring so that we may agree appropriate action.

In common with many other institutions we are increasingly having to deal with the effects on students of Cyberbullying. This is where students engage in online activities which are threatening or demeaning to others and which cause problems within the school environment.

Because the activity has taken place out with the school environment it is usually the responsibility of parents and/or the police to deal with it however communication with can be made with parents of students engaged in such activities where the confidence or performance of another child is seen to

be affected in school by the online activity. A complete download of the school's anti bullying policy is available on the website.

The recording of bullying or alleged bullying incidents are recorded electronically as part of the schools monitoring system. This information is recorded by the school in Pastoral Notes as part of the Seemis system. This is a mandatory requirement of all schools in North Lanarkshire

### **19.3 Supervision in Non-Class Times**

An Adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Students) (Scotland) Regulations 1990.

There is also adult supervision in canteen areas at interval and lunchtimes. Students with additional support needs who require individual supervision arrangements should contact their child's pupil support teacher in the first instance to discuss this.

#### **External Provider Staff**

- i School disciplinary policy & procedures should be invoked when there is an incident involving any member of external staff (not employed by NLC) within a NLC establishment.
- iii External staff with allocated classes in schools should be met by a school senior manager before the first lesson to confirm the policy and procedures on how disruptive behaviour will be managed.
- iii Any misconduct should be reported to a member of the school SMT before the close of the business day.

## **20 Home School Links**

Cumbernauld Academy recognises the importance of a strong partnership between the school and home. The school takes great care to ensure that information is passed on via parental reports, monitoring and tracking of progress and email and phone calls from Pupil Support Teachers. The school will also use text messaging to help keep parents informed and the website is an excellent source of information about what is happening or about to take place in the school and the wider community. We also have a Home School Partnership officer who provides an additional link for some families. The role of parents in shaping the future of the school at a strategic level is also evident in the school improvement groups and we have an active vibrant Parent Council.

#### **Reports to Parents**

The purpose of formal reporting to parents is to inform them of their child's progress in each subject over the previous few months. In addition, where concerns exist, teachers give advice as to how improvements can be achieved. Reports form the starting point for parent/teacher discussion at a Parents' Meeting. They also provide an opportunity for parents to give a written response about the report or any other aspect of school life.

If there is concern about a pupil's work, homework, behaviour etc. parents are informed by letter or telephone. Often the parent will be invited to come to the school to discuss progress. Currently, tracking reports are sent home three times each session, at the following times:

S1	2 <sup>nd</sup> Oct Tracker	28 October full report
S2	2 <sup>nd</sup> Oct Tracker	11 <sup>th</sup> November full report

S3	2 <sup>nd</sup> Oct Tracker	25th November full report
S4	2 <sup>nd</sup> Oct Tracker	16 <sup>th</sup> December full report
S5/6	2 <sup>nd</sup> Oct Tracker	22 <sup>nd</sup> January full report

### Parents' Meetings

We hold a Parents' Meeting for every year group, each session, which allow parents to meet class teachers and to discuss progress or concerns. The Parents' Meetings are held in the Hall with around 50 staff and up to 100 parents. Appointments are made in advance but serve as a rough guide only. We also hold Parents' Information Evenings, to give information about Primary/Secondary transition, Option Choices, Higher Education, subject information etc.

**There is currently no schedule of Parents' Meetings due to Covid 19: To be reviewed Dec 20**

## 21 Attendance

Attendance at school is a major indicator of successful outcomes for students. At Cumbernauld Academy we place a strong emphasis on good attendance and students are rewarded for attending well through the attendance policy. Students are reminded about good attendance at assemblies and graphs of class and House attendance are visible within the school. Parents are required to ensure their children attend school when fit to do so. A form explaining the reason for absence is available on the school website.

Section 30 of the 1980 Education Act places a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment and Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised: As defined by the Scottish Government.

At the start of each school session, parents will be asked to provide contact details including at least one emergency contact number. Parents are required to inform the school if these contact details change during the course of the school year.

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the school. In the interests of child safety the police will be contacted if all attempts to locate the child have been exhausted.

### (a) Family Holidays During Term Time

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/guardians should inform the school by letter of the dates before going on holiday.

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

A family holiday classified under the 'authorised absence' category will not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the Head Teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.

**(b) Extended leave**

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

**(c) Exceptional Domestic Circumstances**

Parents may request permission for such leave in writing and the school may authorise such requests under the following circumstances:

- The period immediately after an accident or illness
- A period of serious or critical illness of a close relative
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

It should be emphasised that the school investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents/carers, or to refer pupils to the Reporter of the Children's Panel, if necessary. A statement of the school's policy including procedures for the enforcement of attendance.

## 22 Clothing and Uniform

Cumbernauld Academy has a school uniform that has been agreed with the parent forum and was designed in part by the students. It is clearly stated on the school website what the expectations are regarding uniform. Parents are free to choose whatever supplier they wish in this regard.

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, pupils and staff were fully consulted. It is the expectation of Learning & Leisure Services that parents will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances. Includes items which:

- could potentially encourage factions (e.g. football colours)
- could cause offence (e.g. anti-religious symbolism or political slogans)
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings and other potentially dangerous jewellery
- are of flammable materials which may be a danger in certain classes (e.g. shell suits)
- could cause damage to flooring



- carry advertising in particular for alcohol or tobacco, and
- could be used to inflict injury to other pupils or to be used by others to do so

Parents in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Learning & Leisure Services. Information and application forms may be obtained from any school or First Stop Shops. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit, Housing Benefit or Council Tax Reduction.

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code may be deemed to be a serious challenge to the Head Teacher's authority and to be detrimental to the wellbeing of the whole school community. In such circumstances a Head Teacher may justify the use of the school discipline procedure.

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/guardians are asked to assist in this area by ensuring that valuable and unnecessarily expensive items of clothing, jewellery, etc. are not brought to school. Parents should note that any claims submitted to cover the loss of such items are likely to be met only where the authority can be shown to have been negligent.

## 23 Meals

### **The availability of special diets.**

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed from the child's school or dietician, or from North Lanarkshire's Catering Service. Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with Head Teacher and school catering service to ensure appropriate food provision.

Special diets required for ethical, religious or cultural reasons should be requested in writing to the Head Teacher, who will liaise with the school catering service.

For those who bring packed lunches the cafeteria and the common room are available. In better weather there will be outdoor seating available for those wishing to eat 'al fresco'.

There are two sittings for the cafeteria which rotate on a weekly basis. (S1-3 and S4-6)  
Children of parents receiving Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related) or Universal Credit are entitled to a meal without charge.

Students aged between 16 and 18 and who are in receipt of any qualifying benefits can apply for free school meals in their own right.

Information and application forms for free school meals may be obtained from schools, first stop shops and Civic Centre Motherwell.

## 24 Placing Requests

You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home. To a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school. Once a pupil has reached the school leaving age **the pupil, not the pupil's parents** may choose which school to go to.

Placing requests to Primary School does not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Head Teacher. Further information on placing requests and procedures is available from the school or the council's website.

Parents and Young People have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.

## 25 Education Maintenance Allowance

Students who have reached the statutory school leaving age of 16 may be eligible for an Education Maintenance Allowance (EMA) to allow them to remain at school.

In session 2016-2017 students who are born before 1 March 2001 will be eligible to apply for an EMA.

The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid throughout the year.

The following notes will be helpful in giving information about the EMA Guidelines.

### Eligibility

All applications are individually assessed. Students must attend a school managed by North Lanarkshire Council, regardless of where he or she is resident.

The income used as the basis of the assessment is the gross household income for the preceding financial year.

The income thresholds used in assessing applications from 1 January 2016 in the Session 2015-2016 are as shown below. These levels may be subject to change in session 2016-2017.

For applicants in single student households - £30 per week is paid where the income is up to £24,421; Where the income is above that level no award will be made. For applicants in multiple student households - £30 per week is paid where the income is up to £26,884; Where the income is above that level no award will be made.

### **Attendance**

Students in receipt of an EMA must attain 100% attendance in any week to receive payment for that week. Where the student is absent through illness a medical certificate must be submitted. In addition, self-certification forms are accepted for a maximum of 5 days sickness absence in the academic session. Any illness which would take the pupil over the 5 days self-certification would continue to require submission of a medical certificate

### **Application Forms**

A letter will be sent to the parent or guardian of all students who are in the eligible age-band to apply for EMA in May each year, providing details of the main eligibility criteria.

Application forms and guidance documents are sent to all secondary schools and special schools in North Lanarkshire in June each year. The school is also given a number of posters publicising the scheme and advertising the availability of forms. Students who may be eligible should obtain an application form and guidance document from the school. Applications forms and guidance notes are available from Schools, Municipal Buildings and First Stop Shops or they may be downloaded from the North Lanarkshire Council website.

Students who are eligible for EMA for the full academic session should apply as early as possible. Students, who are eligible for EMA from January to June, should apply from November.

Any student who is unsure whether they meet the EMA criteria should contact the EMA Section for advice.

## **26 Transport**

### **i) General**

The Council has a policy of providing free transport to secondary pupils who live more than two miles from their catchment school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time.

Parents/carers who consider they are eligible should obtain an application form from the school or from Education and Families. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

Applications should be sent to [ef.transport@northlan.gov.uk](mailto:ef.transport@northlan.gov.uk)

## ii) Pick-up points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point.

Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph).

It is the parent's/carers responsibility to ensure their child arrives at the pick-up point in time. It is also the parent's/carers responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.

## iii Placing Requests

The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

## 27 Medical and Health Care

Parents are asked to inform the school of pre-existing medical conditions and to meet with Pupil Support staff to discuss the administration any medication. In cases where medication is to be issued it will be stored in a locked cabinet and a written plan will be formulated in advance. If a student becomes unwell they will be escorted to the office by another student. Whenever possible the Pupil Support Teacher will meet with the student and if appropriate contact with home will be made. No student may leave school without an appropriate adult supervising them.

## 28 Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press, on local radio, on the NLC website and on Twitter. The school's website will also have up to date information and will contain materials which may be of use to students working at home in emergency situations

## 29 The Parent Forum

As a parent of a child at this school you are automatically a member of the Parent Forum. The Parent Forum is composed of all the parents and carers of children at the school.

As a member of the Parent Forum you can expect to:

- get information about what your child is learning
- get information about events and activities at the school
- get advice/help on how you can support your child's learning

- be told about opportunities to be involved in the school
- have a say in selecting a Parent Council to work on behalf of all parents at the school
- be invited to identify issues for the Parent Council to work on with the school.

### **The Parent Council**

The composition of the Parent Council is a maximum of twenty. The website for the Parent Council can be found at <https://blogs.glowscotland.org.uk/nl/CAcad/parents/parent-council/>. The Head Teacher although not a member of the parent council and without voting rights, is the professional adviser to the Parent Council.

The Parent Council's rights and duties include:

- (a) supporting the work of the school;
- (b) representing the views of parents;
- (c) consulting with parents and reporting back to the Parent Forum on matters of interest;
- (d) promoting contact between the school, parents, pupils, and the wider community;
- (e) fundraising;
- (f) taking part in the selection of senior promoted staff;
- (g) receiving reports from the Head Teacher and education authority; and
- (h) receiving an annual budget for administration, training and other expenses.
- (i) improving home school partnership and facilitating parental involvement

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school, or for a particular stage in a particular school, exceeds the number of places available

### **PARENT COUNCIL MEMBERS**

Catriona Pettigrew-Smith, Chair Barrie Shephard, Vice Chair Aileen Sibbald, Treasurer Colin Dunlop, Parent Linda McCann McGlynn, Parent Audrey Smith, Co-opted Member Margaret Forbes, Parent Fiona MacFarlane, Parent	Elaine McLaughlin, Parent Lesley Cochrane, Parent Martyne MacLean, Parent Debbie Douglas, Parent  Jen Hammadi, Parent  Tom Fisher, Parent  Susan Jack, Parent
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The Head Teacher has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public.

Procedures for electing parent representatives to the Parent Council are available in the parent council section of the school website

## **Parent Charter**



At beginning of 2020, The Cumbernauld academy Parent Charter was launched. Our Parent Charter is a 'go to guide' that will hopefully assist parents / carers engage with the school or other organisations that can offer support / help / advice for them and their children.

### ***Who was involved?***

The Parent Charter was devised and constructed by the Parent Council in conjunction with the school. Several focus groups comprising our current S1 parents / carers were also involved prior to the launch.

### ***How would we envisage it is used?***

It is hoped the Parent Charter will provide Parents / Carers with information they might require to fully support their child / children through their journey at Cumbernauld Academy. We hope it is an easy to use informative resource that points people in the right direction when / if they feel they need some support.

**<https://blogs.glowscotland.org.uk/nl/public/CAcad/uploads/sites/19501/2019/12/BGE-parent-charter.pdf>**

In May 2014 the SQA implemented new qualifications in S4 where pupils study towards national 3, 4 and 5. In August 2014 Cumbernauld Academy opened for the first time. Therefore there is no National data available until February 2016 for Cumbernauld Academy. When available there will be a single year of results on S4 ,S5 and S6 attainment as well as levels of literacy and numeracy. There will also be information on attendance.

## STATISTICAL INFORMATION

### School Attendance

Attendance in session 2019-20 was disrupted due to Covid 19. However, at the point of 'lockdown' attendance was 91%. In addition, the results for 2020 are based on teacher professional judgement and are therefore not detailed here. In summary, in all measures following SQA revision the school had its highest performance in all but 1 (Nat 7) of the measures below in 2020,

5+ Nat 3				
2015	2016	2017	2018	2019
77.5%	86%	83%	83%	81.3
5+ Nat 4				
2015	2016	2017	2018	2019
75.3%	82.8%	76.2	79.3	79.3
5+ Nat 5				
2015	2016	2017	2018	2019
34.3	38.9	39.5	40.7	38.0
1+ Nat 6				
2015	2016	2017	2018	2019
46.8%	57.2%	58.4%	71.3%	75.5%
3+ Nat 6				

2015	2016	2017	2018	2019
24.3%	42.8%	42.4%	47.8%	42.9%
<b>5+ Nat 6</b>				
2015	2016	2017	2018	2019
K/N	30.5%	28.1%	31.9%	27.9%
<b>1+ Nat 7</b>				
2015	2016	2017	2018	2019
10.6%	11.9%	14.6%	17.2%	27.9%

## 31 Useful Addresses

### Mr Derek Brown

#### Executive Director Education and families

North Lanarkshire Council  
Municipal Buildings  
Kildonan Street  
Coatbridge  
ML5 3BT

Tel: 01698 403140

### North Lanarkshire Council – Education Managers

Mrs Margaret Hunter Tel: 01236 812452  
Miss Michelle O'Halleron Tel: 01236 812452

### Contacts in relation to Support for Learning

Help and advice on any matters relating to Support for Learning can be obtained from:  
Mrs Judi Pollock Tel: 01236 812452

**You can also get more help and advice from:**



**Enquire:** the Scottish advice service for additional support for learning. Operated by Children in Scotland. Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets.

0345 123 2303

[info@enquire.org.uk](mailto:info@enquire.org.uk)

[www.enquire.org.uk](http://www.enquire.org.uk) for parents and practitioners

[www.enquire.org.uk](http://www.enquire.org.uk) for children and young people

**Resolve** (independent Adjudicator) Tel: 0131 222 2456

### **Scottish Independent Advocacy Alliance**

London House

20-22 East London Street

Edinburgh

EH7 4BQ

Tel: 0131 556 6443

[enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

[www.siaa.org.uk](http://www.siaa.org.uk)

### **Reference to Additional Support Needs Tribunal (Scotland)**

ASNTS

Europa Building

450 Argyle Street

Glasgow

G2 8LH

Helpline: 0845 120 2906

Fax: 0141 242 0141

### **NHS Lanarkshire**

Cumbernauld

Tel: 01236 721354

Kildrum Health Centre

Cumbernauld

Tel: 01236 723383

Condorrat Health Centre

### **North Lanarkshire Social Work**

Cumbernauld Social Work

Tel: 01236 638700

Bron Way

Town Centre

Cumbernauld

G67 1DZ

### **North Lanarkshire Council – Councillors**

c/o Civic Centre

Motherwell

ML1 1AB

Cllr Bob Chadha

Cumbernauld North

01236 729113

Cllr William Goldie

Cumbernauld South

01236 723145

Cllr Allan Graham

Cumbernauld South

07939280054

Cllr

Abrohill, Kildrum and the Village

01236 723272

Cllr Stephanie Griffin	Cumbernauld South	07939280062
Cllr Paddy Hogg	Cumbernauld South	07939280060
Cllr Cathy Johnston	Abronhill, Kildrum and the Village	01236 781569
Cllr Tom Johnston	Abronhill, Kildrum and the Village	01236 738986
Cllr Alan Masterton	Cumbernauld North	07939280057
Cllr Barry McCulloch	Cumbernauld North	01236 737813
Cllr Alan O'Brien	Cumbernauld North	01236 795432

### **Community Learning and Development**

Muirfield Community Facility    Tel: 01236 638383  
Brown Road  
Seafar  
Cumbernauld  
G67 1AA

### **Cumbernauld Area Office/Registration**

Bron Way    Tel: 01236 616384  
Cumbernauld  
G67 1DZ

***Although the information in our handbook is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document:***

- ***Before the commencement or during the course of the school year in question***
- ***In relation to subsequent school years.***

***Education authorities are required by law to issue a copy of the school handbook to certain parents in December each year. It details the current policies and practices of both the council and the school.***