

# BRIDGE OF DON ACADEMY



## PROSPECTUS 2015



## **Welcome to Bridge of Don Academy**

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The school prospectus is designed to provide pupils and parents with information which is not only useful, but essential in ensuring the success and smooth operation of the school.

Although its aim is to be as informative as possible, you may still have a number of questions or issues you wish to discuss. In such instances, do not hesitate to contact the school office staff who will make sure you are put in contact with the most appropriate person to deal with your request.

If you are new to the area, or are planning to move to the area in the near future, you may also wish to visit the school where you will meet some of the staff and pupils as they work within the building. Visiting during the school day will let you get a feel for the school and the positive ethos which previous visitors have noted.

Alternatively, our school website provides further information and updates to any changes that have arisen since this version of the prospectus was published.

Daphne McWilliam  
Head Teacher



Our new Home Economics kitchen

# **General Information**

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## **The School**

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Bridge of Don Academy is a six-year comprehensive school and Community Education Centre. The school roll is currently 600.

The school campus is shared with a neighbouring primary, Braehead School, which is a brand new school. Also on the campus is St Columba's Church of Scotland and Roman Catholic Church. The school is on an elevated site with extensive views over Aberdeen and the North Sea. The school's playing fields and Westfield Park are adjacent to the campus. School facilities include a 25 metre swimming pool and a drama studio.

The school is well regarded by its community and local families are very proud of it. The school community includes Bridge of Don and the villages to the north such as Balmedie. Pupils from these villages have been taken to this school by bus since 1972. Some of our current country pupils have grandparents who were educated here.

The school's energetic and talented staff have excellent relationships with pupils, parents and the local community. In a recent visit by Officers from Aberdeen City Council the very positive relationships between pupils and staff and among pupils was noted. We have an active and supportive Parent Council and would welcome new members. There are strong links with local companies, with a number of them making a significant impact on the curriculum.

The school has been allocated substantial funding by Aberdeen City Council to upgrade accommodation. This has allowed us to provide outside seating and upgrade the PE changing rooms. In addition to these improvements, the school's flat roofs were replaced recently. A new alarm system with sophisticated smoke and heat detectors has been installed and there have been major safety improvements to the rear car park. This last improvement will make boarding school buses much safer. Many classrooms have had their ceilings and lighting replaced in recent years. Finally, the school's swimming pool had a major upgrade, including an overhaul of its solar heating panels. All this represents considerable investment in Bridge of Don Academy. In session 2014-15 young people will benefit from a new kitchen in the Home Economics department which will enhance this learning of a very important life skill. In addition we have purchased more outdoor benches for the front of the school – after the very good use made of the existing ones.

There have been a number of other upgrades to accommodation; new carpeting in classrooms, decoration of classrooms and the assembly room, total refurbishment of the Home Economics kitchen.

In addition to the above improvements, the school has been given access to the Alex Collie Sports Centre across the playing fields. On the days it is closed to the public, our PE classes use its excellent facilities. Another investment has been the addition of arrays of solar PV panels which produce considerable green energy and reduce the school's electricity costs.

## **Placing Request for Bridge of Don Academy**

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Families who live outside the school's catchment zone who wish to enrol a child should make an application via the Aberdeen City Council website, [www.aberdeencity.gov.uk](http://www.aberdeencity.gov.uk) and returned by email to [schoolplacings@aberdeencity.gov.uk](mailto:schoolplacings@aberdeencity.gov.uk). School placing request forms can also be obtained from the school or by contacting 01224 522753 or 01224 522609. Please telephone the school (number on back cover) to arrange a visit.

## **Our Values and Aims**

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### **Our Values**

They have been nicknamed the "BODA Bs".

Achieving more together

- Be honest
- Be respectful
- Be caring
- Be your best



### **Our Aims**

All of our young people will become:

- Confident individuals
- Responsible citizens
- Effective contributors
- Successful learners

Calum Neil (former 6 Fyvie pupil) who has successfully achieved a place at Magdalen College, Oxford University to study Politics, Philosophy and Economics.

During his time here, Calum was an incredibly motivated pupil who worked extremely hard. As a result of his efforts, Calum achieved an impressive set of exam results, including 3 As at Advanced Higher, 7 As at Higher and a distinction in his Languages Baccalaureate.

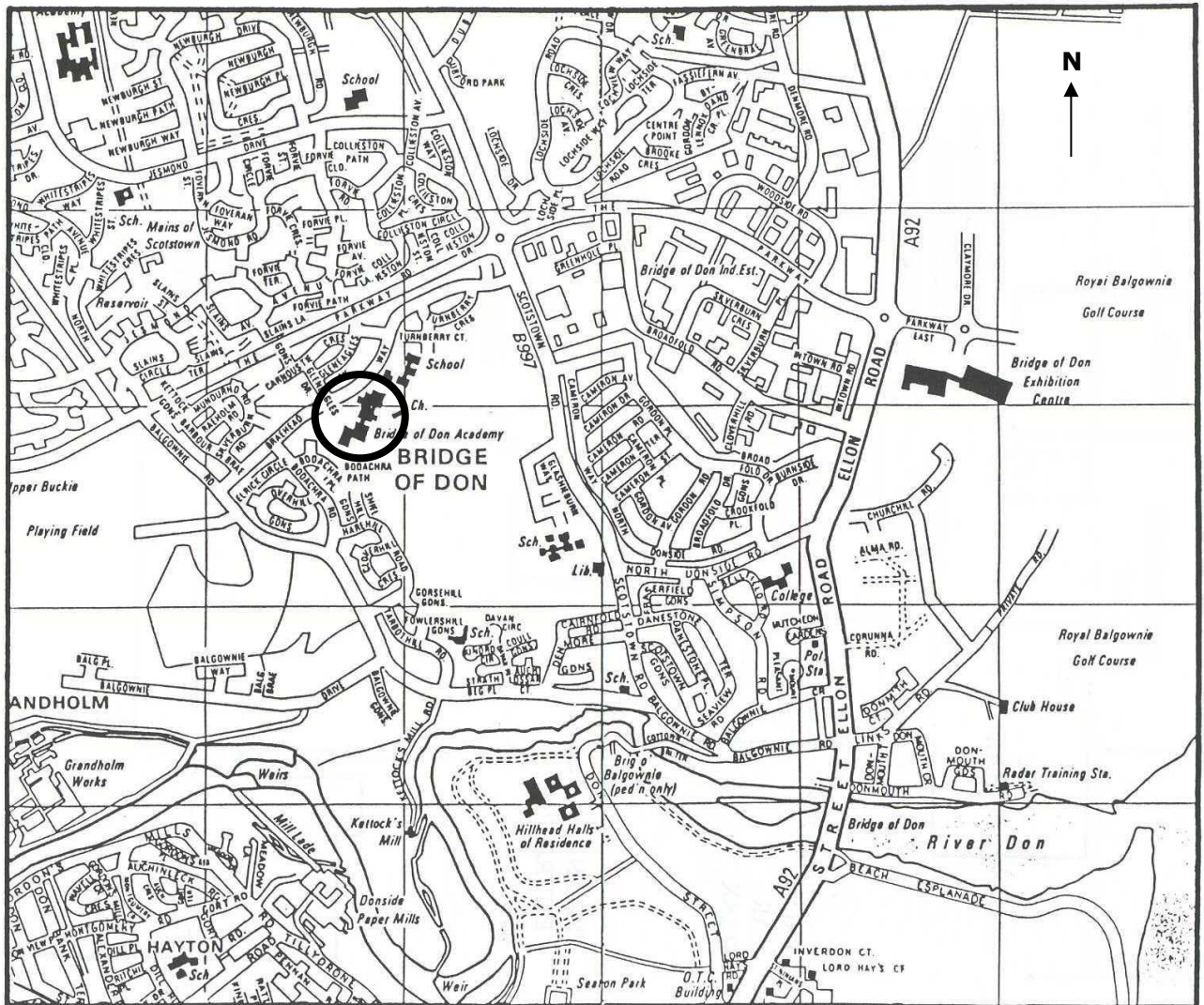
Calum also made the most of extra-curricular opportunities available to him, undertaking our school expedition to Morocco and taking on the role of Depute Head Boy in his senior years.



Calum is currently travelling around the world, experiencing education systems in a variety of countries such as America, Germany and South Africa. During his travels, he is also taking the chance to find out more about the local community and undertaking voluntary work.

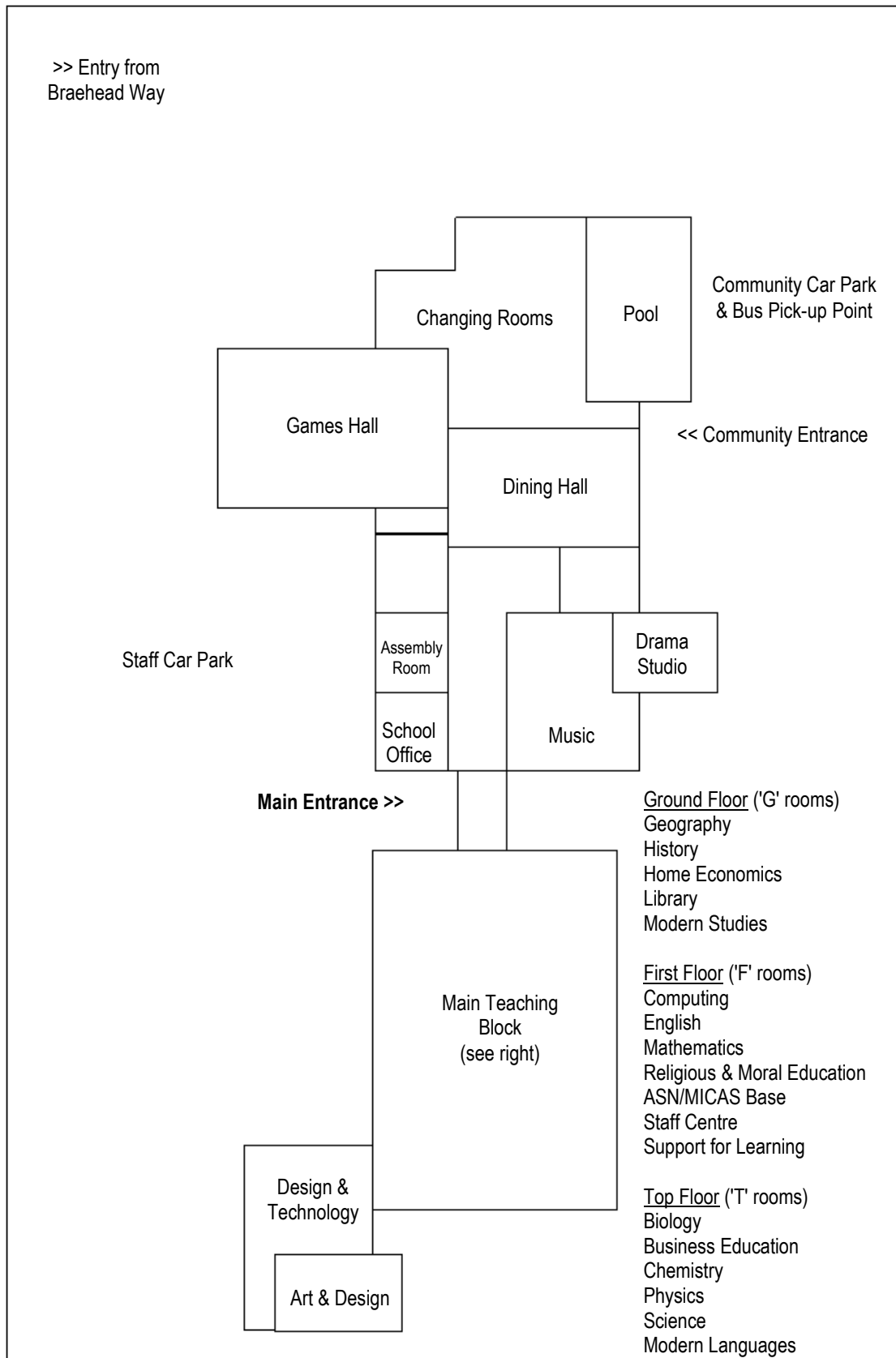
Calum will take up his place at Oxford this autumn. We wish him every success for his future.

# Location



© Bartholomew. Reproduced with permission of Ordnance Survey.

# Plan of Bridge of Don Academy



## **The Pupils**

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Pupils come to Bridge of Don Academy from Balmedie, Braehead and Scotstown Primary Schools, although a number of our pupils live out with the catchment area. School buses transport pupils from Balmedie, Potterton and outlying areas. Free transport is provided for pupils who live within the catchment area but are over three miles from the school.



Balmedie Primary pupils

## **Transition from Primary School**

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Transition from primary school to Bridge of Don Academy: a timeline of support for pupils and parents/carers.

November of P7: Pupils with additional support needs visit BODA. The school's Autumn Magazine is issued to P7 families. S1 pupils visit P7 pupils in their primary classes to discuss their hopes, dreams, aspirations and fears about coming to secondary schools.

January of P7: School prospectus is issued to P7 families.

February of P7: Mathematics and numeracy day for all P7 pupils with BODA staff and pupils at Alex Collie Centre. First whole day induction visits for all P7 pupils to BODA.

March of P7: Heads of House (with Guidance role) begin a three month programme of visits to the associated primary schools. The Spring Magazine is issued to P7 families.

May of P7: The Summer Magazine is issued to all P7 families.

June of P7: Three day visits by all P7 pupils. P7 parents' evening – an opportunity to see the school and have questions answered.

In addition to the above, there are other support activities:

- STEM Club – for P7 pupils; coordinated by the Science Faculty.
- Visits to P7 pupils by Maths and Modern Languages teachers (various times).
- Sports events for upper primary pupils organised by the PE Faculty.
- Curriculum evening for P7 parents and pupils, date to be confirmed.



## The Community Centre

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Bridge of Don Academy is a Community School. Many community groups make use of the school building during the school day and in the evening. Examples include a Youth Club, 50+ Club, Computing classes, Swimming Clubs, Badminton Clubs, Aerobics groups and Dance groups.



The school swimming pool

## The School Day

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### Monday and Tuesday

Period	Start	Finish	Duration
Registration	0839	0845	6 minutes
1	0845	0945	60 minutes
2	0945	1045	60 minutes
Interval	1045	1105	
3	1105	1205	60 minutes
4	1205	1305	60 minutes
Lunch	1305	1355	
5	1355	1455	60 minutes
6	1455	1555	60 minutes
<b>Total</b>			<b>366 minutes</b>

### Wednesday, Thursday and Friday

Period	Start	Finish	Duration
Registration	0839	0845	6 minutes
1	0845	0945	60 minutes
2	0945	1045	60 minutes
Interval	1045	1105	
3	1105	1205	60 minutes
4	1205	1305	60 minutes
Lunch	1305	1355	
5	1355	1455	60 minutes
<b>Total</b>			<b>306 minutes</b>
<b>Week 1650 minutes</b>			

## Accord Card

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All pupils are given an Accord card which is required for the purchase of food and drink within the school. Cash can be inserted into the electronic deposit boxes and then credited onto a pupil's card.

The Accord card also entitles the pupil to free Young Scot membership until their 19<sup>th</sup> birthday. Young Scot is a charitable organisation set up to give young people access to information to enable them to make informed choices, and participate in the community. Young Scot membership also entitles the cardholder to local, national and European discounts.

Pupils will be given a Young Scot pack which lists the discounts available to them. These include entertainment, culture, clothes and beauty stores, restaurants, insurance and national and international travel. For more details please see: [www.youngscot.org](http://www.youngscot.org).

Accord cardholders may also add public library membership to their card. In addition Aberdeen City Council will shortly be adding Accord functionality to sports centres so that sports passes may be purchased and added to the Accord card. (All services added to the Accord card are subject to the terms and conditions of that service, including cost and entitlement). For further details please see [www.accordaberdeen.co.uk](http://www.accordaberdeen.co.uk).



## School Uniform

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Pupils, parents and staff strongly support the wearing of school uniform for a number of reasons:

- It helps to promote a sense of identity with the school.
- It reduces competitive peer dressing and expensive fashion dressing
- The wearing of uniform creates a working atmosphere which supports pupils' learning.
- The school badge, incorporated into items of uniform, enables the easy identification of pupils and therefore assists the operation of school security measures.

Visiting parents, members of the public and staff working in other establishments have praised the school for its standard of dress and courteousness of the pupils.

The school uniform is detailed on the following page. All badged items can be purchased from the school.

In addition, there have been incidents in other schools where pupils wearing items such as eyebrow studs or bolts have suffered serious injury as a result to



the wearer from general movement in and around the school and during physical activity. Subsequently, on the grounds of Health and Safety, **pupils should not come to school with any form of body piercing on their face, or other parts of their body**, which could pose a risk to themselves and to others. Pupils will be asked to remove such items and be given a letter home to remind parents of the risks to themselves and to others.

Pupils going out on visits or representing the school in any way will be expected to wear school uniform.

Parents of pupils are overwhelmingly supportive of the school's dress code and we urge you to help us in seeing that our pupils continue to come to school smartly turned out in school uniform. Pupils who do not represent the school during the school day will not be allowed to represent the school on out of school conferences, exhibitions or extra-curricular excursions, including trips abroad during Activities Week.

A uniform check is carried out each morning by register teachers. Pupils not wearing school uniform will be sent to Senior Management. They will be logged and may be asked to wear a school sweatshirt from a stock held in school.



If any parent requires financial support to purchase uniform items, an Aberdeen City Council form can be collected from the school office.

	S1-4 Boys	Girls	Senior School Boys	Girls
Shirts, and sweaters	<ul style="list-style-type: none"> <li>✓ White shirt with school tie</li> <li>✓ White polo shirt with school badge</li> <li>✓ Black sweatshirt with school badge</li> <li>✓ Black 'V' neck sweater with school badge</li> <li>✓ Black zipper front top with school badge</li> <li>✗ Shirts should be plain with no patterns</li> <li>✗ In classes ties or polo shirts should not be covered by non-uniform items</li> </ul>	<ul style="list-style-type: none"> <li>✓ White shirt with school tie</li> <li>✓ White fitted polo shirt with school badge</li> <li>✓ Black fitted 'V' neck sweater with school badge.</li> <li>✓ Black zipper front top with school badge</li> <li>✗ Shirts should be plain with no patterns</li> <li>✗ In classes ties or polo shirts should not be covered by non-uniform items</li> </ul>	<ul style="list-style-type: none"> <li>✓ Black or white shirt with red senior school tie</li> <li>✓ Black or red 'V' neck sweater with school badge.</li> <li>✓ Black or red fitted zipper front top with school badge</li> <li>✗ Shirts should be plain with no patterns</li> <li>✗ In classes ties should not be covered by non-uniform items</li> </ul>	<ul style="list-style-type: none"> <li>✓ Black or white shirt with red senior school tie</li> <li>✓ Black or red fitted 'V' neck sweater with school badge.</li> <li>✓ Black or red fitted zipper front top with school badge</li> <li>✗ Shirts should be plain with no patterns</li> <li>✗ In classes ties should not be covered by non-uniform items</li> </ul>
Trousers and skirts	<ul style="list-style-type: none"> <li>✓ Smart black trousers</li> <li>✗ No jeans</li> <li>✗ No combat trousers</li> <li>✗ No large fashion accessories</li> </ul>	<ul style="list-style-type: none"> <li>✓ Smart black trousers</li> <li>✓ Black knee length skirts</li> <li>✗ No jeans</li> <li>✗ No combat trousers</li> <li>✗ No leggings</li> <li>✗ No large fashion accessories</li> </ul>	<ul style="list-style-type: none"> <li>✓ Smart black trousers</li> <li>✗ No jeans</li> <li>✗ No combat trousers</li> <li>✗ No large fashion accessories</li> </ul>	<ul style="list-style-type: none"> <li>✓ Smart black trousers</li> <li>✓ Black knee length skirts</li> <li>✗ No jeans</li> <li>✗ No combat trousers</li> <li>✗ No leggings</li> <li>✗ No large fashion accessories</li> </ul>
Shoes	<ul style="list-style-type: none"> <li>✓ Plain black shoes/boots</li> <li>✗ No white or coloured flashes or logos</li> </ul>	<ul style="list-style-type: none"> <li>✓ Plain black shoes/boots</li> <li>✗ No white or coloured flashes or logos</li> </ul>	<ul style="list-style-type: none"> <li>✓ Plain black shoes/boots</li> <li>✗ No white or coloured flashes or logos</li> </ul>	<ul style="list-style-type: none"> <li>✓ Plain black shoes/boots</li> <li>✗ No white or coloured flashes or logos</li> </ul>

### What happens if you wear full uniform all the time?

- House points will be awarded for wearing full uniform.
- There will be two prizes in the summer term of outings with registration teachers. One for the class in S1/S2 with the best uniform record and one for the class in S3/4 with the best uniform record.

### What happens if you don't come to school in uniform?

- Registration teachers will send pupils without uniform to the School Office to see Senior Managers at the end of registration.
- Pupils will be given a uniform sweater from a stock kept for this purpose.
- Senior managers will log the names of those without uniform.
- Letters will be sent home to parents of persistent offenders. There will be a reminder in the letter that pupils will not be allowed on outings, residential trips etc if they have not been wearing uniform.
- Any pupil arriving in class without uniform should be sent to the school office. Office staff will contact a member of the Senior Management Team who will deal with the pupil.

### TEACHERS WILL NOT ALLOW PUPILS TO BE IN THEIR CLASSES WITHOUT PROPER UNIFORM



## **Parent Council**

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The school has an active Parent Council. This meets in the Staff Centre on Tuesdays at 7.15 pm. All parents are welcome to attend. Meetings are monthly and the dates are published in the school calendar on the school's website. Alternatively, please telephone the school (details on back cover of this prospectus).

The current chair of the Parent Council is Mrs Shona Wildi. She can be contacted via the school email address (back cover) or by letter.

The aims of the Parent Council are to:

- Work in partnership with the school to create a welcoming school which is inclusive for all parents.
- Promote partnership between the school, its pupils and its parents.
- Develop and engage in activities which support the education and welfare of the pupils.
- Identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

## **Standards and Quality**

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The school's Standards and Quality report gives a summary of the school's main achievements over the last 12 months. This can be viewed on the school website (see back cover) or a paper copy can be provided by the school office (telephone number on back cover).

In addition, the website has copies of the school's termly magazines, our review of the year and much else to give a picture of our achievements.



Senior pupils and staff on the summit of North Africa's highest mountain, Mount Toubkal

# **Pupil Welfare**

**Guidance**

**Pupil Support Faculty**

**ASN Base**

**Behaviour Support**

**MICAS Base**

**Pupil Motivation**

**Awards Ceremony and Rewards System**

**House System**

**Buddies**

**Peer Support**

**Dealing With Problems/Needing Help**

**Child Protection**

**Development of Spiritual, Moral, Social and Cultural Values**

**Personal and Social Education**

**Religious, Moral and Philosophical Studies**

**School Chaplain**

**School Dining Hall**

**Valuables**

**Insurance**

**First Aid**

**School Health Team**

**Student Council**

## **Guidance**

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Guidance in Bridge of Don Academy is provided by our four Heads of House:

Miss K Cromar/Miss C Hosie Head of House  
Mrs J Napier Head of House  
Miss L Marshall/Miss C Hosie Head of House

Mr D Haggarty, Depute Head Teacher, leads the team.

Pupils and parents should not hesitate to contact their Head of House if a problem occurs. If a pupil's learning is being affected by personal factors, the Head of House will contact parents/carers.

Pupils attend a 6 minute Registration Period at the start of each day. In general pupils will have the same registration teacher throughout their time at Bridge of Don Academy. Details of medical appointments or other absences should be submitted to the pupil's Register Teacher, who will update the Register accordingly.

## **Pupil Support Faculty**

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Our Principal Teacher of Pupil Support, Mrs N Wood, is responsible for the staff who provide extra support for pupils with additional support needs.

Any child extracted will be following an Individual Educational Programme (IEP), which is used to identify suitable targets in the areas of Numeracy, Language and Communication and Personal and Social Development. These targets are then used to create appropriate programmes of work. Targets are reviewed termly and will determine how long the support needs to continue for (short term or long term support). The Pupil Support Team will also provide support at times of transition.



## **Behaviour Support**

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The Behaviour Support Team supports pupils who are experiencing difficulties coping within mainstream education. These difficulties may be social, emotional or behavioural in nature and may present in the form of poor peer relationships, low self-esteem, and behavioural issues in class or non-attendance. The support aims to intervene as early as possible and in as minimal a way as is necessary in order to enable pupils to benefit more fully from the mainstream setting.

## **MICAS Base (Mainstream Inclusion for Children on the Autistic Syndrome)**

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The Micas Team provides support specifically to individuals with ASD. This support is on a need basis which is reviewed regularly. This support could be academic, social or emotional and could be provided in mainstream classes or may involve extraction as appropriate.

The ethos of the department is to encourage self-esteem, social competence and independence while enabling pupils to be full members of the school community. The Pupil Support faculty works very closely with parents, staff, pupils, school Educational Psychologist and outside agencies to ensure the needs of each individual are met.

### **Pupil Motivation**

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The school has strategies to encourage pupils to raise standards, increase involvement in school activities and give service to others.

The outcome of the Group's work is illustrated by three major developments - the creation of a House System, the provision of Peer Helping in which Senior Pupils help their junior colleagues and a Rewards System. More details are given of each below.

### **Awards Ceremony and Rewards System**

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A rewards system, which seeks to recognise and reward good behaviour, effort and good citizenship, is operated in school. Pupils who meet the criteria will have their achievements recognised in a number of ways.

Staff are asked to note whether or not pupils have met the school code during a lesson. These totals are then collated with a Pupil Motivation ceremony held in school at the end of each term to celebrate their achievements.

Praise Awards are also issued to pupils which let the pupils see that their efforts and achievements have been recognised. Such recognition could be for a particularly good piece of work, an improvement in attitude or representing the school in a positive light.

The highlight of the school year is the annual Bridge of Don Academy Awards Ceremony, held in the Beach Ballroom at the end of each session, to reward the success and achievement of pupils. The event involves performances by the school orchestra and is attended by parents and other specially invited guests.

We believe that a rewards system will motivate pupils to do well, influence their behaviour and raise their self-esteem. It should encourage pupils of all abilities to feel good about themselves because their achievements are being recognised. Recognising pupil achievement has been proved to play an important role in raising standards and in creating a positive climate where effective learning and teaching can take place.



## House System

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The three Houses, Drum, Crathes and Fyvie, are based upon the guidance groups.

The aims of the House System are:

- i) To provide pupils with a sense of belonging to a group
- ii) To involve pupils in healthy competition
- iii) To give pupils the opportunity to take on responsibility and leadership roles
- iv) To develop among pupils a philosophy of mutual support
- v) To provide a vehicle for representing pupils' views
- vi) To involve all staff with the pupil groups

House points can be achieved by pupil participation in activities such as quiz evenings, extra curricular music groups and sports tournaments. In sponsored events each House is linked to a charity (or other causes) of its choice.

House notice boards



## **Buddies**

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Buddies is a peer support scheme which consists of S5/S6 volunteers. The main objective of Buddies is to encourage younger pupils to respond in a positive manner to each other, thus contributing to the positive ethos of the school. Buddies are positive role models and are not necessarily prefects. Buddies wear red 'smiley faced' badges and are known to younger pupils through introductions in Assembly/class contact. Training is provided by Mrs Napier and the school has links with Childline who supplement the training programme.

There are various ways Buddies become involved with younger pupils, which may include:

- To complete a duty in the library, playing games/offering help with homework
- Providing support as a one-to-one buddy
- In the canteen/school grounds
- Attending a junior class.



## **Peer Support**

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This involves senior pupils in the school volunteering to take on the role of a Peer Helper. The tasks they may be involved in include:

- i) helping first year pupils to settle into the Academy by acting as guides
- ii) helping first and second year pupils with learning by supporting them in their classes
- iii) reaching out to support troubled or lonely pupils by acting as a buddy to them.

To facilitate this senior pupils go through a training programme which involves work on effective communication, developing listening skills and looking at decision making.

Senior pupils also receive training in Paired Reading which is a technique used by more competent readers to help less skilled readers improve.

As the name implies, readers sit in a pair in a quiet situation and take turns to read from a book chosen by the pupil who wishes to improve. The helper is known as the tutor. Each session lasts about 10-15 minutes and ideally should take place twice weekly for a set number of weeks.

## **Dealing with Problems/Needing Help**

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Sometimes in school pupils can feel unsure or confused. Help is always on hand. Pupils' Heads of House, Register Teachers and School Nurse are a first line of support and assistance, but there are lots of other people to turn to for help: any of the teachers, janitors, office and dining hall staff and senior pupil prefects will do their best to assist and bring help to a pupil in difficulties.

Staff are always available in the dining hall at intervals and lunchtime and the school office is always open to pupils during school hours.

## **Child Protection**

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Given ongoing concern on the subject of child abuse, and changes in the law, schools are now required to report if there is a suggestion that any child has come to harm as a consequence of possible abuse.

Each school now has a named senior member of staff appointed to be responsible for Child Protection matters.

In our school, that person is Mr D Haggarty, Depute Head Teacher.

Should you wish to talk further about Child Protection and the safety of children please feel free to contact Mr Haggarty at the school.

As a school, we have good contacts with medical officers, social workers and the police – any or all of whom may become involved if abuse is suspected.

## **Development of Spiritual, Moral, Social and Cultural Values**

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Certain aspects of moral, social and cultural issues are dealt with at various stages across the whole range of subjects, as well as in the Faculty of Religious, Moral and Philosophical Education and in assemblies. A planned programme of assemblies allows us to reinforce our school values.

## **Personal and Social Education**

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All pupils in S1 to S6 follow a specific programme of Personal and Social Education (PSE) which is taught by Heads of House. This programme is seen as a life-skills course which encourages pupils to develop their awareness and understanding of a wide range of life situations, and the relevant skills and strategies for responsible decision-making. It is designed to help pupils examine, explore, clarify and, where appropriate, modify their personal values. Central to the programme is the involvement of pupils in planning what they learn at each key stage of secondary education.

The following themes run like strands through the entire PSE programme.

- i) The development of increased self-esteem and self confidence.
- ii) The development of self-awareness and the skills of self-assessment.
- iii) The importance of developing effective personal relationships and communication.
- iv) The development of skills for creating and using opportunities (eg skills for sound, effective learning, developing a sense of personal responsibility, identifying opportunities to become involved in activities which contribute to the community).
- v) The development of skills for sound decision-making (eg in respect of

- healthy living and career choice).
- vi) The development of an awareness of and skills for independence and interdependence. (This includes learning to take personal responsibility for their own learning, and increasing their awareness of both rights and responsibilities).

As an example of the pattern of one session's programme below are details of the PSE syllabus for S1.

- i) My New School
- ii) Friendships
- iii) Positive Behaviour
- iv) Sexual Health
- v) Drugs Education
- vi) Responsible Citizenship

### **Religious, Moral and Philosophical Studies**

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A programme of Religious, Moral and Philosophical Studies is provided for all pupils in S1 to S3 and there is one full-time member of staff in the department with other staff teaching some junior classes.

*The aim of Religious, Moral and Philosophical Studies is not to convert pupils to a particular belief. What we endeavour to do are the following:*

- i) To provide pupils with a basic knowledge and understanding of Christianity and other religions represented in the UK. We encourage respect and acceptance of the beliefs and practices of all religious and non-religious people.
- ii) To provide pupils with the philosophical skills necessary to explore the important questions relating to existence, knowledge and moral behaviour.
- iii) To encourage pupils to become aware of their own beliefs and values and to explore their reasons for holding these.

By reflecting on personal and social issues relating to religious and moral values, pupils are assisted in their own personal development and awareness of the spiritual dimension of life.

### **School Chaplain**

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Our School Chaplain is the Rev Louis Kinsey, Minister of St Columba's Parish Church, Bridge of Don. He is very supportive of the work of the school and played the last post for the commemoration of Armistice Day on 11 November 2014.

Steph Fowler, Youth Worker at St Columba's Church, also plays an active role in the school, with an upbeat moral message aimed at encouraging youngsters to think about their role in society and their attitudes towards others. Steph plays a leading role in the school's popular Scripture Union group.

## **School Dining Hall**

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The Health Promotion and Nutrition (Scotland) Act 2007 sets down strict guidelines to the types of food and drinks that can be for sale in school and it sets nutritional standards for school meals, thereby providing healthy options. The dining hall is open to provide breakfasts from 8.00 am and drinks and snacks at the morning interval. *Pupils are not permitted to leave the school during morning interval.*

School lunches are provided each day by a cafeteria and sandwich bar in the dining hall and pupils are encouraged to use the facilities due to the nutritional standard of the food provided. *No hot food is permitted to be brought into the school from outside providers.* Members of the student council have requested a meeting with Officers of Aberdeen City Council to discuss canteen food.



Pupils who are entitled to a free school lunch should contact the school office at the start of term. Free school meals will automatically be stored on a pupil's Accord Card, thereby making the procedure for the purchase of a free school meal the same as paying for any other.

Due to the importance of drinking water to prevent the body from dehydrating, free water is available from the dining hall when food is being served and water is also available for sale from the vending machine. Pupils are encouraged to bring tap water from home in clear bottles to drink throughout the school day.

## **Valuables**

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Normally valuables should not be brought to school. Pupils must accept responsibility for safeguarding their own possessions. Teachers and the office staff will take valuables for safekeeping if necessary. The school will not be held responsible for loss or damage of valuables which pupils have not submitted to their teacher for safe keeping. Lockers are available for pupils to rent, but are offered on the basis of seniority within the school. There are a small number of S1 pupils who currently rent a locker. We have recently fitted extra lockers in the school and these are available for pupils to rent on a first come, first served basis.



## **Insurance**

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No insurance cover is held by Aberdeen City Council to provide automatic compensation in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

Aberdeen City Council does hold third party liability insurance which indemnifies the Council for claims from third parties (eg parents of pupils) who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However, if there is no negligence, no claim would be accepted by the Council.

## **First Aid**

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All of our Pupil Support Assistants have been trained as First-Aiders. Pupils who are ill in school should report to the School Office for assistance.

School staff are not permitted to dispense non-prescribed medication of any kind. Staff may dispense prescribed medication to a pupil after making a written agreement with parents. The participation of staff in this arrangement is voluntary.



## **School Health Team**

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The School Health Team includes the School Nurse and School Doctor who work in close liaison with School Staff and other health professionals to help children/young people to be healthy as possible so that they may gain most benefit from their education.

This includes:

- Identifying health needs
- Raise awareness of health needs
- Empower children and young people to adopt healthy lifestyles
- Co-ordinate care plans and advice for children with special needs
- Advocacy on behalf of children/young people
- Carry out immunisation programmes as per School Health Services

The School Nurse and Doctor would be happy to discuss any concerns a parent might have about their child's health and its effect on education or social life.

The School Nurse is based at Bridge of Don Academy and can be contacted through the school office.

## **Student Council**

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The school has a successful Student Council. It consists of the Head Boy, the Head Girl, the Deputy Head Boy, the Deputy Head Girl and two representatives from years S1 to S5. Representatives are selected by nomination and by democratic election. There are regular meetings and the aims are to:

- 1 Help to make our school the best it can be.
- 2 Discuss ideas and think of possible solutions.
- 3 Listen to all pupils in school and think of possible solutions.
- 4 Share ideas with pupils and teachers in school.
- 5 Help make important decisions.
- 6 Put forward ideas.
- 7 Work together as a team.



The current Student Council

# **School Rules And Procedures**

**Attendance**

**Illness**

**Lateness**

**Going Out Of School**

**Emergency Procedures**

**School Rules**

**Dress Code for Physical Education**

**Discipline**

**Anti-Bullying Policy**

**Personal Information**

**Storm Procedures**

**Special Accommodation Arrangements**

**School Information Line**

**Groupcall**

**Payments towards materials for practical subjects**



## **Attendance**

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A school year normally consists of 380 attendances, each day being considered as two attendances, one morning and one afternoon session.

Sometimes problems arise concerning a pupil's attendance at school and, in such cases, we welcome the opportunity to discuss the situation with any parent.

The school uses Groupcall to notify parents if their child is absent from school that day. If your child is going to be absent through illness or other reason, please contact the school office by 9.00 am. This procedure will ensure you do not receive a message via the Groupcall system.

It is extremely important that any changes to mobile and home telephone numbers be notified to the School Office in order that records are kept up to date.

An explanatory note is required after every absence which has not been previously authorised. Failure to do so may result in the absence being recorded as truancy and detention given to the pupil.

Applications, in writing, for permission to be absent from school for reasons other than illness or bereavement should be made in advance. There are 12 full non-school weeks in each year. This provides ample opportunity for family holidays. Despite this, in recent years there has been a growing trend to take family holidays during term time. Such breaks in a pupil's schooling have inevitably adverse effects on a pupil's progress in schoolwork. Missing tests or assessments or examinations can be particularly harmful. Please try to avoid such disruption to the school and your child's education.

Guidance Staff and Senior Staff would be keen to discuss such plans for holidays before commitments are made.

In respect of non-attendance at school, the City Council's non-attendance procedures will be implemented when a pupil has recorded a figure of 30 unexplained or ill-explained absences (ie the equivalent of 15 days). Such a move could lead to the prosecution of parents.

## **Illness**

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Pupils who are absent because of illness must bring a note signed by a parent on their return. The note should be handed to the Register Teacher the next day.

If pupils are absent from SQA examinations, an official medical note is required by the SQA before any appeal can be considered. Parental notes or self-certification will not be accepted.

## **Lateness**

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Pupils who arrive at school between 8.39 am and 8.45 am should go straight to their register class where the Register Teacher will record them as late and pass this information to the school office.

Pupils who arrive in school after 8.45 am should report to the school office for their lateness to be recorded before proceeding to class. They should also provide a parental note on arrival, or the following day at the latest, to explain their lateness.

A warning bell is sounded at 1.50 pm giving pupils adequate time to make their way to their period 5 class.

All the recorded lates will be printed out weekly to Guidance staff who will then pursue unexplained or unjustified lateness as a disciplinary matter.

### **Going Out of School**

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Pupils must not leave the school without permission from a member of the Senior Staff (Head Teacher or Depute Head Teachers). Pupils who have a dental or doctor's appointment should bring the appointment card or letter to the Register Teacher at registration and must report to the school office when they depart and again when they return.

### **Emergency Procedures**

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Fire/Emergency Evacuation procedures are posted in all classrooms in the school. All staff are conversant with school procedures and regular fire drills are arranged to ensure that all the users of the school are aware of the procedures.

### **School Rules**

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#### **General Conduct**

- 1 Pupils are expected at all times to act in a disciplined and civilised way. They are expected to treat the fabric and furnishings of the buildings with respect, and all those who work in it with courtesy.
- 2 Smoking is strictly forbidden and smoking materials should not be brought to school.
- 3 Card-playing and gambling are forbidden.
- 4 There is a ban on chewing gum within the school.
- 5 Pupils must not ride bicycles on footpaths or pedestrian areas within the school grounds.
- 6 Ball games (including snowballing in the winter) must not be played in the vicinity of the building.

#### **Attendance**

- 7 Pupils returning after absence must bring to their Register Teacher a note signed by a parent or guardian.
- 8 No pupil may leave the school grounds during school hours without first receiving permission from the Head Teacher or Depute Head Teachers. This includes morning interval.

## **Movement**

- 9 As a general rule pupils should keep to the left when moving about the school particularly on stairways.
- 10 Pupils must observe the one-way system when moving along the first floor corridor of the teaching block.
- 11 Within the building pupils should move at all times in an orderly manner and without running.
- 12 Except at morning interval and the lunch-hour pupils should not visit the toilet without first asking permission of a teacher.
- 13 During the morning interval and lunch-hour, pupils must not be in the Teaching Block or main stairways of the school, unless they are participating in a class or club arranged at that time. The Dining Room provides an area where pupils may congregate at intervals and at lunchtimes. This area is always supervised at these times.
- 14 The lift must never be used except by pupils who have received special permission from Senior Staff.
- 15 Pupils must only use the raised walkways when moving through the car park. For their own safety, and in respect of road users, they must not move between, in front of, or behind parked cars. Pupils should not loiter or play in the front or rear car parks during morning interval or lunchtime.



## **Property**

- 16 No valuables should ever be left in bags or coats in the corridors changing rooms, dining hall or under stairways. Pupils bringing valuables into school do so at their own risk. The school does not accept liability for any items which have been lost or damaged while in school.
- 17 When going to Physical Education, pupils should hand all valuables to their teacher for safekeeping.
- 18 It is the Authority's policy that no pets owned by any member of staff, pupil, parent or guardian should be allowed into any part of the establishment. It must be understood that any part of the establishment includes playgrounds, car parks and playing fields.

## **Mobile Technology**

The Senior Management Team have amended the school policy for mobile phones/ipods. This is as follows:

- 1 The use of mobile phones/ipods is not permitted in any teaching area of the school, including the Library, corridors and stairs.
- 2 No mobile phones or ipods are allowed in any exam room. Severe penalties will apply if this rule is broken.
- 3 Pupils are permitted to use mobile technology in the school canteen and school grounds.
- 4 Inappropriate use of mobile phone technology in any area of the school building or its grounds is not permitted. For example taking photographs, videos or cyber-bullying.
- 5 Anyone caught with a mobile phone in a non-permitted area will have it removed and placed in the School Office until either the end of the day if a first offender, or the end of the week if caught a second time. Parents may be asked to come in to collect the phone if it is confiscated more than once.

Some educationalists argue that much could be gained by allowing a balance between some controlled use of mobile technology and not allowing any inappropriate use. We wish to encourage debate on this issue by pupils and staff.

Much has been publicised about the use of mobile phones to bully others. This is one of the reasons why we do not wish to see pupils carrying or using mobile phones in classes and corridors.

A review of this policy will take place in 2014-15.



## Dress Code for Physical Education

All pupils are expected to wear appropriate sports clothing such as T-shirts, sweatshirts, shorts, tracksuit bottoms and appropriate trainers. Leggings are not acceptable as PE kit unless they are Sports Leggings. For indoor activities pupils must bring and wear a clean pair of indoor trainers. There will be times throughout the year where pupils will be participating in outdoor activities. Pupils will be given prior warning for these so they can wear suitable outdoor clothing. Pupils will be able to wear football boots or rugby boots when participating in these activities. Pupils are not permitted to wear any part of their school uniform, including their school trainers to their PE lessons.

If you cannot participate for any reason you must have a note informing your teacher, however, you are still expected to bring PE kit, as you may be required to assist your teacher within the class. If pupils have a note but fail to bring their PE kit it will be treated as a forgotten/inappropriate kit.



If any pupil fails to bring all or part of their PE kit they will not be allowed to participate on the grounds of health, safety and hygiene. Failure to participate due to forgotten kit is dealt with in an organisational manner. In such circumstances pupil's progress through the levels as detailed below:

Level	Criteria	Action
1	First time pupil forgets their kit	Kept within class and used to perform alternative roles e.g. referee, time keeper
2	Second time pupil forgets their kit	Kept with class and given written work to complete. If class outside in inclement weather the pupil can be left with another class indoors on the agreement of the class teacher. A departmental detention shall be set for 20 minutes at lunchtime.
3	Third time pupil forgets their kit.	Kept with class and given written work as above. A Level 3 written exercise is handed out for completion at home and a second detention is set for 20 minutes at lunchtime.
4	Fourth time pupil forgets their kit.	Class teacher sends pupil to time out with written work to complete and is referred to school nurse. PT refers pupil to Year Head.

## Medical Exemption

There may be occasions when pupils are unable to participate fully in the practical work due to injury or illness. In such cases a letter should be brought from home explaining the reason. **Pupils are still expected to bring their PE kit.** This will enable the pupil to be involved in the lesson to a greater or a lesser extent by adopting alternative roles. The importance of this is best illustrated using an example: if the class is outdoors for football all pupils must remain with their class under the supervision of the class teacher. In bringing an appropriate change of clothing the pupil prevents the possibility of their school clothes becoming wet/dirty. In addition, depending on the severity of the illness/injury the pupil may find themselves able to participate in some of the practical work to a lesser extent. Alternatively they provide themselves the opportunity to be involved in another role e.g. referee, timekeeper, scorer, observer. The

importance of this in the creation of a positive and effective learning and teaching environment for all cannot be emphasised enough. Any pupil failing to bring alternative clothing will be recorded as having no kit, **even if they bring a note.**

It is appreciated by the school that there may be an occasion where an injury/illness is so severe that participation in any level of practical work is unacceptable. In such cases contact should be made with the school detailing the expected duration of the injury or illness. This will enable the class teacher to converse with the appropriate guidance teacher in order to make alternative arrangements for timetabled PE lessons.

### **Health and Safety**

The Health and Safety issue is one which has increased City wide, primarily due to the increase in the number of pupils with body piercings. Aberdeen City Council has issued a *Code of Practice for Personal Effects in Physical Education* which must be adhered to. While participating in Physical Education lessons and extra-curricular activities, **all pupils are expected to remove all items of jewellery.** Although staff will remind classes of this at the start of lessons they **will not** undertake an inspection of every individual pupil. Therefore any pupil wearing any items of jewellery does so at **their own risk.** The school accepts **no responsibility for injuries sustained as a result of pupils wearing jewellery.**

In addition, the school is aware of the growing trend for pupils to wear training shoes without securing them. However, this poses a potential safety risk while participating in physical activity. Therefore pupils are expected to secure their footwear during practical lessons. Again, **failure to do so is the responsibility of the pupil.**

When the curriculum requires pupils to be out of doors, warm and waterproof clothing may be a necessity for inclement weather. (Shell suits must **not** be worn as they are in breach of Health and Safety regulations). For many of the activities taught in the Physical Education department at Bridge of Don Academy, pupils are advised to consider the use of **personal safety equipment** for participation. For example, when outside playing football, pupils are advised to wear shin guards as many of them wear studded boots. In swimming, pupils are advised to bring goggles for sensitive eyes. Similarly, pupils are informed of the benefits of a gum shield for hockey. It must be stressed that in all of these cases the safety equipment mentioned can never guarantee injury prevention. While the school works hard to ensure that pupils are provided with modern, up to date equipment, due to financial constraints all equipment is shared amongst all classes. The school is not in a position to provide individual pieces of equipment for every pupil for every activity. As you will appreciate, due to health and safety reasons, the school cannot provide gum shields for use by a number of different pupils. **The provision of such equipment is at the discretion of parents.**

### **Valuables**

Any valuables brought into school are the **pupils' responsibility.** During PE lessons, pupils have the option of leaving their valuables in the changing room or in the PE office. However, as neither are under continual supervision the school cannot accept responsibility for the loss or damage of valuables. Pupils are advised to leave their valuables at home.

The PE department is always happy to discuss any situation with parents.

## Discipline

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Our School Rules and expected standards of behaviour have been formulated so that the School may function smoothly and safely for all who work in it, and so that all pupils can benefit from their educational opportunities. The vast majority of our pupils co-operate naturally and helpfully in the maintenance of good order. However, we do have a discipline policy for those pupils who deliberately break the rules or whose actions or words may threaten the safety, well-being or progress of others.

Throughout the school and in every classroom the discipline levels are displayed along with a poster displaying the behavioural expectations of the pupils.

The discipline policy consists of 7 levels as described in the table below.

Level	Action
Level 1	Verbal warning.
Level 2	Isolation within class or second verbal warning.
Level 3	'Stop and Think' exercise issued, return date specified by teacher. If exercise is not returned by date, pupil will go straight onto Level 4.
Level 4	Referral to Principal Teacher and Discipline Letter sent home. (Detention and/or Planned Time Out may also be issued at this point.)
Level 5	Referral to Year Head. Warning of Exclusion issued.
Level 6	Exclusion by Head Teacher.
Level 7	Removal from school roll.

If a pupil reaches level 3 on the Discipline Policy, a 'Stop and Think' exercise will either be issued directly to the pupil or sent home by the Class Teacher. This should be completed and returned by the specified date. Should a pupil reach level 4 or be 'Immediately Timed Out' of class a Discipline Letter will be sent home to explain what has happened to merit a pupil being placed on one of these levels.

As always, we welcome your comments about any aspect of your son's or daughter's behaviour and you can do so in writing or by phoning the school. Some sanctions that may be imposed as a result of indiscipline at these levels and may take the form of written work to be done at home or a lunchtime detention. Parents will be informed of any sanctions in the discipline letter.

If a pupil reaches level 5, parents will receive a copy of a Warning of Exclusion Letter and will be invited to school to discuss their son's or daughter's behaviour and will be timed out of the class until that meeting has taken place.

Occasionally, a pupil will be excluded by Mrs McWilliam, the Head Teacher of the school if the pupil reaches level 6 and parents will receive a copy of an Exclusion Letter. They will be then invited into school to discuss their son's or daughter's behaviour. Exclusions may result from a one off serious incident or through an accumulation of discipline incidents.

In the very rare instances that a pupil reaches level 7 of the discipline procedure, Mrs McWilliam will make a request to the school's Education Officer that the pupil is removed from the role of the school.

If there are concerns regarding a pupil's organisational abilities, such as coming to school without the correct books, failure to meet deadlines or the non-completion of homework, parents will receive an Information to Parents Letter (see Appendix 4).

### **The Period Report**

A further, more detailed method of reporting a pupil's progress may be through a Period Report which class teachers make comment on and sign after each period. Parents are asked to sign it before the pupil returns the report to the school office next day. The use of a Period Report is designed to make parents aware of **good** behaviour and progress as much as bad.

### **Positive Information**

Sanctions and the means of transmitting concerns to parents are a necessary part of the discipline structure but so too is the need to have a way of making parents aware of "good news". To facilitate this, class teachers can complete an internal document, known as a Praise Award, to inform parents and the pupils themselves of what staff regard as a particularly praiseworthy work or behaviour. It may also recognise a situation where the pupil has promoted the school in an event or activity in or out of school time.

As well as using Praise Awards, staff complete Pupil Motivation Sheets for classes in years S1 to S4 which are used to reward pupils who have consistently produced a high standard of effort and followed all points on the Pupil Code. A reward event is held for each House Group at the end of each term to celebrate pupils' efforts and achievements.

Almost all of our pupils share our aim of making the school a safe and pleasant place to work in, and are seldom involved in the disciplinary process. Even when sanctions are used, we would like to think that their imposition is always accompanied by a spirit of understanding and fairness.

We would hope that, together, we would arrive at a successful way of resolving the difficulties.

### **Behaviour Support**

Pupils whose behaviour has been identified as giving cause for concern, will work with the school's Behaviour teacher Mrs Bowman to develop strategies to improve their behaviour in class. Parents have an important role in supporting the work of the Behaviour teacher in tackling the problems identified. See page 14 for more details on Behaviour Support.



## **Anti-Bullying Policy**

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### **School Philosophy and Ethos**

The well-being of every person in our school is important to us and we hope to provide a happy, safe and caring environment for everyone.

The school aims:

- i. to provide a friendly, well-ordered environment in which the school community can work together harmoniously and for the benefit of all;
- ii. to foster the developments of individual self-discipline and responsibility, and an appreciation of the needs of others both in school and in the community outside.

### **What is Bullying?**

We see bullying as the wilful, conscious desire to hurt, threaten or frighten someone else by physical intimidation. It may be defined as the unjustified display of aggressive or physical behaviour on the part of one individual or group towards another.

Consequently, as part of the school's responsibility for the personal and social welfare of our pupils, we would hope to ensure as far as possible that no-one is being bullied.

- i. Positive Management of Behaviour  
The school lays down expected standards of behaviour and specific school rules which are intended to be the basis for the operation of a well-ordered and caring school. These Standards of Behaviour, School Rules and the school's Disciplinary Procedures appear each year in the school prospectus.
- ii. Religious, Social and Moral Education  
Throughout the school pupils follow a programme of Religious, Moral and Philosophical Studies as well as Personal and Social Education. Within these two programmes emphasis is placed on the importance of caring for others in thought and action and encouraging an appreciation of the community, the environment and a concern for peoples in other parts of the world. Pupils are encouraged to tolerate, understand, appreciate and value the spiritual, moral, social and cultural beliefs of others.
- iii. Aspects of Social Behaviour  
Aspects of social behaviour are dealt with across a wide range of subjects. Each term a 'values' Assembly is held to reinforce the school's values.

### **Cyber Bullying**

Bridge of Don Academy actively supports pupils in their learning by providing them with opportunities to learn in new innovative ways through the use of ICT. We also recognise that pupils, teachers and parents/guardians may need some help to know how to stay safe while using ICT, in particular when using Social Networking sites such as Twitter and Face book.

Social Networking sites can very useful for pupils to keep in touch, share ideas and collaborate on projects. However, increasingly they are being used for online bullying and harassment. New technologies such as tablet PCs and Smart Phones allow pupils access to seemingly anonymous methods of bullying such as sending

malicious text messages and posting embarrassing photos on the Internet. Unlike whispers in the canteen or passing of notes, cyber-bullying can spread rumours and lies to a very large audience at the touch of a button. As with other forms of bullying, the victim may not be in any physical danger but can still feel very upset, afraid or depressed.

Bridge of Don Academy takes all forms of bullying very seriously and cyber-bullying will be dealt with in accordance with the school's anti-bullying policy. In cyber-bullying cases, where threats have been posted on the Internet and may amount to criminal activity, parents and pupils should download the evidence and report it to the police.

### **Key Elements in Action Against Bullying**

We feel that, to combat bullying effectively it is important that there is:

- i. a general belief within the school community that bullying is an issue which must be taken seriously and tackled positively
- ii. open discussion about what counts as bullying
- iii. an ethos which encourages victims and witnesses to speak up freely
- iv. a school and classroom ethos which promotes respect for the individual
- v. a readiness to treat incidents seriously, however trivial they may seem at first glance, and to take swift and positive action whenever bullying is reported or evident
- vi. a clear lead given in this area by the Head Teacher and senior management team
- vii. a sense of ownership of the policy by all members of the school community – teachers, non-teaching staff, parents and pupils

### **Recognition of Bullies and Victims**

There is no ready-made list of specific characteristics that go to make a bully. It is important, therefore, that we should not ignore reports from pupils of alleged bullying where the bully does not fit the commonly accepted stereotype eg big, aggressive, male.

It is accepted that bullies pick on vulnerable people, but it is not always easy to judge in advance who might be seen as vulnerable. We should, however, be particularly vigilant in respect of those pupils who:

- are new to the class or school
- are different in appearance, speech or background from other pupils
- suffer from low self-esteem
- are nervous or anxious
- display extreme attention-seeking behaviour
- show deterioration in their work

### **Procedures for Dealing with Bullying**

The single most important factor in the prevention of bullying is a school ethos in which pupils are encouraged to speak out about bullying. They should be regularly reminded that it is right to tell an adult about any type of bullying behaviour.

To enable this to take place all staff should encourage-

- victims to tell
- witnesses to tell
- parents to tell
- open discussion

If we are to be seen to take the issue of bullying seriously then we should:

- i. listen to and offer support for anyone who claims to be the victim of bullying
- ii. never dismiss the victim of bullying as "weak" or a "tell-tale"
- iii. listen to and offer appropriate support for the bully, making it clear that it is the bullying behaviour of which we disapprove and not the bully him/herself
- iv. punish the bully, where this is seen to be appropriate, explaining clearly why the punishment is being given
- v. help pupils to offer suggestions for dealing with bullying and to keep the situation under constant review
- vi. contact at an early stage the parents of an alleged victim, invite them into school to discuss the matter and offer appropriate support.
- vii. inform at an early stage the parents of an alleged bully, invite them into school to discuss the matter and offer support agreeing, where appropriate, on a form of sanction. (The school's expected standards of behaviour and discipline policy should be referred to in this context and it should be made clear to the parents that it is the behaviour which is disapproved of and not the pupil).
- viii. have clear in-school procedures for dealing with reported incidents of bullying

These procedures are:

- Where a teacher is informed of an alleged act of bullying, the teacher concerned should note briefly in writing the details of the allegation and refer the matter as soon as possible to the appropriate Principal Teacher of Guidance, who will then take action as detailed above.
- Guidance staff should keep detailed records of all referrals of this nature including notes of interviews.
- Guidance staff should advise appropriate members of the senior management team of all incidents of confirmed bullying.
- Year Heads will keep detailed records of all such confirmed incidents of bullying. Details should include – Date, People Involved, Incident, Action Taken, Outcome. These records will be a means of monitoring the success of the school's Anti-Bullying Policy.

### **Guidance for Parents**

As part of our whole-school approach to the problem of bullying, we would give the following advice/information to parents:

- i. Discuss regularly with your child how he/she is getting on at school. (Discuss particularly friendships, lunchtimes and intervals).
- ii. Be alert to signs of distress – reluctance to go to school, sore stomachs,

bruising, taking extra money.

- iii. Watch for your child bringing home extra money or property.
- iv. Encourage your child to speak out if he/she is being bullied and listen carefully to the information he/she may volunteer.
- v. If you think your child is being bullied contact the school as soon as possible and arrange to speak to his/her Guidance Teacher. (It can be beneficial in some cases for the parents to contact the school without their child's knowledge so that the situation can be quietly monitored.)
- vi. Where it is confirmed that a pupil has been involved in bullying, the school will invite the parents to come into school and discuss the situation.
- vii. Be aware that, in many instances, bullying is reported by a pupil where the "victim" him/herself has played a major role in creating the problem. In such instances, it may be necessary to provide the victim with support and guidance on how to establish better relations with others

### **Conclusion**

This policy has been drawn up following consultation within the Bridge of Don Academy Associated School Group and will be the subject of regular review.

## **Personal Information**

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At the beginning of each session, parents are asked to fill up an "Admission Form" and to return it to the School Office. The information given on these forms is particularly important when an emergency arises and immediate contact has to be made with a parent or guardian. Accordingly, it would be most helpful if any change of home address, place of work, Doctor or relevant telephone number(s) could be notified to Bridge of Don Academy, School Office, as soon as possible.

## **Emergency Procedures for days of severe weather and other emergency closures**

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We are always mindful of the difficulties and dangers which our country pupils might encounter as they journey to and from school during abnormal weather conditions.

As soon as we are aware of the onset or likely onset of severe weather conditions, we take the following action:

- Information to families about bus pick ups, school opening time and possible school closure is given on the School Information Line 0870 054 1999, PIN 011020. This will be updated before 7.00 am on days of severe weather.
- Information will also be updated by 7.00 am on the school website, [www.bridgeofdon.aberdeen.sch.uk](http://www.bridgeofdon.aberdeen.sch.uk) and the Aberdeen City Council website, [www.aberdeencity.gov.uk](http://www.aberdeencity.gov.uk). This information is automatically transferred to local radio stations.
- Pupils who travel in taxis will be contacted by the taxi companies.

If the school is required to close during the school day due to severe weather or other emergencies, the following will apply:

- The school will remain open until all pupils have been returned home safely.
- Parents will be contacted via Group Call.
- The Information Line (see above) will be updated.
- The school and Aberdeen City Council websites will be updated (see above).
- Local radio stations will be contacted.
- Pupils will be allowed to use their mobile phones to contact parents/carers. If they do not have one, they will use the school's phones.
- Pupils have a responsibility to give accurate information regarding their safety and this information will be taken on trust.
- Bus pupils who are safe to be returned home early will be allowed to board buses.
- Bus pupils who do not have a parent/carer at home or do not have permission to return home from a parent/carer will be looked after in school until contact is made with a parent/carer.
- Local pupils will be allowed to go home early if there is someone at home or

they have permission from a parent/carer to be at home unsupervised. Pupils have a responsibility to give accurate information regarding their safety and this will be taken on trust.

- If pupils do not have a parent/carer at home and do not have permission from their parent/carer to be at home unsupervised then they will be kept safe in school until contact can be made with a parent/carer.

### **Special Accommodation Arrangements**

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Where conditions are so severe that transport cannot be safely provided, it would be prudent for pupils not to attempt the journey home – unless parents collect them personally. This could mean that pupils might have to stay overnight at an address near the school. In order that such an arrangement can function smoothly, a register of available accommodation is kept. Parents who live at a distance from the school are asked each year to complete emergency contact details on the reverse of the Admission Form.

If a parent thinks that weather conditions are likely to deteriorate during any day to the extent that the pupil might have difficulty in getting home again safely, we would advise that the pupil does not come to school that morning.



### **School Information Line**

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A telephone information line is available to callers seeking information about the school.

In times of severe weather conditions, emergency closure or other emergency circumstances, parents and pupils can receive up-to-date information by calling 0870 054 1999 and using the PIN code 011020 to reach our school's information line.

## **Groupcall**

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We have a facility in school which will allow us to contact parents more quickly and efficiently. Groupcall gives us the ability to send text messages to your mobile phones or make automated telephone calls to you. Groupcall may, for example, be used to advise you of the following:

- School Closures
- Advise your child is absent from school
- Unauthorised absence
- Changes to meetings and after school events
- Emergency notifications

It is extremely important that any changes to mobile and home telephone numbers be notified to the School Office in order that records are kept up to date.

## **Email Communication**

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Mail sent home via the school bag does not always work so if you have an email address please let us know as we have the facility to email home pupil letters and leaflets.

## **Payments towards materials for practical subjects**

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Historically there has been a required yearly payment for all pupils who are taught the subjects of Art and Design, Design and Technology and Home Economics.

This goes towards the cost of some of the materials and foods used in the day to day learning and teaching in these classes which pupils take home. It would be impossible to give pupils such rich educational experiences without these payments.

This year a combined letter will be sent to parents of S1-3 pupils asking for a one off payment of £34. Pupils in S4-S6 will receive letters from specific departments.

Given the financial constraints the school is working under at present it will not be possible to provide materials to pupils to do practical work in these 3 subject areas until the family contribution has been paid. Parents should remember that if the family is suffering financial hardship, a telephone call should be made to the appropriate guidance teacher who will access funds held for this purpose.

We hope that all parents understand the reasons for this payment and support us in their contributions. Summaries of the costings can be found below.

Cheques should be made payable to Bridge of Don Academy.

### **Pupil costs in the Department of Art and Design for 2014-2015**

**S1 and S2 pupils = £6. S3 pupils = £6** for pupils attending core Art and Design (1 period only) or **£12** for pupils attending core Art plus the Art and Design Enrichment Course (additional 1 period). The payment covers the cost of paint, clay, fabric and dyes, colour printouts and project special materials.

**S4 - National 4/National 5 Art and Design** - £20. Pupils are given the opportunity to purchase an A2 plastic folder that contains a sketch pad, watercolour paints, brush, coloured pencils, ruler, rubber, sharpener and drawing pencils. This charge also covers colour and black and white printouts.

**S5/6 - Higher Art and Design** - £20. To purchase specialist materials for the design unit, the theme of which is of the pupils' choice and acrylic paint etc for the expressive unit. This also includes colour and black and white printouts (printing ink and papers).

**S6 Advanced Higher Art and Design** - £25. To purchase specialist materials for the design unit, the theme of which is of the pupils' choice. This also includes colour and black and white printouts (printing ink and papers).

### **Pupil costs in the Department of Design and Technology for 2014-2015**

S1-S3	<b>£8 per year</b>
S4 Engineering Science	<b>£6 per year</b>
S4 Design and Manufacture	<b>£8 per year</b>
S4 Graphic Communication	<b>£8 per year</b>

This is to help with the cost of purchasing metals, timber, finishes, etc.



S5/6 Graphic Communication

**£8 per year**

S5/6 Engineering Science

**£6 per year**

Each pupil has a considerable number of A3 colour printouts to produce and the payment will help to cover some of the cost of the colour cartridges.

### **Pupil costs in the Department of Home Economics for 2014-2015**

#### **S1-S3 Home Economics £20 for each year**

The payment covers food (fresh meat, fish, fruit and vegetables) and fabrics for textile technology. In accordance with Aberdeen City Council guidelines the school will provide all the food required for practical cookery and pupils will take home all food prepared in school.

#### **S4-S6 National 4 Hospitality: Practical Cookery Course £50**

The pupils make a wide variety of dishes (1-2 servings) to meet the requirements of the units. The cost helps to cover ingredients such as chicken, fish, meat, fresh fruit and vegetables.

The assessment for the course is an Added Value Unit for National 4 which involves producing a 2 course meal for 4 people.

#### **S4-S6 National 5 Hospitality: Practical Cookery Course £60**

The pupils make a wide variety of more complex dishes (1-2 servings) to meet the requirements of the units. The cost helps to cover ingredients such as chicken, fish, meat, fresh fruit and vegetables.

The course assessment for National 5 involves producing a 3 course meal for 4 people.



# **School Curriculum**

## **Core Skills**

**Curriculum: S1**

**Curriculum: S2**

**Curriculum: S3**

**Curriculum: S4**

**Progression from S3-S6**

**Curriculum: S5-S6**

## **Homework**

**Information and Communications Technology**

**Library Resource Centre**

**Assessment and Reporting**

**Reporting to Parents**

## **Core Skills**

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All of the school's lessons and units of work are planned to include a range of core skills. The aim is to progressively develop these skills from S1 to S6. This approach is designed to help pupils reflect on their learning. The skills are for learning, life and work and include literacy, numeracy and health and well-being. These are developed in and out of the classroom. A summary of our core skills is shown below. The full set of skills, with definitions, can be found as appendix 1.

### **Thinking skills:**

Processing and Analysing  
Creating and Reasoning  
Evaluating

### **Personal and Inter-personal skills:**

Collaborating  
Responsibility  
Expressing Opinions  
Performing and Applying

### **Communication Skills:**

Talking and writing  
Reading and listening

## **Curriculum: S1-S2**

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Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. At Bridge of Don Academy, we have spent a considerable amount of time planning for the implementation of the new curriculum, starting with S1 in 2010. More details about Curriculum for Excellence can be found at the Education Scotland website.

Pupils in 2014-2015 will follow courses within the following subject areas:

- English
- Mathematics
- French
- History
- Geography
- Modern Studies
- Information Technology
- Science
- Physical Education
- Religious, Moral and Philosophical Studies
- Music
- Drama as part of English
- Home Economics
- Art and Design
- Design and Technology
- Personal and Social Education.

All our associated primary schools teach French. Pupils will be expected to study French in S1 and S2 and continue with languages into S3. Other languages will be offered to pupils for study from S3 to S6.

## A Typical Class Timetable

	1	2	3	4	5	6
<b>MON</b>	<b>English</b> Mrs Forbes T20	<b>French</b> Mrs Lees T3	<b>Technical</b> Mr Nicklas G3	<b>IT</b> Mrs Napier T5	<b>Maths</b> Mr Willox F15	<b>Science</b> Mr Gisbey T11
<b>TUE</b>	<b>English</b> Mrs Forbes T20	<b>Maths</b> Mr Willox F15	<b>Music</b> Mrs Forbes G21	<b>PSE</b> Miss Cromar G16	<b>French</b> Mrs Lees T3	<b>Modern St</b> Mr Winton G11
<b>WED</b>	<b>Maths</b> Mr Willox F15	<b>RME</b> Miss Anderson F12	<b>PE</b> Miss Shaw Games Hall	<b>Science</b> Mr Gisbey T11	<b>English</b> Mrs Forbes T20	
<b>THU</b>	<b>Art</b> Mrs Redpath G1B	<b>History</b> Miss Fraser G15	<b>Maths</b> Mr Willox F15	<b>English</b> Mrs Forbes T20	<b>French</b> Mrs Lees T3	
<b>FRI</b>	<b>PE</b> Mr Jappy Games Hall	<b>Drama</b> Mr Warrander Drama St	<b>Home Ec</b> Mrs Thomson G8	<b>Geography</b> Mrs Clark G14	<b>Science</b> Mr Gisbey T11	

Periods are 60 minutes in length. As the amount of time pupils spend in school remains the same, i.e. 1650 minutes, this means 27 periods of 60 minutes with a 6 minute registration. As 27 periods cannot be split evenly over 5 school days, it means two 'long' days (Monday and Tuesday) and three 'short' days (Wednesday, Thursday and Friday).

Registration:	8.39 am	-	8.45 am
Period 1:	8.45 am	-	9.45 am
Period 2:	9.45 am	-	10.45 am
Morning interval:	10.45 am	-	11.05 am
Period 3:	11.05 am	-	12.05 pm
Period 4:	12.05 pm	-	1.05 pm
Lunchtime:	1.05 pm	-	1.55 pm
Period 5:	1.55 pm	-	2.55 pm
Period 6:	2.55 pm	-	3.55 pm (Monday and Tuesday only)

### Curriculum: S3

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S3 pupils continue with the same range of subjects they have studied in S1 and S2 before choosing subjects for study in S4. In addition all pupils will study the discrete science subjects of physics, chemistry and biology. They will no longer study ICT but will commence computing studies and business studies.

In this way our young people are prepared to make choices from a full range of subjects in S4. They will not be restricted in their choices by having specialised too early.

S3 subject choice takes place in February and March with the opportunity for parents to find out more about the procedures at an Information Evening in March. We would always insist pupils keep their choice of subjects broad, in order to address any change to their planned careers intentions as they move up through the school. A review of our curriculum will take place in 2014-15. We will take account of the views of young people and their families as well as school staff.

## Curriculum: S4

After S3 pupils start courses leading to their first national examinations which are taken in the summer of their fourth year.

These qualifications will help young people to demonstrate the knowledge and skills they have learned at school.

The courses leading to the qualifications will contain work that is assessed and marked throughout the year by teachers. For example teachers will mark assessments such as PE performances, dishes prepared in Home Economics, essays completed in Art and Design and English talks. These are "units" of work which are marked as pass or fail. Qualifications at National 1 to 4 Level do not have external examinations. They are completely assessed in school by teachers whose marking is checked by SQA.

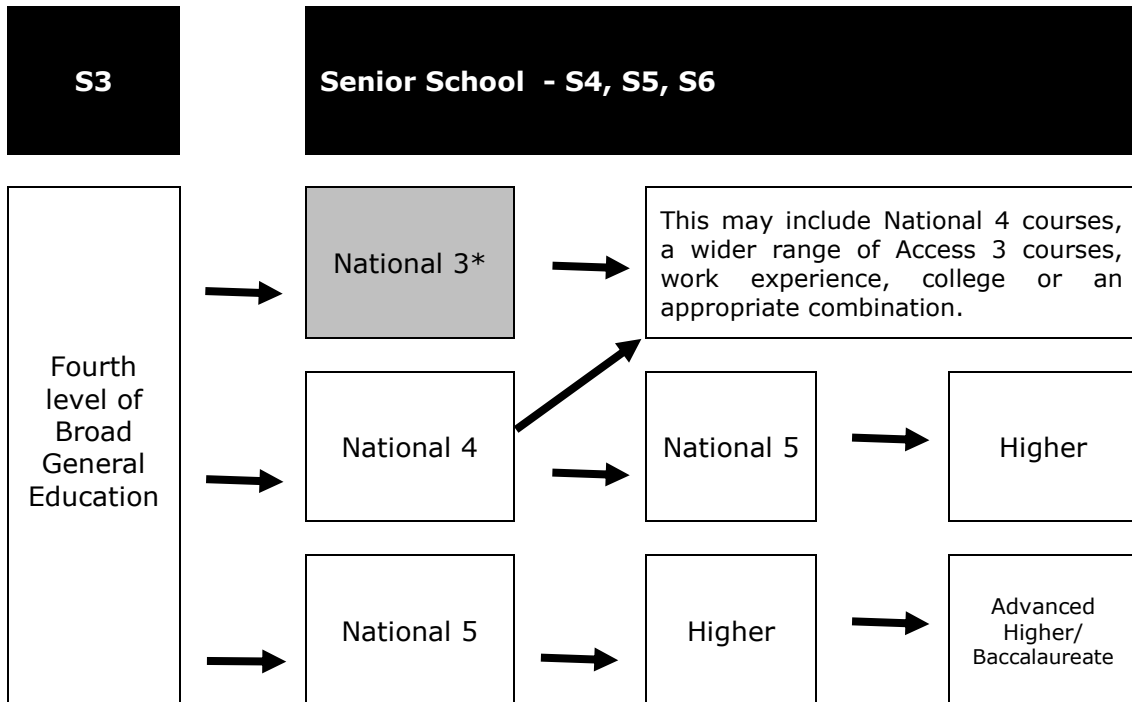
Courses at National 5, Higher and Advanced Higher levels will still include work which is assessed by schools but for these qualifications students will also have to pass an additional assessment – usually a question paper and/or an assignment – which is marked externally by the SQA and graded A-D.

The SQA work with schools to make sure that there are robust quality assurance procedures in place that will ensure that all assessments are fair, consistent, and continue to meet national standards.

<b>New National Qualification</b>	<b>External Exam?</b>	<b>Replaces</b>	<b>Current National Qualification</b>
<b>National 1 and National 2</b>	<b>No - Pass or Fail</b>	➔	<b>Access 1 and Access 2</b>
<b>National 3</b>	<b>No - Pass or Fail</b>	➔	<b>Access 3 and Standard Grade (Foundation)</b>
<b>National 4</b>	<b>No - Pass or Fail</b>	➔	<b>Standard Grade (General) Intermediate 1</b>
<b>National 5</b>	<b>Yes Graded A- C</b>	➔	<b>Standard Grade (Credit) Intermediate 2</b>
<b>Higher (revised) Available from 2014</b>	<b>Yes Graded A - C</b>	➔	<b>Higher</b>
<b>Advanced Higher (revised) Available from 2015</b>	<b>Yes Graded A - C</b>	➔	<b>Advanced Higher</b>

## Progression from: S3 – S6

The following table illustrates how pupils could progress from S3 to S6.



\* National 3 courses will not be available for all subject areas.

Option choices will be targeted at specific year groups, most in S4, for example, will study National 4 and National 5 courses. **S4** pupils will be expected to study **six** courses. **S5** and **S6** pupils can use one column for developing leadership capacity, giving service, work shadowing, study, Baccalaureate etc. Subject choice, progression and breadth can be planned over a three year period. Pupils can end up with 16 National Qualifications.

### S3 Profile

The end of S3 marks the end of a pupil's broad general education and therefore it is an appropriate time to reflect on what has been learned: the skills that have been developed and achievements to date. All pupils will complete a profile. This is not a report as it will be completed by the pupil and will be a positive record of what has been achieved. It will emphasise strengths and help the pupils to plan for future learning and development. It will build on pupils' abilities to reflect on their learning and in some cases will be the beginning of a personal statement which will be required for college, university and job applications. Increasingly applicants at all levels are required to be able to write and talk about their skills and achievements as well as their formal qualifications and experiences.

Aberdeen City Council provides a profile format for all city schools to use.

## **Curriculum: S5-S6 (up to session 2014-15)**

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### **National Courses** (Awarded by the Scottish Qualifications Authority)

In session 2014-15 young people in S5 will undertake 5 courses. Most young people progressing from National 5 passes will go on to Higher courses. Those progressing from National 4 will do National 5 courses.

Intermediate 1 and 2 courses will be available but only as a fall-back position when young people do not make sufficient progress in the old Higher courses.

The majority of young people will be following new Higher courses in 2014-15. However in a number of subject areas young people will follow the old Higher courses. This decision has been made after consultation between the Head Teacher, Faculty Principal Teacher and Local Authority Officers, based on particular, exceptional circumstances in the department such as staffing and progress with National 5 Qualifications. The result for young people will be no different. They will end up with a set of qualifications and a certificate from the SQA detailing these. Universities, Colleges and employers will not differentiate between candidates based on whether the Higher is the new "revised Higher" or the "old" Higher.

The Higher remains the gold standard of the Scottish Education system.

Each Higher course is made up of a number of units assessed internally and an external exam. The pupils must pass all the internal units and the external exam to gain a course award at an 'A', 'B' or 'C' pass. In some subjects, individual units will be taught rather than a complete course. Some National Courses will be offered in S3/4 because they provide a more appropriate curriculum than Standard Grade.

After carefully analysing the performance of pupils at Standard Grade, teachers will recommend the most suitable level of National Course for pupils to progress to. Modular awards gained at this stage will be recognised by FE Colleges.

Courses offered to pupils in S4-S6 in session 2014-2015 were:

Administration & IT H	English Nat 3, 4 and 5
Administration & IT Nat 4 and 5	English Int 1
Art & Design AH	French H
Art & Design H	French Int 2
Art & Design Nat 4 and 5	French Nat 4 and 5
Biology AH	Geography AH
Biology H	Geography H
Biology Nat 4 and 5	Geography Nat 4 and 5
Business Management H	Graphic Communication H
Business Management Nat 4 and 5	Graphic Communication Nat 4 and 5
Chemistry AH	History AH
Chemistry H	History H
Chemistry Nat 4 and 5	History Nat 4 and 5
Computing Science H	Hospitality Cookery Nat 4 and 5
Computing Science Nat 4 and 5	Mathematics AH
Design & Manufacture Nat 4 and 5	Mathematics H (original)
Engineering Science H	Mathematics Nat 4 and 5
Engineering Science Nat 4 and 5	Mathematics Nat 3 Life skills
English AH	Media H
English H	Media Nat 5

Modern Studies AH	Psychology H
Modern Studies H	RMPS Nat 4 and 5
Modern Studies Nat 4 and 5	Philosophy H
Music AH	Philosophy Int 2
Music H	Scottish Baccalaureate in Science
Music Int 2	Spanish Int 2
Music Nat 4 and 5	Spanish Int 1
PC Passport: Beginner/Intermediate/Advanced	Spanish Nat 4 and 5
Philosophy H	Travel and Tourism Nat 4 and 5
Philosophy Int 2	
Physical Education H	<u>Abbreviations</u>
Physical Education Nat 4 and 5	AH – Advanced Higher
Physical Education: Practical	H – Higher
Performance Unit	Nat 4 – National 4
Physics AH	Nat 5 – National 5
Physics H	I2 – Intermediate 2
Physics Nat 4 and 5	I1 – Intermediate 1

### **Curriculum: S5-S6 (from session 2015-16)**

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In Session 2015-16 the Intermediate 1 and 2 courses will no longer be available.

### **Homework**

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Our new homework booklets were introduced in session 2014-15. These will be available in paper and on the website.

The following Homework Policy still applies.

#### **The Value and Purpose of Homework**

Homework has a valuable part to play in the overall learning experiences offered by Bridge of Don Academy. Homework is an integral part of all courses. The purpose of homework is:

- To encourage and develop good study habits in a progressive way from S1 to S6
- To promote pupil responsibility and encourage independent thinking
- To extend or remediate course work and to reinforce existing learning skills

#### **The Expectations of Homework**

Pupils should expect to receive homework on a regular basis. The homework should be appropriate to the needs and skills of the individual and should be submitted according to the deadline given. Pupils should receive meaningful feedback.

#### **The Nature of Homework**

Homework may take many forms:

- Preparation for future classwork
- Enhancement/consolidation of work done in class
- Research/investigation for project work
- Revision/preparation for assessments
- Completion of work missed during absence



The frequency and amount will vary according to the subject and stage reached, but will increase steadily as pupils progress through the school. We are aware of a growing number of pupils who have part-time jobs. While this is highly commendable, we would urge pupils to find a balance between employment, school work and social activities which does not harm their education or social development. Lunchtime study support classes are available for pupils who wish to complete homework at times when they have evening employment.

It should be noted that homework need not always be teacher directed. The pupil who regularly revises work, whether it be present or past work, is reinforcing the learning experience and leads to improved exam performance.

### **Support in School**

Pupils experiencing difficulty with completion of homework should seek the help of the teacher concerned at a mutually convenient time. It is for this reason that homework is best not left until the night before it is due. Tackling homework as early as possible allows the pupil time to discuss any problems with the teacher and ensure they submit work to as high a standard as possible.

### **Parental Involvement**

Parental involvement is both welcomed and encouraged. Support can be offered in a variety of ways:

Assisting in the management of time

Checking presentation, handwriting and spelling

Helping with revision by asking questions about what has been learned in school

Most of these do not require any knowledge of the work being undertaken. It should be added that a number of pupils may, when asked, indicate that they do not have homework. A telephone call to their Head of House should be made to discuss the matter.

### **Completion of Homework**

Homework is an essential part of coursework in all subject areas. It is expected that all pupils complete homework issued on time.

In the event that pupils wish to access the internet when they do not have internet access at home, they will be given the opportunity to do so at lunchtime or after school, provided they have returned a signed Acceptable Use Statement. In the unlikely event that they need to share resources with another pupil in the class, they will be given sufficient time to allow the exchange of resources and meet the given deadline.

Parents will be informed when a pupil fails to meet homework deadlines or produce work to a standard expected of them. Parents are normally appreciative of such advice and express a willingness to assist the school in addressing such issues.

A positive and organised approach to homework will help pupils gain confidence in their coursework and progress towards their individual goals.

## Information and Communications Technology

The school has five computer labs, used primarily by Design and Technology, Business Education and Computing Departments, but booked by arrangement for other subject areas when required.

Other facilities exist in the Art and Design Department and the Library.

Four rooms have 20 networked multimedia PCs with access to the internet and industry standard software, including Microsoft Office, AutoCad, Macromedia Dreamweaver, Adobe Photoshop and Visual Basic. Parents are advised that some software companies offer software to students at a greatly reduced price, provided proof of study is obtained from the school. The fifth room has 30 PCs.

All pupils are required to sign an Acceptable Computer and Internet Use statement before they are allowed to access the internet. This makes them aware of the procedures and precautions in place, along with the school's sanctions for the breach of any of the conditions.

Internet access is provided and filtered by RM, who can also offer a filtered service for parents and children at home. See [www.ifl.com](http://www.ifl.com) for further details.

In accordance with Aberdeen City Council ICT advice, pupils are given glow e-mail addresses. In addition, pupils and staff wishing to communicate about homework and coursework do so using Edmodo. Use of web-based e-mail, such as Hotmail or Yahoo! are not permitted under Council instruction.

Pupils are encouraged to make good use of the facilities available. Parents should note that it is *not* essential for pupils to have access to a computer at home for any subject studied at school. Fully supervised access to computers is available on arrangement during lunchtimes and after school.



## **The Library Resource Centre**

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The Library Resource Centre is a bright and spacious area which is open from 8.20 am to 4.15 pm, Monday and Tuesday, and 8.20 am to 3.15 pm Wednesday to Friday, and is a centre of learning activity.

### **Aims**

The LRC aims to provide the school community with a resources and information service that supports learning and teaching, and helps enable pupils to achieve their goals.

Specifically by:

- promoting reading for enjoyment
- providing an appropriate range of resources to support learning and teaching
- promoting and supporting the development of learning skills
- promoting and supporting the use of ICT ensuring that resources can be easily accessed by users
- ensuring inclusion of all pupils by providing appropriate resources and a welcoming and supporting environment
- promoting the LRC to pupils and staff
- liaising with other information providers and wider school community
- providing and maintaining areas conducive to independent study
- providing resources to support applications to colleges and universities
- providing resources to support investigations into GAP year options and activities.

### **Supporting the Curriculum**

#### **Raising Achievement**

The Library Resource Centre enables pupils to develop and practise the research and investigative skills that they will require for A Curriculum for Excellence, external exams and beyond.

#### **Personal Reading**



All pupils are actively encouraged to spend time at home on *reading for enjoyment* by borrowing books from the range of resources, which have been selected to suit a wide variety of interests and ability.

Personal reading is actively promoted in the Learning Resources Centre. S1 – S3 pupils visit the library every two weeks with their English classes. During this time they select personal reading from a well stocked and up to date fiction collection.

Seniors are also provided with a wide choice of material.

## Use your LRC for...

- researching a project
- reading for enjoyment
- Internet
- revision and study
- borrowing books
- personal reading
- class visits
- discursive essays
- preparing to give a talk
- finding out about personal and social issues
- careers information
- leisure interests and hobbies
- exploring GAP year options and activities



## Facilities

- **Resources** – over 5,000 resources, including fiction, non-fiction, a Reference Section, Careers Section and a daily newspaper. Pupils can borrow and exchange books daily, either before or after school or at lunchtime, with the option to extend loans when required.
- **ICT Area** – equipped with 9 computers, which have Word Processing and Internet facilities.

## Library Initiatives

These are some of the events which take place regularly:

- Authors visits
- Book Week Scotland
- Book Fairs/Book Clubs
- World Book Day
- Grampian Children's Book Award



## **Assessment And Reporting**

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### **Assessment**

Throughout the 6 years of secondary schooling assessment is a continuous process, ie it does not rely solely on a pupil's performance in a single examination. Continuous assessment may take into consideration the performance in class tests, written exercises, project work, audio work, oral work or practical work. The techniques used will vary among subjects and specific details may be obtained from the appropriate department, usually at Parents' Evenings.

### **MidYIS (Middle Years Information System)**

Baseline testing, known as MidYIS tests, developed and managed by the University of Durham, are carried out within the first two months of first year. Once processed, the results give an indication of pupils' potential and predicted grades for S4 exams and allow the school to monitor a child's progress in more detail throughout the junior stage in secondary.

### **SOSCA**

This is a further assessment taken towards the end of S2. It gives the school information about the progress of young people in aspects of English, Maths and Science.

### **Reporting to Parents**

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In session 2014-15 we will be reviewing our reporting system, to give more feedback on pupil progress to families. The formal reporting of a pupil's progress is done by means of report sheets. Although times are subject to variation.

Where there is concern about a pupil's progress, parents may be contacted by a Head of House or Depute Head Teacher. Any parent worried about their child's progress should feel free to contact their child's Head of House to discuss the matter.

### **Parents' Evenings**

There is one Parents' Consultation Evening for each year group every session. These are scheduled for the months listed below in session 2014-2015.

- S1: November
- S2: December
- S3: November
- S4: January
- S5/6: January



In addition, there are two Information Evenings. One for S3-S5 pupils in preparation for Course Choice. The second is for parents of P7 pupils who are due to enrol with us after the Summer. Dates for these meetings can be found on the school website.

## **Extra-curricular**

**Extra-curricular Activities**

**STEM Science Club**

**Activities Week**

**Sports Clubs and Activities**

**Memorial Awards**

## **Extra Curricular Activities**

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Bridge of Don Academy offers pupils a wide range of experiences through involvement in team and individual activities as well as clubs and groups which meet predominantly after school.

The school currently runs football teams at U-13 and U-14 levels which compete in regional leagues as well as the Scottish Shield. There is also the opportunity for pupils to represent the Aberdeen Schools U-15 and Senior Select football teams. There are opportunities for Netball for pupils in S1, S2 and S3. A Senior Netball team will be established in 2013. The school Basketball club meets every Tuesday after school and is coached by qualified Basketball coaches provided by Active Schools. In 2013 a rugby club has been established for pupils in S1-S4. A 'Girls on the Move' programme has been established in 2012 where girls from S1-S6 can participate in various activities such as Zumba, Aerobics, Dance as well as using the local Curves gym.

Our Senior School Golf Team were Aberdeen District Champions in 2002 and 2004 and in 2012 a team was entered to represent Bridge of Don Academy in this competition.

Active Schools also coordinate regular events across the city, which pupils are invited to attend. These cover a variation of sports and have emphasis in both participation and competitive elements. In 2013 the aim is to establish a table tennis club for pupils to participate either for enjoyment or to play in local secondary school competitions.



School Basketball Team

## **Activities Week**

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Activities Week in June offers a wide ranging programme of trips, outings and in-school events for pupils in S1 and S2.

Trips are either residential or local. Typical residential trips include outdoor activities in the Cairngorms, Spanish water sports, Paris and London. Local activities include day trips to venues such as Discovery World in Dundee, Amazonia (Motherwell) and Landmark, visits to various local landmarks and a mixture of outdoor activities such as horse riding, golf, football and paintballing. School based activities include Let's Bake, Get Crafty and a range of indoor sports.

Activities Week takes place during a week where the normal timetable is

suspended to allow for these activities to take place. Attendance at school remains compulsory. Should any parent feel that their child cannot participate in any activity due to financial restrictions, they are urged to contact the school who will endeavour to ensure a child does not miss out on any opportunity. Work and teaching staff will be available for pupils who do not participate in any of the activities offered.

A pre-requisite for any pupil wishing to participate is a good standard of behaviour and the wearing of school uniform throughout the session. Pupils may not be permitted to participate on out of school trips, especially residential excursions, if they fail to represent the school in this way at other times of the year.





## **Sports Clubs and Activities**

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We would always wish to encourage and accommodate as many pupils as possible in a number of clubs and activities. Below are details offered in the last year.

**Athletics:** Competition available up to South Grampian and National Standards as well as the annual S1/S2 Heptathlon Event.

**Badminton:** The school participates in local badminton tournaments. Badminton club meets on Thursday after school.

**Basketball:** The school participates in local basketball festivals. Basketball club meets on a Tuesday after school.

**Ceilidh:** A whole school activity which takes place before Christmas.

**Cross-Country:** The school is represented at South Grampian Schools Cross-Country Championships.



**Dodgeball:** A dodgeball club is organised through Active Schools and the school community police officer and meets on Thursdays at lunchtimes.

**Football:** League teams at S1, S2 and senior age groups in friendly and cup competitions.



**Golf:** An inter-school Aberdeen City League runs from April to June. S1 to S6 pupils are eligible to play.

**Swimming:** This session the school was again represented in the Aberdeen City time trials. A swimming gala is organised at Easter time.

<b>Day</b>	<b>Lunchtime</b>	<b>After School</b>	<b>Staff Contact</b>
Monday		Soccer One	Mr Jappy
Tuesday		Basketball Club	Mr Jappy
Thursday	Dodgeball	Badminton	Mr Kerr

### **Music**

Music clubs and associations have a great deal to offer our pupils and we hope that as many as possible will take the opportunity to join in the various musical groups.

There are a number of instrumental groups, including an orchestra whom meet on a weekly basis and are made up of pupils who receive instrumental instruction either privately or through the instrumental instruction lessons provided in the school.

There are currently two choirs, Junior and Senior, and a string group. All these groups perform at intervals throughout the year, including the annual winter concert and the school Awards Ceremony.



There is also an opportunity for all pupils to get involved in the school show. This is put on in the Arts centre the last week of June.

## **Homework/Study Clubs**

There are a number of homework/study clubs offered to pupils as part of our Study Support initiative. The clubs run at lunchtimes or after school and are open to all pupils.

There is also a General Study club every lunchtime to allow pupils to finish off work, catch up, receive help with various subjects, or simply offer them a quiet place to study.



## **Library Club**

The Library Club meets every lunch time and gives pupils from all years the opportunity to read books or magazines, play board games, do homework and access the computers. Throughout the year there will be special events.

## **Chess Club**

This is organised by a number of enthusiastic chess playing pupils and runs each Friday lunchtime in T10B.

## Table of Activities

A full list of extra-curricular activities can be found in the following table:

ACTIVITY	TIME	YEAR GROUP	ADDITIONAL INFORMATION	CONTACT
INTER HOUSE SPORT	MONDAY & TUESDAY LUNCHTIME	S1 - S6	PE DEPARTMENT	MR KERR
RUGBY	TUESDAY 4.00 PM – 5.00 PM	S1 – S6		ELLON RUGBY COACH
BASKETBALL	TUESDAY 4.00 PM – 5.00 PM	S1 – S6		MISS GUTHRIE
VOLLEYBALL	WEDNESDAY 1.15 PM – 1.50 PM	S1 – S6		MR JAPPY
NETBALL	THURSDAY 3.00 PM – 4.00 PM	S1 - S6	GAMES HALL	
BOYS VOCAL GROUP	TUESDAY 1.30 PM	ALL BOYS		MRS FORBES
DEBATING CLUB	FRIDAY 3.00 PM – 4.00 PM	S1 – S6	F12	MRS ANDERSON
YOUNG ENGINEERS CLUB	MONDAY 3.35 PM – 5.35 PM	S5 - S6		MR NICKLAS
D&T STUDY SUPPORT	TUESDAY 4.00 – 5.00 PM	S1 – S6	ALL D&T PUPILS	MR NICKLAS MISS FITZPATRICK
JUNIOR CHOIR	TUESDAY 1.30 PM	S1 - S2	 MUSIC	MRS THOMSON
ART CATCH UP CLASSES	ONE LUNCHTIME A WEEK FROM 1.05 PM – 1.55 PM	S1 - S6	NO ENTRY WITHOUT AN ART PASS	MRS REDPATH
PHYSICS NAT 5 CATCH UP	MONDAY 1.25 PM – 1.55 PM	S4 – S6	 T13	MRS WATSON
PHYSICS 'H' REVISION CATCH UP	TUESDAY 1.25 PM – 1.55 PM	S5- S6	 T13	MRS WATSON
BIOLOGY CATCH UP GROUPS	BY ARRANGEMENT	S4 – S6	 PAST PAPERS	MRS MCWILLIAM (SCIENCE)
 ORCHESTRA	WEDNESDAY 3.00 – 3.30 PM	S1 – S6	FOR ALL PUPILS RECEIVING INSTRUMENTAL TUITION	MRS FORBES (MUSIC)
CHEMISTRY CATCH UP	FRIDAY 1.25 PM – 1.55 PM	S4 – S6	 T10B	MR HARDACRE MISS HOSIE

MATHS STUDY CLASSES	THURSDAY 1.30 PM – 1.55 PM		F9	MR WILLOX
MATHS EASTER REVISION CLASSES	SECOND WEEK OF EASTER BREAK	S4 – S6	LETTERS SENT HOME WITH DETAILS IN MARCH/APRIL 2013	MR WILLOX
SENIOR CHOIR	THURSDAY 1.30 PM	S3 – S6		MRS FORBES (MUSIC)
STRING GROUP	WEDNESDAY 1.30 PM		MUSIC 	MR DAVIDSON
SCHOOL SHOW	REHEARSALS MON, TUES AND THURS AFTER SCHOOL FROM NOV THROUGH TO JUNE	S1 – S6	THE SHOW IS IN JUNE IN THE ABERDEEN ARTS CENTRE	MRS FORBES (MUSIC) MR HAGGARTY
LANGUAGES CATCH UP SESSION	ONE LUNCHTIME PER WEEK	ALL YEAR GROUPS	FRENCH OR SPANISH	MRS LEES
BUDDIES 	BUDDIES MEET REGULARLY IN T1	S5 – S6	BUDDIES PROMOTE POSITIVE BEHAVIOUR AMONGST YOUNGER PUPILS IN AND AROUND THE SCHOOL IN VARIOUS LOCATIONS SUCH AS THE LIBRARY AND CANTEEN	MRS NAPIER
COMPUTING CATCH UP CLASS 	WEDNESDAY 1.15 PM – 1.55 PM	S3 – S6	F7/F9	MR WELSH
PHOTOSHOP CLUB	ONE LUNCHTIME A WEEK FROM 1.20 PM – 1.55 PM	S1 – S3		MRS REDPATH
YOUNG ENTERPRISE COMPANY PROGRAMME	TUESDAY 1.15 – 1.50 PM		FIND OUT WHAT IT IS REALLY LIKE TO SET UP AND RUN A BUSINESS.	MRS MCWILLIAM (SCIENCE) MRS CRUICKSHANK (DHT)

## Bridge of Don Academy's Duke of Edinburgh's Award Group



The DofE Award helps students to reach their full potential through commitment and perseverance.



The DofE Award helps the students to develop their independence, social skills, ability to work as part of a team and their leadership skills.

Students volunteer for the DofE Award. They have to demonstrate perseverance and personal commitment to complete the Award. The activities involved are all extra-curricular and are not undertaken during school time.

To complete the DofE Award each student must complete four sections: physical activity, skills, volunteering and expedition.

### **The Duke of Edinburgh's Award is the world's leading achievement award for young people.**

We are a Charity. We aim to create a world where young people can reach their full potential whatever their circumstances. Our ethos is to enable every young person of every background to do their DofE and succeed, regardless of any barriers.

What we do. We provide a balanced programme of activities that develops the whole person – mind, body and soul – in an environment of social interaction and team working. Young people progress through three levels of DofE programmes to achieve a Bronze, Silver or Gold Award.



Taking part builds confidence and develops self-esteem. It requires persistence, commitment and has a lasting impact on the attitudes and outlook of all young people who do their DofE. Our participants are aged between 14 and 24.

Training for the expedition takes place after school on a Monday on a fortnightly basis (from January to April). Participants then take part in a practice expedition for a weekend before organising their own qualifying expedition.



## **Memorial Awards**

Bridge of Don Academy offers support and encouragement to pupils through awards set up in memory of four popular and enthusiastic members of staff.

### **Mrs Patricia Scott Memorial Fund**

Patricia Scott (nee Weedon, 24 October 1954 – 17 June 1983) joined the staff at Bridge of Don Academy as a teacher of Science in August 1980. She was a dedicated subject teacher, but also played an active and important part in the organisation of many extra curricular activities. These included Biology Field Trips, the Orienteering Club, and the West Highland Expedition.

During the West Highland Expedition of June 1983, she met her tragic death on the slopes of Beinn Liath Mhor when she was just 29 years old. Her life was short but she found great happiness in hill walking and outdoor life in general.

The school wishes her enthusiasm to be remembered in tangible form and from the Memorial Fund established after her death, a bursary is awarded annually to pupils to enable them to develop skills in outdoor pursuits.

Any pupil wishing to apply for a bursary should first decide on the course which he or she wishes to attend. Then he or she should submit an application form, obtainable from the School Office, containing details of the nature and cost of the activity. The application form should be returned to the school office by 31 January of each session.

### **The Doug Pauline Memorial Award**

Doug Pauline taught in Bridge of Don Academy for 18 years. Initially a Maths teacher, he became the School's first Principal Teacher of Computing Studies in 1985.

His sudden death in October 1995 brought great sorrow to the school. Doug Pauline was energetic, popular and well respected by pupils and colleagues. He had a wide range of personal interests and he contributed much to the extra-curricular and social life of the school.

Soon after his death, his family, pupils, teachers and friends combined to create the Memorial Fund which supports an annual award. The award can be for any of a wide range of achievements – in the Arts, in Sport, in Academic pursuits, in Service to the Community or the field of Technology. The Memorial trustees are to be elected annually and they will call for nominees for the award in March each year.



## **The Denise Thomson Endeavour Award**

Denise Thomson (1971 – 2008) joined the PE department of Bridge of Don Academy in 1999. Although Denise may have been small in stature, she was large in heart and character. During her time at the school, pupils and staff benefited enormously from her talents as a teacher, felt the sparkle of her personality and were all touched by her fun loving spirit. Her sudden death on the 5<sup>th</sup> of August 2008 brought great sorrow to the school and community.



Denise is remembered for her contribution and commitment to various extra curricular activities including the netball team, golf team and ski trips to France. She brought fun and energy to the annual swimming gala, ceilidhs and cross country events. Denise was popular and well respected by both staff and pupils. As Convener of the Social Committee she helped raise staff morale and became to many a much loved friend.



Denise was an inspiring and motivating teacher. She strongly believed that effort was just as important as natural ability. Leading by example, Denise always gave 100% to her pupils developing, encouraging and advising them. In recognition of this and in her memory, The Denise Thomson Endeavour Award is presented at the annual Awards Ceremony. This award acknowledges and honours a pupil who has demonstrated such qualities in any form of physical activity.



## **The Mary Stevenson Endeavour Award**

Mary Stevenson was a well-loved member of the Bridge of Don Academy staff. Following months of illness, she died.

Mary's link with the school began when her two children had become more independent and she was able to work as an escort on one of the school buses. She developed excellent relationships with the pupils and was soon respected by them.

She was then asked to become an invigilator, which she did well. Her next step was to become a Pupil Support Assistant in 2004. She gave first class service to the school in this role, building strong relationships with many pupils who needed support with their learning and helping teachers in their classes.



Mary was popular with pupils and staff alike and, from the beginning, became a full part of the life and work of the school.

Throughout her illness, she remained resolutely strong and positive, always interested in what others were doing and shrugging off concerns about herself. She was truly an inspiration.



In recognition of Mary's contribution to the school, an award is presented at the annual Awards Ceremony at the Beach Ballroom. This award is presented to a pupil who has accessed the ASN Base and has shown a consistent high level of application to learning.

# Appendices

**Appendix 1: Core Skills**

**Appendix 2: School Holiday Pattern**

**Appendix 3: Staff List**

**Appendix 4: Forms**

## Appendix 1: Core Skills

THINKING SKILLS	
Skills	Definitions
Processing & Analysing	<b>T01</b> Locating collecting and editing information
	<b>T02</b> Organising, sorting, breaking down and classifying
	<b>T03</b> Following a process, sequencing
	<b>T04</b> Comparing and contrasting
	<b>T05</b> Analysing relationships between component parts
	<b>T06</b> Asking relevant questions
	<b>T07</b> Predicting outcomes and anticipating consequences and implications
	<b>T08</b> Testing conclusions and improving ideas
	<b>T09</b> Developing criteria for judging the value of work or ideas
Creating & Reasoning	<b>T10</b> Giving justifiable reasons for opinions and actions
	<b>T11</b> Drawing inferences and making deductions
	<b>T12</b> Understanding and explaining
	<b>T13</b> Generating and extending ideas
	<b>T14</b> Suggesting and formulating hypotheses
	<b>T15</b> Applying imagination – inventing and composing
	<b>T16</b> Conceptualising, synthesising ideas, looking for alternative, innovative outcomes
Evaluating	<b>T17</b> Evaluating the value of information: comparing, prioritising, selecting, discarding
	<b>T18</b> Formulating opinions based upon informed judgements
	<b>T19</b> Developing criteria for judging the value of work or ideas
	<b>T20</b> Making informed judgements about the value of what they read, hear and do

PERSONAL AND INTER-PERSONAL SKILLS	
Skills	Definitions
Collaborating	<b>P01</b> Actively working with others in class activities
	<b>P02</b> Actively working with others in whole school and wider community activities
	<b>P03</b> Encouraging others to do the same
	<b>P04</b> Participating in discussion contributing ideas, problems, solutions, opinions
Responsibility	<b>P05</b> Exercising self-discipline and self-respect
	<b>P06</b> Accepting responsibility for actions
	<b>P07</b> Exercising respect for others
	<b>P08</b> Appreciating diversity in all forms
	<b>P09</b> Participating in activities that demonstrate responsible citizenship
	<b>P10</b> Acting with integrity
	<b>P11</b> Respecting the beliefs of others
	<b>P12</b> Showing leadership
	<b>P13</b> Supporting others
Expressing Opinions	<b>P14</b> Respecting/tolerating opinions of others
	<b>P15</b> Recognising and nourishing one's deep feelings and beliefs
	<b>P16</b> Exercising self-belief
Performing & Applying	<b>P17</b> Applying my knowledge to complete a physical activity
	<b>P18</b> Reflecting on personal development and learning
	<b>P19</b> Developing manual skills

COMMUNICATION SKILLS	
Skills	Definitions
Talking & Writing	<b>C01</b> Communicating Ideas / information / opinions / feelings
	<b>C02</b> Describing events/processes
	<b>C03</b> Expressing opinions and ideas with justification
	<b>C04</b> Contributing to discussion
	<b>C05</b> Recognising requirements of an audience
	<b>C06</b> Generating and developing ideas
	<b>C07</b> Building a coherent argument / thesis / narrative
	<b>C08</b> Selecting an appropriate medium
Reading & Listening	<b>C09</b> Inferring from key statements / features of a text
	<b>C10</b> Selecting, sorting and summarising information
	<b>C11</b> Recognising tone
	<b>C12</b> Analysing to decode meaning
	<b>C13</b> Questioning text
	<b>C14</b> Identifying the purpose of a text
	<b>C15</b> Evaluating the effectiveness of a text
	<b>C16</b> Recognising persuasion / bias / perspective
	<b>C17</b> Making <i>coherent</i> notes

This is Bridge of Don Academy's Learning and Teaching policy and it is used throughout the school to:

- Plan lessons and units of work
- Highlight skills used
- Help pupils reflect on learning
- Help pupils to see the same skills are used across the school.

## **Appendix 2: School Holiday Pattern**

---

### **Session 2014-2015**

**Term 3:** 5 January 2015 - 2 April 2015

- Term Starts – Monday 5 January 2015
- Mid Term – Monday 16 February 2015
- Term Ends – Thursday 2 April 2015
- Easter Holiday – Friday 3 to Friday 17 April 2015 (Good Friday 3 April 2015)

**Term 4:** 20 April 2015 - 3 July 2015

- Term Starts – Monday 20 April 2015
- May Day Holiday – Monday 4 May 2015
- Term Ends – Friday 3 July 2015

### **Session 2015-2016**

**Term 1:** 18 August 2015 – 9 October 2015

- Term Starts – Tuesday 18 August 2015
- Term Ends – Friday 9 October 2015

**Term 2:** 26 October 2015 – 18 December 2015

- Term Starts – Monday 26 October 2015
- Term Ends – Friday 18 December 2015

**Term 3:** 6 January 2016 - 1 April 2016

- Term Starts – Wednesday 6 January 2016
- Mid Term – Monday 15 February 2016
- Good Friday – Friday 25 March 2016
- Term Ends – Friday 1 April 2016
- Easter Holiday – Monday 4 to Friday 15 April 2016

**Term 4:** 18 April 2016 - 1 July 2016

- Term Starts – Monday 18 April 2016
- May Day Holiday – Monday 2 May 2016
- Term Ends – Friday 1 July 2016

Parents who wish to remove their child from school out with these dates must seek written permission from the Head Teacher. The school is not obliged to permit family holidays during term-term and we would ask you to keep the pupils' continued education at the forefront of any holiday plans.

### **Appendix 3: Staff List**

---

In 2014-2015 the City staffing formula allocated 51 full time equivalent teaching staff to Bridge of Don Academy. Members of staff as of December 2014:

#### **Senior Management**

Mrs D McWilliam	(Head Teacher)
Mr D Haggarty	(Depute Head Teacher)
Mrs J Cruickshank	(Depute Head Teacher)
Miss L Ritchie	(Depute Head Teacher)
Miss S Murray	(School Support Services Manager)

#### **Principal Teachers of Guidance**

Mrs J Napier	(Crathes House)
Mrs L Marshall/Miss C Hosie	(Drum House)
Miss Cromar/Miss C Hosie	(Fyvie House)

#### **Expressive Arts – Art, Design and Music**

Mrs G Forbes	(Principal Teacher) also teacher of music
Miss L Crawford	Art and Design
Mrs L Redpath	Art and Design
Mrs L Thomson	Music

#### **Music Instructors**

Mr C McKay	Guitar
Ms A Simpson	Brass
Miss D Haig	Woodwind
Mr A Davidson	Violin
Miss E Renwick	Voice
Mr S Nicol	Percussion

#### **English**

Mrs D Paul	(Principal Teacher)
Mrs E Forbes	
Mrs M Mitchell	
Miss C Taylor	
Mrs E Tortolano	
Mr S Warrender	

#### **Health and Wellbeing**

Mrs K Thomson	(Principal Teacher)
Mrs A Sood	(Mon, Wed & Thurs)

#### **Mathematics**

Mr B Willox	(Principal Teacher)
Miss S Anderson	
Mrs H Benzie	
Mr C Cooper	
Miss M Guthrie	

#### **Modern Languages**

Mrs J Lees	(Principal Teacher)
Mrs R Alfonsin	
Mrs L Fettes	

**Physical Education**

Mr A Jappy (Principal Teacher)  
Mr J Kerr  
Miss L Shaw

**Religious, Moral and Philosophical Studies**

Mrs A Anderson (Principal Teacher)

**Science**

Mrs G McWilliam (Principal Teacher) also teacher of Biology  
Mr J Gisbey Physics  
Mr D Hardacre Chemistry  
Miss C Hosie Chemistry  
Miss Y Sabri Biology  
Mrs L Watson Physics

**Social Studies**

Mrs M Clark (Principal Teacher) also teacher of Geography  
Miss A Crawford Geography  
Miss R Davidson Modern Studies  
Miss G Fraser History  
Mr D Pavilovicus History  
Mr A Winton Modern Studies

**Support for Learning**

Mrs N Wood (Principal Teacher)  
Mrs J Bowman  
Mrs K Johnston  
Mr R Paterson  
Mrs A Smith  
Mr D Windmill  
Mrs E Adamson (Pupil Support Assistant)  
Mrs F Beaumont (Pupil Support Assistant)  
Mrs J Dargie (Pupil Support Assistant)  
Mrs E Duncan (Pupil Support Assistant)  
Mrs I Leith (Pupil Support Assistant)  
Mrs A Milne (Pupil Support Assistant)  
Ms I Oshinowo (Pupil Support Assistant)  
Mrs L Smith (Pupil Support Assistant)  
Mrs S Still (Pupil Support Assistant)  
Mrs J Thomson (Pupil Support Assistant)

**Technologies**

Mrs L Blackwood (Principal Teacher) also teacher of Computing  
Miss A J Fitzpatrick Design and Technology  
Mrs K Forbes Business Education  
Mr S Nicklas Design and Technology  
Mr T Welsh Computing

**Librarians**

Mrs E Garden (Job Share)  
Mrs G Marshall (Job Share)

**Administration Staff**

Mrs R Fowle (School Administrator/Senior Support Assistant)  
Mrs P Cruickshank (School Support Assistant)  
Mrs E Rennie (School Support Assistant)

**Technicians**

Mr W Ralph (Supervisory Technician)  
Miss S Penny (Science)  
Mrs W Milne (Information Technology)  
Miss J Wood (Home Economics)

**Nurse**

Mrs C Millar

**Janitors**

Mr D Chesser  
Mr G Polson

**Cook Supervisor**

Mrs S McBain



A chef from one of the school's link companies (Entier) demonstrates to pupils in the new Home Economics kitchen.

## Appendix 4: Pro-forma Examples

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# BRIDGE OF DON ACADEMY

## Pupil Acceptable Use Form



Access to the School Computer Network and Internet is now available at Bridge of Don Academy. Users will now have access to software and online libraries and databases.

All pupils receive training which includes information about appropriate use of the computer network as well as how to navigate the Internet to search for information for school-based projects. Although Internet use is supervised in our school, you should be aware that some pupils might find ways to access material, which is inaccurate, illegal or potentially offensive to some people. Bridge of Don Academy uses a filtered system of Internet access offered by Research Machines to prevent, as far as possible, this type of unauthorised access and follows the Local Authority guidelines on Internet Safety. Despite the risk of potential problems, we believe that the benefits to pupils of Internet access far exceed any disadvantages.

We insist pupils and parents read the "Conditions of Computer Use" section below. Both pupil and parent signatures are required before pupils can access the Internet.

### Conditions of Computer Use

While using computers and the Internet at Bridge of Don Academy:

1. My computer use will only be for appropriate educational activities.
2. The language I use and the material I send or receive will not be offensive in any way.
3. I will not attempt to download illegal material or attempt to access inappropriate sites, newsgroups or chat rooms such as racist, pornographic or violent sites.
4. I will inform staff immediately if I find any inappropriate material on a computer I am using.
5. I will not reveal the personal address, phone number or password of others, or myself nor use another's password.
6. I will not use any computer in such a way that would disrupt the computer use of others.
7. I will not attempt to access files belonging to others.
8. I will not interfere with any computer security measures the school may have in place.
9. I will only upload or download files with the permission of a member of staff.
10. I will not copy files to or from school computers unless used for schoolwork, and the act of doing so does not infringe copyright laws.
11. I will not attempt to install, or uninstall, any programs on school computers.
12. I will respect the copyright of materials and not use downloaded materials except for private study and I will acknowledge all sources referred to or quoted.
13. Access to social networking sites is strictly forbidden
14. Users must not leave computers unattended in such a state as to risk unauthorised access to and disclosure of information.



15. Users must not knowingly or carelessly expose the network to avoidable risk through the introduction of computer spyware or viruses

The violation of Bridge of Don Academy's rules concerning the use of computers and the Internet will result in disciplinary action including, but not limited to, the loss of computer privileges and may result in legal action. Users should be aware that monitoring and random checks are made on all computer use and that e-mail messages sent and received may be monitored. All rules relating to computer use apply networked and stand-alone computers in the school.

**Pupil Section**

- I have read the Bridge of Don Academy Acceptable Computer and Internet Use Agreement.
- I agree to follow the conditions of computer use contained in this document.
- I understand that if I violate any of these conditions of computer use, I will be denied access to the school's computer facilities and I may face other disciplinary measures.

Pupil's Name \_\_\_\_\_ Class \_\_\_\_\_

Pupil's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Parent or Guardian Section**

- As the parent or legal guardian of the pupil signing above, I have read the Acceptable Computer and Internet Use Agreement and grant permission for my son or daughter to use computers and the Internet.
- I understand that Internet access is designed for educational purposes.
- I also understand that Bridge of Don Academy cannot be held responsible for websites that are deemed as inappropriate but have taken every precaution for online safety.
- I accept the conditions of computer use contained in this document and acknowledge that my son/daughter will be held responsible for violation of these conditions.
- I give consent for my child to be photographed as part of a press article for the school which, if selected, may then appear in the local or national press. [Permission must be granted by the Head Teacher and/or the local authority's public relations department, before the press can visit the school.]
- I also give permission for my son's/daughter's picture, where deemed appropriate by the school, project or other schoolwork to be published on the Internet. [I understand that his/her full name will not be used with any published photograph. This will help ensure the pupil's privacy.]

Parent's Name (please print) \_\_\_\_\_ Date \_\_\_\_\_

Parent's Signature \_\_\_\_\_

If you have any questions or concerns about this, please contact Mr Jamieson through the school office.



# BRIDGE OF DON ACADEMY

*Be Caring Be Honest Be Respectful Be Your Best*

Braehead Way • Bridge of Don • Aberdeen • AB22 8RR

Tel 01224 707583 • Fax 01224 706910

Web: [www.bridgeofdon.aberdeen.sch.uk](http://www.bridgeofdon.aberdeen.sch.uk)

E-mail: [bridgeofdon@aberdeencity.gov.uk](mailto:bridgeofdon@aberdeencity.gov.uk)

**Head Teacher: Daphne McWilliam**



Dear Parent/Guardian

Although we have relatively few problems with discipline at Bridge of Don Academy we must ensure that no pupil is allowed to disrupt the learning and teaching of others without being disciplined. Throughout the process of restructuring our existing Discipline Policy, we have regularly consulted with our Parent Council, Student Council, pupils and staff at all levels to ensure that we reflect the school ethos and the views of all who will be affected. After running a successful 'pilot scheme' last year, our new Discipline Policy has now taken effect as of the start of the new session (20 August 2013).

Our Discipline Policy is outlined in the table below:

<b>Level</b>	<b>Action</b>
Level 1	Verbal warning.
Level 2	Isolation within class or second verbal warning.
Level 3	'Stop and Think' exercise issued - return date specified by teacher. If 'Stop and Think' is not returned by due date or to satisfactory standard, pupil will be sent to Time Out to complete 'Stop and Think' exercise again and Discipline Letter will be sent home.  A group call will be sent by your child's Year Head at this stage to inform you that a 'Stop and Think' exercise has been issued.
Level 4	Referral to Principal Teacher and Discipline Letter sent home. (Detention and/or Planned Time Out may also be issued at this point.)
Level 5	Referral to Year Head. Warning of Exclusion issued.
Level 6	Exclusion by Head Teacher.
Level 7	Removal from school roll.

In rolling out our new policy, the Senior Management Team have held year group assemblies reminding all pupils how the policy will operate which has been reinforced to pupils by their Heads of House during PSE lessons. In conjunction to this, posters have been placed in every teaching area as a reminder to pupils of the new policy. We have now written to parents and it is our intention to upload a copy of this document to the Bridge of Don Academy website and print an article in the Autumn Magazine to ensure that all involved in the school community are aware of the changes that have been made.

We have endeavoured to make the system as straight forward and comprehensive as possible for all involved but should you have any queries/questions, please do not hesitate to contact the school.

Yours sincerely

Miss L Ritchie  
Depute Head Teacher



# BRIDGE OF DON ACADEMY

## Information to Parents

<b>Name:</b>		<b>Class:</b>	
<b>Subject:</b>		<b>Teacher:</b>	
<b>Issued on:</b>			

This form is designed to alert you to a concern regarding an aspect of your child's progress at Bridge of Don Academy, details of which are given below. To foster close and productive links between home and school, we would be grateful if you could discuss the issue(s) with your child so we can all work together to ensure that your child receives a positive and productive education. If you would like to respond to this letter, please do so by written return. The concern relates to:

<input type="checkbox"/> Failure to bring necessary jotters, books or equipment to class	<input type="checkbox"/> Failure to complete homework on time for the date set
<input type="checkbox"/> Failure to bring planner	<input type="checkbox"/> Failure to meet deadlines for exam related work/formal assessment
<input type="checkbox"/> Failure to produce classwork in keeping with his/her own ability	<input type="checkbox"/> Other
<input type="checkbox"/> Failure to produce homework in keeping with his/her own ability	

**Further Information:**

**Teacher's Signature.....**



# BRIDGE OF DON ACADEMY

Head Teacher: Daphne McWilliam  
**Discipline Letter**



<b>Name:</b>		<b>Class:</b>	
<b>Subject:</b>		<b>Teacher:</b>	
<b>Issued on:</b>			

This letter is designed to alert you to a concern regarding an aspect of your child's education at Bridge of Don Academy. This has resulted either from your child receiving repeated warnings for breaching the pupil code **or** a more serious incident, as detailed below. To foster close and productive links between home and school, we would be grateful if you could discuss the issue(s) with your child so we can all work together to ensure that your child receives a positive and productive education. If you would like to respond to this letter, please do so by written return. The concern relates to:

<p><b>Level Reached</b></p> <p><input type="checkbox"/> Level 4: Class Teacher and Principal Teacher communication to parent</p> <p><b>or</b></p> <p><input type="checkbox"/> Immediate Time Out ~ class teacher communication to parent <b>(please see Discipline Policy and Procedures on School website)</b></p>
---

**Class Teacher:**

**Teacher Signature.....**

**Principal Teacher:**

**PT Signature.....**

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**Bridge of Don Academy**

Braehead Way  
Bridge of Don  
Aberdeen  
AB22 8RR

Tel: 01224 707583

Fax: 01224 706910

E-mail: [BridgeofDon@aberdeencity.gov.uk](mailto:BridgeofDon@aberdeencity.gov.uk)

Web: [www.bridgeofdon.aberdeen.sch.uk](http://www.bridgeofdon.aberdeen.sch.uk)