



LEITH ACADEMY PROSPECTUS 19/20



**Leith Academy
Information for Parents**

A Foreword from the Director of Communities and Families

Session 2019 - 20

Dear Parents

This brochure contains a range of information about your child's school, which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance, which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in city-wide developments in education.

Parental involvement in the decision making process and in performance monitoring are an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2017-18 and hope that it will provide you with the information you need concerning your child's school. If you have any queries regarding the contents of the brochure, please contact the Head teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Alistair Gaw

Executive Director of Communities and Families



Communities and Families Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential. We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years' settings which meet their needs

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.

Welcome from the Head Teacher

Dear Parent

Welcome to the Leith Academy prospectus.

This prospectus offers an introduction to our school and a general overview of the education your child will be getting at school.

If you have any questions, or would like any further information on any aspect of this prospectus or the education of your child, please do not hesitate to contact me.

To make our prospectus easy to use I have divided the information into five different sections:

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We publish this prospectus in the firm belief that parents, the community and the school must work together in the education of your child. Effective co-operation of this sort will only be possible if you, the parents, are totally aware of what the school is trying to do, how it is organised and the opportunities it offers.

Leith Academy has enjoyed a long history of successful learning and teaching. An important part of our work is the creation of a positive learning environment and the development of a “success culture” in which each young person achieves her/his very best. Classroom subjects are offered at different levels and in groups designed to meet the widest possible range of abilities, interests and career prospects.

Formal education is only part of the story since we also share some responsibility for the growth of character and personality in the young people in our care. We realise we are only one of the many influences at work on the young person of today. However, we see it as our duty to provide, through the curriculum, through extra-curricular activities, through the Pupil Support system and through the general atmosphere of the school, an environment likely to encourage the growth of acceptable attitudes and personal qualities.

This prospectus can only tell part of the story. The spirit within the school, its values and ultimate success are less easily put into words. For you to make an assessment of these, recent former pupils and parents are probably your best source of information. Our school motto is Persevere. Our mission statement is ‘Success and Learning for All’. We refer to this regularly with Pupils and Parents.

Our values are:

- **Respect**
- **Diversity**
- **Honesty**
- **Fairness**

These values contribute to our school ethos every day.

Please study this prospectus and discuss its contents with your daughter or son. It will probably be useful to keep it for the future. An updated version is a permanent feature of our website, the address for which is given later. All the information is accurate at this time but will be subject to change of roll, staff and resources each year.

Name of Headteacher:	M Irving BEd (Hons), MEd
Name of School:	Leith Academy
Address:	20 Academy Park, Edinburgh, EH6 8JQ
Telephone Number:	0131-554-0606
Website:	www.leith.edin.sch.uk
E-mail Address:	admin@leith.edin.sch.uk

Stages of Education provided for:	Secondary
Present Roll:	916 (November 2018)
Denominational Status of the School (if any):	n/a
Gaelic Medium Education if relevant:	n/a

Organisation of the School Day

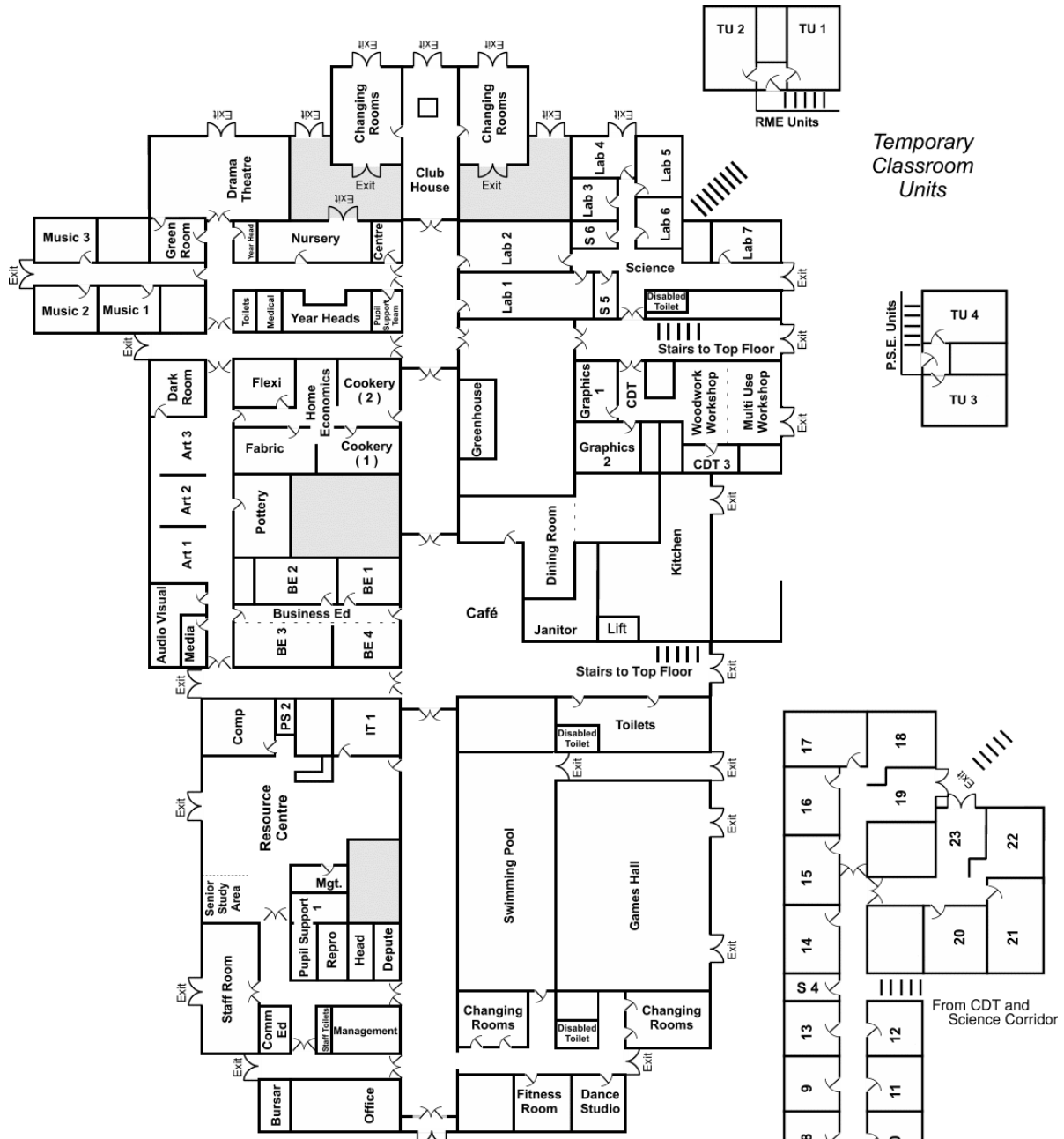
The school day starts at 8.30 am and pupils are expected to arrive punctually for classes. Parents are asked to encourage good time keeping and help the school to ensure that young people develop such habits early in their school lives. A typical current timetable for S1 is as follows:

MON-THURS 8.30-8.39 8.39-9.36 9.36-10.33 10.48-11.45 11.45-12.42 13.22-14.19 14.19-15.16

FRI ONLY 8.30-8.48 8.48-9.45 9.45-10.42 10.57-11.54 11.54-12.51

	TG	1	2		3	4		5	6
MON				B			L		
TUES				R			U		
WED				E			N		
THUR				A			C		
FRID				K			H		

Plan of the School

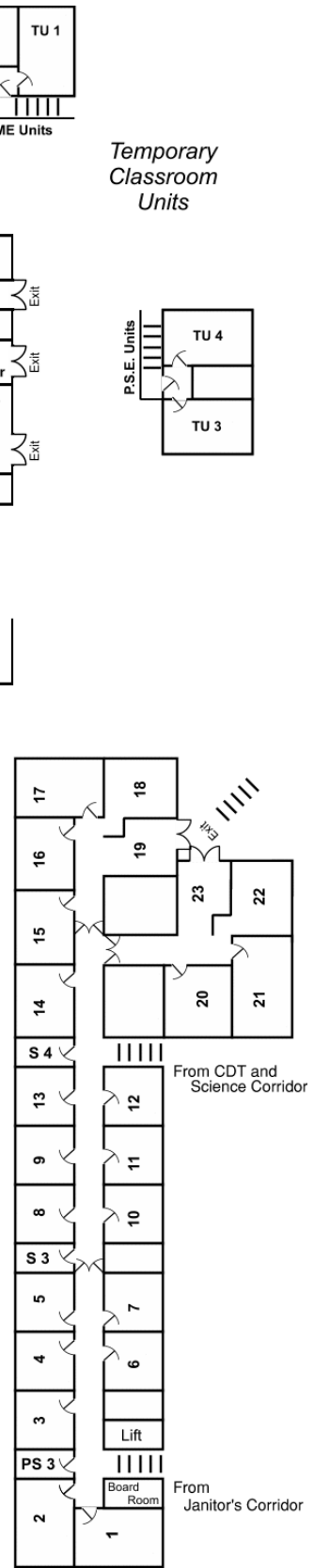


Ground Floor

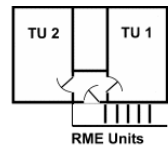
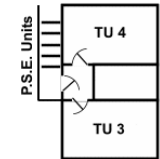


Leith Academy

Top Floor



Temporary Classroom Units



From CDT and Science Corridor

From Janitor's Corridor

Agreed Term Dates for Session 2019-20

Autumn Term

Staff resume		Monday	12 August 2019
Staff only		Tuesday	13 August 2019
Pupils resume		Wednesday	14 August 2019
Autumn Holiday	School Closed	Monday	16 September 2019
All resume		Tuesday	17 September 2019
Mid-term	All Break	Friday	11 October 2019
Staff Resume		Monday	21 October 2019
Staff only		Tuesday	22 October 2019
Pupils resume		Wednesday	23 October 2019
Term ends		Friday	20 December 2019

Spring Term

Staff resume		Tuesday	7 January 2020
Staff only		Wednesday	8 January 2020
Pupils resume		Thursday	9 January 2020
Mid-term	All break	Friday	7 February 2020
All resume		Monday	17 February 2020
Term ends		Friday	3 April 2020
Good Friday		Friday	10 April 2020
Easter Monday		Monday	13 April 2020

Summer Term

All resume		Tuesday	21 April 2020
Staff only		Monday	4 May 2020
Pupils resume		Tuesday	5 May 2020
May Holiday		Friday	8 May 2020
Victoria Day	School closed	Monday	18 May 2020
All Resume		Tuesday	19 May 2020
Term ends		Friday	26 June 2020.

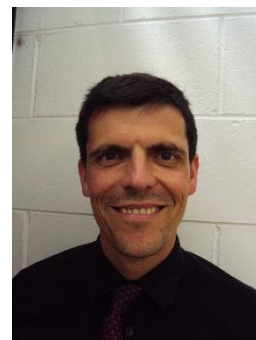
Senior Leadership Team

Roles and responsibilities 2019-20

Each member shares in the responsibility of creating a positive ethos and learning environment in the school. A team approach is adopted in matters of curriculum, assessment and reporting, and pupil management. Each SLT member links with several faculties/departments in the school on a regular basis. Special areas of responsibilities are as follows:

MR M IRVING (HEAD TEACHER)

- Personnel management (teaching staff): recruitment and deployment, support and welfare, references and career development
- Improvement planning and policy development
- Responsibility for all aspects of devolved budget
- Co-ordination of school calendars, handbooks and prospectus
- Responsibility for public relations, marketing and publicity
- Overview of S6
- Overall responsibility for praise/merit systems
- Adviser to Parent Council
- Faculty link for Creative Arts, Modern Languages and Social Subjects



MRS A FAIR (DEPUTE HEADTEACHER – PUPIL SUPPORT)



- Co-ordination of Pupil Support arrangements (including general policy, chair of PSG and PS team meetings, overview of ASL, careers education, EAL and links with external agencies)
- Designated Member of Staff for Child Protection Procedures
- Co-ordination of CPD programme (including Professional Review & Development)
- Co-ordination of key 'logs': attendance, exclusions, anti-bullying, racism, drug incidents, violent incidents)
- Faculty link for Pupil Support and Health & Wellbeing

MR B STEWART (DEPUTE HEADTEACHER – COWAN/PORT)

- Timetable construction and Curriculum overview
- Enrolments S4-S6
- Co-ordination of approaches to Learning & Teaching
- Curriculum enterprise (including Developing the Young Workforce, 16+ liaison, college links, and Career Ready), UCAS
- Co-ordination of arrangements for educational excursions (including the S6 Benmore residential)
- SLT link with Pupil Council
- Overview and co-ordination of whole-school mentoring approaches
- Co-ordination of Equality, Diversity and Inclusion
- DHT link for Cowan and Port
- Faculty link for English and Science (including over view of Literacy)



MS R WATSON (DEPUTE HEADTEACHER – ANDERSON/BARTON)



- Co-ordination of primary-secondary links (including membership of the Cluster Management Group)
- Enrolments S1-S3 (including overview of hosting arrangements)
- SQA Co-ordination (including timetabling for prelim exams S4-S6)
- Student Regent/Induction Manager
- ICT and multimedia in the curriculum
- Home/school links (including responsibility for home learning/supported study initiatives)
- Co-ordination of assessment and reporting systems (including EDICT)
- Events Co-ordinator: photographs, services, Sponsored Walk, 'special' evenings, Evening of Celebration, S1 Benmore residential
- DHT link for Anderson and Barton
- Faculty link for Technology & Mathematics (including overview of Numeracy across learning)

Shared responsibilities:

Behaviour management (including Duty Officer and exclusions)

MS M PEBBLES (BUSINESS MANAGER)

- Overview of school finances
- Redistribution of classes due to staff absence
- Personnel management (SET): recruitment and deployment, support and welfare, references and career development (including Performance Review & Development); maintenance of records for all staff
- SEEMiS Co-ordinator, with responsibility for all ScotXed and CEC returns
- Health and Safety Officer
- Data Protection/Copyright/Freedom of Information
- Overview of property management (building and ground maintenance); liaising with Facilities Management
- Overview of cleaning and catering services; liaising with Facilities Management



Section One – Practical Information about the School

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

Communicating with the School

This section provides you with some background information on our school. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

Registration and enrolment

The date for registration of new school entrants is advertised in the local press and on the council's website www.edinburgh.gov.uk. Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to Section Four of this prospectus for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Absence from school is recorded as authorised, that is approved by the Communities and Families department, or as unauthorised that is unexplained by the parent (truancy).

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

The school operates a text messaging system which will alert parents to their child's lateness to school or absence from any point in the morning.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. I can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with me before the holiday. If I cannot give permission before the holiday, it will be recorded as unauthorised absence. I can authorise a holiday if you can prove that work commitments

make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by me on this basis is regarded as authorised absence.

Any requests for extended absence over two weeks will be referred to the Senior Education Manager (Inclusion) who will decide if it will be recorded as authorised or unauthorised leave.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However, the Communities and Families Department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

School Uniform

We are very proud of the school uniform and that all of our pupils wear it. It has been a tradition in the school over its long history since 1560. The school appreciates the support of parents in this matter. The following arrangements are currently in place:

- White shirt
- Leith Academy Tie (dark blue)
- Black v-neck jumper/cardigan (plain and without logos)
- Black trousers/skirt (NO leggings without a skirt)
- Black shoes
- Blue blazer (for prefects in S6) supplied online from, www.logoxpres-schoolwear.co.uk

As we are an inclusive school and a place where we recognise and celebrate diversity of all kinds, including those of us who identify as LGBTI, then any pupil is entitled to wear any form of the allowed uniform prescribed above if they choose. Ties are currently available from Max Yarns, 110 Duke Street, Edinburgh, EH6 8HR, Tel: 0131 555 2359, Email: maxyarns@hotmail.co.uk

- it reflects the proud tradition and history of the school, which started in 1560
- it gives the school a unique and special image
- it creates a 'team spirit' and identity within the school
- it provides pupils with a strong sense of belonging and commitment to the school
- it offers a good preparation for working life
- it reduces inequalities amongst pupils, which can lead to isolation and bullying
- it reduces the potential for theft
- it helps identify intruders and improves security
- it provides a relatively cheap means of clothing youngsters
- it offers visitors to the school a very positive image

Pupils are expected to present a neat and tidy appearance. Any visible tops worn under shirts/sweatshirts should be black or white. For PE, all pupils should have a complete change of clothing - shorts, appropriate sports top and shoes with non-marking soles, for indoor use, swimming costume, etc. When teams represent the school they should be smartly turned out

in the school strip. All pupils must bring a school bag large enough to carry books, folders and PE Kit.

The following are **unacceptable** in school:

- items causing health/safety risks (e.g. 'shiny' clothing, metal chains, earrings, large belts, chunky bracelets/necklaces)
- items posing a security risk (e.g. baseball caps, hoods)
- footwear which may damage flooring
- clothing with words or pictures which could cause offence to others
- football colours (worn as shirts, scarves, etc.)
- clothing that is so tight, short or revealing that it could give offence to others
- clothing which advertises the use of alcohol, tobacco or drugs
- clothing which is inappropriate for a place of work/study
- loose and baggy clothing which would be a hazard in CDT and Science areas

In general, pupils wearing clothes which do not comply with health and safety guidelines cannot participate in lessons and may be sent home to change. The co-operation of parents in maintaining standards is necessary and welcomed.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school. If you have any queries regarding the school's dress code, please contact the school office.

Footwear and Clothing Grants

Grants for footwear and clothing for children are available to parents.

Information on free school meals and clothing grants is available on the www.edinburgh.gov.uk website. Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG.

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and catering services.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Free School Meals

Some families may be eligible for free school meals. Application forms are available from the school office. The forms have to be completed by the parent along with supporting documentation as detailed on the application form. An application is required for every school session.

Please note the school operates a 'cashless cafeteria system'. All pupils and staff are issued with their own personalised pin number and use this to purchase food. Pupils credit money to their accounts by using revaluation units located in the school and Parents can also add money to accounts through ParentPay. Those entitled to free meals will find their accounts credited automatically each day (£2.60). This has reduced queuing and the need for pupils to carry much cash with them to school. (It also introduces them to the use of new technology.) A Breakfast Club also operates in the morning between 7.45 and 8.15am. A healthy breakfast, including cereal, tea and toast, is provided free of charge to pupils who make use of this facility.

Travel to and from School

Parents are requested, when dropping off/collecting children from school that they do not park on the yellow box at the entrance to the school grounds or on the double yellow lines at the main school entrance.

To qualify for assistance with travel on public transport your child must be attending their district school and live more than three miles from it. There are some exceptions to this, e.g. for health and/or safety reasons or if the child has been placed in a non-district school by the Communities and Families Department. Transport assistance is not provided on the basis of income. Application forms are available from the school office.

General Supervision

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible. Senior management are on duty at break times and there is a rota of staff and prefects on lunchtime supervision (Monday-Thursday).

School security

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including signing in at reception, badges and escorts (where appropriate) while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

Unexpected Closures

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure, a range of communications channels are used to let parents know. Text messages are sent to parents on these occasions where that is possible and updates are placed on the school website.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account www.twitter.com/Edinburgh_CC and Facebook page www.facebook.com/edinburghcouncil. If many schools are affected, or the situation is likely to be prolonged, then the Council's website www.edinburgh.gov.uk will also be used.

A policy for mobile 'phones and other devices

The school recognises and welcomes the fact that many, if not most, of the pupils have access to a mobile 'phone: it makes them safer in the community and affords parents more peace of mind; it can be used for educational purposes; it is also a source of entertainment in the modern age; in many cases it has replaced a watch as an accessory. These are but a few benefits.

Many teachers recognise the beneficial applications of mobile 'phones and other devices and encourage the use of mobile phones to research answers/materials on the Internet. Others accept that the pupil may use the calculator which many 'phones have. The camera may be used to record examples of work, as can the video (both these things are encouraged in CfE.) Smart phones may have Apps such as English and foreign language dictionaries/translators or maps which are of use in classrooms of today.

The school, however, is but a microcosm of society, and in society there is an etiquette for the use of mobile 'phones and other such devices in places where groups of people are gathered together for a single purpose, whether it be in the cinema or a public meeting. In classes, a group is gathered under the leadership of a teacher for the purpose of learning and teaching. Indeed, the teacher may direct the pupils to use their mobile 'phone (or other such device) for a purpose such as one mentioned above.

However in such circumstances it is inappropriate to make or receive 'phone calls, message other people, access the Internet for purposes other than those directed by the lesson or play games.

For these reasons pupils should only use their phones (or other devices) when directed to or allowed by the teacher. When so directed, they should not use their phones in an inappropriate way (see above,) and they should put them away when directed.

At all times in the classroom, pupils' phones should be on silent.

We would ask parents to support the school by not texting or phoning pupils during lesson times. Parents can get in touch with their children in an emergency by telephoning the school.

In our society it is not acceptable to take photographs of other people, make videos involving them, or record them on audio without their express permission. Indeed, doing so may involve an individual in breaking the law. It is therefore unacceptable to do these things in school. It may be that pupils will wish to record a performance in an Expressive Arts subject or record speaking in a foreign language: this can only be done if every participant is in agreement and the resultant images or recordings can be shared with everyone in the group.

If pupils do not comply with these guidelines, they may be referred to the Curriculum Leader (minor, one-off) their House Head (more regular or repeated misuse) or the Duty Officer (serious misuse or persistently within a lesson.) At this point a parent may be contacted and in some cases asked to come in to the school to discuss the best way forward.

It is not appropriate for staff to confiscate mobile 'phones. If a situation is serious enough, then the CL or DO should remove the pupil from the class. He or she may contact home for permission to confiscate the phone until the end of the day.

In connection with the above, however, it should be noted that the Council no longer reimburses parents for the loss or damage to pupils' property/belongings. The school is not insured for such events and will be highly unlikely to make any compensation payments (unless proven to be negligent). Therefore it is most important that pupils take every precaution in looking after their belongings, particularly in areas such as PE changing rooms. Staff will secure valuables, but pupils are responsible for asking for help. Expensive items such as mobile 'phones and iPods are often the target for theft nowadays and pupils bring them into school at their own risk.

Given the situation described above, it is recommended that families check their current insurance policy and extend it if necessary to cover loss/damage to items in school. This may prove a relatively inexpensive approach.

Equality

Council has published an Equality Scheme, which can be viewed on the council's website. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

English as an Additional Language

The Communities and Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

Complaints, Comments and Suggestions Procedure

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about our school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

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

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

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and Conciliation (0131 469 3233)
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Communities and Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the [Health and Safety at Work Act 1974](#). School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school.

Medicine administration

Parents who wish the school to administer medication (prescribed or non-prescribed) should contact the School Support Assistant (Welfare) to discuss details and complete necessary paperwork. It should be noted that, in the case of prescribed medicine, the medication must be supplied in the dispensing container with the original pharmacy label attached stating the pupil's name, date of birth, name of medication, time/frequency and route of administration. The statement 'As Directed' is not acceptable. Medication that is not supplied to school in the dispensing container with the original dispensing label will not be accepted.

Section Two – Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Council, how to contact them and how parents can get involved in the life and work of the school.

An important part of our work is the creation of a positive learning environment and the development of a success culture in which each individual achieves her/his very best.

The school operates a system of merits/demerits whereby staff can recognise and reward pupils' achievement, commitment and effort. In addition, merit certificates are issued twice a year and we have an annual Evening of Celebration (in June), again to recognise and reward achievement, commitment and effort.

Values

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.

Leith Academy staff, parents and pupils value:

- Respect
- Diversity
- Honesty
- Fairness

Promoting Positive Behaviour

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour. The discipline structure is intended to provide a suitable framework for teachers and pupils to live and work together happily. This has to take place in a controlled atmosphere to allow learning and teaching to take place and to enable pupils to feel safe and secure. Pupils are expected to behave in a polite and considerate manner and to follow our Values and Codes of Behaviour, displayed clearly around the school.

Depending on the seriousness of any offence and if a pupil fails to respond positively to warnings, s/he may be moved from her/his class. If a pattern of misbehaviour develops or if staff are very concerned about a pupil, the parents will be contacted and a joint solution determined. Only in the most serious of offences will exclusion from school be considered.

The effectiveness of this system and hence the effectiveness of education depends on the co-operation of all concerned - pupils, staff and parents.

Anti-Bullying Policy

This issue is addressed regularly in PSE and in our assemblies for all year groups. A Buddy system has been set up to pair pupils who may be vulnerable with senior pupils who can offer them advice and support. When bullying is reported the matter is investigated and once it is established that bullying is taking place the following actions are taken:

- the bully is spoken to by a senior member of staff and told her/his actions are unacceptable
- there is an opportunity for a restorative meeting between bully and bullied
- the parents of the bully are informed and asked for their support
- the parents of the pupil who was bullied are informed and asked to ensure that any further incident is reported
- the incident is recorded in line with the Council's policy
- if the bullying does not stop then further action is taken.

We believe that the most successful solutions to bullying are those which involve all parties in open and honest discussions, in order to develop a successful outcome. Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breed resentment and make the situation worse. Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation. Whilst appropriate action will be taken by the school, it is also important that all parents involved work with the school to resolve the problems in the best interests of their child.

Communication with Parents

We welcome parental involvement as research has shown that when parents are involved children do better in school.

Every effort is made to maintain close contact and relations with parents of our pupils and keep everyone informed about the variety of events and activities which take place. This ensures that everyone is aware of the opportunities available and can take advantage of them.

A school/community newsletter (*Leith Links*) is produced every term and distributed widely in the local area. Information can also be sent out to parents via text messaging. In addition to this, pupils are often given information to take home (usually by letter) from key Adult. A bulletin is produced three times a week and read to all pupils by Key Adults. There is also a copy placed on the noticeboard at the front of the school. Assemblies are held regularly for each House group where important issues are raised and then followed up in the Key Adult.

Parents are always welcome to discuss their children's welfare or progress with the appropriate member of staff. Please telephone the school to make an appointment first, as this will ensure that a mutually convenient time can be arranged to meet. Arranging an appointment in advance allows the school to ensure that the relevant members of staff can be available for consultation and that issues are given proper consideration prior to discussion.

Parent Councils

Parent Councils are the formal representative body for parents/carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of

parents/carers locally. Parents are welcomed to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents 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 the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents/carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish. The main aims of the Parent Council are:

- to support the school in its work with pupils
- to represent the views of parents
- to promote contact between the school, parents, pupils, providers of nursery education and the community
- to report to the Parent Forum
- to be involved in the appointment of senior promoted staff.
- to raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

The current Leith Academy Parent Council office bearers are: Laura Brown (Chair)
Colin Brown (Vice

Chair)

Fiona Fitzgerald (Treasurer)
Victoria Mitchell (Clerk)

The Parent Council website can be accessed via the school website and there is a Parent Council noticeboard at the main entrance to the school.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Pupil Council

The Pupil Council comprises pupils from S1-S6 and across all four Houses. The Council acts as a voice for all pupils in school and, through the use of 'Have Your Say' cards, all pupils can contribute to issues on school matters. The Pupil Council is also closely affiliated with other committees which also run in the school (e.g. Eco) and, through these groups, pupils have had the opportunity to attend outside events with Planning Aid Scotland as well as establishing community links with the Leith Youth Forum and the Scottish Youth Parliament. The Pupil Council also sends representatives to Parent Council meetings. Through being an active member of the Pupil Council, pupils are provided with a basis for active learning of important life skills, such as speaking and listening skills, teamwork, problem-solving, moral reasoning skills as well as building on their self-esteem and self-confidence .



Section Three – School Curriculum

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

Curriculum for Excellence

Curriculum for Excellence aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. *Curriculum for Excellence* will be fully implemented by 2016.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. There have been qualifications for literacy and numeracy from 2012-13. Qualifications at National 4 and 5 have been available since 2013-14. Our well regarded Highers and Advanced Highers have been updated to take account of and support the new approaches to learning and teaching.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, *Curriculum for Excellence* aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

Partnership

We seek to build a partnership between teachers, pupils and their families. The aim of our curriculum is to provide opportunities for our young people to experience a broad range of learning experiences, access up-to-date and relevant learning resources, and build on their existing skills and knowledge and access support when they need it.

Learning and Teaching

Class teachers are constantly trying to improve the effectiveness of learning and teaching at the school. We try to ensure that individual needs are met effectively through teaching approaches and class organisation. Senior management and House Heads are always ready to help individuals.

We encourage pupils to develop their investigative skills, to work at a pace that suits them and to learn from each other. Courses on thinking and study skills enable pupils to learn more effectively. We also want them to recognise achievement and success through progressive steps in a subject, rather than at one final examination hurdle. It is now widely recognised that pupils should be encouraged to take increasing responsibility for their own learning as they progress. Initiatives such as our home learning policy, study support provision and Easter/Summer schools all have a part to play in this.



Information Communication Technology (ICT)

The school is well equipped with regard to ICT and all pupils have free access to e-mail and Internet facilities. This is a very useful resource in terms of learning and teaching and is a powerful motivational tool, used both in the classroom and in homework set.

All pupils must sign and agree to our 'responsible use policy' and adhere to its code, which reflects council guidelines. Abuse of the system is dealt with very seriously.

Whilst we encourage pupil use of the internet as a learning resource, we also protect pupils from inappropriate sites via our filtering system. We offer guidance to pupils on safe use of the Internet in S1-3 PSE classes.

The school issues iPads to pupils on a 1:1 basis, in S4, S5 and S6.

Subject Relevance

We recognise the importance of technological skills nowadays. All pupils have access to new technology and this is central in the teaching of subjects in the school. Our Resource Centre gives pupils access to a full range of computer resources to support them in their studies. Pupils in S1-S6 are exposed to Information and Communication Technology (ICT) to ensure that they all have the skills to make effective use of computers and other ICT resources in their studies.

Personal Development

At each stage pupils take part in a programme of Personal and Social Education which is intended to equip them to review their progress as individuals and plan for the future. They are encouraged to work with others to examine the information required to make successful personal decisions and to develop the effective communication and social skills essential for adult life.

Recording Achievement

We value all aspects of a pupil's progress at school. Academic success is important but personal achievements in other fields are also recognised. In order to record all aspects of a pupil's personal progress each pupil will have a document kept during their school career. This contains an account of individual achievements while at school and is added to throughout the young person's school career. It will also be used in helping individuals compile their Personal Profile at the end of S3.

The document, which is the responsibility of the young person and will eventually belong to them will provide: support documentation for interviews; clear information for career and pupil support staff, parents and employees; recognition of achievement by the school; clear information for Further and Higher Education establishments.

S1 Curriculum

Under *Curriculum for Excellence*, pupils will now have a broad general education through S1-S3, with no external examinations as part of that. All pupils in S1/S2 will continue to follow a common course. The aim of this is to provide a broad education building on the progress made in primary school. Pupils have time to discover where their own particular interests and strengths lie, and to tackle any areas of weakness. By giving all S1/S2 pupils access to this wide range of subjects we seek to ensure that they are able to make an informed decision when there is a review of their learning as they approach S3.

S1 classes are generally organised in broad groupings where pupils with different experience and levels of attainment work together. Pupils with additional support needs have access to specialist help from members of our Pupil Support Team. Our S1 Common Course is made up of studies in the following areas, which will be enhanced by increasing interdisciplinary [cross-curricular] work and exposure to elements of literacy, numeracy and health & wellbeing across the curriculum areas, in line with *Curriculum for Excellence*:

Curriculum Area

Language

Mathematics

Creative Arts

Science

Social Subjects

Health & Wellbeing

Technology

Personal and Social Education

Subjects

English and French or Spanish (alternate years)

Mathematics

Art & Design, Drama and Music

Science (Biology, Physics, Chemistry)

Geography, History, Modern Studies, RME

Home Economics, PE

Administration & IT, Design & Technology, Enterprise

Please contact the head teacher if you would like any further information about the curriculum within our school.

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms.

Pupils entering S3 will continue to enjoy a broad and well-balanced programme of study and also have an increasing element of personalisation and choice in their learning. They will be able to select, in consultation with their teachers and with the involvement of their parents, eight subjects from across the curricular areas (plus core PE, RME and SE). This study will then be refined to six subjects in S4 for study at National 5 and National 4, plus the inclusion of vocational options for those for whom it is appropriate. This approach should ensure a depth of study that is in line with *Curriculum for Excellence* purposes and allow each individual to progress to an ultimate positive destination. Pupils in S5 will continue to have the ability to study up to five Highers, followed up by Advanced Highers in S6 if appropriate. There will also be options for pupils to follow National 5 courses, building on their previous attainment. Vocational options, including work experience placements and links with college courses, will also be available.

Home Learning

Pupils are regularly given home learning to support their learning and to encourage them to become more organised and self-supporting in their learning. Home learning tasks will be given where a teacher feels a particular child or group of children may benefit from it.

The home learning will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their home learning as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Home learning provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Home learning is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated.



Religious and Moral Education and Religious Observance

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the headteacher, in writing, and alternative arrangements will be made for your child.

Extra-Curricular Activities

The following is a list of some of the extra-curricular activities provided by the school. All of these cannot be guaranteed in future years since they depend on the changing expertise of staff and interests of pupils:

Rugby	Cricket	Musical Production	Swimming	Golf	Computer Games
Art	Orchestra	Hockey	Drama	Volleyball	Boys' Fitness
Wind Band	Dance	Basketball	Football	Badminton	Girls' Fitness
Gymnastics	Amnesty Int'l	Bronze Medallion	Bike Club	Duke of Edinburgh Award Scheme	

The programme is largely funded by the school, with some supporting finance from external bodies. Pupils are expected to make a contribution towards costs.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator on 0131-554 0606.

Section Four – Support for pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

Getting It Right for Every Child

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting It Right for Every Child in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting It Right for Every Child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- *builds solutions with and around children and families*
- *enables children to get the help they need when they need it*
- *supports a positive shift in culture, systems and practice*
- *involves working together to make things better*

Getting It Right for Every Child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns that a child about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at

www.edinburgh.gov.uk/InOnTheAct.

[In on the Act - Supporting children and young people with additional support needs provides the following information](#)

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you, the parent, to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk , 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs (Barnardo's in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6333.

Pastoral Support

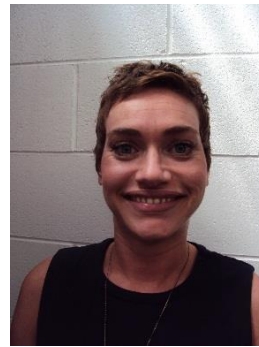
There are four House Heads who are each responsible for the care and welfare of pupils from S1-S6. They provide a single point of contact for parents about any matter and will be responsible for siblings, thereby developing a relationship based on sound knowledge of individual needs, abilities and background and of family background. The Support for Learning Leader will be responsible for co-ordinating arrangements and support for pupils with Additional Support Needs.

For Session 2019-20, the House Heads/SfL Leader are:

Mrs Fiona Stevenson – Anderson



Mrs Laura Morran – Barton



Mrs Jennifer Connell – Cowan



Mr Blair Connor – Port



Ms Ali Taylor – Support for Learning Leader



Aims and Objectives

All our specialised services have been brought together into one departmental structure. The functions of Guidance, Support for Learning and Alternative Education have been integrated into the Pupil Support Department. Its aims are as follows:

- to provide a single point of contact for each pupil, (the House Head) so that staff, parents and pupils know whom to approach for practical assistance in helping pupils succeed at school, with specialised provision co-ordinated by the ASL Manager
- to provide a broad range of support services to pupils experiencing difficulty with any aspect of school life: personal, social or academic
- to provide team management of all the specialised provision in the school covering: Pastoral Care, Support for Learning, Additional Needs, Disability and Social Inclusion
- to support pupils at times of transition and choice e.g. from primary to secondary, S2-S3 and S4-S5-S6 course choices, planning for careers and accessing post-school education
- to provide a programme of Personal and Social Education for S1-S3 and Personal Development for S4-S6
- to advise subject departments on strategies for meeting the learning needs of all pupils to ensure achievement for all
- to work with staff, members of other agencies, primary teachers, parents and pupils to identify and address learning difficulties
- to liaise with parents, staff and members of other agencies to review pupils' progress and ensure effective additional support for pupils who require it
- to develop a programme of pastoral care involving all staff in the school. This will involve meeting regularly with a small group of pupils, getting to know them and assisting them in monitoring their attendance and progress.

Support for Learning

This service assists subject departments in developing strategies which will enable the full range of pupils to access the curriculum.

Additional Educational Needs Provision

Provision of in-class support, either from a Pupil Support Assistant or a teacher to enable an individual pupil or group to access the curriculum. This extends to EAL (English as an Additional Language) pupils for whom there is some in-class support as well as the opportunity of additional short-term language classes.

Disability Provision

Services to pupils experiencing physical difficulties aimed at allowing them to access the curriculum and the facilities of the school.

Inclusive Education Provision

These are services that are targeted at young people experiencing difficulties in meeting the day-to-day demands of school. 'The Centre' provides support to pupils whose behaviour is a barrier to learning and there are developing curriculum support strategies, with SFL staff working with faculties/departments to provide support to pupils who are experiencing difficulties in coping with aspects of the school curriculum.

Secondary Resource Provision

Within the City of Edinburgh Council's framework for the integration of services to children with Additional Support Needs Leith Academy has been designated as one of four mainstream secondary schools which provide enhanced provision for pupils on the autistic spectrum and those with moderate learning difficulties. The teaching staff have undergone training, Pupil Support teachers have built up specialist knowledge and we now have experience in assisting this group of pupils to make a success of their time at Leith Academy. In order to facilitate referrals to this specialised provision, applications are dealt with through the Communities and Families Department's Professional Advisory Group (PAG). This allows an appropriate level of priority to be given to pupils requiring this specialist support. The Secondary Resource Provision utilises the classroom adjacent to the Resource Centre, although pupils will spend the majority of their time in mainstream classes with appropriate support. The Secondary Resource Provision aims to:

- create an 'Asperger friendly' environment
- liaise closely with parents and outside agencies
- provide opportunities for development of social skills
- be proactive in minimising the sources of stress to avoid outbursts and bullying
- hold regular reviews to monitor progress and plan for future needs

Key Adult Groups

Every pupil currently in years S1 to S6 is a member of a Key Adult Group. This is a small group of pupils, from across the year groups (S1-S3 or S4-S6), who meet daily with their Key Adult. The member of staff, the Key Adult, stays with the group as the pupils move up through the school. This means that all pupils have a member of staff who gets to know them as individuals and who can engage with them in meaningful discussion of personal progress, school ethos and school organisation. The tutor works with the pupil to:

- monitor absences and punctuality
- review progress and set targets
- discuss assembly topics
- support dress code and school behaviour rules
- communicate news items from the school bulletin
- distribute relevant information for pupils and parents
- reinforce the praise merit system
- ensure the 'equipped for success' policy is followed
- build awareness of whole school events such as supported study, revision schools, after school clubs, sports and artistic opportunities

By getting to know pupils and building up a positive working relationship with them the Key Adult can support the school's aims, alert subject staff and Pupil Support staff to any concerns and can have a positive influence on pupils' attitudes and standards, helping us to improve our school ethos.

Section Five – School Improvement

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of headteachers, school staff and officers within Communities and Families.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. Information relating to improvements in performance highlights attainment trends. This is particularly so in relation to performance at Higher in S5.

Wider achievement is recognised and celebrated across the school with successes registered in the wider achievement and vocational options offered: XL, JET, SkillForce, SQA Leadership, Health Sector, Travel & Tourism, Vocational Languages, Work Experience, etc. Our 16+ initiatives contribute to sustaining young people in Positive Destinations. Achievement, commitment and effort across a wide range of activities are recognised at our annual Evening of Celebration. Many pupils are involved in our biennial Diversity celebrations with our work here also having been recognised in a Children and Families Award for Diversity, Equality & Inclusion.

School Improvement Plan

The plan for 2018-19 can be found on the school's website. The four priorities for the session, reflecting the National Improvement Framework are:

- Improvement in children and young people's attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Parents have a role to play with especial reference to the third priority in that their views on the school's provision are sought on a biennial basis. This feedback is followed up with the Parent Council.

GDPR

Our website contains Leith Academy/City of Edinburgh Council Policy on GDPR.