

School Handbook Session 2019-2020



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1. Letter from the Head of Education

Dear Parents,

Dumfries and Galloway Education Services is committed to delivering a high quality education for your child/ren. As part of Dumfries and Galloway Council's overall vision we aim to provide all children and young people with a good start in life and prepare them for adulthood and employment.

Education Services cannot deliver this alone for children and young people but work together with others and, as parents, you are one of our key partners. The research tells us that when parents are involved in their child's education the child will do better. The school handbook is one of the ways in which we inform parents, not just about how the school works, but also about how you can help us help your children to succeed in school and life.

It gives me pleasure as Head of Education to commend this handbook to you as an invaluable source of information about your school and Education Services.

Yours sincerely

Gillian Brydson

Head of Education



2. Welcome from the Headteacher

Dear Parents/Carers,

Welcome to the Handbook for St Joseph's College. I hope that it will provide you with a helpful insight into our school, where we aim to help our pupils be happy and secure and build a community based on mutual respect and care for one another.

Within this environment young people, as individuals, will grow and be challenged to develop their talents and reach their potential in academic study, sport and the arts. Along with this, pupils are encouraged to develop their gifts and talents not only for themselves but in the service of others.

We very much value the benefits of developing a strong partnership with Parents and carers who are encouraged to take an active part in the work and life of the school.

It is recognised that there are many aspects of school life which cannot be conveyed through a handbook. Hence, I would be pleased to discuss any aspect of your child's education or to show you round the school should you wish to visit.

I look forward to welcoming you and your child to St Joseph's College.

Yours sincerely,

Bernadette Jones

Headteacher



3. Letter from Head Boy and Head Girl

Dear Parents/Carers,

We are the Head Boy and Girl at St Joseph's College for 2019-2020 and we are delighted to have this opportunity to share our experiences of life at our school for the past five years.

Being part of the caring community of St Joseph's has allowed us to grow within a nurturing environment and so develop the skills and qualities needed for the world ahead, both academically and socially.

St Joseph's College has always encouraged us to strive to achieve our goals and future aspirations. The teachers here ensure our education has been the best we could hope to receive. We both feel that due to this excellent standard of teaching alongside the motivation given to work hard and the excellent pastoral care, we have achieved the grades we required for our chosen careers.

From the start of first year we were encouraged to make the most of every opportunity given to us, from school plays and musicals, to sport, school trips and opportunities to volunteer to work abroad. We feel that all of these challenges have enabled us to get the best out of our school life and become more well-rounded individuals.

We both could not be happier we chose to come to St Joseph's College and we are sure that if you do come here that your child will leave here feeling the same way.

We send you our very best wishes for the future.

*Connor Bryan and
Evie Porteous*



4. Education Services Aims

Our Aim is to raise levels of attainment, achievement and participation in all our children and young people.

Our Objectives

1. We will ensure that children and young people will be at the centre of our plans.
2. This means planning by schools and support from Education Services will be focused on delivering to all our children and young people the entitlements embedded in Curriculum for Excellence and Getting It Right for Every Child.
3. We will improve our partnership working.
4. This means an emphasis on Cluster working, training on Getting it Right For Every Child themes, parental involvement, multi-agency working, partnership with Community Learning and Development (CLD); Professional Learning Communities and collaboration with Education Scotland, the Care Inspectorate and Further Education Colleges.
5. We will encourage innovation, creativity, collaboration and a culture of sharing and learning in all our staff.
6. This means a focus on transformational leadership, professional autonomy and local solutions and building capacity in all our staff.
7. We will streamline our business processes.
8. This means empowering our schools and staff to find better ways of working, with an emphasis on professional autonomy, local solutions, developing leadership, capacity building, effective Continuing Professional Development and implementing Getting It Right for Every Child processes.

5. School Ethos

As a Catholic school we are committed to the education of the whole person, spiritual, intellectual, social, moral and physical.

We are comprehensive in the sense that we welcome all who wish to be part of our community.

St. Joseph's College staff, parents and pupils form a community whose members care for one another, respecting the personal dignity and integrity of each child and adult, regardless of academic ability, religion, disability, gender or ethnicity. St. Joseph's College has a proud Catholic Christian history and we strive to provide an education which helps all pupils meet their needs, achieve success and prosper.

We endeavour to assist parents and carers in the development of their children while promoting a sense of belonging to our caring community. We do this through formal and informal contacts with pupils and their families.

Our Catholic Christian values and the ethos of the school are supported by the formal teaching of Religious Education, themed assemblies in which all pupils are involved and by attending services presented by the school's chaplaincy team. Staff and pupils grow and work together on various projects; such as the many fundraising activities held throughout the year to support local charities and the work of [SCIAF](#) (Scottish Catholic International Aid Fund), an international charitable organisation which provides aid, education and healthcare to people in developing countries.



6. A Charter for Catholic Schools



A Charter for Catholic Schools in Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

7. School Information

Address: St. Joseph's College
 Craigs Road
 Dumfries
 DG1 4UU

Telephone number: 01387 252893

Website: www.stjosephscollege.co.uk

E mail address: soffice338@ea.dumgal.sch.uk

Headteacher: Mrs Bernadette Jones BSc (Hons)
 Scottish Qualification for Headship
 Post Graduate Diploma in Leadership and
 Management

E mail address: gw08jonesbernadette@ea.dumgal.sch.uk



Our Role	S1	S2	S3	S4	S5	S6
755	164	159	122	123	96	91

Denominational status: Roman Catholic

Status of Gaelic: Gaelic is neither taught nor spoken at St Joseph's College

Cluster information:

St Joseph's College Cluster consists of

- St Joseph's College
- St Andrew's RC Primary
- St Teresa's RC Primary.

Contact details:

St Andrew's RC Primary
 Craigs Road
 Dumfries
 DG1 4UU
 Telephone: 01387 254073

St Teresa's RC Primary
 Lochside Road
 Dumfries
 DG2 0DY
 01387 255732

Headteacher: Mr Mark Valentine
 E mail: gw08valentinemark@ea.dumgal.sch.uk

Miss Elizabeth Blount
gw08blountelizabeth@ea.dumgal.sch.uk

8. Our School Staff

Mrs. E.B. Jones
Mrs. A Belille
Mr. D. McGee
Mrs. V. MacRae

Principal Teachers

M. A Brown (PT) (PC)
Mr. J MacGregor (PT) (C)
Mr. L Read (PT) (PC)
Mrs K Hayes (PT) (C)

Art

Mr Davolls
Mrs Docherty

Drama

Miss N Edmonds
Mrs T Martin

History/Modern Studies

Miss K Harvie
Mr K Jones
Mr S McGinlay
Mr R MacKay (PT)

Modern Languages

Mrs S McNaught
Miss J McSherry
Mrs J Propp-Shaw

Religious Education

Mrs K Hayes

Science

Mrs A Belille-Sharp
Mr G Brown
Mrs Fitzhenry

Support Staff

Miss B Biagi (Clerical Assistant)
Mrs S Cameron (Clerical Assistant)
Ms L Green (General Assistant)
Miss L McGarey

School Health Team

Mrs S Dillon (School Nurse)

Janitors

Mr J Daly
Mr K Stevenson

Headteacher

Depute Headteacher

Depute Headteacher

Depute Headteacher (Act.)

C – Curriculum

Mr G Brown (PT) (PC)
Mr R MacKay (PT) (C)
Mr. F Reilly (PT) (C)
Mrs J Propp-Shaw (PT) (C)

Business Education

Ms A Brown
Miss N O’Rafferty
Mrs P White

English

Mrs T Martin
Miss K McAuley
Miss K McCaughey
Mrs F Purdie
Mrs R Willson

Home Economics

Mrs P Chalk
Ms N Farrell
Mrs F Reilly (PT)

Music

Mr D Sadaat
Mrs F Somerville

Pupil Support

Mrs K Morton
Mrs K McPhillips
Mr N Paoletti (part-time)
Miss G Sammon

Miss F McCormick

Mrs J MacGregor
Miss R Morton
Mr S Reilly

Mrs E Henderson (Clerical Assistant)

Mrs M Kennedy (Clerical Assistant)

Mr T Lawrie (Technical Assistant)

Mrs S MacLachlan (General Assistant)

Cook-in-Charge

Mrs J Tallons

Community Police Officer

Mr A Currie

PC – Pastoral Care

Mr. D Ferla (PT) (C)
Mrs S McNaught (PT) (PC)
Mrs F Somerville (PT) (C)
Mrs K McPhillips (PT- Pupil Support)

Computing

Mr D McGee (DHT)
Mr J Schofield

Geography

Miss M Tyeson
Mr B Brown

Mathematics

Mr D Ferla
Mrs M Hutchison
Mrs J Fritchley-Simpson
Mrs N McCubbin
Mrs C Robinson
Mrs S Stoppard

Physical Education

Mrs L Mika
Mr L Kirk
Mrs L Read

Technical Education

Mr F Dorans
Mr A McKellar
Ms N Farrell

Mr. R Purdie

Mr S Reilly

Mr C Rossi

Mr T Savage

Mrs A Rayen (Science Technician)

Mr N Boyd (Network Administrator)

Mrs D Gibson (Learning Assistant)

Mrs S Hamilton (Learning Assistant)

Mrs M Paterson (Learning Assistant)

Mrs M Walters (Learning Assistant)

Opportunities for All

Mr A Kinley

Chaplain

Father Gerald Donnelly

9. School Events Calendar

Date	
19 th August	In-service Training Day 1
20 th August	In-service Training Day 2
21 st August	Pupils re-opens 8.50 a.m.
11 th October	School closes 3.25 p.m.
28 th October	School re-opens 8.50 a.m.
20 th December	School closes 3.25 p.m.
6 th January	In-service Training Day 3
7 th January	In-service Training Day 4
8 th January	Pupils Return 8.50 a.m.
14 th February	School closes 3.25 p.m.
20 th February	In-service Training Day 5
21 st February	In-service Training Day 6
24 th February	Pupils Return 8.50 a.m.
3 rd April	School closes 3.25 p.m.
20 th April	School re-opens 8.50 a.m.
4 th May	May Day Holiday
29 th May	In-service Training Day 7
2 nd July	School closes 3.25 p.m.
18 th August	In-service Training Day 1
19 th August	In-service Training Day 2
20 th August	School re-opens

Parents' Evenings	4.30-6.30 p.m.
First Year	Thursday 9 th January 2020
Second Year	Thursday 12 th March 2020
Third Year	Tuesday 25 th February 2020
Fourth Year	Monday 25 th November 2019
Fifth and Sixth Year	Wednesday 4 th December 2019

Reports	
First Year	Wednesday 20 th May 2020
Second Year	Wednesday 8 th January 2020
Third Year	Friday 22 nd November 2020
Fourth Year	Friday 7 th February 2020
Fifth and Sixth Year	Friday 14 th February 2020

Parent Council Meetings Tuesdays 7 p.m.

10 Sep 2019, 8 Oct 2019, 14 Jan 2020, 10 March 2020, 12 May 2020

PFA Wednesdays 7 p.m.

18 Sep 2019, 13 Nov 2019, 4 March 2020, 12 May 2020

10. Key Dates

Date	Event
19th August	In-service Training Day 1
20th August	In-service Training Day 2
21st August	Pupils Return
1st September	French trip departs
5th September	S6 Information Evening
7th September	French trip returns
25th September	S5 Information Evening
27th September	Macmillan Coffee Morning
1st October	S1 Welcome Evening
7th October	Rotary Young Chef
7th November	Senior Maths Challenge
19th November	Catholic Education Week Mass at St. Margaret's Cathedral,
20th November	STEM Speed Dating for S4 pupils
28th November	Christmas Market
11th December	Junior Ceilidh 7-10 p.m.
12th December	Senior Ceilidh 7-10.30 p.m.
17th December	PFA Carol Service
20th December	Senior Ceilidh 7-10.30 p.m.
13th January	Prelims begin
24th January	Prelims end
25th January	Ski trip to Sestriere departs
1st February	Ski trip returns
10th February	Spectroscopy in a Suitcase for AH Chemistry pupils
18th March	Science Fair for S1 and P& cluster pupils
27th May	S3 BGE Celebration
28th May	DLT Induction
1st June	Start of new timetable
8th June	School Show Tech Week starts
12th June	School Show Dress rehearsal 2.15 - 5 p.m.
15th June	School Show Dress rehearsal 6 - 9.30 p.m.
16th June - 19th June	School Show Dress performances
19th June	Royal Highland Show trip
30th June	Awards Evening 7 p.m.

11. How to Contact Us

a. If You Need to Find Out Something

If you need to find out something, please contact the school office on (01387 252893) and the office staff will either be able to provide an answer or they will be able to direct you to someone in the school who can help. The school has its own website which contains a wealth of information about the school and which may provide the answer to your question

www.stjosephscollege.co.uk

b. If You Have Concerns

If you have concerns about any aspect of your child's schooling, the first point of contact should be their Pastoral Care teacher. In first year, your child will be allocated a Pastoral Care teacher who will remain with them for their entire time at the school and thus they will be best placed to respond to your concerns. If you have specific queries or concerns about a particular subject, you may also contact the Principal Teacher of the relevant subject. In some circumstances you may wish to discuss the matter with the Headteacher or another member of the Senior Management Team. If this is the case, the year group responsibilities of the team are listed below:

S1 and S4: Mrs MacRae

S2 and S5: Mrs Belille

S3 and S6: Mr D McGee

c. If You Have A Complaint

Education Services operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at:

<https://www.dumgal.gov.uk/complaints>

Education Services aims for enquiries, concerns and complaints to be dealt with at as local a level as possible, where possible at individual school level. Individual schools are supported to ensure that matters of complaint are recorded, acknowledged and responded to within normal complaints handling timescales, normally response within 5 working days. Normally issues arising at a school level should be brought to the attention of the class teacher and senior school staff, such as Head or Depute Headteachers as appropriate. Further support and advice can be provided to individual complainants or teaching staff through contacting either the complaints handler within Education Services or to the Councils Corporate Complaints Unit.

12. How the School Works

a. The Structure of the School Day

- | | |
|----------------------|------------------|
| • 8.50– 9.45 a.m. | Period 1 |
| • 9.45 – 10.30 a.m. | Period 2 |
| • 10.30 –10.50 a.m. | Morning Interval |
| • 10.50 – 11.35 a.m. | Period 3 |
| • 11.35 – 12.20 p.m. | Period 4 |
| • 12.20 – 1.05 p.m. | Period 5 |
| • 1.05 – 1.55 p.m. | Lunch break |
| • 1.55 – 2.40 p.m. | Period 6 |
| • 2.40 – 3.25 p.m. | Period 7 |

A warning bell sounds at 8.49 a.m. to notify pupils that it is time to make their way to their Period 1 class for 8.50 a.m. Another warning bell also sounds at 1.52 p.m. before the end of lunch break. Year group assemblies take place once a week.

b. Dress Policy

All Dumfries and Galloway schools must have a dress code which encourages pupils to dress in a way appropriate to attendance at school. This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, or disability. Prior to drawing up the dress code, parents, pupils and staff should be fully consulted and it is the expectation of Education Services that parents will be supportive of the dress code.

Clothing which is unacceptable in school under any circumstances would include items which:

- could potentially encourage factions (eg football colours).
- could cause offence (eg anti-religious or political slogans).
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings.
- are made of flammable materials which may be a danger in certain classes.
- Could cause damage to floors.
- carry advertising, in particular for alcohol or tobacco.
- could be used to inflict damage on other pupils.

The award of clothing grants is to assist with the cost of school clothing for families who are on a qualifying benefit or on low income. The current award is £134 per child. Guidance and more information is available at:

<https://www.dumgal.gov.uk/article/15246/School-clothing-grants>

While it would not normally be the policy of the authority to exclude a pupil from school solely based on his/her dress, persistent refusal to respond to a reasonable dress code could be deemed to be a challenge to the headteacher's authority and thus be detrimental to the well-being of the whole school community. In such circumstances, a headteacher could justify the use of the school

disciplinary procedures. Education and Learning Directorate are committed to supporting families through their Anti Poverty Strategy details of which can be found at:

<https://www.dumgal.gov.uk/tacklingpoverty>

Parents can also seek assistance from the School Uniform Bank Project. Donation and Collection information can be found at <https://www.dumgal.gov.uk/article/15246/School-clothing-grants-on-School-Uniform-pdf>.

c. Uniform at St Joseph's College

We consider the wearing of school colours an indication of each pupil's intention to take pride in the school and become a cooperative member of the community. It also ensures immediate membership and imbues a sense of belonging.

The uniform of St Joseph's College is:

S1-S2

- a navy blue sweatshirt or top without a hood,
- white shirt or polo shirt.
- school sweatshirts have an embroidered school crest
- school polo shirts also have the school crest embroidered onto them.
- school ties must be worn with any white shirt or polo shirt that does not have the crest embroidered onto it
- All pupils are expected to wear smart, dark trousers or skirts and dark shoes which are suitable for school.
- School blazers are also available and many students choose to purchase these.

S3 to S6 pupils are expected to wear a white shirt with a school tie. Polo shirts are not an option for S3 to S6.

The Parents and Friends Association order and distribute school clothing on our behalf. Order forms are sent to all parents of primary seven pupils in advance of induction days. At any other time of the year, order forms may be collected from the school office.

Our School Dress Code complies with that of the Authority. As such certain clothing is forbidden from school. This includes

- Jeans and denim skirts or dresses.
- Shell materials and nylon sports trousers - due to potential dangers in certain practical classes.
- Football tops.

In Physical Education the recommended uniform is

- shorts or tracksuit trousers, depending on the weather
- a white tee shirt or school top
- sports shoes, additional to outdoor footwear usually worn

d. School Meals

Dumfries and Galloway Council's school meal service has taken steps to improve the nutritional quality of school meals.

We endeavor to

- place health promotion at the heart of school activities
- ensure that food and drink served in schools meets nutritional requirements
- promote the uptake and benefits of school meals and, in particular, free school meals.

Information about Free School Meal entitlement can be obtained via the school office. Free school meals are available to support families who live and attend a school in Dumfries and Galloway and who are in receipt of qualifying benefits. Eligible pupils have the money added to their card automatically

Information on free school meals can be found at:

<https://www.dumgal.gov.uk/schoolmeals>

Within St Joseph's College we have a Cashless Catering facility though cash can be used. Pupils may choose from a wide selection of healthy food according to their own taste. They will be able to choose from light snacks to a full three course hot meal. We offer meal deals which are good value for money and provide a balanced, tasty selection of wholesome food. Meal Deals cost approximately £1.85 and include a drink, a main meal or sandwich and a pudding, fruit or tray-bake.

Purchases can be made using the National Entitlement Card (Young Scot Card). Pupils may top up the card using cash machines at various locations throughout the school or parents may choose to send in a cheque or postal order to top up the card. Cash may also be used.

It is our shared aim with DG First that all pupils have healthy options. Many pupils also choose to bring a packed lunch which they eat in the dining room.

S1 and S2 pupils are required to stay on campus at interval and lunchtimes.

We feel that this arrangement ensures our younger pupils enjoy breaks in a safe and pleasant environment.

e. Promoting a Healthy Lifestyle

St Joseph's College is a health promoting school which means health in mind, spirit and body. We take positive steps to influence what pupils eat, how much physical activity they enjoy, their spiritual wellbeing and their lifestyle choices.

f. School Transport

Who is entitled to school transport?

- Pupils who live 2 miles away from their catchment school if they are under 8 years old
- Pupils who live 3 miles away from their catchment school if they are 8 years and over
- Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

How do I find out if my child will receive school transport?

When school transport is required for a pupil, the school will contact the Parent/Pupil Support Unit. If your child is eligible, details of the transport arrangements will be communicated to you in time for the new academic year. You can check whether your child is entitled to school transport using 'Find My Nearest' on the Council's website

<https://apps.dumgal.gov.uk/findnearest>

Any alterations to transport arrangements that occur during the school year will be communicated prior to any changes being made. If school bus passes are required these are issued at school.

There is a Policy on School Transport and a Guide for Parents, and also Guidance for transport of children and young people with Additional Support Needs. These are available from the Council's website <https://www.dumgal.gov.uk/article/15245/Free-school-transport>

g. Class Organisation

At the transition point between Primary and Secondary school, our Personal Support staff liaise extensively with primary school colleagues to gather as much relevant information as possible about incoming pupils. This information is used carefully in the composition of S1 classes to ensure the happiest and best learning experience for all.

In S1 and S2, all classes are mixed ability with the exception of Mathematics which sets by ability. However, these classes are not fixed, and regular assessment and review of progress enables pupils in these subjects to move between class sets to best meet their learning needs.

At the end of S2, pupils make their first choice of subjects and thereafter, this determines class composition. In bigger departments like Mathematics, Modern Languages and English, pupils are organised broadly by ability. In most other subjects, pupils remain in mixed ability classes, but appropriate work is differentiated for pupils of different abilities.

h. Positive Behaviour and Celebrating Success

We aim to work within a community where individuals feel valued and supported to achieve their full potential. We encourage them by positive engagement and the creation of opportunities. Where possible we aim for early intervention to nurture potential and to empower our students to take responsibility for themselves, their behaviour, feelings, attitudes and learning. In a Catholic school, this philosophy of the school as a caring community is further extended. It is our aim to promote a Christian atmosphere of love, care, understanding and mutual respect in which pupils feel comfortable, confident and free to seek help or advice.

Pupil success is celebrated in a variety of ways and through a number of forums. The weekly assembly programme is used to celebrate the success of individuals and teams who have made noteworthy achievements. Our weekly Pupil Bulletin and termly Newsletter are used to share the achievements of our pupils and regular submissions are made to the local press to share these stories with a wider audience. House Captains visit enrichment classes regularly to promote positive behaviour and provide feedback to students about House points which result from merits awarded throughout house points system. Commitment to citizenship is recognised for all S1 pupils through the Dynamic Youth Award delivered through our elective programme. Each year we recognise the outstanding commitment to the school and local community of our senior pupils by recommending several of them for regional and national recognition in the form of the Young Quality Scot Awards and the Nithsdale Awards. The school year culminates in our awards ceremony which celebrates effort, academic achievement and a range of other awards for achievement in sport and commitment to the school and local community. We liaise with Community Learning and Development staff and other agencies to promote participation in programmes and awards outwith the school.

Our teachers actively seek opportunities for our students to take part in subject based activities and competitions. We also work collaboratively with parents to ensure that achievements outside school are recognised and due credit given.

13. The Curriculum

a. Curriculum for Excellence

Curriculum for Excellence is bringing learning to life in the way education is delivered for all 3-18 year olds – in nursery, primary, secondary, at college, workplace or community learning. It takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

How does Curriculum for Excellence Work?

- Learners experience a broad, deep, general education to S3, with options in the senior phase to specialise, go on to further study, improve skills and get work experience.
- The 'learner journey' is joined up from 3-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.
- Learners work at a pace that suits, with enough challenge and support to stretch them.
- Lessons are more engaging, inspiring and relevant to everyday life.
- Teachers will make connections between subjects, helping children make sense of the world.
- Children learn *how* to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability to think for themselves, make sound judgements, challenge, enquire and find solutions.
- There's more focus on knowledge *and* skills – including vital skills: literacy and numeracy, which underpin all learning and are critical in life.
- There are changes to assessment and how progress is reported to give learners, parents and employers better information on potential and achievement.
- There are new qualifications and more flexibility in how young people take qualifications

Subject Information

Detailed information regarding all available subjects is issued to pupils and parents prior to curriculum choices being made.

Further detail on subjects is also made available to pupils through subject specialist teachers and the Careers service.

b. Curriculum for S1-S3

Learners will experience a broad general education from S1-S3. They will progress through the experiences at differing rates. As they progress they will become increasingly secure in their understanding and application of concepts, thus developing their skills and attributes

The period from S1-S3 has a clear purpose: that all young people will have a strong platform for later learning and for successful transition to qualifications at the right level for them. It is our ambition that most young people will be secure in their learning through to Third Level Outcomes by the end of S3 and some people up to Fourth Level outcomes in some curricular areas. We wish to offer learners opportunities for personalisation and choice, while ensuring that they have the opportunity to cover experiences and outcomes in all curriculum areas, using a variety of approaches, including interdisciplinary learning.

In S1 and S2 pupils participate in an Elective programme which incorporates the principles of relevance, breadth, challenge and enjoyment, personalisation and choice. The time allocation to this is a double period (2 x 45 minute). Through participation in this Elective programme learners will be offered opportunities for personal choice within the areas of Enterprise, Citizenship and Health and Wellbeing. Elective Options also allow learners to develop specific interests in more depth and/or take up new learning opportunities e.g. School of Rugby, John Muir Award and Dance. Much inter-disciplinary learning takes place through the Elective programme.

Some classes alternate by rotas lasting approximately ten weeks. These include social subjects, art, drama, ICT, technical subjects and home economics. This allows more time per subject each week while reducing the number of teacher contacts each week.

In all years there is a timetabled social education programme designed to suit the needs of the particular age group and including a wide range of issues that are topical and useful including advice on aspects of Health and Wellbeing and Study Skills. In addition, all pupils follow a programme of Core Religious Education and Core Physical Education for two periods a week.

Religious Education is delivered through the Experiences and Outcomes as defined in 'This is Our Faith'. Enrichment for all young people comes through a wealth of citizenship activities based on Gospel values. Young people are involved in various religious, moral and ethical activities both inside and outside the classroom which include weekly assemblies and mass, morning prayer during Advent and Lent, End of Term Services, St. Joseph's Day activities, retreats, Pilgrimages, Fair Trade, charity fundraising, Parish work and community involvement.

Acknowledging that young people will progress at different rates and in different ways at the end of S3, most learners will progress to different levels of qualification in different subjects. Some will continue to experience learning at curriculum levels below the Third level, as appropriate to their needs and achievements. In conjunction with partners, the school will offer

motivating opportunities for personalisation and choice for young people who need additional support with their learning.

During S1-S3, learners will experience a variety of content and contexts in each curricular area, as defined by the experiences and outcomes. They will be given opportunities to experience breadth and depth of learning and to apply skills in new and unfamiliar contexts. Towards the end of S2 learners will begin to consider whether, and to what extent, they will carry forward their interest and strengths in particular subjects. Pupils have the opportunity to personalise their timetable and this will be informed by the areas of the curriculum they enjoy, their ambitions for future study and employment, and by what stage or level they are at in their learning.

In our current curriculum model, which is regularly reviewed, there is increasing choice of curriculum areas for pupils as they progress from S1-S3. Most pupils will make their choice of course for the two years S3 and S4 with the courses being organised in such a way that they continue to ensure breadth of learning. They will be presented for qualifications in these subjects at the end of S4.

Throughout S3 pupil progress will be tracked and monitored and curriculum options will be reviewed as they move in to S4. Based on this review, further choice will be available to some pupils at the end of S3. The range of options will include vocational courses and other nationally recognised Award Schemes. At the end of S3, the learner's progress and achievements will be recognised through an S3 profile.

c. Curriculum for S4-S6

In St. Joseph's College the Senior Phase (S4-S6) will offer all young people the whole range of Curriculum for Excellence entitlements. Qualifications at all SCQF levels will be available to learners in S4-S6. Currently these include the Scottish Baccalaureate, which allows learners to combine courses at Higher and Advanced Higher with an Interdisciplinary Project and helps to develop the independent learning skills needed for progression to higher education and employment. Young Applicants in Schools Scheme (YASS) courses from the Open University are also on offer.

In addition, learners will have access to other certificated courses in conjunction with the Barony and Dumfries Colleges. Links have been developed to assist learners with progressing to Modern Apprenticeships.

In S4 most pupils will follow six programmes of study and in S5 and S6 most learners will follow five programmes of study, together with Religious Education, Physical Education and Personal and Social Education.

Catholic values will continue to be at the heart of all that we do. Religious Education will receive the same time allocation (2 x 45 minute periods) as in S1-S3. Opportunities will be available for learners to gain accreditation in National 3, National 4, National 5 and Higher Units in Religious Moral and Philosophical Studies as well as participating in the National Caritas Award Scheme.

In the current curriculum model S5 and S6 are timetabled as a single unit.

d. Opportunities for Personal Achievement

Throughout the Senior Phase there will be many opportunities for personal achievement for learners. This will include participation in the Duke of Edinburgh's Award Scheme, Saltire Awards Scheme, Caritas Award, Young Enterprise programme, Work Experience, Paired Reading, Study Buddying, Eco-schools, Sports Leadership courses, Expressive Arts activities, charity fundraising, Silver Surfers, Lasallian Developing World Project and citizenship activities in the school and local community.

Throughout their school career pupils will have many opportunities to participate in day and residential trips both here and abroad. In addition to being educational, participation in such trips greatly enhances the personal development of pupils.



e. Making Choices

Pupils at St. Joseph's College receive support from a variety of staff when they have the opportunity to make subject choices at key points in their education. There is a structured programme including meetings with pupils and parents, advice from Skills Development Scotland, information booklets and information sessions including work in Social Education classes to ensure that pupils are confident about making the best choices for them. The choice process is supported by Personal Support staff and members of Senior Management as appropriate.

f. Health and Wellbeing Education

Curriculum for Excellence has an important role to play in promoting the health and wellbeing of children and young people. Curriculum for Excellence health and wellbeing experiences and outcomes are consistent with the United Nations Convention on the Rights of the Child, which sets out the right for all children and young people to have access to appropriate health services and to have their health and wellbeing promoted. They build on the considerable work of Health Promoting Schools and underlines the importance of a ‘health enhancing’ school ethos – one characterised by care, respect, participation, responsibility and fairness for all. The Health Promotion and Nutrition Scotland Act 2007 also states that all schools are health promoting.

At St Joseph’s College we understand that good health and wellbeing is central to effective learning and preparation for successful independent living. Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes. We strive to ensure that our children and young people will develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing enables our children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life

At St Joseph’s College our young people should feel happy, safe, respected and included in our school environment. All staff should be proactive in promoting positive behaviour in the classroom, playground and our wider school community. Our school helps to ensure the safety and wellbeing of our students, and staff within our school community share the responsibility for creating a positive ethos and climate of respect and trust. Open, positive, supportive relationships are established across our school community. Our students should feel that they are listened to and that they feel secure in their ability to discuss sensitive aspects of their lives. At St Joseph’s College we have a daily lunchtime S1 Peer Support club. We also run a well supported Study Buddy programme and a well established Breakfast Club held each morning in our school dining hall. In school every student has an allocated Enrichment tutor who they meet with every morning. The child’s overall care and welfare is overseen by their Pastoral Care teacher. We also adopt strong links with a number of partner agencies who help to promote health and wellbeing.

Children with additional social or learning needs identified by their teachers at Primary enjoy an extended transition programme throughout P7 that continues through S1. This includes automatic membership of a lunchtime construction club supported by YPSS.

14. The Wider Curriculum

a. Extra-Curricular Activities

The school recognises the importance and value of offering a wide variety of opportunities beyond the formal curriculum. Pupils have the opportunity to take part in a number of clubs, events and activities which cater for their interests and develop particular skills and talents. We encourage pupils to take advantage of what the school has to offer in order to develop the whole person, to prepare for life beyond school and to assist with applications for jobs, college or university. The success of these clubs and activities depends on the dedication of our staff members who give of their free time generously. In addition, we liaise closely with Community Learning and Development to encourage pupil participation in a range of clubs and activities offered in the evenings and at weekends in the Oasis and North West Resource Centres.

Opportunities include:

- CHAT Club/Lunchtime Peer Support
- Science Club
- Charities Committee
- Computer Programming Club
- Debating
- Duke of Edinburgh
- Drama Club
- Eco Committee
- Events Management
- Homework Club (After School Club)
- Pupil Council (Junior and Senior)
- School Band
- School shows
- Scripture Union
- Sports' Club (Badminton, Basketball, Breakfast, Football, Gymnastics, Hockey, Rugby,)
- Study Support classes
- Young Enterprise

b. The Pupil Council

St Joseph's College is committed to pupil participation and involving pupils in decision making about all aspects of school life. Every two years three pupils are elected by their peers from each year group to become members of the Pupil Council. In order to be as representative as possible, the school runs two councils: a junior (S1-S3) and a senior (S4-S6) council. The pupils elect their own executive officers (chairperson, secretary, publicity officer) and control council business themselves with support from senior members of staff and the School Captains.

All pupils are consulted before each meeting about issues of interest and concern and they have the opportunity to contribute items to the agenda. The Council has set up a Facebook page to consult with pupils about issues and to help to determine the agenda for meetings as well. Minutes from meetings are displayed in every classroom in the school and Council members speak at assembly regularly to update pupils on progress and developments. The councils meet approximately every six weeks and they are consulted about and discuss a wide range of issues from their learning and the curriculum to improving other areas of school life. In addition, they

make recommendations to the school's management team about a range of issues throughout the session. Council members regularly represent the school and organise consultations with external bodies about issues which affect young people.

The pupils benefit greatly from membership of the Pupil Councils and develop a better understanding of democratic processes, the concept of citizenship and the business of decision making.

c. School Trips

All curricular excursions are designed to enhance teaching and learning as well as providing our students with a positive experience which will be remembered long after school days are past. Therefore all students are encouraged to take part and every effort is made to remove barriers to attendance. Our trips are fully inclusive with special care being taken to ensure that students with additional support needs are considered and provided for when designing excursion programmes. All outings are organised in line with Dumfries and Galloway policy and enjoy a high ratio of staff to students. For details of policies and Insurance please contact the school or see the Council website.

Annual Trips (A Selection)

S1

Hadrian's Wall Trip	September	All S1 pupils/ 1Day
Salter's Chemistry Festival	May	Chemistry

S2

French Trip	September	All S2 Pupils/One week
Stirling Castle Trip	June	Social Subjects
Dynamic Earth	November	Social Subjects

S3

Scottish Parliament	May	Modern Studies
Salter's Camp	June	Chemistry
Belgian Battlefields	June	History/Modern Studies 5 days

S3/S4

Highland Show	June	Geography/H.E. - days/2 nights
Health & Food Exhibition	September	Home Economics

S3-S5

Duke of Edinburgh	May/June/Sept	Bronze/Silver - overnight
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S5-S6

Stratford Theatre Trip	June	English - 3 days
Dupont Visit	January	Chemistry
Theatre visits	Session	Drama -one per class/year group
Lourdes	Bi-annually	Religious Education
Youth Forum	November	Religious Education
Ski Trip	January	Physical Education

d. Community

Our school is committed to developing pupils' understanding of what it means to be a good citizen. It also provides them with experiences which enable them to play an active role in society, understand their rights and responsibilities within that society and encourage respect for different national, religious and ethnic identities. Service to others, both in the school community and beyond, is a key element of our ethos and what we encourage our youngsters to practise. This is achieved in a number of ways both within the curriculum and through a wide range of opportunities and activities. The school has a very active Charities' Committee which coordinates the enormous amount of fundraising that the school does for a host of nominated charities, both local and international. We have a thriving Eco Schools committee, a range of volunteer work (with regard to volunteer work pupils can participate in the Dynamic Youth award scheme and in their senior years the Saltire and Caritas Awards) and pupils participate in real decision making in the school and beyond.

The emphasis in our senior school is very much on pupils giving something back to the community from which they have benefited and our senior pupils and prefects support the younger pupils in a number of ways including Peer Support (CHAT group), the study Buddy programme and Paired Reading. Ultimately it is our aim that the pupils who come to St. Joseph's College leave here with a deeper understanding of how they can contribute positively to the world in which they live and can participate fully and effectively in their communities. Reading Recovery with Cluster Primaries, PE and Music support.

e. Eco Schools

St. Joseph's College Eco Group is open to all pupils within the school from S1 to S6 inclusive. The aim of committee is to encourage staff and students to become involved in programs within the school which focus on respecting the environment, environmental awareness and sustainability.

Within the school we support the recycling of mobile phones, textiles, sporting footwear, and batteries. We are exploring the possibility of recycling paper in areas within the school which produce a high volume of paper waste. In addition, the group has developed a program of litter picks around our campus to discourage others from dropping litter and to maintain a clean school environment. Rural Skills, painting and decorating etc.

St. Joseph's College Eco Group is committed to finding new and enterprising ways to promoting greater awareness and participation in addressing environmental issues. We have achieved the Silver Eco Schools award and we are now working towards Green Flag status.



15. Home/School Partnership

a. Parent Council

By law schools have a duty to promote parents' involvement in children's education. We are very keen that parents feel able to be involved in their child's education and learning, that they are active participants in the life of the school and they feel able to express their views on school education generally.

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents who have chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:

- Receive information about the school and its activities;
- Hear about what partnership with parents means in our school;
- Be invited to be involved in ways and times that suit you;
- Identify issues you want the parent council to work on with the school;
- Be asked your opinion by the parent council on issues relating to the school and education it provides;
- Work in partnership with staff; and
- Enjoy taking part in school life in whatever way possible

The types of things the parent council may get involved in include:

- Supporting the work of the school;
- Gathering and representing parents' views to the Headteacher, Education Authority and Education Scotland;
- Promoting contact between the school, parents, pupils and the local community;
- Fundraising and organising events;
- Reporting to the parent forum; and
- Being involved in the appointment of senior promoted staff.
- Volunteering

The Parent Council incorporates the Parents and Friends Association. The Parent Council represents the parents' views in the school. It is governed by a committee of volunteers and consists of parents, staff, Church Representatives and other co opted members of the community.

The Parents and Friends Association, PFA, is a sub unit of the Parent Council.

We are also fortunate to have members who continue to be friends of the school and who are willing to be involved in aspects of the school as a consequence of previous links though they are not necessarily current parents.

There are no membership fees and parents are encouraged to play an active part so that a thriving association is maintained. All members are welcome to participate in the large variety of events that take place each year in St Joseph's College.

To contact the Parent Council or PFA, interested parties may call the school office and in turn will be put in touch with the appropriate member. Events will be publicised through letters, by Group Call messaging via text, by announcements in Parish Bulletins, the quarterly School Newsletter and via the school web site.

b. St Joseph College Parent Council Members

Office Bearers:

Chair	Mel McGill
Vice-Chair	Vacant
Treasurer	John Knox
Clerk	Amanda Brown

Ordinary Members:

- Julie Brown
- Barbara Cherici-Black
- Thomas Crombie
- Tracey Graham
- Fiona Grubb
- Alyson Hair
- Shauna Hiddleston
- Lynn Mitra
- Linda Nostratzadeh
- Gail Stewart
- Muni Thalakunte
- Keith Walters

Co-opted members

- Kelly Green
- John Knox
- Church Representative Fr Gerald Donnelly
- Teacher Representative Fiona Purdie

c. Communicating with Home

Parents are encouraged to contact the school about any aspects of their child's education. Your child's education is vitally important and your concerns will never be dismissed lightly. In turn we hope that all parents will support our aims and values by drawing our attention to any problems and by encouraging their children to make the most of all opportunities for growth and development.

Each child will be assigned to a House group which is led by a Principal Teacher of Pastoral Care. This teacher serves as an important point of contact for any parent who wishes to contact the school about any concerns.

Our school offices are located on the ground floor of the main building and our office staff will be available from 8.00am until 4.45pm. They may be contacted by telephone to make appointments with members of the Teaching Staff, Pastoral Care Teachers or Senior Managers.

Contact can also be made using email to the following address: soffice338@ea.dumgal.sch.uk

We will communicate with you in a variety of different ways:

Using a **Group messaging service** to send a text message to parents, we will provide information about pupil absence, inform you of any emergency such as school closure due to inclement weather, inform you that your child is carrying an important letter home for you.

By **newsletter**: at the end of each term to inform you of the activities and achievements of our pupils and staff. This will also include a note from the Head Teacher.

By our **website**: www.stjosephscollege.co.uk. This has recently been revamped and updated and contains a wealth of information about the school including sections on Learning/Achievement; Key Information for Parents; News and Events; Examinations; Post School and Pupil Opportunities

By **letter**: to inform you of a vast array of different events, medical examinations, school trips, concerns, opportunities and progress.

By **telephone**: to discuss something with you as a matter of urgency or in reply to a call from you. We will also call you if your child is unwell. Children who feel unwell or are injured are seen by first aid staff. They will decide whether to call for a parent or carer. If called, a child must be picked up by their parent or carer as soon as possible. It is therefore ESSENTIAL that we have accurate records of medical information, and contact details.

By **reports**: which provide you with detailed information regarding your child's progress and whether he or she is meeting appropriate targets. Parents and staff use these reports to inform their discussions at parents' evenings. Also provide focus for target setting meetings with PS teacher

At **Parents' Evenings**: where you can speak to teachers about your child's progress and next steps.

Each child in S1-S3 is provided with a **School Planner** to help them plan and record homework. All year groups and their parents can track and monitor homework through the Show My Homework website and also through the mobile phone app. Any parents having difficulty accessing the website or the app should contact the school office.

d. Attendance

It is your responsibility as parents to ensure that your child/children attends school regularly. For the safety of all children it is important for you to telephone the school office prior to/at the beginning of any absence. Absences are recorded in class registers and frequent or irregular absences not supported by a reasonable excuse, will be notified to parents and the matter may be referred to the Attendance/Liaison Officer. If possible please try to make dental/medical appointments out with school hours. However, if this is not possible, please inform us in writing or by telephone of the appointment and arrange to collect your child from class.

Unexplained Absences / Lateness

Parents are asked to ensure that:

- The school is informed if the family is running late.
- Any legitimate absence is notified to the school by telephone before 8.50am on the first day of the absence without fail, and that further calls, before 8.50am, are made on **every subsequent day of the absence.**
- Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up to date and are genuinely numbers where a response will be received. This is particularly important with mobile phone numbers.
- The school is kept informed of the absence and the likely return date.
- Any planned absences are officially notified to the school, in writing, in advance.
- School would be informed before 1.05pm if a child was not returning to school after lunch as a result of becoming unwell over that period.
- Latecomers report to the school office on arrival at school.

Staff will ensure that absences are checked every day and follow up the whereabouts of any child for whom we have no explanation.

e. Holidays

The Government has highlighted the importance of school attendance to a child's development and has required schools to set targets for improved attendance. Against this background, there is considerable concern at the increasing number of term-time holidays being taken by children at the request of their parents. The Headteacher is not in a position to refuse nor grant permission to parents for such holidays but it is the view of Education Services that these holidays should be officially recognised as "unauthorised".

Education Services recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods and parents remain free, within reason, to remove their children for holidays during term time. They should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is not possible – not fair to other children – to direct teaching time to assist a child who has been on holiday to catch up on what they have missed. This means that, whilst parents are at liberty to remove children from school for the purposes of family holidays, such absences will be recorded as 'unauthorised'. Parents should continue to inform the school, in writing, of any such holiday plans.

The exception to this is when a family holiday is judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events (HM Service Personnel).

f. Homework

St Joseph's College Homework Policy

Homework plays an important part in children's learning. It works best when its purposes are clear; there is a genuine partnership between pupils, parents/carers and teachers; the roles of each are laid out clearly and the type of support available is comprehensive and clear.

Research shows conclusively that regular homework makes a difference to pupils' attainment, grades and progress. Therefore, carefully considered homework programmes should be seen as making an important contribution to pupils' learning and, of equal importance, their potential to succeed beyond school in an increasingly competitive employment market and further education system.

Purposes of Homework

Homework has several purposes. It should help and support pupils to:

- Become confident individuals, responsible citizens and successful learners
- Develop independent learning skills and skills for life such as researching and organising
- Develop confidence to overcome difficulties and solve problems

- Reinforce and review work done in class
- Prepare for tests and examinations
- Master areas of the curriculum and skills with which they are having difficulty or need to improve
- Catch up on tasks or parts of courses they have not completed, or covered due to absence.
- Homework can also be given when a pupil has not completed a sufficient amount of work in class in the time given to ensure he/she keeps up with the work of the class.

Homework should enable parents/carers to:

- Be involved in and support their child's learning
- Have a dialogue with the school about their child's learning
- Keep in touch with what their child is learning.

Types of Homework

Where possible, teachers should aspire to provide homework which is stimulating, thought provoking and challenging and which encourages pupils to explore, create and discover things for themselves through research, projects, activities and wider reading. Ideally, pupils should have the opportunity to use (or be directed towards) the resources available in their local community: local libraries, museums, industry/places of employment, sites of historical significance, the landscape; indeed anything that will encourage them to view learning as taking place in a wider context beyond the confines of school. However, rote learning and reinforcement tasks are perfectly appropriate types of homework within the right context.

Frequency

The amount of homework pupils receive will depend on a number of factors:

- Stage of schooling. In general pupils will receive more homework as they move through the school into the senior school from S4.
- Ability of pupil. The amount of homework a pupil gets will sometimes depend on their ability level within a subject. For example, more able pupils may receive more homework and relatively speaking more challenging homework at certain points.
- Subject. Some subjects lend themselves more to regular homework than others. For example, in earlier years homework in practical subjects (like Technical and Music) may be less frequent due to the nature of the subject and the course.

However, pupils will receive homework in all subjects from S1. At this stage it is important to build on good habits formed in Primary school and increase the challenge. As pupils move up the school, the amount of homework will increase. There will also be an understanding that

ongoing revision and preparation for final examinations will form a part of this, over and above regular set homework. Pupils should see ongoing revision and practise as part of their expected homework routine and not leave this to the weeks running up to examinations. Pupils will receive subject specific advice about this and more general practical advice about strategies and how to manage this through their Social Education programme.

However, most important of all, it is the quality of homework. Nevertheless, there is a section at the end of this policy which outlines departmental approaches to homework including the quantity and frequency that may be given at each stage.

Recording Homework

Each pupil in S1-S3 will be issued with a Pupil Planner at the beginning of the session and be given advice about how to use it properly and effectively. All teachers should ensure that all homework is recorded in Planners. If a pupil does not have their Planner, the class teacher should check that they have it the following lesson. If they do not, the Principal Teacher Curriculum should be notified. If a pupil forgets their Planner twice in one month a standard faculty letter will be sent home to parents.

S1-S3 Planners will be checked once a week during Period 1 Enrichment. Pupils who forget their planners will be asked to bring them the following day. If pupils forget their Planner twice in a month this will be reported to the school office and a letter will be sent home; the school office will keep a record of these. In addition, if pupils are not using their planners to record homework, parents will be informed.

Pastoral Care staff will be responsible for following up these issues.

Planners are given free to pupils. However, in the event that it is lost, another one can be purchased from the school office for £2 (subject to availability).

Students in S4-S6 are given the option of using their mobile phone to record homework. The option of a Planner will still be offered. The normal rules regarding use of mobile phones will still obtain.

Support for Pupils

It is our aim to be as supportive as possible and responsive to pupils' needs in the setting and management of homework. A range of mechanisms are in place to support pupils who are encountering difficulty with homework. First and foremost, teachers will try to ensure that instructions concerning homework are clear to everyone in the class, and that all pupils have plenty of time to note down what is expected.

Pupils with Additional Needs

Extra care should be taken when setting homework for pupils with additional needs. Just as work in the class needs to be differentiated, so does homework. The 'Red Folder' details the needs of individual pupils and is an invaluable source of information to ensure homework tasks

are appropriate and, where necessary, differentiated or modified. Staff should ensure pupils with additional needs:

- fully understand the task set
- have sufficient time to note the homework task accurately and fully in their Planner/mobile
- have collected any necessary worksheets, resources, equipment, etc needed for the completion of the task
- are given appropriate homework tasks. Staff should be aware that specific difficulties make particular types of homework unsuitable for certain pupils. If unsure, staff should discuss the needs of the pupil with a member of the Additional Support for Learning Department who may be able to recommend a similar level of homework in a different format.

In addition, Pastoral Care staff will advise teachers about particular pupils for whom homework may be difficult or inappropriate at various points due to challenging home circumstances.

Extra Help

Teachers are very willing to help pupils who are having difficulty with homework and often set aside time to assist individuals or small groups. Pupils should never be afraid to ask for help. Several subjects run support classes at lunchtime or after school. Details of these can be found on the school's website (www.stjosephscollege.co.uk) under 'Key Information for Parents'.

Dialogue

Some pupils in the senior school (S4-S6) can often be asked to complete a substantial amount of homework in any given night or week. Deadlines for courses have to be met and teachers have the professional overview for what needs to be done. However, lengthy and substantial pieces of homework should not be given for the following day (see Frequency). Pupils should be encouraged to speak to staff if they feel they have too much homework for the following day.

Support for Parents

Parents have a significant role to play in pupils' learning and supporting pupils at home really improves their chances of success. In addition, research has shown that regular homework makes a significant difference to pupils' progress and learning. However, parents are often unsure of the best ways to support their children's homework. The following advice is a summary of that provided in a leaflet entitled 'How to Support your Child with Homework'. Clearly, older pupils will need less (if any) support.

- If possible provide your child with a suitable place to complete homework and the materials they require.
- Take an interest in your child's homework and talk to them about it. This conveys the message that homework matters and you care.

- Encourage your child to establish a routine for homework; doing it at the same time every evening. Ensure that they avoid leaving homework until the night before it is due and/or until just before they go to bed.
- It is recommended that your child leaves their phone in another room while completing homework to avoid distractions.
- Check your child's Planner regularly. Check that it is being used and that homework is being recorded in enough detail.
- Avoid being negative about what they are doing. Provide encouragement and give support not criticism (where possible).
- Have high expectations. Expect your child to make a good effort with their homework, to take pride in it and to lay it out neatly.
- Be alert to signs of tiredness and frustration. If they are tired perhaps it will be better to leave homework until the following evening.
- Offer to support your child but don't do homework for them. Suggest how they might find the answer for themselves. If you can, work through an example with them. Talk to them about what they are doing. Check it over with them once completed.
- You are not expected nor is it necessary for you to know how to do all of the homework your child is set.
- Do not hesitate to contact the school if you are concerned about any aspect of homework or problems your child may be having with it.
- As children get older, they will be less likely to want to discuss homework or ask for help. Do your best to keep the lines of communication open about homework regardless of their age.

Different Roles and Responsibilities in the Homework Partnership

Role of Pupil

- To submit homework on time
- To complete homework to the best of their ability
- To complete homework in good time and not to leave it to the last minute before it is due
- To bring their Planner to school every day
- To use the Planner/phone to record homework and to check it on a daily basis
- To catch up on work missed due to absence

Role of Parent/Carer

- To take an interest in their child's homework
- To check their child's Planner is being used and to sign it every week
- To provide a suitable environment for the completion of homework, where possible
- To support their child in establishing a routine for homework
- To communicate with the school any concerns they might have about homework
- To set high standards regarding effort put into homework and its quality

Role of Subject Teacher

- To have high expectations about the quality of homework
- To follow department/faculty policy in the setting and marking of homework
- To explain the purpose of homework to pupils
- To provide clear criteria (ideally after dialogue with pupils) about what constitutes success in homework tasks
- To ensure that there is time during lessons to explain homework fully
- To ensure that all homework is entered into Planners or mobile phones
- To provide homework which is interesting, stimulating and challenging where possible
- To provide homework that is set at the right level and is appropriate for the ability range in their classes
- To provide a reasonable and manageable timescale for significant or lengthy pieces of homework
- To provide extra support and advice about homework for pupils who need it
- To support pupils to catch up on work missed due to absence
- To provide feedback on homework appropriate to the task set
- To report to parents homework progress and performance through reports
- To be aware of the homework demands placed on many pupils in the senior school
- To follow the department/faculty policy on non completion of homework/homework not completed to a satisfactory standard.
- To communicate concerns, where appropriate, about pupils' non completion of or the poor quality of their homework to the relevant Pastoral Care teacher

Role of Principal Teacher Curriculum

- To establish procedures for monitoring the faculty's homework policy
- To support subject teachers with the implementation of this policy
- To contact parents, where necessary, using department procedures
- To be the first line of support for subject teachers encountering difficulty with pupils not completing homework
- Role of Principal Teacher Pastoral Care
- To alert staff to issues which may affect individual pupil's ability to complete homework, or its quality (e.g. home circumstances, bereavement)
- To follow up concerns from subject teachers or Principal Teachers of Curriculum regarding the quality of, or non completion of homework
- To provide advice and support to pupils encountering difficulty with aspects of homework

Subject Policies

Each department has its own Homework policy which ties in with the whole school policy. These can be found on the school's website www.stjosephscollege.co.uk

16. How is My Child Doing

a. Reporting

In St Joseph's College we are committed to building a positive relationship between school and home. We acknowledge the important role that parents have in their children's education and we want to work together with you to ensure that your child gets the most out of their time at school.

b. S1-S3 Broad General Education

Throughout the junior school your child will receive five reports through S1-2 and a further five reports S3-4. In addition, you will be invited to a Parents' Evening each year to meet teachers and discuss their progress.

c. Curriculum for Excellence Levels Explained

Your child's reports will reflect how they are progressing through the new National Levels. As you may be aware from primary reports, this new approach has four levels of learning which pupils move through at their own pace. To achieve both breadth and depth of learning each level can take up to three years or more to complete.

- First Level: To the end of P4 but earlier or later for some.
- Second Level: To the end of P7 but earlier or later for some.
- Third and Fourth Level: S1-S3 but earlier or later for some.

Broadly speaking, most pupils at the start of secondary school will be studying at Level 3. While working through each level your child will progress through three main stages and the school reports will indicate the stage at which your child is currently working in each subject.

Developing: Your child has started working at this level and is beginning to make progress in a number of experiences and outcomes;

Consolidating: Your child has achieved a breadth of learning across many of the experiences and outcomes and can apply what he/she has learned in familiar situations;

Secure: Your child has achieved a breadth of learning across almost all of the experiences and outcomes and can apply this learning to unfamiliar situations.

d. S4 to S6 Senior Phase

As the system has moved to new qualifications which may be at National 5, Higher or Advanced Higher. To help you provide support, you will receive two reports, each giving an indication of your child's performance and progress.

e. Contacting the School

If you have a concern about your child you do not have to wait for his/her reports.

Please do not hesitate to contact the school and we will be pleased to speak to you on the phone or to arrange a face to face meeting. We are keen to do all that we can to help our pupils fulfil their potential.

Pastoral Care & Pupil Support Teachers

- Bruce Mr Brown
- Douglas Mrs McNaught
- Stewart Ms Brown
- Wallace Mrs Read
- Additional Support Needs Mrs McPhillips

Senior Management Team

Mrs Jones Head Teacher

Depute Head Teachers

Mrs MacRae Head of years 1 & 4

Ms Belille Head of Years 2 & 5

Mr McGee Head of Years 3 & 6

The School Events Calendar section in this handbook contains the dates of parents nights and also the dates on which reports are issued.

f. Pupil Profiles

A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at learners and their parents and draw together a range of information about a child or young person's learning. It is one of the ways in which a learner's achievements can be recognised. Nationally it has been agreed that profiles will be produced at the P7 and S3 stage. The end of S3 represents an important milestone in every young person's education. By the end of S3 all young people will have completed the Broad General Phase of Curriculum for Excellence. Young people should have produced their own profile, supported by staff, which gives a reliable and full account of their progress and achievements to date. It should include a focus on what they feel are their latest and best successes.

g. Helping the School

The school has an active Parent Council and Parents and Friends Association (see 11.1) who make an enormous contribution to the life of the school through organising and supporting a variety of events.

However, parents and guardians are also involved in supporting the school in a variety of other ways:

- Speaking at school assemblies
- Having a stall at our Employers Evening
- Helping school sports teams
- Making donations to our school library
- Providing trophies and prizes for our Awards Ceremony
- Supporting school excursions
- Teaching interested groups a particular skill or subject.
- Reading or scribing tests including SQA examinations.

We would welcome your support in any way which might enhance the educational provision for pupils at our school. There may be other ways you can get involved at St Joseph's College as well as the aforementioned examples and we recently wrote to parents in this regard. Do you have a particular skill, profession or experience which you could share with our youngsters? If so, please contact a member of the Senior Management Team at the school to discuss your idea.

17.Support for All

a. Pupil Support

It is central to the work of Personal Support Teachers that they get to know and become known by their pupils. In this way a supportive relationship can be established and developed and the caring ethos of the school can be extended to every member of the school community. It is our aim that children will have the best start in life and will succeed.

The Principal Teachers of Personal Support are currently Mrs McNaught, Mrs Read, Miss Brown and Mr Brown (Pastoral Care) and Mr Carroll (Additional Support for Learning). They work as a team to identify, as far as possible, the needs of the individual and ensure that these needs are addressed. As each Personal Support teacher has responsibility for a relatively high number of pupils the structure of this task is in several parts.

Personal Support Principal Teachers work with parents by developing good practices to ensure that they:

- Provide information and advice to parents when required.
- Provide well trained staff with access to information and best practice
- Provide parents with ready access to identified contact persons in the school
- Keep parents fully informed about all matters related to their children
- Refer parents to named officers at education authority level if school cannot help with parents' enquiries.
- Liaise with a Home Link Worker where appropriate to fortify or establish joint cooperative relations between home and school.
- Liaise with other agencies such as Skills Development Scotland and young People's Support Services to provide additional training and advice for children and young people

b. Pastoral Care

Each child is allocated to one of the four House Groups which is led by a Principal Teacher Pastoral Care.



Bruce

Mr Brown

Douglas

Mrs McNaught

Stewart

Mrs Brown

Wallace

Mrs Read

Siblings are allocated to the same House Group/Pastoral Care teacher. Pastoral Care teachers meet regularly with the pupils in their House Group and pupils are encouraged to raise any concerns with this teacher in the first instance.

c. Additional Support for Learning

St Joseph's College is a fully inclusive school. All students are provided with the highest quality of teaching making effective use of resources. Provision for children and young people with Additional Needs is based upon the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009 and is translated into procedure and practice by Dumfries and Galloway Education Services' The Framework for Support 2006. This Framework is currently under review. The Authority expects us to meet the needs of all children with additional support needs in a variety of ways. This includes both in mainstream classes with support designed to meet the needs of the individuals in each class and in our learning centre and base which may be used to permit small groups of children to optimise their potential whether learning is difficult for that student or the student is exceptionally gifted and talented.

Additional Support for Learning is provided by teachers and assistants who are well aware of the needs of the children with whom they are working. Senior students undergo training in Child Protection, first aid and paired reading before they are permitted to work with younger students. Their support is valued by children and parents alike. We aim for our school to function as a community. Each person is unique and valued and encouraged to help others and to expect to receive the support of others around them.

Mrs McPhillips is the Acting Principal Teacher Pupil Support and can be contacted via the school office.

Teaching Staff:

- Mrs K McPhillips
- Mrs K Morton
- Mr N Paoletti
- Niss G Sammon

What is Additional Support for Learning (ASL)?

If your child needs extra help or support in addition to that which is usually provided in school they can be said to have 'Additional Support Needs'. Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

- Social or emotional difficulties
- Problems at home
- Being particularly able
- A physical disability
- Moving home frequently

- Behavioural difficulties
- Bullying
- A sensory impairment
- Communication problems
- Being a young carer
- Being a young parent
- Having English as a second language
- A learning disability
- Autism
- Attention Deficit Hyperactivity Disorder or HDD

Your child's progress will be kept under review and any plans and support will be changed as necessary. As a parent you will be closely involved in any review process. There will be several opportunities for you to discuss your child's progress. This may be through informal discussion with the teacher or at Parents' Nights or it may also be through more formal, focussed meetings with all agencies involved. You should discuss and agree with the school how you would like to be involved.

Each student will be allocated a key person and of course a Pastoral Care Teacher. These people should be a Parent's first point of contact at school. They will become familiar to you and your child while he/she is in our care and part of our community.

At the moment a small number of children will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a Co-ordinated Support Plan. The Co-ordinated Support Plan process is managed by Education Officers with responsibility for Additional Support for Learning.

Further information on all of the above is available from the school, the Council website or from the following sources:

- Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527 <https://enquire.org.uk/>
- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576. <https://www.siaa.org.uk/>; or
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

Parents may also access further support through mediation services provided by Common Ground Mediation <https://www.commongroundmediation.co.uk/> or advocacy support through People's Advocacy Support Service (P.A.S.S. Direct) or Parents Inclusion Network (PIN) <https://www.parentsinclusionnetwork.org.uk/>

d. Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) is an approach from The Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For you and your child, GIRFEC means that:

- You are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.
- From April 2013 each child has had a Named Person in the School. This is usually your child's Pastoral Care Teacher who is a Principal Teacher whose experience and training means that they are ideally suited to caring for your child in the broadest sense. If your child has additional support needs there will also be a key person, a support for Learning Teacher, who has the necessary experience and training to provide the most effective support for your child. Both of these key personnel will work together to provide the best service that can. If you or your child need any advice or any support. The Named Person is your first point of contact and will make sure you get the help or advice that you need. Having a Named Person means that if there is anything that could affect your child's wellbeing, he or she will receive support as quickly as possible so that problems do not develop.
- If your child has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your child. You should never have to keep telling your story to lots of different staff in the School or the Education Department or the NHS. Your child will have a single plan that everyone works to and everyone is clear about what they are doing. When your child leaves secondary school there will be a Transition Plan in place for them in good time.

For more information on *getting it right for every child* email GIRFEC@dumgal.gov.uk.



e. Child Protection

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: **safe, nurtured, healthy, achieving, active, respected and responsible and included**. Schools and front-line education and child care services will play an important role in ensuring all children and young people are safe and well. Further information is contained within the [Child Protection Policy for Schools, Pre-School and Child Care Services](#) which is available from the school and the on the Council website. All staff members in schools in Dumfries and Galloway receive Tier 1 Child Protection training according to a schedule determined by the Authority Child Protection Officer. It is delivered every four years to the staff members of each Cluster.

Each year all staff in St Joseph's College have refresher training in Child Protection delivered by the school Child Protection Officer and the Depute Child Protection Officer.

All senior students have Child Protection Training as part of their induction to enable them to work effectively as buddies and is invaluable to those undertaking work shadow placements in Care settings such as primary schools, nurseries and care homes.

f. Educational Psychology Service

Educational Psychologists aim to improve the life chances of all children and young people. Working in partnership with families and other services, we use applied psychology and knowledge of child development to address inequalities, support vulnerability and enhance inclusion. We seek to ensure that young people realise their potential to become successful learners, confident individuals, effective contributors and responsible citizens.

We do this by:

- Working with others in a consultative way to help them make sense of difficulties and make informed choices and decisions
- Sharing knowledge about 'what works' and promoting evidence informed approaches to develop the policy and practice of literacy, numeracy and health and wellbeing in our educational establishments and communities

- Raising awareness of the crucial role of communication, relationships and nurture in children's lives
- Training and developing the skills of other professionals to improve children's attainment and achievement
- Highlighting the interactive nature of assessment, teaching and learning
- Designing and implementing interventions in partnership with others which support individuals and communities to develop resilience and ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included.
- Supporting effective transitions (early years into primary, primary to secondary and secondary to post school) to improve the life chances of young people

The Psychological Service is based in offices in Newton Stewart, Dumfries and Annan, and each school has an identified Educational Psychologist. Further information about the service is available from the school. Our Educational Psychologist is Sharron Harper

g. Home School Link Worker Service

A Home Link Worker can meet with parents/carers, children or young people to offer advice or help with the sorts of things that can affect a child's learning. These could be connected to a child or young person's home or school life. The service aims to provide help and advice early and prevent something small from growing into a problem. A member of PSP team or Pastoral Care teacher can ask for this support on a parent's/carer's behalf.

h. Educational Maintenance Allowance

The Education Maintenance Allowance (EMA) is a means tested weekly allowance payable in two week instalments in arrears during term time only. It is intended to encourage students to stay on at school in post-compulsory education. Applications are available from all Secondary Schools, the Pupil/Parent Support Unit, Woodbank, 30 Edinburgh Road, Dumfries, DG1 1NW and your Local Area Customer Services Centre.

For further information on the EMA programme please access the Council website:

<https://www.dumgal.gov.uk/article/15247/Education-Maintenance-Allowance>

Eligibility

Your household income for the year ended 5 April 2018 (2018/19) must be less than:

- £24,421 - for households with one dependent child
- £26,884 - for households with two or more dependent children

Apply

You must apply and reapply for each academic year and forms are available from the school office or you can download it from the Council website link above. Please read the guidance notes first as these will help you complete the form correctly.

Your date of birth must fall on or between 1 March 2000 and 29 February 2004 to apply for the 2019/20 academic year. Applications for this academic session will not be accepted after 31 March 2020.



18. Leaving School

a. Careers

A high percentage of students from St Joseph's College have enjoyed success in obtaining positive destinations when they leave school. Throughout their time in school our young people have access to high quality Careers advice from our Careers Advisor Karen Ferguson of Skills Development Scotland. In PSE and during regular meetings with teachers who have responsibility for Personal Support for Pupils, our students are encouraged to reflect on their talents and successes, strengths and weaknesses to engender a sense of ambition and to begin planning for life after school. Lorna Argente meets regularly with the Personal support for Pupils team to anticipate needs and seek opportunities. All students are trained and given opportunity to access skills Development Scotland's interactive website: 'www.myworldofwork.co.uk' which they can use to investigate and research jobs, find out about qualifications, build a CV and practise interview skills.

Each year we organise an information evening to inform parents and senior students about the University Admissions process and about bursaries and sponsorship possibilities. Later in the year there is a hugely popular Careers Information evening at which local employers, colleges and universities are represented and available to answer questions about their own careers and provide information about entrance qualifications. It is open to all students in particular those who are about to make subject or career choices.

b. 16 Plus Learning Choices

16+ Learning Choices is a Scottish Government commitment to giving every young person an entitlement to learning at least until age 18. It is part of the Curriculum for Excellence. The three key aspects are:

- The right **learning provision** must be in place - a range of options, including staying on at school, entering further or higher education, participating in the national training programmes, or taking part in personal and social development opportunities offered through community learning and development, must be available to each young person.
- The right **financial support** must be available to ensure that young people make choices based on the most appropriate learning for them, rather than on the amount of money offered.
- The right **information, advice and guidance** must be available to make sure that young people know what opportunities are on offer, how those fit with their own needs and ambitions, and how they will progress.

Every young person leaving school at their earliest opportunity is entitled to further learning opportunities to help them develop skills for their future.

Activity Agreement Advisers work with those young people who need extra support to keep learning. These include young people who have not been attending school or are dealing with personal issues and difficulties. What we do is work with each person to find a learning opportunity that is positive, enjoyable, based on their needs and that they can take responsibility for. We have two Activity Agreement Advisers who work directly with young people on a one-to-one basis to find out more about each person and their issues and interests in order to get the best learning programme in place. When the young person is happy with the learning programme that has been identified they will be asked to sign an Activity Agreement where they agree to follow the programme of learning and activities.

c. Work Experience

Dumfries and Galloway Council is keen to provide an opportunity for schools to make flexible arrangements for their pupils to explore the world of work at different stages of their education. Young people benefit from experience of work and in St Joseph's College every effort is made to assist them in the development of their employability skills.

The quality and suitability of placements of students is wherever possible, matched to the career aspirations of the young person. However experience of any workplace provides invaluable insight into the world of work presenting the student with challenges that could never be imagined in a classroom.

Where possible, pupils in the Senior Phase are given the opportunity to take part in work experience. They may be placed with a local employer for up to one week. This may be during the school year or, in some cases during a holiday period. Some of our pupils' parents and carers even make their own arrangements with our support, to allow their children to have work experience at a business run by a friend or family member.

Young people in S5/S6 are encouraged and supported to take up Work-Shadowing opportunities, either suggested by school staff or arranged by the students themselves.

Work experience, vocational courses in school or at college and work shadow placements provide clarity and a meaningful experience of the workplace. They can help provide students with persuasive personal statements when applying to universities and colleges and help students and their families when making decisions about career choices.

Schools are now challenged to develop young people who have a broader and **more relevant** educational experience that can be developed by employers and which includes the essential **'soft' skills:**

- Communication
- Extension of core skills
- Attitude, advice
- Interpersonal skills

Relevant experience of the world of work is required for all pupils – although not necessarily all at the same time or stage. Learning for life beyond school should include knowledge and awareness of **Employability Skills**:

- Understanding of the workplace
- Time-keeping
- Appearance
- Checking for quality
- Health & safety
- Customer care
- Self-evaluation skills
- Confidence to reflect and learn from experience
- Positive attitude to learning
- Practical problem-solving
- Team-work and reliability

Young people should be involved in a broader experience of the world of work for some months before leaving school so that they have greater awareness and information on which to base their career-starter decisions than they have at present.

The Education Authority recognises the value of Work Experience and, through its consultation with schools, businesses, parents and pupils, is keen to reshape and develop more effective Experience of Work opportunities for its pupils. Work Experience Coordinator, Phil Stewart ensures needs are met.

d. Support Available

Careers Advice: Alan Kinley Skills Development Scotland

Mr Kinley is available in his office in the school from Monday to Thursday.

Pupils can make specific appointments with the careers adviser or attend regular Drop-In sessions. Parents are also welcome to seek advice or attend appointments with their children.

19. School Improvements

a. Achievements

St. Joseph's College is proud of the many achievements of its pupils both in and out of school. We are committed to providing our young people with as many opportunities as possible to succeed both in the curriculum and beyond. Below is a list of some of the achievements of our pupils:

- Winners of the Dumfries & Galloway College competition.
- University of West of Scotland Enterprise Challenge
- Many awards for the different UKMT Math Challenge events at Junior, Intermediate and Senior level.
- Open University YASS Awards
- Scottish Power Getting Energised Competition finalists.
- Rotary Young Musician awards.
- Winner of the Mitchell Cup for piping.
- Regional Winners of Dumfries and Galloway School Sports
- Regional winners for many sports including athletics, curling, football, golf, gymnastics and orienteering.
- Several Scottish champions in baton twirling that have also competed at international level.
- Pope Benedict XVI Caritas Awards
- Many pupils enjoyed success at the Guid Nychburriss Gala Regional Championship
- Cross Country Regional Champion
- Duke of Edinburgh award winners at bronze and silver.
- Many pupils have achieved citizenship awards for work both within the school and in the wider community including international aid work. These include Young Quality Scot awards, Rotary Club Citizenship prize, Cresswell Community prize and the Garland Cup.

b. Improvement Plan and Priorities

The school has a Standards and Quality Report and School Improvement Plan. Interested parties should contact the school office.

c. More Information

More information about the school is available from a number of sources. A copy of the School Prospectus is available from the office (and the school website) on request. The school website is regularly updated with important information:

www.stjosephcollege.co.uk

Parents may also find the following websites useful regarding supporting their child's education or understanding the examination system:

- www.parentzonescotland.gov.uk
- www.parentnetworkScotland.org.uk
- www.bbc.co.uk/schools/parents
- www.sqa.org.uk – (Scottish Qualifications Authority)

Both of our local parish churches also have their own websites:

- www.stteresaschurch.com
- www.standrewsdumfries.org.uk

20. Health & Safety

a. Emergency Procedures

If your child feels ill during the school day and we feel that he/she would be better at home, we will telephone you or your emergency contact. Minor accidents, e.g. cuts, bruises, are dealt with by the school staff. Serious accidents are few, but should one occur your child will be immediately taken either to your doctor or to hospital, if necessary, and you or your emergency contact will be notified. We cannot stress enough the importance of supplying the school with the relevant information we require in such a situation, i.e. your own home and work number and a telephone number and name of an emergency contact. Where available mobile numbers should also be provided.

We will request such information at the beginning of each new school year. Please update this as necessary.

b. Severe Weather and School Closure Arrangements

Headteachers are authorised to make an emergency closure when the state of the weather or any other exceptional circumstance make it absolutely necessary in the best interests of the pupils. If this is so, we try to inform parents using the group messaging system before their child leaves home. Information about emergency weather arrangements may be found by listening to the radio (West Sound or Radio Scotland's local bulletins at 7.50am), watching Border TV news, logging on to the Dumfries and Galloway website (www.dumgal.gov.uk) or phoning the school.

Parents are advised to have procedures in place for emergency closures, including arrangements for transport or shelter if necessary or possible.

c. Leaving School Premises

Pupils in S1 and S2 are required to stay on campus at both break and lunch time. This is to ensure their personal safety and to allow them opportunities to integrate into the wider life of the school. There is wide variety of clubs and sports on offer at lunchtimes and healthy meals available from the school canteen. Pupils may only leave campus at either of these times in exceptional circumstances and if supported by an explanatory letter from parents/carers.

Pupils in S3-S6 are permitted to leave campus at break and lunchtimes under the proviso that their conduct and behaviour is excellent and that they return on time for classes.

At all other times, pupils may only leave campus if they have a letter from parents explaining why they must be absent from school e.g. dental or medical appointment. This letter must be presented to the staff at the school office or reception. All pupils who leave campus must sign out using the book provided and sign back in again on return to ensure we have an accurate record of who is present in school.

Pupils in S5 or S6 who have work experience placements, college courses, or training must also sign in and out.

d. Health Care

Education Services is committed to ensuring that all children are able to fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the nursery/school environment, for most children this will be for short periods of time only but for some children this may require more long term planning and support. If your child has any health care needs please contact the school to discuss arrangements. Full details of the support available and your role as a parent and the role of your child are contained within [The Nursery and School Policy on Health Care Procedures Sept 2012](#) which is available from the school or on the Council website.

Pupils with additional health care needs have the same rights as other pupils. Parents of pupils with special medical requirements should inform the school so that suitable arrangements may be made to meet their needs. St Joseph's College will do what we can to meet those needs. The school will treat medical information confidentially and sensitive information will be shared only with those who need to know. Mrs Ferguson, Depute with responsibility for Personal Support, will liaise directly with parents/carers to decide exactly what support the school can provide

When a pupil needs to bring prescribed medication, it must be in the original packaging with the child's name and dosage **clearly marked on it**. Where it is essential that a child takes this during the school day and requires adult supervision it is necessary for parents or carers to request this

using a form available from the school office. If medication is required twice a day then this should be administered at home.

If a pupil has complex health needs, the school will cooperate with the pupil, his or her family and medical practitioners to create a Health Care Plan which will identify the level and type of support needed at school. This will be reviewed termly or as needs change.

The school encourages pupils with health care needs to take part in school excursions and other activities wherever safety considerations allow.

e. Employment of Pupils

If the school is notified by a pupil that they intend to take up part-time employment and that this employment falls within the terms as set out in “Part-time Employment: A Young Person’s Guidelines”; there are procedures to follow. These procedures are detailed within:

Part-Time Employment of Pupils – Procedures for Secondary Schools

which is available from the school or on the Council Website.

Experience of work is invaluable for many pupils and is beneficial in many ways: giving pupils an insight into possible future careers; providing experience of the various disciplines and regulations involved in employment; teaching the value of money and budgeting. However, we would ask all parents and pupils to consider carefully the impact part time work might have on their studies and chances of fulfilling their potential in national examinations. Should you wish to discuss this, please do not hesitate to contact either a member of the Senior Management Team or the Pastoral Care team.

f. Data Protection

Your child’s personal data will be held by the school. All personal data is held on our secure school management information system. We will ensure that the information we hold is accurate and up to date and each year you will be sent an Update Form detailing the information held by the school for you to check and update as required. Please return this form as quickly as possible even it is simply to confirm that the information we retain is accurate.

Access to the school management information system is by individual user and is password protected. Furthermore, access to confidential data is restricted to staff in school as appropriate.

g. Images of Pupils

The school does use photographs to provide a record of events and it is possible that photographs may appear in local papers or media. The authority has a policy on the use of images of pupils. You will be asked to read this when your child enrolls and to clarify your consent with regard to the publication of images of your child.

h. Use of the Internet

As part of the whole learning process we allow our children supervised access to the Internet and e-mail both on school computers and through the Bring Your Own Device (BYOD) policy. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material in line with the BYOD policy. This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use, which we ask parents and young people to sign up to.

A copy of the BYOD policy is available from the school office.

21. Other Useful Information

The local authority website has lost of information on council policies and procedures on the website which can be accessed here:

<https://www.dumgal.gov.uk/schools>

22. Appendix – Authority Information

Positive Behaviour

Scottish-based research indicates that schools, where attainment is higher than expected for their catchment area, demonstrate positive relationships throughout the school community and that children and young people are involved meaningfully in decisions which affect them at all levels of the school.

Adults should establish open, positive and supportive relationships where children and young people feel safe, secure, listened to, and secure in their ability to discuss sensitive issues. It is essential that adults model behaviour which promotes positive relationships and positive behaviours.

All schools are required to develop and implement an anti-bullying policy by June 2020, in order to create a whole school approach in which children and adults work together to create an environment where bullying is never acceptable. This policy should reflect the Dumfries and Galloway guidance, and also Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People.

Schools will have different ways of putting the principles of anti-bullying into practice to reflect local environments and culture. They should have an approach which makes it clear that bullying behavior will not be tolerated. The entire school community: teaching and non-teaching staff, pupils and parents, should be involved and must be committed to this. The policy should be reviewed on a regular basis; provide a framework for all the strategies, procedures and practices related to anti-bullying work and be impact assessed. Support and guidance on developing school policy is provided by respectme: <https://respectme.org.uk/resources/publications/>

Community Involvement

Schools should consider promoting community involvement as volunteers in supporting learning (running clubs etc) and how the school may support learning in their community through young people delivering learning as part of their own wider achievement. Potential users of the school premises can access more information at www.dumgal.gov.uk/schoollets The Education and Learning Directorate welcomes parents as volunteers and are keen to promote parental Involvement and Engagement in Schools. One way to do this is to promote this through supporting parents as volunteers in schools. Volunteers in schools can be parents, employees, representatives of partner organisations and outside agencies, volunteer adult helpers, senior pupils and adult learners. This might include supporting schools with communication – working on school newsletters, websites or supporting social and celebration events. Skills sharing - supporting with pre/post school clubs and activities, careers events and supporting learning in

specialist areas such as supporting classroom reading or library developments or attending educational visits. Schools should encourage parents/carers and extended family to share their skills and expertise. To support schools and parents with this process please ask to see a copy of the Schools Volunteer Policy 2019.

Home / School Partnership / Parental Involvement and Engagement:

Parent Council and Parent Forum Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents who have chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:

- Receive information about the school and its activities;
- Hear about what partnership with parents means in our school;
- Be invited to be involved in ways and times that suit you;
- Identify issues you want the parent council to work on with the school;
- Be asked your opinion by the parent council on issues relating to the school and education it provides;
- Work in partnership with staff; and
- Enjoy taking part in school life in whatever way possible

The type of things the parent council may get involved in include:

- Supporting the work of the school;
- Gathering and representing parents' views to the Headteacher, Education Authority and Education Scotland;
- Promoting contact between the school, parents, pupils and the local community;
- Fundraising and organising events;
- Reporting to the parent forum; and
- Being involved in the appointment of senior promoted staff.

Parents can be directed to <http://www.dumgal.gov.uk/article/17608/Parental-Involvement> for further information on Parental Involvement and Engagement and support information for Parent Councils. In addition, ALL parent Councils in Dumfries and Galloway have membership to CONNECT. Membership includes Insurance cover and training opportunities. For more information visit <https://connect.scot/>

Respect for All

The Directorate of Education and Learning Respect for All Guidelines (2018) for Schools incorporates revised national anti-bullying guidelines (Scottish Government 2017) that underpins our Schools Policy. We also acknowledge The United Nations Convention on the Rights of the Child

- Children’s rights are now embedded in Scottish legislation with the promotion and upholding of the rights of children and young people and states that all education should develop each child’s personality and talents to the full. Children’s voices should be heard, and their wishes respected without discrimination of any kind. AND The Equality Act 2010 that places a duty on schools to:
- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Act 2010 put legislation in place to prevent direct or indirect discrimination against persons due to their:

- Age
- Disability
- Sex (Gender)
- Gender reassignment (Transgender)
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

Dumfries and Galloway Council’s priorities also place every child’s wellbeing at the centre. In schools we do this by adhering to the principles of GIRFEC

Additional Support for Learning

Dumfries and Galloway 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 to ensure that all children and young people have access to quality learning opportunities and experiences. The Authority aims to remove barriers to learning for all children with additional needs through a range of provision from mainstream classes (supported by their classroom Teacher) to part-time or full-time provision in a school with a learning centre or inclusion base. This commitment to meeting the needs of all children is based on the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009. The Presumption of Mainstream (<https://www.gov.scot/publications/guidance-presumption-provideeducation-mainstream-setting/>) means that most children will be supported in their local school. What is Additional Support for Learning (ASL)? If your child has a barrier to learning they can be said to have

'Additional Support Needs'. Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

- Social or emotional difficulties
- Being a young parent
- Problems at home
- Having English as an additional language
- Being particularly able
- A learning disability
- A physical disability
- Autism Spectrum Disorder
- Moving home frequently
- Attention Deficit
- Hyperactivity Disorder
- Behavioural difficulties
- Health Problems
- Bullying Long-term absence
- A sensory impairment Dyslexia/Dyscalculia
- Communication problems
- Fine or gross motor problems
- Being a young carer
- Armed Forces family

If you have any concerns about your child, you should speak to a member of staff in the school in the first instance. The majority of children with additional support needs have them met in the classroom by their teacher, through differentiated teaching approaches. If concerns persist the staged intervention process will escalate the response to an appropriate level of support. There are several ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist Teachers, Impairment Specialists and Educational Psychologists. This may include a request for assistance to the supporting learners team as part of the work of the Autism Support Officers and Looked After Children (LAC) Support Officers It may also involve your child being referred onto staff in external agencies such as Health staff (Speech and Language Therapist, Occupational Therapist, Physiotherapist etc.). As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate your child will have an educational plan agreed which will identify how they are to be supported. Your child's progress will be kept under review and any plans and support will be changed as agreed. As a parent you will be closely involved in any review process. A small number of children will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a Co-ordinated Support Plan. The Co-ordinated Support Plan process is overseen by the Supporting Learners Service with responsibility for Additional Support for Learning. Further information on the above is available from the school or on the Council website <http://www.dumgal.gov.uk/article/16163/Additional-support-forlearning> or from the following sources:

- Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527 <http://enquire.org.uk/>
- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 [http://www.google.co.uk/search?hl=en&source=hp&q=Scottish%20Independent%20Advocacy%20alliance; or](http://www.google.co.uk/search?hl=en&source=hp&q=Scottish%20Independent%20Advocacy%20alliance;or)
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

Parents may also access further support through mediation services provided by Common Ground Mediation <http://www.commongroundmediation.co.uk/> or advocacy support through People’s Advocacy Support Service (P.A.S.S. Direct) or Parents Inclusion Network (PIN) <http://www.parentsinclusionnetwork.org.uk/> .

Dumfries and Galloway Youth Guarantee

Dumfries and Galloway’s vision is that all young people will receive an appropriate offer of post-16 learning, training, employment or personal skills development with 100% positive destinations for all school leavers in Dumfries & Galloway. Planning forms part of the process for ensuring there are opportunities available for young people on leaving school. Planning will help identify the most appropriate offer that matches young peoples needs and aspirations. It must be:

- at the right level
- accessible both in terms of location and local labour market opportunity
- delivered through the right learning method
- fit with each young person’s chosen pathway

To find out more visit: <https://www.dgtap.co.uk/education> and <https://www.myworldofwork.co.uk/> The DG Youth Guarantee is an extension of the Scottish Government’s commitment that every single 16-19-yearold in Scotland will be offered a place in appropriate learning or training if they are not already in a job, Modern Apprenticeship or in education. This includes critical elements:

- the right learning - with a range of options on personalisation and choice. This will include staying on at school, entering further or higher education, taking up an Apprenticeship, participating in training, or taking part in personal skills development in a community learning and development setting or a third sector organisation.
- the right financial support to help young people take up the offer which is right for them

For more information visit: <https://www.dgtap.co.uk/youth-guarantee>

Youth Guarantee Universal Support for all Learners

All learners are asked to identify their plans for the future from S3 onwards. This information is saved by the school and can help young people choose relevant subjects as well as being passed on to partner organisations to plan for pathways beyond school.

Young people are asked about their anticipated leave date, preferred route and preferred sectors. This information is updated annually as young people change and consider pathways. Final destinations secured on leaving school are recorded on a leavers form.

For more information and to see copies of the questions visit:

<https://www.dgtap.co.uk/planning-yourfuture>

Youth Guarantee Targeted Support for Learners

Young people who don't have a secure destination but are planning to leave school will be discussed at school Employability Coordination Groups (ECG). ECG has representation from Pupil Support staff, Skills Development Scotland and the Employability & Skills Service plus Attendance Support Officers where there is persistent absenteeism and when appropriate. The employability coordination group will meet regularly to consider all pupils (S4-S6) to determine their level of risk of not achieving a positive destination up to 6 months before their leaving date. For those who wish to leave but don't have a positive destination a key partner will be agreed. to ensure the appropriate support is in place for each young person. Young people who have been given extra support in school will automatically be considered to enable the right support to continue through the transition to post school if needed. There are a range of identified support programmes available to help young people who wish to leave school but require more support before moving in to training, employment or further education. For more information on the Youth Guarantee Agreement, the DG Workplace Skills Award or Project Search visit: <https://www.dgtap.co.uk/training-development> To see the range of staff who can help download the 'who can help school' leaflet.

Additional contact for information for staff and parents include:

For DG Workplace Skills Award: DGEmployabilityAward@dumgal.gov.uk

For all Employability (Employability and Skills Service) referrals: ESS.referrals@dumgal.gov.uk

For Project Search: Projectsearch@dumgal.gov.uk

For Work Experience: workexperience@dumgal.gov.uk

For Youth Guarantee or DYW: DGyouthguarantee@dumgal.gov.uk

Career support from Skills Development Scotland

Skills Development Scotland (SDS) is the national skills body. We deliver Scotland's careers service and provide information, advice and guidance on career choices. SDS careers advisers work in schools and centres across Scotland. They will help you to think about what's best for

your future and the skills that you might need in a changing world of work. You can also continue to access support from SDS advisers when you leave school. We have centres locally in Dumfries, Stranraer and Newton Stewart – find your nearest centre at “<http://myworldofwork.co.uk/centres>”myworldofwork. co.uk/centres.

My World of Work is your online career information and advice service. The site is designed to support you make decisions throughout school and beyond. It includes key features such as:

- A personalised account which guides you through the site and what to look at
- Personality tools which give you career suggestions based on your skills, strengths and interests
- Help with subject choices including a tool which helps you understand what careers your choices could lead to
- A profile tool to record your personal achievements, useful for future CVs or course applications
- Routes into careers, including jobs, courses, apprenticeships and volunteering
- A CV builder and advice on applications and interviews

Further support from Skills Development Scotland

For information on Foundation, Modern and Graduate Apprenticeships, including vacancies, please see [http:// www.apprenticeships.scot](http://www.apprenticeships.scot)

My Kid’s Career is a new website from SDS, designed for parents and carers. It provides information on jobs in demand, the routes into those careers and how to handle career conversations about those opportunities with your child at the times that matter. Find out more at <http://mykidscareer.com>

Keep up to date with the latest from SDS Dumfries and Galloway on Facebook at <https://www.facebook.com/SDSDumfriesandGalloway>

If you have a comment or concern

A comment might be some brief feedback about how we have handled a situation or delivered a service. It is best to pass a comment straight to the school so that we can take any necessary action. You may be suggesting an improvement to what we do or a change to how we operate. If you have something you would like to raise, we would always ask you to discuss any concerns / issues you have initially with your

- Nursery/Primary Class teacher if the enquiry relates to classroom practice.
- Headteacher if the enquiry relates to whole school matters or you require an unresolved classroom issue to be discussed further.

- Parent Council and/or Connect (the membership organisation to support your Parent Council) If your enquiry relates to whole school matters linked to Parental Involvement.
- In Secondary, the teacher with responsibility for Personal Social and Emotional Supervision followed by the Headteacher.

If you are not happy with the response you receive or a decision that has been made, you can Ask us to Look Again. You can do this by contacting Educationssupport@dumgal.gov.uk. At this point an Officer will contact you and discuss the issue and share directly with you the outcome of this work. Remember you can also access Dumfries & Galloway Have Your Say at <http://www.dumgal.gov.uk/article/17349/Have-your-say>.

If you remain dissatisfied and wish to make a formal complaint If you remain dissatisfied, the Education and Learning Directorate operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at <http://www.dumgal.gov.uk/article/15382/Complaintsprocedure>

Useful Links

Staff, Parents and Pupils can access key Policies for the Authority at <http://www.dumgal.gov.uk/article/16350/Strategies-plans-and-policies>

Parents can access more information by visiting Dumfries and Galloway Home page and clicking on schools or clicking <http://www.dumgal.gov.uk/schools>.

From this one page you can access information on schools, school meals, transport and Parental involvement. We would also suggest that parents are aware of the following local and national websites to support parents/carers and young people on their journey through school life.

Youth Democracy: <http://www.dumgal.gov.uk/article/17522/Youth-Democracy-and-Youth-Participation>

DGvoice: <http://www.dgvoice.co.uk/index.php/youth>

Cool to talk: <http://www.nhsdg.scot.nhs.uk/News/Cool2talk>

My World of Work: <https://www.myworldofwork.co.uk/>

Youthlink Scotland: www.youthlinkscotland.org

Citizens Advice Dumfries and Galloway: <https://www.cas.org.uk/bureaux/dumfries-and-gallowaycitizens-advice-service-dagcas>

Support in Mind, Scotland, National Rural Mental Health Forum www.ruralwellbeing.org

Add in others as identified below: <http://www.dumgal.gov.uk/article/16640/Supportfor-children-and-families> www.gov.scot/Topics/Education/Schools/NationalImprovementFramework

CALL Scotland www.callscotland.org.uk <https://www.transport.gov.scot/media/42287/seat-belts-on-school-transport-scotland-act-2017-guidance.pdf>

Parental Involvement and Engagement Partners

For Support from Education and Learning Directorate please visit <http://www.dumgal.gov.uk/article/17608/Parental-Involvement>

PIN Parental Involvement Network <https://www.parentsinclusionnetwork.org.uk/>

Parents working together to share information/advice on disability issues Further information on all aspects of education is available on www.educationscotland.gov.uk/parentzone .

Dumfries and Galloway Parent Carer Forum dandgparentforum@gmail.com

The National Parent Forum of Scotland's <https://www.npfs.org.uk/>

Curriculum for Excellence in a Nutshell series: Free Downloads for parents/carers
<https://www.npfs.org.uk/downloads/category/in-anutshell-series/nationals-in-a-nutshell-series/>

These guides explain important aspects of Curriculum for Excellence (CfE).

Education Scotland http://bit.ly/educationscotland_framework gives background information on assessment in Curriculum for Excellence.

Dumfries and Galloway Advocacy Service <https://www.dgadvocacy.co.uk/>

DGC complaints: <http://www.dumgal.gov.uk/article/15382/Complaints-procedure>

Dumfries and Galloway Children's services plan
<http://www.dumgal.gov.uk/article/16748/Childrens-Services-Plan>

Parent Council Support CONNECT formally Scottish Parent Teacher Council

Insurance Cover and Training Opportunities <https://connect.scot/>

End of Appendix