Kilwinning Academy strives to be an ambitious, successful school, based on the principles of nurture. We are welcoming, supportive and inclusive. Academic and vocational achievements are recognised and celebrate.
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</tr>
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</tr>
</tbody>
</table>

Ambition  Belonging  Dedication  Inspiration  Respect  Responsibility
Dear Parent/Carer

Welcome to Kilwinning Academy.

This handbook is designed to give you an insight into our school, its aims, values and achievements. It will also provide you with information about the educational opportunities we offer your child.

As a school, we value parental involvement. Working together will help to ensure that your child will develop a depth of knowledge and a range of essential skills through their active participation in the learning experiences we provide, both inside and outside of the classroom. It is our aim to support young people to achieve the highest standards of attainment, develop an array of skills and participate in the various wider achievement opportunities.

We recognise that each young person has their own learning needs and we aim to “Get it Right for Every Child” through our nurturing approach and partnership working with you and other appropriate support agencies. This partnership has already started through our work with Primary colleagues and other specialists to deliver an appropriate and enjoyable transition.

The promotion of positive behaviour underpinned by our school values is integral to the positive relationships we seek to foster. We offer a multiplicity of extra-curricular activities both within the internal and external community. Our numerous achievements have served to enhance our reputation within the locale and across North Ayrshire Council.

Regards / Dùrachdan

Tim Swan
Head Teacher
PUPIL LEADERSHIP TEAM

School Captains

School DUX

Arran House

Bute House

Cumbrae House

Pupil Leadership Team
EDUCATION AND YOUTH EMPLOYMENT DIRECTORATE

What we want to achieve

Our Overall Aim

- Ensuring people have the right skills for learning, life and work.

Our Priorities

- We are reducing inequalities and delivering improved outcomes for children and young people
- High quality learning and teaching is taking place in our establishments
- Self-evaluation and performance improvement are embedded throughout our schools and central support teams
- Levels of attainment and achievement are improving for all learners
- High numbers of our young people are entering positive and sustained post-school destinations

Important Contacts and North Ayrshire Council Values

Head of Service (Inclusion)
Caroline Amos
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 324416

Head of Service (Learning, Teaching & Curriculum)
Andrew McClelland
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 324413
SECTION 1: SCHOOL INFORMATION

Vision, Values and Aims

The school listens to the views of young people, parents/carers and staff. These views help shape our vision, values and aims.

Vision:

*Kilwinning Academy strives to be an ambitious, successful school, based on the principles of nurture. We are welcoming, supportive and inclusive. Academic and vocational achievements are recognised and celebrated.*

Values & Aims:

The school works in partnership with stakeholders to develop the four capacities in all young people. This allows them to develop into successful learners, confident individuals, responsible citizens and effective contributors. We believe that our values of Ambition, Belonging, Dedication, Inspiration, Respect and Responsibility should be evident in all aspects of life both within the school and wider community.

We ask that staff and pupils have high expectations and work in partnership to achieve the very best outcomes for our young people.

<table>
<thead>
<tr>
<th>Value</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambition:</td>
<td>To be the best we can be.</td>
</tr>
<tr>
<td>Belonging:</td>
<td>To foster a shared sense of commitment to our school community.</td>
</tr>
<tr>
<td>Dedication:</td>
<td>To believe that success comes through effort and to demonstrate every day.</td>
</tr>
<tr>
<td>Inspiration:</td>
<td>To have experiences which ignite our passion for learning.</td>
</tr>
<tr>
<td>Respect:</td>
<td>To celebrate our differences and treat one another with kindness and compassion, caring for our mental, emotional and physical wellbeing.</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>To be accountable for our words, actions and our learning.</td>
</tr>
</tbody>
</table>
Kilwinning Academy
Dalry Road
Kilwinning
North Ayrshire
KA13 7HD
Telephone: 01294 551316
Fax: 01294 552980
Twitter: @Kilwinning_Acad
E-mail: kilwinning@ea.n ayrshire.sch.uk
Web Site: http://www.scottishschools.info/kilwinningacademy/

Kilwinning Academy has a school roll of 875 pupils and attracts a number of placing request each year. Almost 60% of our young people are living in areas of social and economic deprivation and as such in the session 2019/20 we will be targeting support through the Attainment Challenge Fund and the Pupil Equity Fund from the Scottish Government.

The school works in partnership with our five cluster primaries (Abbey, Blacklands, Corsehill, Pennyburn and Whitehirst Park), Ayrshire College and a number of agencies to support the development of our young people into successful learners, confident individuals, responsible citizens and effective contributors and by doing so support their transition into work, life or further education.

We believe that our values of Ambition, Belonging, Dedication, Inspiration, Respect and Responsibility should be evident in all aspects of life both within the school and wider community. Staff, parents and carers as asked to have high expectations and support young people, in any way they can, to achieve their full potential which will ultimately result in a sustainable positive destination. Strong relationships between young people, staff and parents/carers enhance the positive ethos across the school.

To improve the outcomes for young people the school takes account of the opportunities available from within the community and beyond and has a focus on preparing learners for life, work or further education. In order to achieve this, the school has identified five improvement priorities and incorporate the priorities promoted in the National Improvement Framework. These priorities are listed in the School Improvement Plan 2019-2020.

The National Improvement Framework priorities are:

- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in attainment, particularly in literacy and numeracy.
- Improvement in children and young people’s health and wellbeing.
- Improvement in employability skills and sustained positive school-leaver destinations.
### School Layout

<table>
<thead>
<tr>
<th>Floor</th>
<th>A Block</th>
<th>B Block</th>
<th>C Block</th>
<th>D Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td></td>
<td>Home Economics</td>
<td>Art &amp; Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Computing &amp; Business Education</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>Pastoral Support</td>
<td>Carers Adviser</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Skills</td>
<td>Pastoral Support</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Force</td>
<td>Learning Support</td>
<td>Modern Languages</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Nurse</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Ground</td>
<td>Cadets</td>
<td>Business Officer</td>
<td>Mathematics</td>
<td>Assembly Hall</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>Janitors</td>
<td>Technical</td>
<td>Cafeteria</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>Medical Room</td>
<td></td>
<td>Dining Hall</td>
</tr>
<tr>
<td></td>
<td>Modern Studies</td>
<td>Meeting Rooms</td>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Religious Education</td>
<td>Photocopy Room</td>
<td></td>
<td>Physical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reception</td>
<td></td>
<td>Education</td>
</tr>
</tbody>
</table>
The School Day

Please note that registration will be taken every period by the Class Teacher. Discrepancies will be actioned with immediate effect. If your child cannot be located at the school, you will be contacted either by telephone or by text message from the school's Groupcall System.

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Warning Bell</td>
<td>08.45</td>
<td>Every day begins with a warning bell at 8.45 am with Personal Support / Registration starting at 8.50 am.</td>
</tr>
<tr>
<td>Registration</td>
<td>08.50 - 09.00</td>
<td>On a Monday and Tuesday, the school has 7 periods and closes at 15.50 (Long Day).</td>
</tr>
<tr>
<td>1</td>
<td>09.00 - 09.50</td>
<td>On a Wednesday, Thursday and Friday the school has 6 periods and closes at 15.00 (Short Day).</td>
</tr>
<tr>
<td>2</td>
<td>09.50 - 10.40</td>
<td></td>
</tr>
<tr>
<td>Interval</td>
<td>10.40 - 10.55</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10.55 - 11.45</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>11.45 - 12.35</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>12.35 - 13.20</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>13.20 - 14.10</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>14.10 - 15.00</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>15.00 - 15.50</td>
<td></td>
</tr>
</tbody>
</table>

Cluster School Contacts

Abbey Primary
Claremont Crescent
Kilwinning
KA13 7HG
Headteacher - Mrs S Hamilton
Tel No 01294 552251

Blacklands Primary
David's Crescent
Kilwinning
KA13 6JJ
Headteacher - Mrs S Lauder
Tel No 01294 552626
www.blacklands.northayrshireschools.co.uk

Corsehill Primary
McGavin Avenue
Kilwinning
KA13 7LW
Headteacher - Mrs W Rose
Tel No 01294 552418
www.corsehill.northayrshireschools.co.uk

Pennyburn Primary
Sundrum Place
Kilwinning
KA13 6SE
Headteacher - Ms J MacLaren
Tel No 01294 552807
www.pennyburn.northayrshireschools.co.uk

Whitehirst Park Primary
Stevenson Road
Kilwinning
KA13 6NQ
Headteacher - Mrs L Robertson
Tel No 01294 554538
www.whitehirstpark.northayrshireschools.co.uk

Ambition  Belonging  Dedication  Inspiration  Respect  Responsibility
<p>| Staff List |
|---|---|---|
| <strong>Mr T Swan</strong> | Head Teacher | Senior Leadership Team |
| Mrs A Cruickshank | Depute Head Teacher | Cumbrae House |
| Mrs T Mair | Depute Head Teacher | Bute House |
| Mrs L Sloan | Depute Head Teacher | Arran House |
| <strong>Mrs G Aitken</strong> | Faculty Head | Art &amp; Design and Technical |
| Mrs L Black | Teacher | Art &amp; Design |
| Miss Grzybek | Teacher | Art &amp; Design |
| Miss McLucas | Teacher | Art &amp; Design |
| Mrs C Rennie | Teacher | Art &amp; Design |
| Mr T Rennie | Teacher | Art &amp; Design |
| Mr L Cowan | Teacher | Technical |
| Miss S Fleming | Teacher | Technical |
| Mrs L Findlay | Teacher | Technical |
| <strong>Mr G Wylie</strong> | Faculty Head | Computing &amp; Business Ed. |
| Mrs C Bain | Teacher | Business |
| Mrs K Geoghan | Teacher | Business |
| Mrs G Wallace (PT RA) | PT Raising Attainment | Computing |
| Mrs L Wilson (PT Data) | PT Data | Business |
| <strong>Ms G Lyall</strong> | Faculty Head | Health and Wellbeing |
| Mr C McHarg | Teacher | Physical Education |
| Ms L McKinlay | Teacher | Physical Education |
| Mrs J Randall | Teacher | Physical Education |
| TBC | Teacher | Physical Education |
| <strong>Ms L Armour</strong> | Faculty Head | Languages &amp; Literacy |
| Mrs C Allison | Teacher | English |
| Mrs A Chalmers | Teacher | English |
| Miss N Hume | Teacher | English |
| Mrs E Needham | Teacher | English |
| Mr D McArdie | Teacher | English |
| Mrs A O’Donnell | Teacher | English |
| tbc | Teacher | English |
| Mrs J Hill | Teacher | Modern Languages |
| tbc | Teacher | Modern Languages |
| <strong>Mr J Crozier</strong> | Faculty Head | Maths, Music &amp; Numeracy |
| Mr C Hynds | Teacher | Mathematics |
| Miss A Lepick | Teacher | Mathematics |
| Mrs L Hoynes | Teacher | Mathematics |
| Mr R McNeil | Teacher | Mathematics |
| tbc | Teacher | Mathematics |
| Mrs C Galvin | Teacher | Music |
| Miss M Johnston | Teacher | Music |
| Mrs P Latta | Teacher | Music |</p>
<table>
<thead>
<tr>
<th>Mrs K Chalmers</th>
<th>Faculty Head</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr C Butterworth</td>
<td>Teacher</td>
<td>Biology &amp; Chemistry</td>
</tr>
<tr>
<td>Mrs L McNeil</td>
<td>Teacher</td>
<td>Biology</td>
</tr>
<tr>
<td>Mr Goodwin</td>
<td>Teacher</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Miss J Miller</td>
<td>Teacher</td>
<td>Biology &amp; Chemistry</td>
</tr>
<tr>
<td>tbc</td>
<td>Teacher</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Mr McAllister</td>
<td>Teacher</td>
<td>Physics</td>
</tr>
<tr>
<td>Mr A Smith</td>
<td>Teacher</td>
<td>Physics</td>
</tr>
<tr>
<td>Mrs K McEwan</td>
<td>Faculty Head</td>
<td>Social Subjects &amp; RME</td>
</tr>
<tr>
<td>Ms S Dick</td>
<td>Teacher</td>
<td>Geography</td>
</tr>
<tr>
<td>Mrs E McKie</td>
<td>Teacher</td>
<td>Geography</td>
</tr>
<tr>
<td>tbc</td>
<td>Teacher</td>
<td>Geography</td>
</tr>
<tr>
<td>Mrs C Grace</td>
<td>Teacher</td>
<td>History &amp; Modern Studies</td>
</tr>
<tr>
<td>Miss D Provan</td>
<td>Teacher</td>
<td>Modern Studies</td>
</tr>
<tr>
<td>Mr M Griffin</td>
<td>Teacher</td>
<td>RME</td>
</tr>
<tr>
<td>Mr D Neilson-Bell</td>
<td>Teacher</td>
<td>RME</td>
</tr>
<tr>
<td>Pastoral Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs E James</td>
<td>Principal Teacher</td>
<td>Pastoral</td>
</tr>
<tr>
<td>Mrs J Murray</td>
<td>Principal Teacher</td>
<td>Pastoral</td>
</tr>
<tr>
<td>Ms S Lindsay</td>
<td>Principal Teacher</td>
<td>Pastoral</td>
</tr>
<tr>
<td>Mr Colville</td>
<td>Principal Teacher</td>
<td>Pastoral</td>
</tr>
<tr>
<td>Miss J Miller</td>
<td>Principal Teacher</td>
<td>Pupil Support</td>
</tr>
<tr>
<td>Mrs E Adyn</td>
<td>Classroom Assistant</td>
<td>Pupil Support</td>
</tr>
<tr>
<td>Mrs R Gibson</td>
<td>Teacher</td>
<td>Pupil Support</td>
</tr>
<tr>
<td>Mrs I Gordon</td>
<td>Classroom Assistant</td>
<td>Pupil Support</td>
</tr>
<tr>
<td>Mrs R Grant</td>
<td>Classroom Assistant</td>
<td>Pupil Support</td>
</tr>
<tr>
<td>Mrs G Harte</td>
<td>Classroom Assistant</td>
<td>Pupil Support</td>
</tr>
<tr>
<td>Mrs L Lewis</td>
<td>Classroom Assistant</td>
<td>Pupil Support</td>
</tr>
<tr>
<td>Mrs J MacDougall</td>
<td>Teacher</td>
<td>Pupil Support</td>
</tr>
<tr>
<td>Mrs A McBreen</td>
<td>Teacher</td>
<td>Pupil Support</td>
</tr>
<tr>
<td>Ms K McKillop</td>
<td>Teacher</td>
<td>Pupil Support</td>
</tr>
<tr>
<td>Mrs C Shields</td>
<td>Classroom Assistant</td>
<td>Pupil Support</td>
</tr>
<tr>
<td>Mr P Tomelty</td>
<td>Classroom Assistant</td>
<td>Pupil Support</td>
</tr>
<tr>
<td>Mrs S Walters</td>
<td>Classroom Assistant</td>
<td>Pupil Support</td>
</tr>
<tr>
<td>Support Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs C Jamieson</td>
<td>Education Business Officer</td>
<td></td>
</tr>
<tr>
<td>Mrs C Alexander</td>
<td>Education Assistant</td>
<td></td>
</tr>
<tr>
<td>Mrs J McDermott</td>
<td>Education Assistant</td>
<td></td>
</tr>
<tr>
<td>Mrs P Paterson</td>
<td>Education Assistant</td>
<td></td>
</tr>
<tr>
<td>Mrs H Roberts</td>
<td>Education Assistant</td>
<td></td>
</tr>
<tr>
<td>Mrs A Torbit</td>
<td>Education Assistant</td>
<td></td>
</tr>
<tr>
<td>Mrs H Hamilton</td>
<td>Technician (Senior)</td>
<td></td>
</tr>
<tr>
<td>Mrs S Stuart</td>
<td>Technician (Science)</td>
<td></td>
</tr>
<tr>
<td>Miss D Wood</td>
<td>Technician (IT)</td>
<td></td>
</tr>
<tr>
<td>Mr S Usher</td>
<td>Technician (Technical)</td>
<td></td>
</tr>
<tr>
<td>Mr G Moore</td>
<td>Active Schools Coordinator</td>
<td></td>
</tr>
<tr>
<td>Mrs E Connor</td>
<td>Area Inclusion Officer</td>
<td></td>
</tr>
<tr>
<td>Mrs L Rodden</td>
<td>Careers Advisor</td>
<td></td>
</tr>
<tr>
<td>Mrs C Hodge</td>
<td>School Nurse</td>
<td></td>
</tr>
<tr>
<td>Mr S O’Reilly</td>
<td>Janitor (Senior)</td>
<td></td>
</tr>
<tr>
<td>Mr D Heminsley</td>
<td>Janitor</td>
<td></td>
</tr>
<tr>
<td>TBC</td>
<td>Librarian</td>
<td></td>
</tr>
</tbody>
</table>
School Holidays and In-Service Dates 2019-2020

Teachers will return to school for an In-Service Day on Friday 16 August 2019.
Pupils will return to school on Monday 19 August 2019.

Please Note:
The start date for session 2020-2021 for teachers is Monday 17 August 2020 with pupils returning Tuesday 18 August 2020.

Pupils attendance will be 190 days after deducting 5 in-service days.
SECTION 2: SCHOOL PROCEDURES

School Security

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the use of a visitors' book, badges and escorts while visitors are within the school building. Anyone parent/carer or visitor at a school for any reason will be asked to report to the school office. The school staff will then make any necessary arrangements in connection with the visit to the school.

It is the policy of the school that any member of staff will approach a visitor and ask for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate your support in carrying out all of the above measures.

Positive Relationships

The school is committed to developing a nurturing approach and promoting positive relationships. Like every community, our school is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care.

Our expectations of behaviour for children and young people are high. Some children may require additional support in relation to their behaviour, and the school will work positively with the young person and the parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

North Ayrshire Council is committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties and which promotes healthy relationships that enable better behaviour and better learning.

The school has a code of conduct to ensure the safety and well-being of all and parents are asked to support the school fully in this matter.

Absence from school premises at breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and this includes taking reasonable care of pupils' safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that all pupils should not leave the school grounds at intervals. On Health & Safety grounds the school requires all new S1 pupils to remain on the school grounds until January 2021 to acclimatize to the new surroundings – parents wishing their child to go home for lunch should request this writing to the school.

Parents should encourage their children to follow these rules in the interests of safety.
Rights
All members of our school community have the right to feel safe, respected and happy. In addition, young people have the right to learn and teachers have the right to teach.

All young people in our school are responsible for:
- Demonstrating dedication to their learning.
- Demonstrating respect for themselves and others, including the property of others.
- Making the most of the opportunities presented to them in school.
- Following school rules; procedures in relation to uniform; attendance and positive behaviour.
- Demonstrating our school values at all times.

Teachers in our school are responsible for:
- Providing well prepared, relevant and engaging learning experiences to inspire and motivate young people.
- Being a positive role model in demonstrating our school values and taking a positive, solution-focused approach to managing relationships in school.
- Being fair and consistent.
- Ensuring that the needs of all learners are met.
- Making appropriate and timely interventions.
- Ensuring that they develop themselves professionally as part of the CPD process.
- Adhering to the GTCS Standards for Full Registration in their daily practice.

Restorative Approaches
Reparation of relationships is a key intervention and the school promotes a ‘Restorative Approach’ to repair relationships. It should be noted that all parties must willingly participate in this approach if improvement in relationships is to be achieved.

“Restorative Practices are fundamentally rooted in a philosophy. They are not templates. It is this philosophy which ought to guide the way we act in our dealings with others.”

(Ted Waechter)

The Scottish Government
Golden Rules for a Happy School

As a school, we have agreed to abide by a code of behaviours known as our ‘Golden Rules for a Happy School’. These relate directly to our school values and are on display in every classroom as well as being displayed around the school.

They are:

**Ambition**
I set challenging targets in my learning and do everything I possibly can to achieve or even surpass those targets, including learning on my own and with others.

**Belonging**
I help others feel part of Kilwinning Academy by being friendly, respecting them and including them.

**Dedication**
I contribute as best I can to my learning, sticking to the task, especially when I find it difficult.

**Inspiration**
I am enthusiastic and motivated in each lesson so that others are inspired to be the same.

**Respect**
I listen closely to instructions and explanations at all times and adhere to all reasonable requests.

I understand that we are all different and celebrate our differences, ensuring there is a place for everyone in our school.

I aim to treat everyone in a fair and equal way in our school.

**Responsibility**
I choose to give my very best effort in every learning situation, I am prepared to work and remain focused and ‘on task’ at all times.
School Dress Code
It is the policy of North Ayrshire Council to support the introduction of a reasonable and flexible dress code in schools in its area. The Council encourages each school to adopt its own code, after consultation with parents and pupils. The Council believes that establishing a school dress code has many benefits. These include improvements in safety, security, positive behaviour and community spirit and a decrease in bullying and in expense for parents.

The Council will support schools in encouraging and helping pupils to conform to the chosen dress code. Some types of clothing will not be allowed at school in any circumstances, for reasons of safety, decency or wellbeing. Types of clothing which will not be allowed include:

- Clothes which are a health or safety risk or may damage the school building
- Clothes which may provoke other pupils or are offensive or indecent
- Clothes which encourage the use of alcohol or tobacco
- Leggings or shorts / jumpers that are not plain black
- Shirts/blouses that are not plain white or cannot be buttoned up to the neck.
- Wellington boots and similar type footwear are only appropriate during inclement weather.

All items of clothing should be clearly labelled with the child's name in case of loss. It is appreciated that parents and pupils are distressed over the occasional loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items of clothing or personal belongings are not brought to school.

The school has listened carefully to the requests from young people and some parents and have agreed to allow the wearing of black skinny trousers and black denim styled trousers for all (S1-S6) pupils. In return, we ask that Senior Phase pupils wear black shoes rather than training shoes as they prepare for the world of work and BGE pupils wear dark trainers.

All items of clothing should be clearly labelled with the child's name in case of loss. It is appreciated that parent/carers and pupils are distressed over the occasional loss of pupils' clothing and/or personal belongings. Parents/carers are asked to assist in this area by ensuring that valuable items of clothing or personal belongings are not brought to school.

All pupils should wear the following:

- A white, buttoned-up, collared shirt or blouse
- A plain black jumper or cardigan that still allows the tie to be seen
- Black trousers or black skinny trousers, black denim or skirt (no leggings or shorts)
- Senior Phase pupils should wear smart dark footwear and not trainers
- BGE pupils are allowed to wear either dark shoes or dark trainers
- BGE or Senior Phase tie pushed up to meet the collar and visible at all times
- School bag to carry books, jotters, PE Kit, packed lunch, etc
- Senior Phase pupils should wear their school blazer on all occasions (a jacket may be used on top of the blazer during inclement weather.
PE UNIFORM

- Shorts or tracksuit trousers
- Suitable sports top
- Suitable footwear to support physical activity and limit the possibility of injury.

Pupils who forget kit will be provided with clean clothing which they can borrow for that period. Clothing **not** suitable for PE:

- Vest tops or cropped tops
- Club football shirts or strips
- T-shirts with offensive slogans

**Personal Belongings**

It is appreciated that parents and pupils may be distressed over the occasional loss of pupil’s clothing and/or personal belongings. Parents are asked to assist by ensuring that valuable items of clothing or personal belongings are **not** brought to school and especially into the PE changing rooms.

*Please Note: The authority does not carry insurance to cover the loss of such items.*

**Mobile Phones**

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils whose mobile phones disrupt lessons can have them confiscated until the end of the school day. Pupils are asked to collect any confiscated phones from their Head of House. Repeated disruption may result in phones being uplifted by a parent.

Inappropriate use of text messages and/or photographs/recordings (video and audio) whilst in school may be treated as a breach of the school’s code of conduct which could be referred to the police.

**School Meals (prices subject to change for August 2019)**

Kilwinning Academy offers a range of hot and cold meals, alongside a selection of freshly made sandwiches, baguettes and paninis. A selection of fresh fruit, yoghurts, home baking and salads is available daily. There are arrangements in place for children who would prefer to eat a packed lunch. The canteen is supervised at all times by members of the Senior Management Team and staff volunteers.

The food on offer is great value for money – menus comply with the Scottish Government’s Schools (Nutrition and Health Promotion) (Scotland) Act. A meal deal is currently available for £2.05 with individual meal prices ranging from £1.10 to £2.05 depending on the pupil’s choice.

The school is also open for breakfast from 8.00 am where a range of breakfast food and drinks are available. Morning break service is also available every day from 10.40 am – 10.55 am.

North Ayrshire schools operate a unique identification pin. Pupils can add money to their account using the machines provided. Pupils receiving free meals will have £2.05 loaded on to their card each day. Daily allowances do not carry forward. Pupils are encouraged to take up their full entitlement. The meals are planned to offer a healthy diet for the children. Please inform us if your child has any specific allergies.
Information in Emergencies

We make every effort to maintain a full educational service but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or re-opening. We will keep you in touch by using letters, texts (where possible), NAC website, notices in local shops and community centres, announcements in the press and West FM.

Should you have doubts about deteriorating conditions during the day, it may be advisable to contact the school. Parents should ensure that the school is aware of the emergency arrangements made for their child and have a responsibility to update us with contact numbers.

Images of Young People

At Kilwinning Academy, we keep a range of photographic and video data which serves to record memories for former pupils, parents/carers and staff when they visit us. From time to time we also feature in the local press and we have also appeared on National Television. The authority has a policy on the use of images of young people. You will be asked to read this when your child enrols and to clarify your consent with regard to the publication of images of your child.

Use of the Internet

As part of the grid for learning, we allow our young people supervised access to the internet and e-mail. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material. This filtering system is regularly upgraded. We have a policy for use of the internet and a contract for responsible use, parents/carers and young people are asked to sign up to this.

Road Safety

The safety of pupils is of utmost importance to us. We monitor our young people leaving the school premises through CCTV as well as having various support staff at the front of the school at times when our young people are entering or leaving the buildings.

We ask parents/carers, who are drivers, for their care and support when driving or parking at or near the school (especially in the car park near bell times). It should be noted that pupils at the school are not permitted to take driving lessons during the school day since the school are legally responsible for individual’s safety during schools hours.

Personal Safety

North Ayrshire Council provides insurance cover for young people relative to its liability for any acts of negligence. Where required activities both curricular and extra-curricular are risk assessed to ensure that safest practices are in place and regularly reviewed.

The council’s insurance cover does not extend to awards of compensation for damage as a result of such accidents (unless negligence can be proved) and it is essential that parents/carers are aware of this. Insurance cover for young people to guarantee compensation for non-attributable personal accidents is a matter for parental decision and arrangements. Parents/carers may wish to seek further advice on the availability of such insurance cover from their personal insurance agent or broker.
Evacuation Procedures

Kilwinning Academy has an organised evacuation procedure which is practised throughout the session by staff and young people. All young people entering S1 are walked through the evacuation procedures when they arrive at the school by their Pastoral Support teacher. All young people are regularly reminded of the dangers which may occur when exiting the building during an evacuation.

Each room in the school has an evacuation notice on the wall to remind staff and young people of the agreed route to exit the building. The evacuation process is revisited after each evacuation to identify any improvements.

Listening and Learning

It is the policy of North Ayrshire Council to try to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership.

We are therefore very interested in feedback of all kinds, whether it is compliments, suggestions or complaints. If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and helps us keep in touch.

If, in particular, you have a complaint about the school please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the home/school relationship. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- It is helpful if complaints are made initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- If you are not satisfied with our response then you still have the right to take up the matter further with the Executive Director of Education and Youth Employment at Cunninghame House, Irvine KA12 8EE (01294 324400).
- You should also note that you have the right to raise unresolved concerns with your local councillor MSP/MP.
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in helping to deal with issues of general concern. However, parents are advised that individual, more personal complaints are not appropriate for raising via parent councils due to the need for appropriate confidentiality.
SECTION 3: FOOTWEAR, CLOTHING, FREE SCHOOL MEALS & TRANSPORT

Footwear and Clothing Grants

Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants’ monthly income must not exceed £610.00, however, some parents earning more than this may still be eligible. Parents who still receive Income Support, Income based Job Seeker’s Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit only (with income under £16,105), Working Tax Credit or Housing Benefit may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council’s Welfare Reform Team on 0300 99 4606 or the Council Contact Centre on 01294 310000 for further advice. Information and application forms may be obtained from schools.

Free School Meals

Children of parents receiving job seeker’s allowance or income support are entitled to a free midday meal and free milk. Parents and Carers should contact 01294 310000 for further information.


School Transport Policy

North Ayrshire Council has a policy of providing free transport to all primary pupils who live more than two miles from their catchment area school by the recognised shortest safe walking route or through the link attached below:

www.north-ayrshire.gov.uk/Forms/EducationalServices/free-school-transport.doc

These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at other times throughout the year but may be subject to delay while arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where places are available and no additional costs are incurred.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the Council's limits (see above section). It is the parents’ responsibility to ensure that their child arrives at the pick-up point on time. It is also the parents’ responsibility to ensure that their child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehaviour can result in children losing the right to free transport. Please see attached link to the Council’s School Transport Policy:

SECTION 4: SCHOOL REGISTRATION, ENROLMENT AND ATTENDANCE

Registration and Enrolment
Parents of pupils who have moved to the area or who wish their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit to the school.

In the case of pupils transferring from associated primary schools, parents will receive the appropriate information from the Head Teacher of the primary school.

The school works in partnership with all associated primaries to ensure a smooth transition. This includes the sharing of information and teachers visiting the primaries to work with the pupils prior to their arrival. In addition, the pupils will visit the school in November of their Primary seven year and return in June, where they follow their new timetable for two days.

Parents are welcome to contact the Head Teacher at any time by visiting or telephoning the school.

Attendance at School
It is the responsibility of parents of children of school age to educate their child(ren). Most do this by ensuring that their child(ren) attend(s) school regularly.

Attendance is recorded every period of the day. Absence from school is recorded as authorised, unauthorised or temporarily excluded.

Parents are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for the absence. If there is no explanation from a child’s parents, the absence will be regarded as unauthorised.

Every effort should be made to avoid family holidays during term time as this both disrupts the child’s education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

The school will investigate unexplained absence, and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children’s Panel, if necessary.
Placing Request Procedures

Any parent who lives outside of the school’s catchment area but wishes to send their child to Kilwinning Academy must complete a ‘Placing Request Form’ for each child involved. A Placing Request application can be made ‘Online’ with North Ayrshire or by returning a completed application form to North Ayrshire, an application form is available from:


If you apply for a Placing Request before 15 March for the following school session you will be notified in writing by 30 April. Decisions on midsession applications will be made within 28 days of receipt. As soon as a decision has been made you will be notified of the result in writing. If your placing request is successful, you will be asked to contact your chosen school to arrange enrolment. An appeals process is in place if you are unsuccessful.

Further information on this process is available from North Ayrshire Education and Youth Employment Department: Tel No: 01294 324400

Late-coming

The school day begins with an 8.45 am warning bell. A second bell will ring at 8.50 am to indicate the start of lessons, therefore, all pupils are expected to be in class ready to learn for 8.50 am, anytime after this means that your child is late to school. School lessons (after lunch) will begin promptly at 1.20 pm any pupil arriving after this time will be asked for a Late Slip.

Any young person arriving late into the school, at morning and after lunchtime must report to the ‘Late Desk’ located at the side entrance, next to the front Reception where they will be registered and issued with a late slip to hand to their Class Teacher. If any pupil arrives so late to school that the ‘Late Desk’ is closed, then the pupil should report to the ‘Reception’ where a late slip will be issued.

It is recognised that disruption to learning and teaching by entering late into a class can have a detrimental effect not only on the individual who is late but on the rest of the class.
Transitions

Pupils joining Kilwinning Academy from our Cluster schools will be allocated to a class based on evidence gathered from our extensive Transition and Enhanced Transition Programmes. Multiple discussions between Primary colleagues and the appropriate Secondary staff (Principal Teacher of Pastoral Support/Learning Support/Depute Head Teacher) will aid the class allocation process.

Please see our school website for our comprehensive transition programme which includes activities such as: Dalguise outdoor learning residential, Transition roadshow, GIRFEC event, Social Responsibilities event, Numeracy Challenge, Rotary Quiz, Health and Wellbeing taster, Next Generation Concert, Science taster. The Community Learning and Development team play an integral role in this process.

Any young person joining the school as a result of a move into the area or of a placing request will be allocated a class which would best suit their learning needs.

Structure of Classes

Kilwinning Academy operates a House System where young people joining the school will be allocated to either Arran, Bute or Cumbrae House. Each House Group has a Support Team consisting of a member of the Pupil Support staff, a Principal Teacher of Pastoral Support and a member of the Senior Leadership Team. This approach is known as the ‘School Team Around the Child’ approach.

Within each Year Group, there will be a maximum of two classes for each House Group (depending on school roll). House assemblies will take place fortnightly and will be led by the respective Head of House.

Class Sizes

Classes in S1, S2 and S3 are a mixture of practical and non-practical sections.

Practical classes should contain no more than 20 pupils and include subjects such as:


Non-practical classes in S1 and S2 should contain no more than 33 pupils and include subjects such as:

SECTION 5: CURRICULUM FOR EXCELLENCE

Curriculum Rationale

At Kilwinning Academy, our curriculum aims to transform pupils’ lives through a coherent and progressive learning experience which is inclusive to all. This will be achieved through:

- Pupil engagement and action in reaching a positive destination
- Developing skills for life work and learning
- Interdisciplinary learning

Our young people’s curriculum experience will help to develop their key skills, enhance knowledge and understanding to help them become “well rounded” individuals enabling them to succeed in life. The curriculum structure for S1 – S6 is based on shared values and the belief that every young person can achieve their potential. They should develop positive attitudes to work, as well as contributing positively to the local and wider community.

We aspire to ‘Getting it right for every child’ through realistic and manageable tracking and monitoring of learner progress, coupled with consistency in the quality of each learner’s experience. Interventions will be carried out accordingly.

Curriculum for Excellence

Curriculum for Excellence is the national curriculum for Scottish schools for learners from age 3 to 18. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast-changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland’s unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents/carers across the country to have access to Glow.

Teachers and practitioners will share information to plan a child’s “learning journey” from 3 to 18, ensuring children continue to work with appropriate pace and challenge to allow them to thrive.
Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education where every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life. There is emphasis too on health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom.

Curriculum for Excellence aims to link knowledge in one subject area to another helping learners understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There are new ways of assessing progress and ensuring children achieve their potential. Ultimately, Curriculum for Excellence aims to improve our children’s life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland’s reputation for great education. A Curriculum for Excellence aims to enable young people to meet the four capacities:

- **successful learners**
  - with:
    - enthusiasm and motivation for learning
    - determination to reach high standards of achievement
    - openness to new thinking and ideas
  - and able to:
    - use literacy, communication and numeracy skills
    - use technology for learning
    - think creatively and independently
    - learn independently and as part of a group
    - make reasoned evaluations
    - link and apply different kinds of learning in new situations.

- **confident individuals**
  - with:
    - self-respect
    - a sense of physical, mental and emotional wellbeing
    - secure values and beliefs
    - ambition
  - and able to:
    - relate to others and manage themselves
    - pursue a healthy and active lifestyle
    - be self-aware
    - develop and communicate their own beliefs and view of the world
    - live as independently as they can
    - assess risk and make informed decisions
    - achieve success in different areas of activity.

- **responsible citizens**
  - with:
    - respect for others
    - commitment to participate responsibly in political, economic, social and cultural life
  - and able to:
    - develop knowledge and understanding of the world and Scotland’s place in it
    - understand different beliefs and cultures
    - make informed choices and decisions
    - evaluate environmental, scientific and technological issues
    - develop informed, ethical views of complex issues.

- **effective contributors**
  - with:
    - an enterprising attitude
    - resilience
    - self-reliance
  - and able to:
    - communicate in different ways and in different settings
    - work in partnership and in teams
    - take the initiative and lead
    - apply critical thinking and new contexts
    - create and develop
    - solve problems.

Further Information about Curriculum for Excellence, Benchmarks and the Experiences and Outcomes can be found on the Curriculum for Excellence website:

https://education.gov.scot
Broad General Education (S1, S2 and S3)

The expectations about progression through the curriculum levels are shown in the table.

<table>
<thead>
<tr>
<th>Curriculum Level</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>The pre-school years and P1</td>
</tr>
<tr>
<td>First</td>
<td>To the end of P4</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of P7</td>
</tr>
<tr>
<td>Third, Fourth</td>
<td>S1 to S3 (Fourth level broadly aligns to SCQF level 4)</td>
</tr>
<tr>
<td>Senior Phase</td>
<td>S4 to S6 and college or other means of study</td>
</tr>
</tbody>
</table>

Every young person in Scotland is entitled to experience a Broad General Education (BGE). This broad general education includes outcomes and experiences up to and including the third level and takes place from the early years to the end of S3. It is expected that, in practice, most young people will have completed the third level at some point during S2. Young people at the school will have access to courses which meet their needs, in line with North Ayrshire’s policy on equal opportunities.

At the school, we aim to create a safe, welcoming, nurturing and positive learning environment which encourages pupils, parent/carers, staff and all partners to work together. We aim to celebrate the various achievements of our young people through the local media, school website, twitter, awards ceremonies, assemblies, school colours and parental contact.

In their first three years at Kilwinning Academy, pupils have the opportunity to experience a wide range of subjects. This will provide a balanced but challenging curriculum which aims to meet the needs of the various learners at the school. All pupils will access the core subjects, namely:

- Art
- English
- French
- Geography
- History
- Home Economics
- IT
- Mathematics
- Modern Studies
- Music
- Physical Education
- Religious Education
- Science
- Spanish
- Personal Social Health Education
- Technical Education

In S2 our learners experience an element of Personalisation and Choice through our two periods per week of electives. The electives on offer are: Toy Making, Photography, Slick Science, Fashion and Textiles, BBC Bitesize, Computer Games Development, The Apprentice, building your own Website, The Geography of Football, Wonders of the World, Wars of Religion, the Big Questions/Conspiracy Theories. Feedback shows that our learners enjoy the variety of the electives on offer.

Most pupils, after two years at the school, have developed special interests in certain subjects which they wish to continue into S3. Pupils who have completed Third Level by the end of S2 are encouraged to choose subjects in S3 which they intend to study in S4. For these reasons, pupils entering into S3 will be given an increased opportunity for “Personalisation and Choice” in determining their learner pathway through the BGE and into the Senior Phase.
Spiritual, Moral and Cultural Values

In addition to the Social Education programme, all pupils from S1 to S4 have Religious and Moral Education on their timetable with a majority of S5 and S6 also receiving their entitlement. The main purpose of this is to allow pupils to study religious belief, practice and related experiences on both a personal and global level. In doing so, however, it makes no assumptions whatsoever about the personal commitment of either teachers or pupils to any particular creed or system of religious beliefs.

The school offers Religious Observance assemblies and partnership working with local chaplaincy teams to support the school and pupils which will add depth and breadth to pupil experiences.

Senior Phase – combined (S4/S5/S6) cohort and curriculum structure

Pupils who plan to study in S4, S5 or S6 for session 2018 – 2019 will be asked to select their options from a combined S4, S5 and S6 (single) cohort curriculum structure. This structure is designed to combine increased opportunities for depth of learning from the very start of the senior phase (S4) and provide greater flexibility in the learning pathways on offer to our young people. This means that young people will have an increased opportunity to access subjects and qualifications at a level more appropriate to their learning needs. Partnership working with consortia schools and Ayrshire College will also enhance and enrich the choice of both academic and vocational learner pathways.

Central to the development of this new curriculum model is the integration of a broader range of qualifications, personal achievement awards and other learning experiences designed to develop creativity, employability and skills for learning, life and work. Young people will be supported to plan their learning pathways over the three years of the senior phase, to ensure their learning choices are tailored both to their needs and future aspirations.

All North Ayrshire secondary schools will offer young people in S4 six national Qualifications for session 2018-2019. Mathematics and English are compulsory leaving young people, with the support of the school and parents/carers, to select four other subjects which will provide the best levels of attainment to ensure the best possible outcomes for individuals.

The subjects and levels of study will determine the National Qualifications achieved at the end of S4 and the pathway for future learning. The table below will help you to gain an understanding of the level of qualification your child may undertake, compared to qualifications in previous years.

<table>
<thead>
<tr>
<th>SCQF Level</th>
<th>Old Qualifications</th>
<th>Replaced by</th>
<th>New Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2</td>
<td>Access 1 or Access 2</td>
<td></td>
<td>National 1 or National 2</td>
</tr>
<tr>
<td>3</td>
<td>Access 3</td>
<td></td>
<td>National 3</td>
</tr>
<tr>
<td>4</td>
<td>General / Intermediate 1</td>
<td></td>
<td>National 4</td>
</tr>
<tr>
<td>5</td>
<td>Credit / Intermediate 2</td>
<td></td>
<td>National 5</td>
</tr>
<tr>
<td>6</td>
<td>Higher</td>
<td></td>
<td>National 6</td>
</tr>
<tr>
<td>7</td>
<td>Advanced Higher</td>
<td></td>
<td>National 7</td>
</tr>
</tbody>
</table>
Entry into the National Qualification Courses operating in S4, S5 and S6 will depend to a large extent upon achievement and progress made throughout S1-S3 and then in S4 and S5.

**Young people will be offered a range of qualifications at different levels:**

**National 3 Courses**
Candidates will study Units of work throughout the session. Successful completion of these units will result in the candidate being awarded a “Pass” by the presenting centre. There is no final examination.

**National 4 Courses**
Candidates will study Units of work throughout the session and are asked to complete an Added Value Unit (AVU). Successful completion of these units and the AVU will result in the candidate being awarded a “Pass” by the presenting centre. There is no final examination.

**National 5 Courses**
National 5 course awards will be based on a candidate’s performance in the final external exam and externally assessed coursework. For most courses, there will be an element of graded coursework which could take the form of an assignment, case study, performance, practical activity, portfolio, project or question paper/test. Coursework and the final exam are marked externally. National 5 courses are graded A to D or 'no award'.

The rationale and the most up-to-date information about individual subject qualifications can be found at the SQA website, [www.sqa.org.uk](http://www.sqa.org.uk). It is also necessary that you understand, at this early stage, the possible progression routes that your child may follow as a result of their S4 qualifications.

<table>
<thead>
<tr>
<th>S4 Result</th>
<th>Progression</th>
<th>S5 Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>National 3 pass</td>
<td></td>
<td>National 4 - or another National 3</td>
</tr>
<tr>
<td>National 4 pass</td>
<td></td>
<td>National 5 - or another National 4</td>
</tr>
<tr>
<td>National 5 A–C award</td>
<td></td>
<td>Higher - or another National 5</td>
</tr>
<tr>
<td>National 5 D award</td>
<td></td>
<td>Upgrade or Possible 2 year Higher</td>
</tr>
<tr>
<td>National 5 no award</td>
<td></td>
<td>Repeat or select another National 4/ 5</td>
</tr>
</tbody>
</table>

**National 6 (Higher) Courses**
In order to achieve a Course Award at Higher, learners must pass a Course Assessment and the final examination. Course assessments will continue to be externally marked by SQA or, where appropriate, internally assessed by the school, ensuring continuity with the current qualifications.

The Course assessment will normally be carried out using one or two assessment methods from seven possible types: assignment, case study, performance, practical activity, portfolio, project or question paper/test. Assessments will be appropriate to the subject and level of study. Courses at Higher will be graded A to D, or 'No Award'.

**Ambition**  **Belonging**  **Dedication**  **Inspiration**  **Respect**  **Responsibility**
Advanced Higher and Baccalaureate Courses

The school, depending on uptake will offer a number of Advanced Higher courses as well as the opportunity to access a number of Baccalaureate courses (Modern Languages and Science). These are the highest qualifications accessible to learners at the school and will be offered across the authority as part of a consortia arrangement.

More information about the Options Process will become available to learners and parents/carers shortly after the prelim examinations have taken place in January but parents/carers are welcome to contact the school at any time discuss concerns. Final examinations dates and times will be issued by the school as soon as they become available but they will also be available from the SQA website: [www.sqa.org.uk](http://www.sqa.org.uk) and on the school website.

Assessment and Reporting

Broad General Education and Senior Phase

The progress of all pupils in Kilwinning Academy is monitored formally across the establishment through a structured programme using the Monitoring and Tracking packages provided by Seemis. Assessment is continuous throughout each year with progress being assessed through homework, class exercises, group presentations and various internal assessments.

Tracking reports on progress, behaviour, effort and homework are issued throughout the year. The information produced by staff is then used to provide action statements which are aimed to inform parents/carers and young people on what they must do to improve.

Monitoring and Tracking

Pupils in the Broad General Education (S1-S3) are monitored within each curricular area and their progress recorded in terms of their working levels within CfE. Pupils in the Senior Phase (S4-S6) will be set targets as a result of Learner Conversations with their Class Teacher. These targets are recorded by the learner in their ‘Learner Conversation Target Booklet’. A target is assigned in association with the level of course undertaken. (National 4 through to Advanced Higher or Baccalaureate). The monitoring periods are built into the school calendar and have been determined this session through a consultation process with staff. Careful monitoring of pupil performance and the use of various interventions aim to keep learners working to their potential. Parents/carers will be informed of any concerns or successes as they arise.

Reporting to Parents/carers

Kilwinning Academy aims to provide a number of interim tracking reports, issued to parents/carers at key times throughout the year. This informs parents and carers about their child’s progress. The timing of these reports is linked closely to Parents/carers’ Evenings to provide information over the course of the session. The exact format and dates of issue of these reports will be presented to parents/carers in the August of each new session. Parents/carers are requested to use the new electronic Online Booking System to make appointments for their child’s Parents/carers’ Evening. A letter will be sent to parent/carers prior to each Parents’ Evening and Reporting period with instructions on how to access the appointments and what the various grades represent on the tracking report.
Parents’ Evenings
There will be one scheduled Parents Meeting for S1, S2, S3, S4 and S5/6. There may also be special Information Evenings arranged by the school to share information and to seek your views. The dates and times of these important meetings/events will be shared at the start of the new session and will be available from the calendar on the school website. Parents/carers are requested to attend but if they are unable to do so for whatever reason, then they should inform their child’s Pastoral Support Teacher so that any issues can be discussed further.

Homework
Parents and carers have a very important role in helping their children to get the very best out of school and it is important that they take an active interest in their child's progress at school.

This can be done by:
- encouraging a good work ethic and high standards at all times
- stressing the importance and relevance of what is learned at school
- supporting the school’s policy on homework and positive behaviour

The aim of homework is to:
- reinforce or extend to work in the class
- evaluate the progress and understanding of the learner
- develop further a routine of regular independent study
- provide a regular opportunity to communicate with parents/carers
- encourage parents/carers to be involved in the learning process

The school, with the support of the Parent Council, have introduced the homework software ‘Show My Homework’ which allows you as a parent to become more involved in your child’s learning. The software allows parents/carers access to their child’s online calendar which records homework set by staff in the school. As a parent, you will have access to your child’s homework schedule and will be sent notifications when homework is due and will be kept up-to-date on the progress made with returned homework.

All homework set by the school should adhere to our homework policy, a copy of which can be found on our website or is available from the school on request.
Leadership Roles for Young People

At Kilwinning Academy, we encourage pupils at all stages to become involved in the decision-making process of the school. At present, we have one class representative from all Tutor Groups (S1-S6) attending a combined Pupil Council meeting. It has been agreed that there will be individual year group meetings, when appropriate. The Council discuss a wide range of issues, including Eco-school initiatives, Healthy Eating, School Improvement Planning and the formulation of school policy.

Sixth Year pupils have the opportunity to apply for the posts of School or House Captain and Senior Prefect. Successful applicants will work with other senior pupils to manage the Common Room, assist with the Year Book, Senior Prom and organise various events to raise money for local charities, Eco-school projects and Fairtrade events. Senior pupils will be offered a range of training to develop further their leadership and to allow them to offer something back to the school e.g. Homework Club, Nurture PAL(s), Buddies, Mentors….

Our Leadership programme aims to develop leadership characteristics and promote personal responsibility amongst our young people. The programme is very important to the school as it incorporates the following aspects: a week long residential leadership course, support with the various cluster primary events and participation in the extensive school ‘Transition Programme’. Participants also receive coaching and mentoring support, to help develop aspirations, shape goals and consider opportunities for personal growth. Pupils gain recognition for their voluntary work through the Saltire Award Scheme as well as Duke of Edinburgh.

The school develops the leadership potential in younger learners with the introduction of S3 and S4 Leaders. Young people are invited to put themselves forward to become Young Leaders. A rigorous assessment process is undertaken to identify a group of potential young people who then undergo training in school and at the Arran Outdoor Centre. They have been instrumental in the initiation of clubs to meet the needs of S1 and S2 pupils and in turn, have added real value to the school community. Our mental health ambassadors are in the early stages of raising mental health awareness and reducing stigma.

Charities

The school community is very keen to support good causes, especially those which support our local community. Fundraising activities occur throughout the year, e.g. a Talent Show is organised for the period before the Christmas holidays, coffee mornings and non-uniform days are held two or three times per year. Pupils at the school are responsible for identifying charities and making arrangements for everybody to vote on which of these charities they wish to support.

Young people at the school have embraced this approach to supporting a number of local charities in recent times: Zak Scott Braveheart Foundation, Chloe’s Chemoo Cows, M.S. Ayrshire, the Ayrshire Foodbank, the Beatson Cancer Care, Cash for Kids, and Diabetes UK (Ayrshire Branch), Beautiful Inside & Out to name but a few.
Community Links

Kilwinning Academy is keen to foster strong links and meaningful partnerships with all areas of the local community. We have already taken several steps to achieve this outcome. Many S3 – S6 learners undertake placements in local schools, nurseries, community groups and local businesses.

We welcome all contacts with ‘the world of work’ and are currently able to offer many young people a full week of work experience with a local employer before leaving secondary education. In line with the career education standards, young people are supported to gain a work experience placement that is appropriate to them.

Information on possible careers and further educational opportunities are recurring themes in our Personal and Social Education Programme for all year groups. Guest speakers and appropriate outside organisations are regular contributors to the school – they enrich the quality of learning and teaching. Partners also contribute regularly to several SQA courses which rely heavily on learning through experience, and many local firms and organisations host field trips and study visits.

We have strong links with Kilwinning Sports Club, Kilwinning Rotary, Eglinton Park, Barnardos and links with Abbey Church where our Awards Ceremonies are held each year. This has been well received by the parent/carers, young people, staff and the wider community.

Kilwinning Community Council

Eglinton Park

Kilwinning Old Parish Church
SECTION 6: SCHOOL IMPROVEMENT

Standards and Quality

Whole School Improvement Plan

Schools in North Ayrshire follow a Quality Improvement process designed to highlight strengths and identify areas for improvement. The process is based on the school’s self evaluation process with Heads of Service and Senior Managers involved in at least three formal validation visits each session.

This validation process involves talking to pupils, staff and parents about learning and improvements made by the school. This results in actions for improvement for the school to take forward in their planning process.

In addition, themed reviews are undertaken from time to time e.g. to look and report on the quality of the Broad General Education (3-18) and Senior Phase Education within secondary schools. This process is based upon standards and expectations contained within the following National Standards documentation:

- National Improvement Framework
- How Good is Our School? 4

A Standards and Quality Report and School Improvement Plan are produced on an annual basis by the school. Staff, Parents and Carers, Young People and School Partners play an active role in the development of these key school documents.

The school’s Standard and Quality Report is available on the school website or a copy can be printed out from the school office if requested. The Whole School Improvement Plan for session 2019-2020 will be available from the school as of our return in August 2019.

The feedback letter from the last HMIE school Inspection Dec 2017 can be found in Appendix 1.

If you have any questions about either document please do not hesitate to email the school or contact Mr Swan directly.
SECTION 7: SUPPORT FOR YOUR CHILD

Equalities

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours. Kilwinning Academy does this through a targeted approach involving partners, assemblies, PSHE provision and through the GIRFEC agenda across the school community. An LGBT and supporters’ equalities group run on a Thursday night in ‘The Zone’ – this is facilitated by our Area Inclusion Worker and DHT link.

Equality Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of ‘protected characteristics’. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed via the Scottish Government website via here:

www.gov.scot/Publications/2012/02/7679/3

Child Protection

The Education and Youth Employment Directorate have a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the service must engage in close partnership with parents/carers and relevant agencies, primarily the Health and Social Care Partnership and where appropriate the Scottish Children’s Reporter’s Administration. The Service will work in partnership with a number of levels within the establishment or school within the cluster or local area and through Integrated Children’s Services and Community Health Partnership.

The Standard Circular entitled, “Protecting North Ayrshire Children” provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in the North Ayrshire Child Protection Committee, a multi-agency group which takes the lead role in ensuring that our children and young people are cared for, protected from harm and grow up in a safe environment.

Each school has a named Child Protection Co-ordinator (Mrs L Sloan, DHT) who is the main point of contact for school staff and for external agencies seeking contact with the school on child protection matters. There is an extensive staff-training programme available and, in addition, at the beginning of each school session, all staff receive an update on child protection policies, safeguarding and procedures – a targeted approach is taken with new staff.
Inclusion

North Ayrshire Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences. Kilwinning Academy supports the Inclusion agenda within the school and across the Cluster Primaries through the transition/enhanced transition work and indeed through the support of our Area Inclusion Worker, School Nurse and community learning and development. Our Inclusion Strategy states that:

- An inclusive approach to education supports an ethos of achievement and high expectation, recognises difference, respects these differences and sees differences between learners as opportunities for learning.
- An inclusive approach to education promotes tolerance and a positive understanding of diversity.
- An inclusive approach to education alleviates the barriers to learning, supports the achievement of all and has positive relationships at its heart.

Only in exceptional circumstances would it be deemed lawful to proceed to consider alternative educational planning for a child or young person.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:

- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child’s/young person’s education

The Education (Additional Support for Learning) (Scotland) (2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents/carers. These duties include the need to:

- Identify, assess and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason
- Seek and take account of the views of the child or young person on issues relating to their education
- Engage in helpful partnership working with parent/carers and staff from other agencies

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.
Additional Support for Learning

Any child who needs more or different support to what is normally provided in schools or pre-schools is said to have ‘additional support needs’. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

The Additional Support for Learning Act


Main provisions of the Act

- The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families.

- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.

- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.

- In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan.

Duties under the ‘Additional Support for Learning’ legislation

North Ayrshire must assess any pupil with additional support needs and provide with any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example, by making sure reading is very well taught and that all pupil gets encouragement and support at home we can hopefully reduce later difficulties. Kilwinning Academy operates in accordance with the staged intervention model, a process of early and effective intervention. The transition and enhanced transition processes aid our capacity to support accordingly.

Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help the young person achieve. Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help.
The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in all schools and teachers and others will ask for informal advice on supporting pupils for example on the best way to support a pupil who is having difficulties with reading. If the school wants more detailed individual help then they would talk to you about formally involving the educational psychologist. The educational psychologist can only be involved in seeing your child after seeking your agreement to this.

For a few children and young people, their needs are so complex that professionals from two or more agencies need to work together over a significant length of time to enable the child to benefit from school education.

The authority approach to staged intervention has been updated to take ensure it is line with the Children and Young People (2014) and Additional Support for Learning (2004) (amended 2009) Acts. The aim is to ensure children and young people get the right support at the right time.

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start depends on the particular type of needs but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Detailed advice on transition planning is provided in the Supporting Children’s Learning Code of Practice, which can be accessed at the following link:  


Dispute Resolution Procedures

If you feel that things are not being done properly to support your child then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called ‘Resolving Disagreements’. This booklet will give you ways to make sure your concerns are listened to and addressed.

Further Support

The following organisations are able to provide advice, further information and support to parents of children and young people with ASN.

1. Enquire: Scottish Advice and Information Service for Additional Support for Learning  
   Website: [http://enquire.org.uk/](http://enquire.org.uk/)  
   Helpline: 0345 123 2303  
   Email: info@enquire.org.uk

2. Scottish Independent Advocacy Alliance  
   Website: [www.siaa.org.uk/](http://www.siaa.org.uk/)  
   Telephone: 0131 2605380  
   Email: enquiry@siaa.org.uk

3. Scottish Child Law Centre  
   Website: [http://www.sclc.org.uk/](http://www.sclc.org.uk/)  
   Telephone: 0131 667 6333  
   Email: enquiries@sclc.org.uk
Support within Kilwinning Academy

It is our responsibility to identify the individual needs of pupils, provide appropriate coursework for ability levels and deliver the curriculum through a wide range of teaching methods. Some pupils, however, will not benefit fully from education without additional support and this is provided by the Support Department. A great deal of the work of the Support Department is carried out within the classroom, working closely with the Class Teacher to support pupils and in turn, Support staff run targeted groups to reduce barriers and ensure progression – targeted Literacy, Numeracy, Personal Achievement, Nurture, Confident Girls’ and Resilient Boys’ groups are currently operational – our Area Inclusion Worker also facilitates said, groups.

Pupils at the school are supported through the use of ‘Assistive Technology’. The use of this technology is embedded throughout the school and pupils are accustomed to using technology e.g. to read out passages, check spelling, record spoken word into text etc. This process begins in the Primaries with Kilwinning Academy staff working with identified pupils as part of their transition programme.

Assessment

Assessment is an on-going process of gathering, structuring and making sense of information about a pupil and his/her learning needs, in order to plan more carefully for their learning and teaching. This may be instigated by a Support teacher, a Class Teacher or as a parental request, and may include some diagnostic testing – GL Assessments have been used of late. Assessment data aides professional judgement and allows for effective planning to ensue.

If a pupil has been tested and a specific need has been identified, parent/carers will be notified of subsequent actions and the pupil monitored to ensure support is adequate, properly targeted and effective – this notification will take place at a ‘School Team Around the Child’ meeting. However, you should not hesitate to contact the Principal Teacher of Support if you have any issues or concerns regarding your child’s Additional Support Needs.

Senior Pupils

Senior pupils support in classes as part of their Community Involvement Programme. In addition, the Support Department runs a ‘Buddy Scheme’ which pairs suitable juniors with senior pupils who act as informal mentors. Some pupils require a more specific programme in order to address their learning needs and some are supported as part of our Nurture PAL programme. This may involve individual or small group tuition.

Homework Clubs

Pupil leaders at the school (S3-S6) will offer S1 pupils help with their homework during lunchtime and after school. Teachers will also offer additional support to any pupil struggling to reach their potential. If any pupil requires assistance with homework, a member of staff or our pupil leaders are available several lunchtimes per week and parent/carers should encourage their young person to attend. Information about homework clubs is shared during morning registration, via our website and our live Twitter feed.
Getting It Right for Every Child – Ensuring their Wellbeing

The Children and Young People (Scotland) Act 2014 puts children and young people at the heart of planning and services and ensures their rights are respected across the public sector. It seeks to improve the way services work to support children, young people and families.

- The act ensures that all children and young people from birth to 18 years old have access to a Named Person - in Kilwinning Academy it is the PT Pastoral Support for each house.
- The act puts in place a single planning process to support those children who require it.
- The act places a definition of wellbeing in legislation.
- The act places duties on public bodies to coordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes.

Taking a ‘Getting it Right for Every Child’ approach to supporting every child is a priority within our school and we aim to assist every child in our school to reach their potential. The wellbeing of children and young people is at the heart of ‘Getting it right for every child’. The approach uses eight areas (or wellbeing indicators) to describe wellbeing in which children and young people need to progress in order to do well now and in the future.

The eight indicators of wellbeing (SHANARRI) are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included
Why we have to ‘get it right for every child’

Education and Youth Employment must safeguard, support and promote the wellbeing of all children and young people and address need at the earliest opportunity. These functions are the responsibility of schools and establishments and those who work in them and with them. All who work in Education and Youth Employment and in partnership with Education and Youth Employment have a responsibility to ensure the wellbeing of North Ayrshire’s children and young people. For more information on Getting it Right for Every Child in North Ayrshire go to:

www.girfecna.co.uk

Looked After Children/Looked After and Accommodated Children

Mrs Sloan is our LAC/LAAC coordinator within the school. All LAC/LAAC pupils will have their progress reviewed at our ‘School Team Around the Child’ meetings. Targets will be set to ensure positive outcomes. PTs Pastoral will meet regularly with LAC/LAAC pupils in their respective houses.

Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the aims of Education & Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with teachers, parents and other professionals to help children and young people achieve their full potential, within educational settings and the wider community. Educational Psychologists are involved in working with individuals, but also have a significant role in offering training, support and consultation to education establishments on a wide range of issues.

The link educational psychologist for Kilwinning Academy is Yvonne Hutchinson.

When concerns arise about a particular pupil, the school/centre takes action to address these concerns. If the concerns continue, despite the implementation of appropriate strategies, the school/early years may have an informal discussion with the educational psychologist to ask for general advice and/or consider possible involvement.

If needed and with your consent, a consultation meeting involving the educational psychologist can be arranged. This may be a one-off consultation or may lead to longer term involvement. If the work is longer term, the exact involvement of the educational psychologist will be discussed with you and a Child’s Plan opened. Through this process, the educational psychologist can if required, contribute to the ongoing assessment and support for your child. The educational psychologist will remain involved while there is a specific role for them within the collaborative process.

Find out more:

www.northayr-edpsychs.co.uk/
Data Protection

The school and the educational psychology service are required to keep records which are, of course, available to you. These records are strictly confidential however both schools and educational psychology are subject to inspection by Her Majesties Inspectors of Education who may look at confidential files in order to make sure children and families are getting the best possible service.

Action against Bullying

Bullying behaviours are not accepted at Kilwinning Academy - please see Kilwinning Academy’s Anti-bullying policy on our website or ask for a copy when visiting the school. Our policy will be up-dated in due course – this is light of recent LGBT Youth Scotland equalities documentation.

We try to reinforce the message that it is everyone’s right to come to school without fear through the school’s Personal and Social Education programme, through Support interviews, House Group Assemblies and through the fundamental ethos of the school which is built on the formation and maintenance of positive relationships...

Bullying takes many forms ranging from isolation, physical violence, name-calling in school, out of school and through the use of social networking sites and internet chat rooms.

We would, therefore, encourage any pupil with this problem too:

- approach his or her Pastoral Support teacher with the problem;
- approach his or her Year Head;
- tell his or her parent/carer whom we would encourage to contact the school so that the appropriate steps can be taken to address the issue.

Parent, carers and pupils are encouraged to seek further support and advice from the school website link to the “RESPECT ME” (www.respectme.org.uk) Scotland’s Anti-Bullying Service.
**Medicine and Health Care**

Medical examinations and immunisations are carried out at various times during a child’s school years. Parents/carers are given notice of these and are required to complete permission forms. All examinations or procedures are carried out by Ayrshire and Arran Health Board staff. Minor accidents will be dealt with by the school’s qualified first aiders.

Our school Nurse is **Charrone Hodge**.

If a young person takes ill or has an accident at school which requires that the child is sent home or for treatment, first aid will be provided and parents/carers contacted. For this reason, it is important that the school has contact details for parents/carers and an additional contact person in case parents/carers cannot be reached. This information should be updated as required. In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents/carers will be notified immediately.

If you think your child is suffering from some ailment, please do not send him/her to the school to see the school nurse. The pupil should, in such cases, be taken to the family doctor. However, any specific medical problem involving a young person should be notified to the school so that the appropriate action may be taken if an unexpected attack occurs, e.g. chronic asthma.

A parent should inform the school if their child is required to attend a medical or dental appointment during the school day. Any young person leaving school for such an appointment should be issued with an “Authorised Absence Pass”.

**Medicine in School**

Parents/carers are asked to supply weekly or monthly supplies of any prescribed medication which must be taken during school hours. All prescribed medications must be in their original container with the name of the young person, the name of the drug, the dosage frequency and expiry date clearly displayed.

Where a pupil needs two or more prescribed medicines, each should be in a separate container. Only appropriate health professionals should ever transfer medicines from their original containers. The Head Teacher has overall responsibility for making sure that medicines are stored safely. Young people should know where their own medication is stored and who holds the key. A few medicines, such as asthma inhalers, are readily available and are not locked away. The school allows young people to carry their own inhalers but all other prescribed medicines should be kept in a secure place.

Medical and office staff are aware of the location of the medicine cabinet keys just in case a young person requires medication in an emergency. If a young person is required to retain their medication, then a risk assessment and meeting with the school nurse and all other appropriate partners is required to discuss the potential risk to others before permission is granted.

Please note that the school cannot give out painkillers such as paracetamol or ibuprofen to any young person unless prescribed by a doctor and handed into the school as explained above.
SECTION 8: PARENTAL ENGAGEMENT AND INVOLVEMENT

North Ayrshire Council Positive Family Partnership Strategy can be found at:

NAC Parental Involvement Strategy can be found at:

All schools have clear systems in place for communicating with everyone in the parent forum. Communications with parents are clear, jargon-free, specific and easily accessible. A variety of methods and approaches are used by schools to communicate with the parent forum including face to face, traditional communication methods and digital media e.g. Twitter, Facebook. Considerations will always be given when communicating with parents who have literacy, language and communication challenges.

Schools ensure that parents know who to contact when they wish to discuss their child’s learning or wellbeing and will seek to provide a private space for such discussions and make sure parents are given adequate time and support. Consideration will be given to family circumstances.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, Depute Head, Head Teacher or Head of Centre. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session.

A variety of methods will be used to ensure information about your child’s progress is shared. Schools are encouraged to provide parents/carers with information on their children’s progress at regular intervals throughout the year through a range of activities. There is an expectation that part of this will be in a written format.

Reporting Examples:

<table>
<thead>
<tr>
<th>Individual Learners</th>
<th>Groups of learners</th>
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<tr>
<td>Written reports/ tracking reports</td>
<td>Assemblies</td>
</tr>
<tr>
<td>Learning conversations with pupil/ teacher/ parent/ carer</td>
<td>Open day events</td>
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<tr>
<td>Pupil reflections on their learning in logs</td>
<td>School concerts/shows</td>
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<tr>
<td>Parent/ carer consultation/ Parents’ Meetings involving parent/ teacher/ pupil, as appropriate</td>
<td>Social media</td>
</tr>
<tr>
<td>Home/ school diaries</td>
<td>Curriculum workshops led by children and young people and staff</td>
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<tr>
<td>Profiling activities</td>
<td>Parent Council meetings</td>
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<tr>
<td>Learning walls and displays</td>
<td>School / class newsletters</td>
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Parent Council

The Parents Council has been in existence since the Scottish Parliament passed a law called the “Scottish Schools (Parental Involvement) Act 2006”, to encourage and support more parents/carers to become involved in their child’s education.

- The main aims of the Act are to help parents/carers become more involved with their child’s education and provide easier ways for parents/carers to express their views and wishes.
- Parents/carers are automatically members of the Parent Forum at Kilwinning Academy and are entitled to have a say in selecting the Parent Council (the representative body) to work on behalf of all parents/carers at the school.

The objectives of the Parent Council are to:

- work in partnership with staff to create a welcoming school which is inclusive for all parents/carers
- promote partnership between the school, its pupils and all its parents/carers
- develop and engage in activities which support the education and welfare of the pupil
- identify and represent the views of parents/carers on the education provided by the school, and other matters affecting the education and welfare of pupils
- be involved in the recruitment process for appointing the Head Teacher and Depute Head Teachers to the school.

Any parent of a child at the school can volunteer to be a member of the Parent Council. The Head Teacher is the professional adviser to the Parent Council and has a right to attend and speak at Parent Council or Parent Forum meetings.

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children’s learning at home in literacy, numeracy, health and wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child’s school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at https://education.gov.scot/parentzone.
Kilwinning Academy Parent Council

Any parent wishing to find out more information about the very supportive Parent Council at Kilwinning Academy can do so by:

- sending an email to the Parent Council (kapc@live.co.uk)
- accessing the Kilwinning Academy Parent Council Facebook page
- contacting the school for more details

One point to note is that it is not our role to discuss matters relating to individual pupils, prospective pupils or members of staff. An agenda and minute are prepared for each meeting, a copy of which is posted on the school website via the Parent Council link and sent to North Ayrshire Council.

The Scottish Schools (parental involvement) Act 2006

Parents/carers are invited to look at the Scottish Schools (parental involvement) Act 2006 which can be accessed at:


The National Parent Forum of Scotland

The Forum works in partnership with national and local government and other organisations involved in education and child wellbeing issues to ensure that parents play a full and equal role in education. The overall aim is to help every child to maximise their potential through their school life. The website is a very useful ‘Information Source’ about all that is going on in education right now and offers a range of support to parents and carers. You can access the site at:

www.npfs.org.uk/

Parental Involvement

Parents/carers are encouraged to access the range of important information regarding their child’s education in North Ayrshire via the council website at:

www.north-ayrshire.gov.uk/resident/education-and-learning

Home School Links

Parents/carers are invited, informally or by letter, to visit the school in order to discuss their child’s progress with members of the Pastoral Support, Learning Support or Senior Leadership Team.

Our Area Inclusion Worker, Elaine Connor, supports the Kilwinning Cluster to develop and maintain positive home/school partnerships.
Parent Participation

As a school, we need everyone to participate in the learning experiences we provide for every young person within our learning community.

You can do this as a parent or carer by:

- attending parents’ evenings and other events
- speaking to staff about your child’s progress
- discussing with your child their experiences at school
- completing any forms, evaluations or questionnaires and returning them
- helping with school events or participating in our Parent Council
- commenting on the tasks set in the homework diary issued to S1 - S3 pupils
- ensuring your child is prepared for school each day and attends on time
- seeking assistance from staff if your child is experiencing any difficulties
- keeping the school informed of any concerns which might influence your child’s progress.

Young people can participate by:

- providing a pupil voice during class discussions and school events taking a role in one of the school committees
- being involved in the planning of learning experiences and contributing in a positive manner to the life of the school incorporating the school values into everyday practice
- keeping your parent informed about your progress at school
- putting the school values into their everyday practice.

Staff can participate by:

- being a positive contributor to the ethos of the school and listening to feedback from pupils and parents/carers
- having regular discussions with other staff
- providing ideas and evaluations at staff meetings
- having ownership of professional discussions on individuals, class and school issues completing questionnaires and offering feedback when required
- putting the school values into their everyday practice.
School Committees
The school has a number of committees which support the continuous improvement of the school.
Examples are:
➢ Charities
➢ Curriculum
➢ Eco
➢ Learning & Teaching
➢ Health & Wellbeing
➢ Pupil Leadership
➢ Rights Respecting School
➢ Self-Evaluation
➢ Wider Achievement

Extra-Curricular Activities
Kilwinning Academy offers young people the chance to access a wide range of extra-curricular activities to encourage them to develop their skills, knowledge and a sense of belonging.

At the start of each term, the range of activities on offer will be confirmed. Please check the school notice board, school website and twitter to find out what is on offer.

Draft Extra-Curricular Activities

<table>
<thead>
<tr>
<th>Day</th>
<th>Lunchtime Activity</th>
<th>After School Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Fitness Suites S1</td>
<td>Netball S1-S6</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Badminton S1-S6</td>
<td>Futsal S1-S2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Fitness Suite S4-S6</td>
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<tr>
<td></td>
<td></td>
<td>Dance S1-S6</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Rugby S1-S6</td>
<td>Running Club S1-S6</td>
</tr>
<tr>
<td>Thursday</td>
<td>Fitness Suites S2-S3</td>
<td>Senior Fitness Suite S4-S6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hockey S1-S6</td>
</tr>
<tr>
<td>Friday</td>
<td>Basketball S1-S6</td>
<td>Girls Football S1-S6</td>
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</tbody>
</table>
SECTION 9: PUPIL DATA COLLECTION AND PROTECTION POLICIES

The Scottish Government and its partners collect and use information about pupils through the **Pupil Census** to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

**Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- plan and implement targeted approaches to reducing the poverty-related attainment gap
- share good practice
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland
- provide a window on society, the economy and on the work and performance of government by
  - publishing statistical publications and additional tables about School Education (www2.gov.scot/Topics/Statistics/Browse/School-Education/Publications)
  - providing school level information (www2.gov.scot/Topics/Statistics/Browse/School-Education/Dashboards)

**Data policy**

Information about pupils’ education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems on secure servers and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.
The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

**Your data protection rights**

Any sharing or linkage of data will be done under the strict control of Scottish Government and will be consistent with their data policy and the National Data Linkage Guiding Principles ([www2.gov.scot/Topics/Statistics/datalinkageframework](http://www2.gov.scot/Topics/Statistics/datalinkageframework)). Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government as part of a Data Access Panel. At all times the rights of the individual (children or adults) under the GDPR and other relevant legislation will be ensured.

Further information can be found on:

[https://www2.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices](https://www2.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices)

**Concerns**

If you have any concerns about the ScotXed data collections you can email the Data Protection & Information Assets Team on [dpa@gov.scot](mailto:dpa@gov.scot) or the Head of Education Analytical Services, Mick Wilson, at [mick.wilson@gov.scot](mailto:mick.wilson@gov.scot) or by writing to Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Alternatively, complaints may be raised with the Information Commissioners Office at [casework@ico.org.uk](mailto:casework@ico.org.uk).
27 February 2018

Dear Parent/Carer

We are trying out some new approaches to inspection. You can find out about our engagement with stakeholders and resulting ‘try-out’ approaches at our New approaches to inspection on our website. Your school was inspected using one of our new approaches during December 2017. A team of inspectors from Education Scotland visited your school for a total of two days in December 2017. During our visit, we talked to parents/carers, young people, partners and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school’s work.

- The leadership of the headteacher and depute headteachers in developing a culture of improvement. They are all regarded highly by young people, parents, staff and partners.
- The school’s commitment to its shared values. This is reflected in its work to provide a nurturing and inclusive environment which results in young people and staff having a strong sense of belonging to the school.
- The leadership development of staff and young people across the school.

The following areas for improvement were identified and discussed with the headteacher and a representative from North Ayrshire Council.

- Involve young people, parents and partners more in shaping school improvement. This could be through involving them in identifying priorities for improving the school. They could also be engaged in evaluating the progress made towards achieving the priorities set for improvement.
- Continue to raise attainment whilst ensuring that by the time young people leave school they have achieved the best possible set of qualifications. This will be supported through continuing to develop systems for checking that young people are making the best possible progress, particularly those from S1 to S3.
We gathered evidence to enable us to evaluate some quality indicators from How good is our school? (4th edition). Quality indicators help schools, education authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers evaluations of quality indicators to keep track of how well Scottish schools are doing.

Here are Education Scotland’s evaluations for Kilwinning Academy

<table>
<thead>
<tr>
<th>Quality indicators</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-evaluation for self-improvement</td>
<td>good</td>
</tr>
<tr>
<td>Raising attainment and achievement</td>
<td>good</td>
</tr>
</tbody>
</table>

Descriptions of the evaluations are available from How good is our school? (4th edition), Appendix 3: The six-point scale.

A more detailed document called summarised inspection findings will be available on the Education Scotland website at https://www.education.gov.scot/inspection-reports/north-ayrshire/8217831

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. North Ayrshire Council will inform parents/carers about the school’s progress as part of its arrangements for reporting on the quality of its schools.

Marie McAdam
HM Inspector
Ambition  Belonging  Dedication  Inspiration  Respect  Responsibility