

# ALVA ACADEMY



**School Brochure 2016/17**

**Welcome to Alva Academy**

We recognise the importance that parents place on the education of their children. Joining a new school is an exciting time for everyone, a time of new opportunities, new experiences and new ways of doing things.

With that in mind, this booklet has been written to give you and your child information about Alva Academy and also an indication of our aspirations and unique character.

One of the many things we have in common with parents is a desire to do the very best for the young people in our care. Like you, we want them to be ready to enjoy the opportunities life offers and to be equipped to meet the complex challenges of the 21st century. Education to us means 'bringing out and developing someone's potential' and also 'developing their character and mental abilities.'

We know this means our young people need to develop a wide range of knowledge, skills and attributes. Here at Alva Academy we do all in our power to enable them to make and sustain high levels of progress, whilst ensuring that their social and moral developments are secure; so they know how to behave and deal with the issues of right and wrong. We also want our young people to grow and develop emotionally so that they respect and understand themselves and engage fully with other people. To provide the appropriate environment for this to flourish the school strives hard to create an enabling ethos of achievement and inclusion. We understand how important your child's time with us is in ensuring that they make the most of their abilities. We want to prepare them fully for their adult life through focusing on enabling them to become successful learners, confident individuals, effective contributors and responsible citizens. We aim to instil in them a commitment to their own learning and achievement. In addition, we help them to gain an understanding of the importance of their contribution to the wider community and the need for them to play an active and positive role within it, both now and in the future and our phenomenal nationally recognised fundraising record is just one example of our success.

We know that there is a real limit as to what we can achieve unless we have a genuine partnership with parents/carers and hence why developing this partnership is core to our approach to ensure parents/carers feel informed and, more importantly, involved. Our pupil support /year head structure is one key mechanism, out of the many approaches we have, to developing this partnership. Parents/carers will be provided with a named pupil support teacher as a first point of contact who will either be able to answer queries or arrange for a meeting with an appropriate member of staff. Should enquiries be related to discipline matters, they will ensure the appropriate year head is involved.

Clearly this handbook is another key mechanism and we hope you find it valuable and that it assists both you and your son or daughter to become familiar with the way we do things here to keep a busy school like ours running smoothly and efficiently. Of course, it may not answer all of your questions and, therefore, any parent wishing further information should not hesitate to contact the school.

We are very proud of our school and the success of all our young people and we hope you enjoy reading more about the many opportunities we have on offer by visiting our excellent website [www.alvaacademy.com](http://www.alvaacademy.com) or, even better, follow us on Twitter... @AlvaAcademy

Finally, we look forward to welcoming you and your child to our successful and ambitious school.

Mrs Sharee MacKerron  
Head Teacher

# Alva Academy

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Facebook: Alva Academy Clackmannanshire  
Twitter: @AlvaAcademy

## SENIOR MANAGEMENT TEAM

Head Teacher Mrs Sharee MacKerron

### Depute Head Teachers

S5/6 Mr N McDowall

S4 Mr A Forrester

S3 Mrs J Barclay

S1/2 Mr D Sherriff

## Management Structure

Alva Academy is currently led by a team of senior staff – Head Teacher and four Depute Head Teachers, each having a clearly defined sector of day-to-day management, administration and curriculum co-ordination for which they are responsible. This team, along with a Principal Teacher and the School Administrator meet weekly to discuss policy, planning and to review the day-to-day running of the school.

<http://alvaacademy.com/senior-management-team/>

## STAFF BY DEPARTMENTS

<b>FACULTY OF ARTS</b>	<b>Mr D Clifford</b>	<b>(PT Faculty)</b>
ART	Miss A Cross	Mrs K Flood
	Ms J Fowler	
MUSIC	Mr D Clifford	Miss R McFarlane
	Ms L Waterson	
<b>FACULTY OF BUSINESS, ENTERPRISE AND EUROPEAN LANGUAGES</b>	<b>Mrs A Herd</b>	<b>(PT Faculty)</b>
BUSINESS STUDIES	Mrs L Baxter	Mrs S O'Hara
	Mrs E Robinson	
COMPUTING	Ms S Welsh	
MODERN LANGUAGES	Miss S Finn	Ms A Hughes
	Miss R Skinner	
<b>FACULTY OF COMMUNICATION</b>	<b>Ms K Douglas</b>	<b>(PT Faculty)</b>
	Ms K Syme	Mrs R Barclay
	Miss H Ainslie	Ms R Mackie
	Miss R Horne	Miss S Brogan
<b>FACULTY OF SOCIAL SUBJECTS</b>	<b>Mr O O'Rourke</b>	<b>(PT Faculty)</b>
GEOGRAPHY	Mr C Wilson	
HISTORY	Mrs K Clifford	Miss L Cumming
MODERN STUDIES	Mrs L Russell	Mr G Meikle
RELIGIOUS, MORAL AND PHILOSOPHICAL EDUCATION	Ms C Cumming	Ms D Teasdale
<b>FACULTY OF HEALTH AND EXERCISE SCIENCE</b>	<b>Mr K Love</b>	<b>(Acting PT Faculty)</b>
HOME ECONOMICS	Mrs L Millar	Mrs A McEwen
	Miss F Manzoor	
PHYSICAL EDUCATION	Miss E Abernethy	Mr P Stephen
	Mr C Fail	Mrs A Kelbie
	Mr S Harrower	

<b>FACULTY OF MATHEMATICS</b>	<b>Mrs M Brown</b>	<b>(PT Faculty)</b>
	<b>Mrs E Croll</b>	<b>(PT Faculty)</b>
	Mrs M Nesbitt	Mrs J Reid
	Mrs L Watson	Mrs S Cunningham
		Mr D Hurley
<b>FACULTY OF SCIENCE</b>	<b>Mrs K McKinlay</b>	<b>(PT Faculty)</b>
BIOLOGY	Dr D Benden-Little	Ms J McLean
	Mr D Campbell	Ms S Reid
CHEMISTRY	Mr D Sturridge	Ms L Orr
PHYSICS	Mr S Browne	Mr M Rollie
<b>FACULTY OF TECHNOLOGY</b>	<b>Mr B McGinlay</b>	<b>(PT Faculty)</b>
	Mr H Blair	Miss K Walker
	Miss N Conlon	Mr B Gregg
<b>ADDITIONAL SUPPORT NEEDS</b>	<b>Mrs K Wilson</b>	<b>(PT Support)</b>
	Mrs S Delaney	Ms M Mason
	Mr S Bradbury	
<b>ADDITIONAL SUPPORT (ASD)</b>	<b>Mrs Y Hill</b>	<b>(PT ASD)</b>
	tbc	
<b>SUPPORT WORKER</b>	Mr S Parker	
<b>ATTENDANCE &amp; WELFARE OFFICER</b>	Mrs L Stalker	
<b>SCHOOL SUPPORT STAFF</b>	<b>Ms J Bateman</b>	<b>(Business Support Officer)</b>
OFFICE STAFF	Mrs L Maley	Mrs P Douglas
	Mrs C McArthur	Ms K Rosée
	Mrs G Watt	
LEARNING ASSISTANTS	Ms L Baxter	Mrs L McGregor
	Mrs E Gibson	Ms T Rybak
	Mrs A Starkey	Mrs J Baxter
	Mrs L McIlquhan	Mrs S Richardson
	Mrs M Lawson	Mrs E Samson
	Mrs L Doyle	Mrs A Eccles
	Mr N Evison	Mrs P Parandian
	Ms D Morrison	Ms M Waugh
	Ms A Sacha	Ms W Robb
<b>LIBRARIAN</b>	Mrs P Robertson	<b>(Mon &amp; Tues)</b>

<b>TECHNICIANS</b>	Mrs E Thomson	
<b>JANITORS (Amey)</b>	<b>Mr R Johnston</b>	<b>(Head Janitor)</b>
	Ms Y Dowell	Mr J Curry

<b>THE SCHOOL WEEK</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Warning Bell 08:35	Warning Bell 08:35	Warning Bell 08:35	Warning Bell 08:35	Warning Bell 08:35
Period 1 08:40	Period 1 08:40	Period 1 08:40	Period 1 08:40	Period 1 08:40
Period 2 09:30	Period 2 09:30	Period 2 09:30	Period 2 09:30	Period 2 09:30
<b>INTERVAL</b> 10:20	<b>INTERVAL</b> 10:20	<b>INTERVAL</b> 10:20	<b>INTERVAL</b> 10:20	<b>INTERVAL</b> 10:20
Period 3 10:40	Period 3 10:40	Period 3 10:40	Period 3 10:40	Period 3 10:40
Period 4 11:30	Period 4 11:30	Period 4 11:30	Period 4 11:30	Period 4 11:30
Period 5 12:20	Period 5 12:20	Period 5 12:20	Period 5 12:20	<b>LUNCH</b> 12:20
<b>LUNCH</b> 13:10	<b>LUNCH</b> 13:10	<b>LUNCH</b> 13:10	<b>LUNCH</b> 13:10	Warning Bell 12:55
Warning Bell 13:45	Warning Bell 13:45	Warning Bell 13:45	Warning Bell 13:45	Period 5 13:00
Period 6 13:50	Period 6 13:50	Period 6 13:50	Period 6 13:50	Period 6 13:50
Period 7/ Personal Support 14:40	Period 7 14:40	Period 7/ Personal Support 14:40	Period 7 14:40	<b>Finish</b> <b>14:40</b>
<b>Finish</b> <b>15:05</b>	<b>Finish</b> <b>15:30</b>	<b>Finish</b> <b>15:05</b>	<b>Finish</b> <b>15:30</b>	

## School Term Dates 2016/17

<b>In-service day:</b>	Monday, 22nd August 2016
Autumn term begins ( <b>Pupils</b> ):	Tuesday, 23rd August 2016
Autumn term ends:	Friday, 7th October 2016
October holiday begins:	Monday, 10th October 2016
October holiday ends:	Friday, 14th October 2016
Winter term begins:	Monday, 17th October 2016
<b>In-service Days:</b>	Thursday 24th and Friday 25th November 2016
Winter term ends:	Wednesday, 21st December 2016
Christmas holiday begins:	Thursday, 22nd December 2016
Christmas holiday ends:	Wednesday, 4th January 2017
Spring term begins:	Thursday, 5th January 2017
<b>In-service Days:</b>	Monday, 13th and Tuesday 14th February 2017
Spring half-term holiday begins:	Wednesday, 15 <sup>th</sup> February 2017
Spring half-term holiday ends:	Friday, 17th February 2017
Spring term ends:	Friday, 31st March 2017
Easter holidays begin:	Monday, 3rd April 2017
Easter holidays end:	Thursday, 13th April 2017
Summer term begins:	Tuesday, 18th April 2017
May public holiday:	Monday, 1st May 2017
Summer term ends	Friday, 30th June 2017

### **In-service days**

- 22nd August 2016
- 24th and 25th November 2016
- 13th & 14th February 2017

## **LIAISON WITH PARENTS**

### **Information Evenings**

Information Evenings are arranged towards the end of each stage of school to discuss the choice of course for the following stage.

### **Pupil Progress**

Parents will receive details of academic progress through interim and full reports.

There will be the opportunity following the issue of main reports to discuss issues with subject staff at Parents' Meetings.

If you wish to discuss an issue concerning your son/daughter outwith these times, please make an appointment with the Principal Teacher of Support responsible for your child:

Miss Grant	Harrier House
Mrs Gibson	Kestrel House
Mr Bradbury	Merlin House

### **School/Parent Communications**

Through the course of the year, parents will receive a variety of communications. At key stages of your child's education information will be available to help with choices that have to be made.

In P7 your child will receive an "Information for Parents and Carers of P7 Pupils" leaflet which will be followed by "Information for Parents and Carers of S1 Pupils" during the transition programme in June.

S1 pupils have an initial Parents' Meeting within the first term, followed by a full report and a Parents' Meeting in towards the end of the year.

Parents will also receive newsletters from the Head Teacher throughout the year. These are put on the school's website to keep production costs to a minimum with a Groupcall alerting parents. Parents can access the Head Teacher's Blog, which is frequently updated on the website.

A weekly column of 'Academy Notes' appears in the Alloa Advertiser and Wee County News. This column is written by S6 pupils intimating events, successes, forthcoming dates etc.

The school website ([www.alvaacademy.com](http://www.alvaacademy.com)) is also regularly updated with news of events that have taken place and to come in the future.

The school now has a Facebook page which pupils/parents can sign up to and a Twitter account. Details of school events, open evenings, parents' meetings, stories, news, photographs and other important information will be posted on the Facebook page. All non-urgent information will be emailed to parents.

Important information, including if your child is absent, will be intimated by text message or voice mail via Groupcall.

Pupils will receive daily notices via the tannoy (before interval). A weekly Achievement Power Point is produced for Friday Form Period. Pupils are encouraged to participate in



the Pupil Parliament which meets to discuss issues which affect pupils' day-to-day school experience. The Parliament provides a valuable source of feedback to the Senior Management Team and other members of staff regarding pupils' feelings with respect to the school and its environment. Pupils are also able to meet with their Principal Teacher of Support to discuss issues concerning personal or academic matters.

Regular Assemblies take place to address specific issues with pupils. Assemblies can be arranged either on a House basis or with specific year groups. The House Assemblies are led by the Principal Teachers of Support, Year Assemblies by the Depute Head Teacher for that year group or the Head Teacher.

## **PARENT FORUM**

"When parents and schools work together, children do better."

The Parent Council at Alva Academy is made up of a number of members of the Parent Forum. All parents/carers with a child at Alva Academy are automatically members of the Parent Forum. The Parent Council's role is to help the school to operate as a successful school and to represent parents and carers, we facilitate communication between parents/carers, the school, and pupils.

The Parent Council meets regularly throughout the school year and has a planned programme of meetings, details of which can be found on the school website. Members have developed core values for the Parent Council and have organised themselves along year group lines to support the school.

The Parent Council's values are:

All meetings are open to any parents and carers to attend and are held in the school at 6:45pm on dates published on the school website. The Parent Council actively encourages parents to attend and contribute to the work of the Parent Council.

If you want to get in touch with the Parent Council, please contact the school office and they will pass the information along. If you are interested in joining the Parent Council, please get in touch with the Chairperson – Shona Ulrichsen – via the school office. The Parent Council pages on the school website can be found at:

<http://alvaacademy.com/parent-information/parent-council/>

## **PUPIL PARLIAMENT**

An elected Pupil Parliament meets, giving pupils the opportunity to participate in the functioning of the school. It discusses issues raised by pupils and normal day-to-day matters, as well as other proposals to affect positive change in the school. The Pupil Parliament aims to improve the active participation and voice of pupils in the life of the school giving them the opportunity to raise issues which affect their day-to-day experience. Focus Groups are added as appropriate allowing pupils a chance to voice their opinion. The Parliament are supported by a designated member of the Pupil Support Team and are encouraged to attend Senior Management Team meetings as appropriate.

## WORK EXPERIENCE

All pupils in S4 are given the opportunity to take one week of Work Experience placement. This may also be available in both S5 and S6 depending on pupil uptake and placements available. Personal Development pupils and others undergo a period of Community Placement/Work Experience. The school also offers residential work experience opportunities, and one day a week placements over a longer period of time. Pupils are also encouraged to find their own placements. A self found placement form is available from support staff. This has to be organized well in advance.

## EXTRA-CURRICULAR ACTIVITIES

Pupils are given the opportunity to participate in extra-curricular activities. Activities that have taken place in the past few years are:

- National Conferences
- Cairngorm Ski weekends
- Theatre/Pantomime visits
- Duke of Edinburgh Award Scheme
- Charity Events
- Christmas dances
- Art Competitions

After school/lunch time clubs currently on offer:

- Film Club
- Book Club
- Jewellery Club
- Mind Storm Club
- Graphic Design Club
- Engineering Club
- Mountain Bike Maintenance
- Writing Group
- Manga/Anime
- Chess
- Drama

## ACTIVITIES DAY

The school has also established a very successful Activities Programme in June. Pupils are able to opt into a variety of activities which in the past have included:

- M&D's
- Time Capsule
- Edinburgh Zoo
- Ten Pin Bowling
- Ready Steady Cook
- Drama/Design Workshops
- Outdoor Adventure

## VISITS/FIELD TRIPS

Most departments take pupils on education visits to complement their classroom teaching. These trips have included:

- RMPS - Mosques, temples and Krakow/Berlin trip
- English - Theatre performances and London trip
- Art - Galleries
- Music - Music festivals
- PE - Sporting events, Ski Trips
- Geography - Field Trips to St Andrews and The Royal Highland Show

- Modern Studies - Scottish Parliament, International Conferences and New York trip
- Mathematics - Mathematical Challenges
- History - Battlefields trip (S2) and Krakow/Berlin trip

Groups go skiing, mountain-biking, ten pin bowling etc. For all such excursions parental permission is requested.

## SPORT

### School Sport

The school has an Active Sports Co-ordinator. Sports on offer include:

Athletics	Fitness	Rugby
Badminton	Football	Skiing
Basketball	Gymnastics	Hockey
Cross Country	Dance	Table Tennis
Volleyball		



### Sporting Futures

“Sporting Futures” at present features Schools of Dance, Football and Rugby. This gives pupils an enhanced opportunity to perform to the best of their ability in the sport. The Schools all operate under “person first, player (dancer) second”, as the aim is to develop the whole person throughout school and beyond. Additional sports have been added to the programmes and include Badminton, Hockey and Table Tennis. These are all extra-curricular but are enhanced with the provision of coaches.

The school is in partnership with a variety of people to help develop this programme, including:

- Sports Development Team
- National Lottery
- Scottish FA
- Alloa Athletic FC
- Scottish Rugby Union
- Hillfoots Rugby Club
- MacRobert Theatre

Opportunities to try out for these Schools are made at either our associated primary schools or at Alva Academy itself.

## GENERAL INFORMATION

### ANTI BULLYING

*“Children will tease, fall in and out with each other, have arguments, stop talking to each other and agree and disagree about what’s cool and what’s not. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked it can lead to bullying. ...Bullying is behaviour which leaves people feeling helpless, frightened, anxious, depressed, demeaned. Actions can affect people in different ways and this should be taken into consideration. If you **are unsure if behaviour is bullying, look at the effect it is having on the child or young person...** the impacts of bullying can be prevalent after one incident.”*

Respect Me (2008)

*Respect Me* is Scotland’s national Anti-Bullying Service providing guidance and advice on bullying issues. More information on the range of support available from the organisation can be found at [www.respectme.org.uk](http://www.respectme.org.uk).

Alva Academy believes that children and young people are entitled to learning environments in which they feel safe, nurtured, healthy, achieving, active, respected, responsible and included and that such environments should support the development of the four purposes of the Curriculum for Excellence, i.e. the development of successful learners, confident, individuals, responsible citizens and effective contributors.

We have developed anti-bullying policies and procedures that support and ensure the following:

- The involvement of children and young people, staff, parents and partners in the processes of developing and supporting the anti-bullying policy;
- All staff, children and young people understand their responsibility to report bullying;
- There is clear communication of the anti bullying policy and its procedures to and amongst all staff, parents, children and young people;
- All staff are confident in using the anti bullying procedures; training is provided to ensure a common understanding of what bullying entails and the policy is applied consistently;
- Staff, children and young people respect and actively promote each others' rights and responsibilities;
- The needs of all those involved in bullying behaviour, either expressing it or on the receiving end, are taken into account in any action to address the incident;
- Alva Academy works with other agencies and community initiatives to challenge bullying behaviour and to promote rights and responsibilities;

- Alva Academy uses the curriculum to actively explore issues of bullying and of discrimination;
- Alva Academy communicates effectively with parents/carers about incidents of bullying behaviour while also respecting pupils' expressed preference for confidentiality in certain circumstances;
- Parents who have concerns or complaints about incidents of bullying behaviour are encouraged to raise these as early as possible with the relevant member of staff;
- Alva Academy keeps records of any complaints including details of any associated correspondence or communication, actions taken and outcomes;

We have a system to monitor our anti-bullying procedures. The system is overseen by a senior member of staff and applied consistently by all staff members. It is simple to operate but sophisticated enough to allow identification of patterns, as well as the recording of interventions and outcomes. This helps staff to deal with individual incidents and to evaluate the success of the anti-bullying policy.

The equalities legislation requires educational establishments to ensure they do not discriminate against anyone in the school community on grounds of disability, gender, race, religion or belief or sexual orientation. Monitoring the extent to which bullying behaviour may reflect such prejudices is part of the broader process of promoting equality.

Further, the legislation requires establishments to account annually on the impact of their work on individuals or groups with reference specifically to disability, gender and race. Thus, the monitoring data on bullying incidents must also inform these annual reports.

All incidents *regarded as prejudice based by the victim* of the bullying behaviour are recorded as such. If the incident proves later not to be prejudice based, this is noted as an outcome of the investigation. All incidents of alleged *racial* bullying or harassment are also recorded and submitted according to the RAHMAS protocol.

## ATTENDANCE

Attendance and Welfare Officer: Mrs L Stalker

- A warning bell sounds at 8.35am and pupils should make their way to class. It is essential that all pupils arrive in good time in order that they are organised for a positive start to their Period 1 class at 8.40am.
- Any pupil arriving late for school after 0840 must report to the Main Office to complete a late slip before going to class. Wherever possible, pupils should be provided with a note from their parents/carers explaining their lateness. Persistent latecoming will be investigated and will be reported to parents/carers. It will also be recorded in any reference provided by the school and will impact on opportunities for involvement in wider aspects of school life, e.g. attendance at school dances, participation in Activities Day events, etc.
- If a pupil is to be absent please telephone the school's **absence line 452322** and leave a message.
- If you are unable to phone, the pupil must bring a written note of explanation from their parent/carer and hand it into the school office.

- Attendance and latecoming are closely monitored by the Attendance and Welfare Officer, the PT Pupil Support staff, and the Year Heads. You as parents/carers will be invited to attend a meeting in school to discuss any concerns relating to attendance or latecoming.
- **Leaving school during school hours:** Pupils may not leave the school during the normal school day. Where it may be necessary for a pupil to attend a clinic or dental appointment etc. during class hours, he or she must report to the School Reception beforehand and again on return. Evidence of an appointment, or a parental note will be required. Parents are asked that, wherever possible, appointments with the doctor or dentist should be arranged outwith school hours. If a pupil falls ill during the school day, contact will be made to either home or the emergency contact. It is, therefore, vital that contact telephone numbers are kept up to date, and we would ask that you let the school know about any changes to contact details, please.
- **Holiday Leave:** Requests for leave of absence for family holidays in term time should be made in writing to the Year Head Teacher. In line with Clackmannanshire Council Policy, holidays taken during term time will be recorded as unauthorised absence.
- **Groupcall:** You will be automatically contacted by the school if your child has not attended school and you have not informed us.
- **Lunchtimes:** Pupils in S1 to S3 are encouraged to stay in school. If you wish your child to leave school at lunchtime, please provide a note to the Year Head to give your permission.

## CAREERS

The purpose of careers education within Alva Academy is to provide pupils with opportunities to develop skills, gain knowledge and examine their own values and potential so that they will be able to make appropriate career choices at various stages in and beyond school. In order to make this as effective as possible, the school works in partnership with Skills Development Scotland.

## SKILLS DEVELOPMENT OFFICER

The Skills Development Officer is in school regularly throughout the school year providing group talks and one-to-one interviews with pupils (and parents when requested). The purpose of the service is to enable young people to make realistic, informed career decisions by providing them with accurate and impartial advice. The school operates a "self-referral" interview system where pupils request a careers interview when it is most appropriate to them. The Skills Development Officer will usually be available at S2-S6 parents' evenings. Parents are also welcome to attend interviews during normal school time.

How can the Skills Development Service help young people?

There are a number of ways Skills Development Officers can help young people:

- help them reach career decisions
- help them assess their strengths and weaknesses and provide guidance on the most suitable career options
- advise on school subject choice and how it may affect career choice



- provide information on jobs, training places, college/university courses and entry requirements
- provide information on local job opportunities and training places and arrange interviews

Skills Development Scotland will continue to provide support to pupils even after they have left school to try to ensure that all of our young people achieve a positive destination.

## **GLOBAL CITIZENSHIP**

Citizenship and Values education is one of the Scottish Executive's five national priorities and is indeed a Government priority. It is seen as central to the legal requirements to implement the United Nation's Convention on the Rights of the Child and as a means of delivering the social inclusion agenda.

At Alva Academy through our ongoing implementation of Curriculum for Excellence, we aim to provide a very high quality learning experience for our young people and positive outcomes in terms of achievement, attainment, skill development and positive post school destinations. Global citizenship is a key context for learning across the curriculum and an excellent vehicle for delivering what Curriculum for Excellence is about. Global citizenship involves more than linking with other countries. We are adopting a coherent and holistic whole school approach which brings together education for citizenship, international education and sustainable development education.

Alva Academy has a long history of citizenship activities within the school, which we are building on. Its importance is reflected in its prominence in our School Improvement Plan as we further embed it into learning, teaching and the life of the school. Recent activities have provided increased leadership opportunities which encourage our pupils to take thoughtful and responsible action, locally and globally. Activities have helped the school further develop pupil voice, gain Rights Respecting School Award, enrich curriculum areas through activities such as Youth and Philanthropy Initiative (S5), John Muir Award (S2), interdisciplinary learning and democracy learning. In June 2016 we are forging exciting links with Malawi through an expedition and expect further spin-offs from this. We are fully committed to ensuring that young people are 'effective contributors' for a global society.

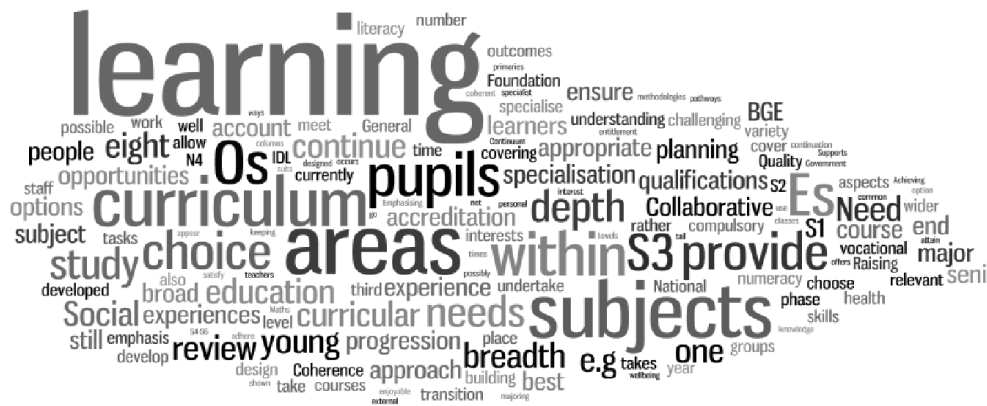
## **CHILD PROTECTION**

The safety and welfare of children and young people is fundamental to the success of our aspirations for children and young people. All staff and volunteers working with children and young people (in or out of the school building) are checked through Disclosure Scotland for offences that would make them unsuitable for such work. The school also has close working links with a wide range of other services and agencies that can help support children and young people in need.

Each school has a named coordinator responsible for all issues relating to child protection. In our school this person is Mrs J Barclay. Full details of the council guidelines and procedures for child protection can be seen in the school on request. All staff receive an annual refresher course on the principles of Child Protection and are issued with a reference card summarising procedures which must be followed. Protecting children means recognising when to be concerned about their safety and understanding when and how to share these concerns.

All children have the right to be cared for, protected from harm and abuse, and to grow up in a safe environment where their rights are respected and their needs met. Children and young people should get the help they need, when they need it, and their welfare is always paramount.

## CURRICULUM FOR EXCELLENCE



What is the purpose behind Curriculum for Excellence?

The purpose behind CfE is that all young people should become successful learners, confident individuals, responsible citizens and effective contributors or in other words develop the 'four capacities'

Why do we employ this approach to the curriculum?

We live in such a fast changing world that we must equip our young people to be able to respond to – 'future proof' them. By developing the four capacities we will help them to take their place in our modern society and equip them to meet the complex challenges of the 21st Century whilst enjoying the opportunities that life offers.

At Alva Academy we focus not only on what your child is taught, but also how he/she is taught and what learning is occurring. We are building on the best practice of our teachers and using modern technology to share ideas. This relentless focus is leading to improvements in the quality of learning and teaching and subsequently to increased attainment and achievement for all of our young people.

### What will pupils experience?

- A broad education
- Learning linked to interests
- Useful links made between subjects
- A sense of progress through assessment
- Personalisation and choice
- Achievements outside school valued



- Active learning – encouraging children to ask questions, seek answers for themselves, work together and discuss ideas

### **How does the curricular framework support this?**

For the first time ever we have a coherent curriculum framework for teachers to provide an educational continuum to allow 'joined up learning'. In the past our secondary curriculum was divided into distinct stages, S1, S2-S3 and S4 – S6 where teaching at each of the different stages had new content, new skills and approaches requiring 'fresh starts'. Now the link between the different stages of learning and across the primary transition is much stronger making it easier to build progressively on where a young person is with their learning.

What are the principles behind Alva Academy's curriculum design?

At national level there are seven principles of curricular design and throughout the last few years our staff and pupils have been working on how we can best put these principles into practice.

These principles are:

Challenge and enjoyment

Breadth

Progression

Depth

Personalisation and choice

Coherence (clear links between learning)

Relevance (to the pupil's life and future)

We have followed the design principles closely and taken into account the underpinning reasons for our very significant gains in pupil attainment to ensure that we build on these aspects when evolving our curriculum.

### **How is the curriculum structured within Alva Academy?**

Working within Curricular areas provides the structure for our pupils' learning. Within each Curricular area specific subjects and courses are taught (see table below). It is through these that pupils will undertake experiences and outcomes to support their learning and progress. The Curricular areas are as follows:

- Languages (English & Modern Languages)
- Expressive Arts (Art, Music, and Dance)
- Mathematics
- Health and Wellbeing (PE, HE, PSE, Personal Support)
- Science (Chemistry, Physics, Biology)
- Technologies (Technology, Business Studies, IT)
- Social Subjects (Geography, History, Modern Studies, RMPS)

Learning will work within a particular focus in each subject area and take place in a number of ways including interdisciplinary learning (working across subject areas).

### **What would the period allocation be for the S1 curriculum?**

Subjects Periods

- English 4
- Modern Languages 3
- Maths 4
- Science 4
- Social Subjects (incl RME) 4
- Expressive Art 4
- Health & Wellbeing 5
- Technologies 5

### **What are the Experiences and Outcomes (Es and Os)?**

The Es & Os are an essential part of the curriculum and can be found wherever learning is planned. The title 'Experiences and Outcomes' recognises the importance of the quality and nature of the learning experience in developing the four capacities and achieving active engagement, motivation and depth of learning. An outcome represents what is expected to be achieved and is often written in terms of 'I can' statements.

Within the broad general education how does S1 link with S2 and S3?

The period from S1 to S3 has a clear purpose so that all young people will have a strong platform for later learning and for successful transition to the senior phase where they will undertake appropriate qualifications.

Starting in S1 and continuing until the end of S3, all curricular areas are represented within a wide range of subjects, planned around the Es & Os. Building on their P7 experience young people will extend their skills and develop their particular strengths and interests further - this is also an important period for their personal development. Making connections between and within different areas of learning completes their entitlement and ensures they remain in all Curricular areas until the end of the Broad General Education in S3. During S1-3 pupils will have the opportunity to reduce the number of subjects that they study within each curricular area. Evidence of learning from work which is likely to occur naturally in the young person's everyday learning, particularly in S3, can and will be used to support national qualifications in the senior phase. This means that there will be continuity in learning across S3 and S4.

In addition while teachers have a specific set of courses which they teach in S1-S3, all teachers have responsibility for developing Health and Wellbeing, Literacy and Numeracy, ensuring they are present in pupils' learning experiences.

Our curriculum will continue to evolve over the coming years and parents will be kept fully informed of developments.

## **DEVELOPMENT OF PUPILS' SPIRITUAL, MORAL AND CULTURAL VALUES**

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and on such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing the opportunity to consider a wide range of responses to basic questions relating to the meaning, value, and purpose of human life.
- Providing pupils with the opportunity to develop as individuals and free thinkers.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

## **DISABILITY ACCESS**

### **Alva Academy Aims:**

- To ensure that all pupils, regardless of physical, mental, medical or behavioural disability, are given equal opportunities to participate in the life of the school and are encouraged to achieve their full potential.
- To give all pupils equal access to all areas of learning.
- To support pupils' disabilities and provide for their individual needs as far as resources will allow.
- To encourage all pupils to value and respect themselves and other people and to foster an environment where able-bodied pupils are aware of the issues facing

- disabled pupils.
- No pupil will be disadvantaged or treated less favourably because of his/her disability.
- To foster independence and life skills in pupils in preparation for life after school.

### **Methods of Implementation:**

- All Alva Academy pupils must have access to a curriculum that is broad, balanced and relevant. Where reasonable, they must also have access to school clubs, events and extra curricular activities.
- The curriculum must be adapted to suit individuals' needs and any special equipment/technology/resources required by the pupils will be taken into account in course planning and used.
- Reasonable adaptations will be made to ensure access to all areas of learning and pupils' needs must be taken into account when timetabling rooms.
- The School and the Council must ensure that procedures are in place to repair equipment that is vital to full access.
- Pupils will have a named Key Person who will ensure that their needs are being met.
- Arrangements must be in place to cover staff absence so that no pupil is left unsupported.
- All relevant staff must receive ongoing training to ensure that individual pupils' physical and emotional well-being are being met.
- All pupils must have targets that aim to achieve independence when they are able to do so.
- Procedures must be in place so that a multi-agency approach is used in providing for pupils' needs and that all information is disseminated appropriately.

Please also see Equal Opportunities Policy as the values therein are embedded in our aims.

## **EDUCATION INDUSTRY LINKS**

Alva Academy has established a wide range of education/industry links (E.I.L.) with companies in and around the Hillfoots and also throughout the rest of the former Central Region. With the active co-operation and assistance from these companies, our students are involved in numerous activities. These include:

- Business Partnerships
- Work Experience
- Job sharing
- Mock interviews
- Careers talks
- Industrial visits and projects
- Research for various school subjects

## Work Related Curriculum

The school aims to encourage the development and preparation of pupils for their future. Implicit in the *Statement of Aims* is that all pupils will be exposed to the world of work - in the widest sense.

Examples include:

- Curricular work through PSE (Personal and Social Education), Social and Vocational Skills, Young Enterprise, Business Enterprise, and a large number of other courses.
- Work experience – pupils have the opportunity to complete a work experience placement.
- Community placements with local industry.
- Pupil Council encouraging discussion on school related matters.
- Extended Work Experience – one day a week over a longer period of time.
- Residential Work Experience – pupils live and work on Alvie Estate (Working Highland Estate).

**Alva Academy has previously won awards for its Residential Work Experience on Alvie Estate, Invernesshire and Erigmore Estate, Dunkeld and extended Work Experience at Debenhams, Stirling. Recently the school received a “Forth Valley Business Partnership” award for its initiative with the Stirling Management Centre.**

## EMERGENCY PROCEDURES

### Fire/Emergency Procedures

In the event of a fire, or other emergency signalled by a fire alarm, pupils and staff will leave the school buildings in an orderly manner. Class teachers will escort pupils to the assembly area. Pupils will line up in their form classes under the supervision of their form teachers. The whole school will remain at the assembly points until a roll call has been carried out and instructions received from the nominated member of SMT (yellow jacket) to return to the building.

All rooms display detailed fire procedures. All pupils should know the location of their form class assembly point to which they must proceed when the fire alarm rings. Special 'evac' chairs are available for disabled pupils. These chairs are located at the top of each fire exit stairway and specific staff have been trained to operate them.

## EMERGENCY CLOSURE

On rare occasions, such as winter storm conditions, it may be necessary to close the school early without prior notice to parents. A groupcall message will be sent out. This is only possible if transport home can be arranged. Those who cannot gain access to their homes before the normal time for the school closure are afforded shelter in the school until it is safe for them to return home.

During bad weather you will get up to date information on the Clackmannanshire Councils' Website ([www.clacksweb.org.uk](http://www.clacksweb.org.uk)). Bus pick up points may be altered to main streets and details will be given on the website too.

## **FOOD**

The school provides a canteen service at the morning interval and at lunchtime. There is a main servery and two satellite outlets which provide a variety of healthy options. Payment is organised through a cashless catering system using a fingerprint recognition system.

There are two vending machines which deliver drinks and snacks which will accept cash.

Chewing gum and energy drinks are not allowed in school.

## **GUIDELINES FOR BEHAVIOUR IN CLASSROOMS**

### **PUPIL BEHAVIOUR IN SCHOOL**

#### **CLASSROOM CODE OF CONDUCT**

- Pupils should be in classrooms as quickly as possible after the bell. In ordinary classrooms, pupils should enter and take their seats as soon as the room is empty. Unless pupils have specific permission to enter a practice room, (labs, Technical, Home Economics, etc.) they must not do so but wait in an orderly line outside the door until the teacher allows them to enter.
- In the classroom outdoor clothing should be removed.
- Pupils must be equipped with a pen, pencil, rubber, ruler, sharpener as well as the appropriate materials for the lesson, e.g. jotter, P.E. kit.
- Pupils must carry out the instructions of the teachers at all times. They must also do their best at all times.
- Pupils must not shout out answers or comments.
- Pupils must not eat or chew in class.
- Pupils should normally not be allowed to leave the classroom during the period; visits to the toilet should be discouraged, unless essential. Pupils who are allowed to leave the classroom for some reason should be given a purple 'pass out' card.
- Books and jotters must be carried in a suitable bag. Bags must not be left in corridors during periods. Lockers are available for hire to help avoid this.
- The end of period bell is a signal to the teacher. Only when instructed by the teacher will pupils stop work and prepare to leave the room.
- Pupils must leave the classroom at the end of a period in an orderly manner joining the flow of traffic, supervised by the teacher from the door of the classroom. When moving about the school, pupils should keep to the left and move in an orderly fashion in single file.

## **HOMEWORK POLICY STATEMENT**

### **Rationale**

The school has a commitment to a homework programme. The most recent research on homework suggests that regular work at home on school-related activities raises the

standard of pupils' achievement. Homework strengthens academic skills, reinforces concepts taught by teachers, develops responsibility and accountability and promotes parental/carer awareness and involvement.

### **Purposes and Principles**

- To practice and consolidate work done in class
- To help pupils prepare for future classwork
- To encourage pupils to accept responsibility for their own learning and develop independent working habits
- To help make more rapid progress in learning
- To extend learning into new areas and allow access to resources not always available in class
- To encourage parental involvement and support
- To challenge and raise pupils' expectations

### **Management Arrangements**

In most classes, where the subject matter is appropriate, it is anticipated that the class teacher will set regular homework.

Pupils will be given course outlines and work expectations, including homework expectations, at the beginning of their courses. These course materials must be filed in the homework folder provided and be kept at home. Additional materials may be issued for this folder during the course.

### **Monitoring**

Student planners will be used by pupils to record homework tasks, and deadlines for both homework and coursework. Parents should encourage their son/daughter to do homework and contact the school if they have a question regarding any tasks.

Pupils are expected to complete homework to the best of their ability and on time. Class teachers will check homework and contact parents, according to the School Homework Policy, if the pupil fails to meet homework standards.

## **LIBRARY**

The school library is integral to the educational process. It is essential to the development of literacy, information literacy and learning and teaching. Our library has a well organised collection of study and teaching materials. It is a wide open space that can seat 60 pupils and has an amazing view of the Ochil hills. Currently, it is managed on a part-time basis by a fully qualified Chartered Librarian, Mrs Robertson, who organises its operation to support learning within curriculum areas of the school and encourage the development of pupils' independent learning skills.

Pupils are issued with their own library card in S1 which stays active until they leave in S6. They can borrow two books at a time and have a three week loan, however, the books can be renewed for a longer period. Once a pupil has chosen the book(s) to borrow, it needs to be stamped out at the issue desk by the librarian. Books can be handed in to the blue boxes on the issue desk at any time. If the books are lost or damaged the pupil will be asked to purchase a copy of said book as a replacement. There is no fine for lateness.



## PHOTOGRAPHS AND VIDEO RECORDINGS

The school believes that it is important to record and display its pupils' achievements. For several years now, notice boards in the main corridors have been dedicated to "photocard" displays and they have provided a great deal of interest to pupils, parents and visitors alike.

Photographs and video recordings are also used extensively and effectively throughout the educational process and are now an integral part of it.

The school has issued guidelines to all staff on how photographs and video recordings are to be used. Measures are taken to ensure that the photographs do not cause offence but if there is any difficulty they will be removed. No photographs are taken in areas such as swimming pools and, in line with child protection procedures, pupils are not named in displays.

The use of digital video recordings is very much a part of the culture in Alva Academy. Our pupils regularly record and document various aspects of school life using video; this is shared online with our learning community and beyond. It is possible that, at some point, your son or daughter will appear in one of these, either featured or in the background. All video recordings are staff-supervised and are produced and edited to a very high standard. You can view them at anytime by visiting the school's YouTube channel at [www.youtube.com/alvaacademy](http://www.youtube.com/alvaacademy). Our videos may also appear on other websites.

The school intends to continue with the use of "photocard" displays and the use of photographs and videos in coursework. We ask for your support in this matter.

## PROMOTING POSITIVE BEHAVIOUR

**As a result of the deliberations of The Pupil Parliament the following has been used since January 2012**

### **S1 Stamps**

Reward stamps are now available for S1 and will be awarded during all classes except Form Class. They are recorded in the pupil planner and can be exchanged at regular intervals, for a variety of rewards

A system of **Merits and Demerits** is used in Form class for S1 – S6 and in all classes for S1 – S6. These are recorded electronically and lists of merits /demerits will go home with reports and other times. This will give parents a clear indication of where pupils are doing well and where difficulties may lie. Please note: demerits do not replace punishments but complement them.

Classroom Assistants/SMT/Principal Teachers of Support can also give for "positive attitude" merits for outside the classroom. This will also form part of a "Keep the School Tidy" campaign.

### **Excellents - "Excellents are Exceptional Awards" for S1 – S6**

Two categories will be considered

- Exceptional piece of work (reasonable size)
- Exceptional improvement for a piece of work



Each faculty will have a set number of “excellents” to give out. Pupils will meet with the Head Teacher to discuss their work and then the certificate will go home with the pupil.

### **Postcards for S1 – S4**

These will be considered as a level close to “excellents” for quality pieces of work or significant improvement shown. Each faculty will have a set number of postcards which are unique to each faculty. These will be completed, countersigned by the Faculty P.T. and sent home in the post.

There will also be “Whole School” postcards which will be at the discretion of the SMT. Nominations can be made to the Year Head re valuable contributions made by a pupil outside the classroom.

**Merit Awards, Endeavour Awards, Colours Awards and Subject prizes.** These will remain as an overview for the year and will be presented at the Award Ceremonies in May/June.

## **PREFECTS**

Prefects are selected from both S5 and S6 pupils. All S5 and S6 pupils can put themselves forward for consideration. However agreed criteria including high levels of attendance, punctuality and a positive attitude towards school, school work, uniform etc have to be achieved to be considered.

## **PUPIL SUPPORT STRUCTURE**

Support in Alva Academy is organised on a vertical basis, which is all Support Staff have a caseload of pupils ranging from S1 to S6 always with the same first surname initials. This ensures the pupil will have the same Support Teacher throughout their school career. A family group should have the same Support Teacher.

There are five houses each with an associated colour, Falcon (Red), Harrier (Turquoise), Kestrel (Blue), Merlin (Green) and Osprey (Yellow).

### **Pupil Support Co-ordinator: Mrs J Barclay**

Each House is sub-divided into a number of Form classes, each of which has daily contact with a Form teacher. Each form class has pupils for all year groups. A variety of activities are organized during the form period including a Reading programme. There is a structured programme of Personal and Social Education (PSE) for every year group (S5/S6 have a number of Conferences), together with a broader base of personal and social development from pupil experiences in the wider curriculum which provides on-going support and encouragement to pupils. Regular contacts, both formal and informal between Form teachers and Support staff maximises the potential benefit to the pupils.

The crucial importance of **individual** support for pupils is recognised by the provision of at least one 1-to-1 interview with each pupil in each year, timed to take place at the various important 'landmarks' in the career of each pupil (e.g. course choice for S2, S4, S5, S6 etc.)

The 'guiding light' for this policy on support is to aim at fostering, in **every** pupil, the belief that she/he has worth as an individual, which may then be used to the best advantage throughout the school community.

## **ADDITIONAL SUPPORT NEEDS**

Children have the right to be valued, to be treated with respect and to have their additional needs met.

Inclusiveness is a basic human right and this assumption will consistently under-pin the Council's responses to meeting the needs of all children, in particular those with physical, sensory or learning difficulties, exceptional ability, social, emotional or behavioural difficulties, medical difficulties or other additional needs.

Education, therefore, must be inclusive and children should be educated with their peers in their own communities unless, in very exceptional circumstances, that is not in their best interest.

The staged intervention process provides a coherent framework for meeting pupil needs. Information on how the authority supports children and young people with additional support needs within this process is available in leaflet form from all schools within the authority and on [www.clacksweb.org.uk](http://www.clacksweb.org.uk). For advice and/or further information please contact Yvonne Wright, Service Manager Support for Learning, Kilncraigs, Alloa, FK10 1EB.

### **Alva Academy aims:**

- to help deal with individual pupils' difficulties as identified by pupils/parents/teachers;
- to help individual departments to create a differentiated curriculum which will allow all pupils to achieve their full potential;
- to help pupils access the curriculum and communicate with the use of technology;
- to monitor and support pupils of all abilities within the classroom setting;
- to help pupils overcome temporary barriers to learning, e.g. extended period of absence.
- To help pupils with social and emotional needs

Members of the Additional Support Needs team are available for consultation and discussion on any problems arising and will help in an appropriate manner.

## **ASD provision**

Alva Academy hosts an authority provision for children and young people with Autistic Spectrum Disorder. The aim of this is to provide a curriculum which meets the needs of each individual child and young person, in addition to providing opportunities for mainstream inclusion and socialisation where appropriate. This is managed and led by Mrs Y Hill, Principal Teacher of ASD.

## **INCLUSION**

The Education (Additional Support for Learning) (Scotland) Act 2004 was amended in 2009. The 2009 Act strengthens the duties placed on Clackmannanshire and Stirling Education Service to identify and meet the additional support needs of children and young people. We continue to do this through the Staged Intervention process.

The 2009 Act clarifies the definition of additional support needs and increases the rights of parents and young people in respect of requesting assessments, making placing requests as well as access to the Additional Support Needs Tribunal for Scotland (ASNTS). The Act also places a duty on Clackmannanshire Council to provide access to mediation and dispute resolution services free of charge to parents who have made a successful placing request from another Authority.

The Act now deems all Looked After Children to have additional support needs unless the education authority determines otherwise. Clackmannanshire Council has procedures in place to assess these needs through the Staged Intervention process, as with all children and young people who may require additional support.

Information and leaflets for parents, carers and young people can be found on the Council's website <http://www.clackswab.org.uk/learning/asl/>

Leaflets include

- Additional Support for Learning – a Guide for Parents
- Additional Support for Learning – Resolving Differences

More information on The Education (Additional Support for Learning) (Scotland) Act 2009 is provided by 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 through:

- A telephone helpline – 0845 1232303
- An email enquiry service – [info@enquire.org.uk](mailto:info@enquire.org.uk)
- Two websites -  
[www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners)  
[www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) (for children and young people)

Enquire also provide a range of clear and easy to read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

The Scottish Government have a duty to provide an advocacy service to parents and young people following a reference being made to the Additional Support Needs Tribunal for Scotland (ASNTS). Ministers have also agreed that the advocacy service should also provide support for parents and young people from the time they have grounds to make a reference to the ASNTS. It will be a national service and available to parents and young people on request and free of charge.

This service will be provided through a partnership between Barnardo's and the Scottish Child Law Centre. The two organisations will work together to deliver lay and legal advocacy for parents and young people. The service will focus on non legal representation, but where appropriate in complex cases, legal representation will be available. For further information on this National Advocacy service please contact the Scottish Child Law Centre:

- Telephone: 0131 6676333
- Email: [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk)

- Web: [www.sclc.org.uk](http://www.sclc.org.uk)

Clackmannanshire and Stirling Council Education Service is committed to working in partnership with all parents and carers of children and young people with additional support needs and seeking their views on all aspects of the support provided in educational establishments. We encourage parents to contact the school/establishment in the first instance if there are any queries or concerns, and we will always try to resolve any difficulties as soon as possible.

Further information on how support for learning is organised in Clackmannanshire is available by contacting either the school, or the ASN team at Viewforth: telephone 01786 442668 or e-mail [additionalneeds@stirling.gov.uk](mailto:additionalneeds@stirling.gov.uk).

## RAISING ACHIEVEMENT

Alva Academy is committed to raising pupil achievement and promoting rigour in pupils' learning. Initiatives underway to promote achievement include:

- The use of Incas and Midys tests to provide benchmarks for pupil progress.
- Regular homework which is recorded in the Pupil Planner. Parents/carers and Form teachers are expected to sign the planner.
- Supported study which runs at lunchtime and after school and is open to all pupils.
- Targeted support and monitoring procedures.
- Regular assessment during courses.
- Revision and training in exam technique and practice.
- Regular involvement with parents regarding progress, homework, assessment results and course choice.
- A reward system which recognises commitment and effort.
- A visual display of pupil achievement on boards and screens throughout the school which is regularly updated.

## SCHOOL RULES

Parents and carers are requested to acquaint themselves with the basic rules and regulations governing the day-to-day running of the school. (These are in addition to those set out in the Classroom Code of Conduct).

### a. General

All pupils are encouraged to:

- Work to the best of their ability so that they may gain maximum benefit from their studies.
- Be punctual at all times and attend regularly.
- Wear school uniform.
- Dress or insignia of anti-social groups will not be tolerated.
- Eat only at lunch and interval, no chewing or eating in class or in corridors. Appropriate Medical evidence required for exceptions to this rule. Drinking **water** is permitted in classes but in a responsible manner.
- Chewing gum is not allowed at any time.
- Take part in the wide range of sporting and social activities available.

- Keep the school clean and tidy by using the litter bins provided.
- Be well behaved and polite to all staff and visitors as well as each other.

**b. Valuables**

- No valuables other than watches should be brought to the school. This includes mobile phones, ipods etc which should not be brought to school.
- It is regrettable that, while every effort is made to recover lost or stolen articles belonging to pupils, **the Authority does not provide insurance cover and the school cannot accept liability for their loss or damage.** All pupils are encouraged to take good care of their personal property.
- All items of school uniform, sports kit etc. should be clearly marked with the pupil's name and class.

**c. Out of School Activities**

- School rules apply to all out of school activities.
- School uniform must be worn on out of school activities unless otherwise stated.

**d. Personal Safety on School Transport**

It is vital that all observe a strict code of behaviour on the buses and on their way to the buses. There will be an orderly queue formed on every occasion with no pushing. Bus staff will at all times be given polite and civil co-operation from pupils. Failure to observe these rules will, without exception, lead to the withdrawal of the season ticket until further notice. In such cases the parents/carers of the pupil concerned will be liable for the payment of all bus fares to and from school pending a decision by the Head of Education, to whom written application must be made by the parents/carers.

**e. Smoking**

Smoking is forbidden within and around the school grounds. Pupils breaking this rule will be subject to school disciplinary procedures. Smoking is also forbidden on school transport. Pupils are made aware of the dangers of smoking during their Personal and Social Education programme and in other subject areas, but clearly it is vital that parents should also discourage this habit.

**f. Buildings**

The buildings at Alva are open from 0800 until 1600 and, for pupils involved in extra curricular activities after school, until 1800. Before the start and after the finish of the school day, pupils using the buildings are subject to the direction of the Head Janitor and his staff.

**g. Jewellery**

Jewellery should be discreet and in line with Health and Safety regulations. Large ear rings are dangerous and therefore unacceptable. Items of body piercing can be dangerous and have to be removed for PE.

**h. Mobile Phones**

Mobile phones should not be brought to school. In any instances that parents/carers feel that there is a need for their daughter/son to bring a mobile phone to school, the Year Depute Head Teacher should be provided with a note from the parents/carers explaining this need. If the Year Depute Head Teacher grants permission for the mobile phone to be brought to school, parents/carers must emphasise to their child that the phone should be used in an emergency only, and that it must always be switched off in class. In emergencies, parents/carers can contact pupils through the school office and pupils can contact home through the school. It is essential that all emergency information be routed through the school reception, so that relevant staff will be aware of any implications for pupils, and, therefore, be able to assist where appropriate. The use of Mobile phones / personal devices for educational use will be reviewed in the coming session.

## SCHOOL UNIFORM

School uniform is essential in assisting us to develop the proper atmosphere in Alva Academy. It puts all pupils on an equal footing preventing rivalry in dress. Moreover, the wearing of uniform contributes to maintaining and improving standards of work, play and general behaviour as well as creating a positive impression amongst members of the public and potential employers. Uniform helps develop a sense of belonging to, and pride in the school.

In addition to this, it offers the school and its community the opportunity to identify quickly pupils of Alva Academy, helping us to maintain a safe and secure environment. School Uniform is defined as **"items of clothing which visibly identify the wearer as a pupil of Alva Academy"**.

The minimum requirement for school uniform at Alva Academy is as follows:

- S5/6 pupils are required to wear blazer, white shirt (long or short sleeves) and tie. Plain black dress trousers or skirt and black shoes.
- Pupils in S1 to S4 should wear white shirt (long or short sleeves) and school tie, black dress trousers or skirt and black shoes. Pupils may also wear a black v-neck sweatshirt, a plain black v-neck sweater or cardigan. Pupils should wear a black outer jacket.
- Items of clothing with the school badge are available from Scotcrest in Alva.
- School ties must be visible and worn up to the collar.

Scarves, hoodies, sweaters etc. supporting football teams, pop groups or current crazes as well as designer label clothes are not appropriate and should not be worn as part of everyday clothing. **Hoodies, denim jackets, jeggings/leggings without skirts and displays of jewellery are not permitted. Only full length plain black dress trousers are suitable for school i.e. shorts, culottes, jeans, three quarter length are not permitted.** School uniform receives a high profile in the Academy, with form and class teachers being asked to monitor regularly the wearing of the uniform. The Senior Management Team will encourage pupils to wear school uniform whilst attending school and while representing the school elsewhere.

If you feel you are unable to support the school in this matter, please let the Head Teacher know so that this information can be passed on to the appropriate members of staff. A school uniform brochure is available from the school office.

## **Physical Education**

The Physical Education programme includes football, rugby, hockey, gymnastics, basketball, volleyball and swimming.

For health reasons a change of kit is essential for every PE lesson, a plain white or black top and shorts are to be worn. If preferred plain tracksuit bottoms can be worn. Please note previous advice on jewellery.

## **SCHOOL SECURITY**

Clackmannanshire Council aims to provide a safe and healthy environment for all pupils, staff and other school users. Safety and school security have been a key focus since 1997 when the Council involved all school and school communities in the preparation of safety and security action plans. Since then, these plans have been implemented in a systematic way. Work undertaken in school has included:

- the creation of a one door entry system during normal school hours
- the installation of electronic door locking mechanisms
- the erection of signs directing visitors to the single door entry point
- the introduction of an entry procedure for visitors including the issue of security visitor passes
- the introduction of staff identification passes
- the strong encouragement given to the wearing of school uniform

Your cooperation and assistance in complying with school access arrangements is greatly appreciated as the safety of pupils and staff is at the heart of this programme.

### **Visitors**

All visitors/parents are required to sign in and out at the school reception. Visitors' passes are to be clearly displayed at all times.

### **Lockers**

All pupils are given the opportunity to rent lockers. Lockers can be rented for 1 year or for the full school lifetime of a pupil. Rental includes a deposit which is returned at the end of the pupil's school career. A letter giving details of locker provision and an application form will be circulated to prospective pupils in the summer term.

## **SCHOOL POLICIES**

The school also has policies on the following which are available on the website:

Equal Opportunities Policy  
Substance Abuse  
Sexual Health  
Anti-bullying

## **WATER FOUNTAINS**

The school has water dispensing machines which pupils can use to fill up water bottles which they may bring to school. It is important that water bottles are washed on a regular basis in the interest of hygiene.



## **CLACKMANNANSHIRE COUNCIL INFORMATION**

### **SCHOOL HANDBOOKS - INFORMATION FOR PARENTS**

**Welcome to Clackmannanshire Council Education Services.**

#### **Head of Service Foreword**

Education is key to every child's future and enables us to create a fairer and more inclusive society, to promote economic success and to secure positive life chances for all.

The Education Service wants all children and young people growing up in Clackmannanshire to be safe and happy, to enjoy good health, to be listened to and respected, to engage in a wider range of active learning opportunities and to achieve positive outcomes.

The Education Service will realise this ambition by putting children and young people first, by promoting inclusion and by delivering a high quality service.

We are committed to raising standards of achievement and attainment within a context of lifelong learning. To do this requires effective teaching and learning in order to meet learners' needs and to tackle the barriers which may prevent success. This commitment is reflected in the Stirling and Clackmannanshire Education Service Strategic Plan 2014-2017,  
<http://www.clacksweb.org.uk/site/documents/education/educationservicestrategicplan/>.

The Education Service attaches great importance to life long learning, giving children the best possible start in life and supporting children as they progress from nursery to school and beyond.

The needs of our children and young people will be best met by working effectively together with parents, partners and public services.

We place a very high value on raising children's confidence and sense of self-worth. Giving them experiences of success is critically important. This is fully consistent with Curriculum for Excellence through which we aim to support children and young people to develop as confident individuals, effective contributors, successful learners and responsible citizens.

We want parents to be involved in their children's learning. The Parental Involvement Act aims to strengthen parental involvement in education and to provide a flexible system for parental engagement and representation.

Our key priority is to help all people in Clackmannanshire to succeed, especially our children and young people. We will work tirelessly to support learners, their families, staff and our wider communities to adopt high ambition and a "can do" attitude in order to realise this.

**David Leng**  
**Head of Service**  
**Clackmannanshire and Stirling Councils**  
**November 2014**

## **COUNCIL INFORMATON**

“Several support services are readily available to the school. Clackmannanshire and Stirling Education Service provide advice and support regarding overall issues of quality and effectiveness. Other services provide advice and/or assistance about how best to meet the needs of an individual child or group of children. Staff from the Primary and Secondary Schools Support Service offer experience in working with children with social, emotional or behavioural difficulties; staff from Psychological Services provide assessments of and support for a range of pupil needs; and the school can link with social services over matters of family and child welfare. Attendance and Welfare staff support pupils’ attendance at school”.

### **School Health Service**

NHS Forth Valley fulfils a statutory obligation to provide a health service for all school-age children in Clackmannanshire. The aim of the service is to make sure that all children are in the best possible health to benefit from their education and to provide the Education Authority with advice about the spread of infections and the promotion of good health. This service is provided by staff from Forth Valley Primary Care NHS Trust.

During P1 parents will be asked to complete a health questionnaire and will be given the opportunity to ask to meet the named nurse for the school. Vision Screening is carried out at pre-school by a specialist service. Hearing is no longer screened in school but any concerns about your child’s hearing should be discussed with the school doctor who can arrange a fast track referral to the audiology department. During their time at school, children are offered various immunisations and parents are asked for written consent for these.

Parents and school staff, with parental consent, can request a consultation with the school doctor at any time.

### **School Dental Inspections**

The NHS in Scotland runs a programme of dental inspections of children in Primary 1 and Primary 7.

The aims of the National Dental Inspection Programme (NDIP) are:

- To inform individual parents/carers of the dental health/oral health status of their children.
- To provide Scottish Government and NHS Boards with information on trends in dental disease in children in order to monitor oral health and plan dental services.
- To support dental attendance in those children who are found to have need of dental care.

For more information on NDIP please visit the website: [www.ndip.scottishdental.org/about/](http://www.ndip.scottishdental.org/about/)

### **Childsmile**

Your child may attend a school participating in the Childsmile Programme. Childsmile is a national programme designed to improve the oral health of children in Scotland, and reduce inequalities, both in dental health and access to dental services.

For further information on Childsmile visit the website: [www.child-smile.org](http://www.child-smile.org)

## **Clinics**

From time to time children may have clinic appointments (eye clinics, dentist, doctor, etc) during school hours. Please let the school know about these visits and arrange for your child to be collected. For personal safety reasons, children are not allowed out of school during school hours unless accompanied by a responsible adult or unless written permission to do so has been given by the parent or carer.

## **Infectious Diseases**

Colds, flu and gastro-enteritis are the most common infections affecting children of school age. Keep your child off school in the early stages of flu and while they still have diarrhoea. Help them understand how to prevent picking up and spreading such infections. For advice about early detection and treatment for other infectious diseases e.g. chickenpox and mumps, consult your GP or Health Visitor.

The School Health Service can be contacted at:-

Clackmannanshire Community Healthcare Centre  
Hallpark  
Sauchie  
FK10 3JQ

## **Community Nursing Team**

Joan Gracie  
Public Health Nurse  
Clackmannanshire Community Healthcare Centre  
Hallpark  
Sauchie  
FK10 3JQ  
Tel: 01259 290195

Linda Rickard  
Clackmannanshire Community Healthcare Centre  
Hallpark  
Sauchie  
FK10 3JQ  
Tel: 01259 290195

Theresa Cranston  
Clackmannanshire Community Healthcare Centre  
Hallpark  
Sauchie  
FK10 3JQ  
Tel: 01259 290195

## **Head Lice**

Head lice are spread through head to head contact at home, while playing or in school. Regular combing of your child's hair using a head lice detection comb is the best way to

catch this possible problem at an early stage. The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment requires two applications of treatment lotion seven days apart. If this is not followed correctly then re-infection is likely.

Advise all family members and close friends of your child to check and treat only if live lice are found. Don't be shy about advising others of this possible problem as you would tell family and friends about other infections which might affect them. Regular combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect and then treat speedily. Further advice can be obtained from the Health Board head lice leaflet which is available in all schools and health centres and also the Education Services leaflet "Frequently Asked Questions", which is available in schools.

## Inclusion

The Education (Additional Support for Learning) (Scotland) Act 2004 was amended in 2009. The 2009 Act strengthens the duties placed on Clackmannanshire and Stirling Education Service to identify and meet the additional support needs of children and young people. We continue to do this through the Staged Intervention process.

The 2009 Act clarifies the definition of additional support needs and increases the rights of parents and young people in respect of requesting assessments, making placing requests as well as access to the Additional Support Needs Tribunal for Scotland (ASNTS). The Act also places a duty on Clackmannanshire Council to provide access to mediation and dispute resolution services free of charge to parents who have made a successful placing request from another Authority.

The Act now deems all Looked After children to have additional support needs unless the education authority determines otherwise. Clackmannanshire Council has procedures in place to assess these needs through the Staged Intervention process, as with all children and young people who may require additional support.

Information and leaflets for parents, carers and young people can be found on the Council's website <http://www.clacksweb.org.uk/learning/asl/>

Leaflets include

- Additional Support for Learning – a Guide for Parents
- Additional Support for Learning – Resolving Differences

More information on The Education (Additional Support for Learning) (Scotland) Act 2009 is provided by 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 through:

- A telephone helpline – 0845 1232303
- An email enquiry service – [info@enquire.org.uk](mailto:info@enquire.org.uk)
- Two websites -  
[www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners)  
[www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) (for children and young people)

Enquire also provide a range of clear and easy to read guides and factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

The Scottish Government have a duty to provide an advocacy service to parents and young people following a reference being made to the Additional Support Needs Tribunal for Scotland (ASNTS). Ministers have also agreed that the advocacy service should also provide support for parents and young people from the time they have grounds to make a reference to the ASNTS. It will be a national service and available to parents and young people on request and free of charge.

This service will be provided through a partnership between Kindred Advocacy Service and the Scottish Child Law Centre, known as "Let's Talk". The two organisations will work together to deliver lay and legal advocacy for parents and young people. The service will focus on non legal representation, but where appropriate in complex cases, legal representation will be available. For further information on this National Advocacy service please contact the Scottish Child Law Centre:

- Telephone: 0131 667 6333
- Email: [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk)
- Web: [www.sclc.org.uk](http://www.sclc.org.uk)

Some literature still refers to the previous partnership between the Scottish Child Law Centre and Barnardo's and this will be updated shortly.

Clackmannanshire and Stirling Council Education Service is committed to working in partnership with all parents and carers of children and young people with additional support needs and seeking their views on all aspects of the support provided in educational establishments. We encourage parents to contact the school/establishment in the first instance if there are any queries or concerns, and we will always try to resolve any difficulties as soon as possible.

Further information on how support for learning is organised in Clackmannanshire is available by contacting either the school, or the ASN team at Kilncraigs: telephone 01259 452441 or e-mail [asn@clacks.gov.uk](mailto:asn@clacks.gov.uk)

## School Clothing Grants 2016 - 2017 Session

School age children whose parents are receiving one of the following benefits have an automatic entitlement to a grant to assist with the purchase of school clothing, provided all necessary proof is shown. **You must also be in receipt of child benefit.**

- Income Support
- Income-based Job Seekers Allowance
- Income-based Employment and Support Allowance
- Child Tax Credit where NO Working Tax Credit is payable and income is less than £16,010 (as assessed by Inland Revenue)
- Maximum Working Tax Credit and Child Tax Credit with an income below £6,420
- An asylum seeker in receipt of support under Part VI of the Immigration and Asylum Act 1999

Application forms can be obtained from schools, CAP Offices and the Council Offices at Kilncraigs; also by accessing <http://clacksweb/dyna/clothgrant>

Application forms for the 2016/2017 academic session are issued in June 2016 and the closing date for all applications is 31 December 2016.

## Free School Meals 2016 - 2017 Session

School age children whose parents are receiving one of the following benefits have an automatic entitlement to free school meals, provided all necessary proof is shown. **You must also be in receipt of child benefit.**

- Income Support
- Income-based Job Seekers Allowance
- Income-based Employment and Support Allowance
- Child Tax Credit where NO Working Tax Credit is payable and income is less than £16,010 (as assessed by Inland Revenue)
- Maximum Working Tax Credit and Child Tax Credit with an income below £6,420
- An asylum seeker in receipt of support under Part VI of the Immigration and Asylum Act 1999.

If you think you qualify please contact the Business Support Team on 01259 452499 for further information.

Pupils registered for free school meals are also eligible for free milk and for free breakfast, whether or not they take a school lunch.

Application forms can be obtained from schools, CAP offices and the Council Offices at Kilncraigs; also by accessing <http://clacksweb/dyna/clothgrant> . Application may be made at any time during the session.

## Education Maintenance Allowance 2016 – 2017 Session

Education Maintenance Allowance (EMA) is a weekly allowance of £30 per week (dependent on household income) payable to pupils during term time.

EMAs will apply to all eligible secondary school pupils whose birthday falls between 1 March 1995 and 28 February 2000 who are willing to participate in an approved learning agreement at school for a minimum of 21 hours per week and 100% attendance has been achieved.

Application forms can also be downloaded from <http://clacksweb/dyna/ema>

## School Transport

Clackmannanshire Council has a *Home to School* Transport Policy, which is summarised below. A full copy of the policy is available from Education Services.

The Education Service ensures that schools, parents and pupils are properly informed of their respective responsibilities in relation to the operation of an efficient and effective home to school transport service.

Free home to school transport is provided generally either:

- when a child lives a long way from his or her catchment area school.
- when a child has Additional Support Needs.

Free transport may be provided by:

- service bus, using season tickets
- contract hire vehicle
- parental transport contract

For secondary pupils, entitlement is as follows:

any pupil resident in the catchment areas of Menstrie PS, Tillicoultry PS, Strathdevon PS, Muckhart PS and Coalsnaughton PS.

***NOTE: All entitlement to transport is subject to policy change by the Council.***

### **Moving home or changing school**

If your child receives free home to school transport and you move to a new home or change school, you must inform the Education Service, so that the transport entitlement can be reassessed.

If you move to a new home and you think your child might have become entitled to free home to school transport, please complete a School Transport Application Form, which is available from the school, and send it to us at the address on the form. An assessment will be carried out and, if your child is eligible for free home to school transport, you will be notified of arrangements as quickly as possible.

### **Placing Requests**

Remember, children who attend school as a result of a successful placing request are not eligible for free home to school transport. However, if there is a vacant seat available on a vehicle providing transport for eligible children, then a non-eligible child may be given a seat on a concessionary basis. Please contact the Education Service for details.

### **Behaviour on school transport**

The majority of pupils who use school transport are well behaved. It is unacceptable if a child or young person misbehaves to such an extent that they endanger others as well as themselves. Any misbehaviour that is likely to put the safety of any person at risk or repeated low grade misbehaviour, may lead to transport provision being withdrawn.

## **Transport and Additional Support Needs**

Children may be entitled to free home to school transport because they have additional support needs. These needs may be short or long term. For example, a pupil with a broken leg may require transport on a short-term basis; a child whose family becomes homeless may require transport on a short-term basis until the family is re-housed. Children with physical or learning disabilities may need home to school transport for the whole of their school career.



The Education Service manages home to school transport for children with additional support needs.

Contract hire vehicles including taxis and minibuses provide most, but not all, transport for children with additional support needs. Only drivers who have been checked through Disclosure Scotland are used.

Some children who receive transport because they have additional support needs require the services of an Escort. Clackmannanshire Council maintains a bank of Relief Escorts, who provide cover in the event of absence of permanent staff. If you are interested in becoming a Relief Escort, or would like to learn more, please see the Relief Escort job details on Clacksweb [www.clacksweb.org.uk](http://www.clacksweb.org.uk) .

## **Attendance**

Clackmannanshire Council is committed to working with parents, children and other agencies to ensure that all children enrolled at its schools attend regularly.

All children are likely to be absent from school at some time in their school career. However, persistent poor attendance is disruptive to the individual and to the work of the class and may be an early warning of other difficulties.

Where there are genuine reasons for non-attendance, the authority will work with agencies to ensure that the child's education is continued by means other than school attendance.

The Council's and school's staff overwhelming concern is for the welfare of children. Parents who fail to secure an adequate education for their children, for example by failing to secure regular attendance are in breach of their statutory duty.

Unfortunately, some absences may be condoned or even actively encouraged by parents. This is not acceptable and where this is found to be the case, the Authority will use all powers at its disposal to ensure that children attend school regularly.

The procedures that the Council and school have put in place are aimed at ensuring the welfare of all its pupils. Parents are asked to help by co-operating with these procedures.

Clackmannanshire Council actively discourages taking children out of school during term-time for family holidays because of the disruption that it causes to the education of individuals and class groups. Schools cannot give parents permission to do this and, except in the most exceptional of circumstances, such absences will be treated as unauthorised. However, it is helpful for schools to know of such absences in advance and schools may be able to offer advice to you on projects that your child can undertake while on holiday that will promote learning while the child is out of school.

## **Employment of Children**

*Clackmannanshire Council recognises that experience in the workplace is advantageous to many young people; that their earnings may contribute to household income and that businesses benefit from the input from young people in the workplace. However, the restrictions imposed by the byelaw are intended, not to prevent young people working, but to protect them from exploitation and danger and to help ensure that they are able to take advantage of educational opportunities offered to them.*



*The Council has in place a byelaw governing the employment of children in Clackmannanshire. The byelaw was made on 19<sup>th</sup> November 2001, in exercise of the powers conferred on the Council by sections 28(2) and 30(2) of the Children and Young Persons (Scotland) Act 1937. A child, in this case, is a young person below the statutory school leaving age. The byelaw complies with relevant EU legislation. A copy of the document is available from [www.clacksweb.org.uk](http://www.clacksweb.org.uk).*

*The byelaw lists employment prohibited to children of any age. This includes delivering milk, working in a commercial kitchen and selling door to door, unless under the supervision of an adult. The byelaw further defines permitted employment for children of 13 years of age; permitted employment for those aged 14 and over; employment before school and the requirement for employment permits.*

*Separate legislation applies to licensed premises.*

*Under the byelaw, employers of children under the statutory school leaving age are required to apply to the Council for an employment permit for each child employed. Application has to be made within one week of employment commencing. The Council may revoke the child's employment permit "if it has reasonable grounds to believe that the child is being unlawfully employed or that his health, welfare or ability to take advantage of his education are suffering or likely to suffer as a result of the employment. A child must produce his employment permit for inspection when required to do so by an authorised officer of the authority or a police officer."*

*The Council's Attendance and Welfare Officers administer the applications for Employment Permits. If you have any queries about the employment of children, please contact your school's Attendance and Welfare Officer on 01259 452000 or through [www.clacksweb.org.uk](http://www.clacksweb.org.uk)*

## **INSURANCE COVER**

### **Public Liability**

There is in force a Public Liability Cover in the name of Clackmannanshire Council, which would operate in respect of any third party claim for injury or damage to property arising out of the Council's activities. This is a Liability policy and, as a result, negligence on the part of the Local Authority or their employees resulting in loss or injury must be established.

### **Pupils' Property**

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen in school. As a parent you should be aware of the following points:-

- a) Clackmannanshire Council's policies do not automatically provide cover for personal property left within the school or other Council premises.
- b) Most Home Insurance Policies give some measure of cover for personal effects out of the home for the policy holder and his family but pupils are strongly discouraged against bringing expensive personal items to school.
- c) It is suggested that you should ensure that personal possessions cover is in place to provide additional individual personal cover.

## Summary of Policy

**Insured Persons:** Organisers, participants, members, employees and others travelling on authorised excursions or trips organised by or under the auspices of all employees of the Insured.

### Insured Risk(s) and Benefits

1.	Adult	Under 18 years
a) Death (Excursion)	£20,000	£20,000
b) Permanent Total Disablement	£20,000	£20,000
c) Permanent Partial Disablement	Proportionate based on Continental Scale'.	
Aggregate Limit	£15m with £25m re aircraft accidents	
2. Medical Expenses (outwith UK only)	unlimited	unlimited
3. Baggage and Personal Effects	£5,000	£5,000

Excursion/Trip Insurance  
(Schools, Services to People and other Services of the Council)

**Insurer**                      AIG

4. Money	£5,000	£5,000
5. Cancellation	£10,000	£10,000
6. Personal Liability	£5,000.000	£5,000.000

**Territorial Limits**   Worldwide

For full details, please consult the Council's Policy for Educational Excursions

## COMPLAINTS

You can complain in person, by phone, email or by letter. We regard a complaint as any expression or dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.

### Who can complain?

Anyone can complain who is the parent or legal guardian of a child or a person authorised to complain on his/her behalf. For example, a child's grandparent who is not the legal guardian needs authority from the child's parent or guardian. This would normally mean a note to show that the person responsible for the child had agreed.

## **What can't I complain about?**

Here are some things we can't deal with through our complaints procedure:

- A routine first time request for a service or action – e.g. informing the school that your child told you she is being bullied and asking them to resolve this.
- Requests for compensation from the Council.
- Things that are covered by a right of appeal, e.g. Exclusion from school which has its own statutory process. In these cases we will give you information and advice to help you.

We have a 2 stage complaints procedure.

### **Stage One - Frontline resolution**

In the first instance please complain to your child's school or nursery, telling them as much as you can about the complaint, what has gone wrong and what you want them to do to resolve the matter. A senior member of staff, either the Head Teacher or depute head, will be responsible for looking into complaints. Heads are senior managers with a high level of responsibility for your child's learning and welfare and able to look into most matters. However, the Head Teacher may refer the Stage One complaint to Education Services centrally, e.g. if it is about the conduct of the Head Teacher or too complex to be dealt with at front-line service level.

The school or nursery will give you our decision at Stage One within 5 working days or fewer unless there are exceptional circumstances. If we need further time we will ask you to agree an extension of up to 5 further days. If the Stage One complaint has been referred to Education centrally your response will come from there.

### **Stage Two – Investigation**

If you are dissatisfied with your Stage One response you can move to Stage Two. Stage Two deals with 2 types of complaints: those not resolved at Stage One and those not appropriate for Stage One, for example the conduct of a Head Teacher or too complex for a Head Teacher to deal with.

To move to Stage Two, you should contact the Head of Education and ask for a formal investigation under Stage Two. You can do this by e-mail ([lengd@stirling.gov.uk](mailto:lengd@stirling.gov.uk)), phone (01786 233182), letter (Teith House, Kerse Road, Stirling, FK7 7QA) or in person. Or you can ask the Head Teacher of the school or nursery to move the complaint to Stage Two on your behalf.

### **When using Stage Two:**

- We will acknowledge your complaint within 3 working days.
- You will be contacted by the Investigating Officer for your complaint, who will usually meet you to confirm: the detail of your complaint, what you want to achieve, and if your expectations are achievable. In some cases, e.g. your complaint has been made in writing and is clear, there may be no need to meet. It is helpful if you

present any evidence that you can offer in support of your complaint, e.g. contact details for witnesses, reports from other professionals etc. if appropriate.

- We will write to you confirming the details of your complaint, what you want to achieve, and what the investigation can cover.
- We will give you a full, written response to the complaint as soon as possible and within 20 working days. If our investigation takes longer than 20 working days we will agree revised time limits with you and keep you updated on progress.

After we have fully investigated your Stage Two complaint, if you are still dissatisfied with our decision or the way we dealt with your complaint you can ask the [Scottish Public Services Ombudsman](#) (SPSO) to look at it.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure.
- Events that happened or you became aware of, more than a year ago.

## **EQUALITIES**

Clackmannanshire Council has developed Council-wide policies for diversity, race, disability and gender equality, which aim to ensure that all Council employees are aware of their responsibilities to ensure that no child or young person will receive a less effective service on grounds of ethnicity, disability, or sexual orientation.

## **PARENTAL INVOLVEMENT**

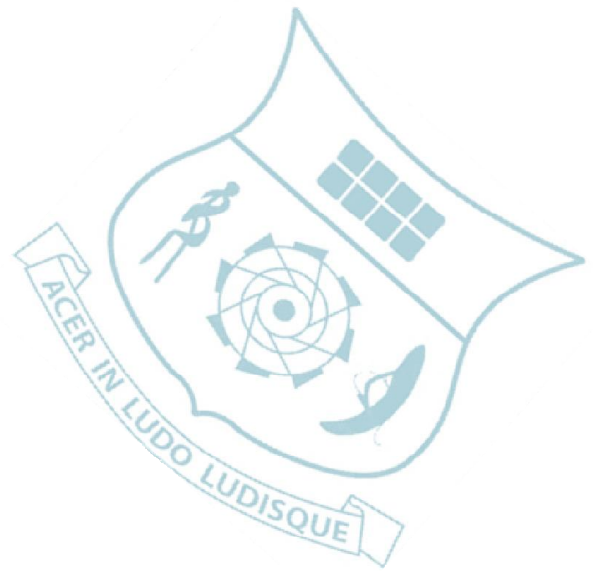
Alva Academy and supporting services can benefit from developing positive and active partnerships with our parents/carers by involving them in decisions including information sharing, discussions, open events and focussed sessions on developing the core messages.

The better the information that Alva Academy provides to parents/carers, the more they can support their children's learning and the school. Information that parents share with Alva Academy can assist teachers in adapting their teaching to suit the learning styles of pupils and take account of any particular issues that may exist.

Everyone who is a parent, as defined in terms of the Schools (Parental Involvement) Act 2006 has rights under the right to receive advice and information about their child's education, general information about the school, to be told about meetings involving their child.

<http://www.scotland.gov.uk/Resource/Doc/148166/0039411.pdf>

# Alva Academy



## Examination Results 2013-14 & our Wider Achievements



## Examination Results

We are, of course, very proud of the academic achievements of our students at Alva Academy and we are naturally very pleased with our pupils' performance in the 2012-2013 examinations. It is important to highlight that this is the last year in which results will be reported in this format. Scottish Government and its partners are developing a new tool from August 2014 to analyse, compare and improve the performance of pupils in the senior phase of Curriculum for Excellence. The new tool will contain a range of measures, some being national measures others being tailored for use at local level.

As you review this leaflet we wish to stress to parents that they represent only one aspect of the school's many activities and experiences. As a school we value and encourage all kinds of achievement. The development of our pupils into socially responsible, grounded and rounded, self-disciplined individuals is every bit as important as their academic success.

### SQA qualifications

What we mean by the following performance measures :-

- 5+@ level 3 or better = 5 or more passes at Access 3
- 5+@ level 4 or better = 5 or more passes at Intermediate 1
- 5+@ level 5 or better = 5 or more passes at Intermediate 2
- 1+@ level 6 or better = 1 or more pass at Higher
- 3+@ level 6 or better = 3 or more passes at Higher
- 5+@ level 6 or better = 5 or more passes at Higher
- 1+@ level 7 or better = 1 or more pass at Advanced Higher

### S4 Results

**Please note that these are aggregated results from S3 & S4**

5+ @ level 3 or better (%)			5+ @ level 4 or better (%)			5+ @ level 5 or better (%)		
10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13
98	101	102	94	90	95	49	40	42

## S5 Results

1+ @ level 6 or better (%)			3+ @ level 6 or better (%)			5+ @ level 6 or better (%)		
10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13
54	65	52	30	34	30	11	15	12

## S6 Results

3+ @ level 6 or better (%)			5+ @ level 6 or better (%)			1+ @ level 7 or better (%)		
10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13
39	44	50	23	28	31	26	27	27

## Whole school patterns

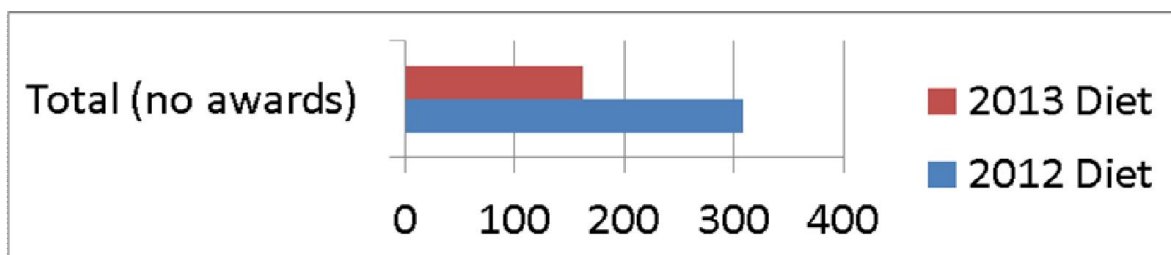
- This year has maintained the consistent pattern of pupils achieving above national pattern and performing well against comparator schools.
- **In S4** two of the above measures are well above the national pattern and lie in the top 25% of comparator schools while one measure is above the national pattern and lies in the upper 50% of comparators. School is above its comparators on most whole school measures.
- **In S5** Two measures are in the upper 50% of comparator schools.
- **In S6** The three measures are well above the national pattern. Two of the measures lie in the top 25% of comparator schools, one lies in the upper 50%.
- Attainment of pupils most at risk of missing out is very good with the total points achieved for by these young people is above comparator (early presentation supported this).



- Attendance above national and local average.
- Exclusion in line with national.
- As the table below shows positive leaver destinations is in line with comparators.

<b>(Initial Destination Percentages)</b>												
YEAR	Total Leavers	HE	FE %	Training %	Employment %	Agreement % Vol Wk %	Act Seeking %	Unempl Seeking %	Unempl Not Seeking %	Not Known %	% Pos	% Other
2011-2012	<b>163</b>	39.3	25.2	3.7	19.0	0.6	1.8	8.0	2.5		<b>89.6</b>	10.4
2012-2013	<b>174</b>	37.9	22.4	5.2	24.1	1.1	1.1	7.5	0.6		<b>92.0</b>	8.0

- Follow up action has reduced by half the number of pupils who ended up with NO AWARDS .



- 25% reduction in pupil days lost to holidays.
- **Reduction in punctuality.**

