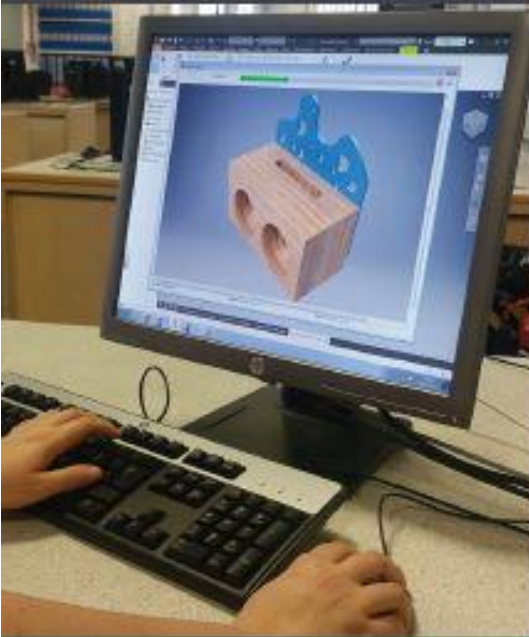




Bridge of Don Academy



be respectful • be honest • be caring • be your best

Prospectus

Introduction

The school prospectus is designed to provide pupils and parents with information. This will help you to support your child's learning and ensure the smooth running 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



GENERAL INFORMATION

Bridge of Don Academy

Bridge of Don Academy is a six-year comprehensive school and Community Education Centre. The school roll is currently 620 with a projected roll of 740 by 2025.

The school campus is shared with a neighbouring primary, Braehead 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 has undergone considerable refurbishment in recent years, including new windows, roof (with solar panels), carpets, lighting, main entrance and security system, and new toilets throughout the school.

The school's energetic and talented staff have excellent relationships with pupils, parents and the local community. In a recent visit by Inspectors from Education Scotland 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 and partners who make valuable contributions to learning.



Values and Aims

Our Values

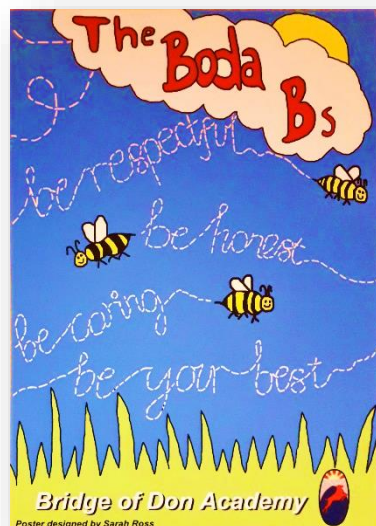
Our "BODA Bs":

- 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



Various aspects of moral, social and cultural issues are dealt with at various stages across the whole range of subjects and in assemblies. A planned programme of assemblies allows us to reinforce our school values. We are recognised by our many visitors as having a strong and positive school ethos which gives a strong platform to build on when comes to working with our young learners.

Standards and Quality Report

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.

School Catchment Area

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, Potterton, Whitestripes and Belhelvie. 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.

Free transport is provided for pupils who are zoned for Bridge of Don Academy and live more than three miles from the school.

Placing Request for Bridge of Don Academy

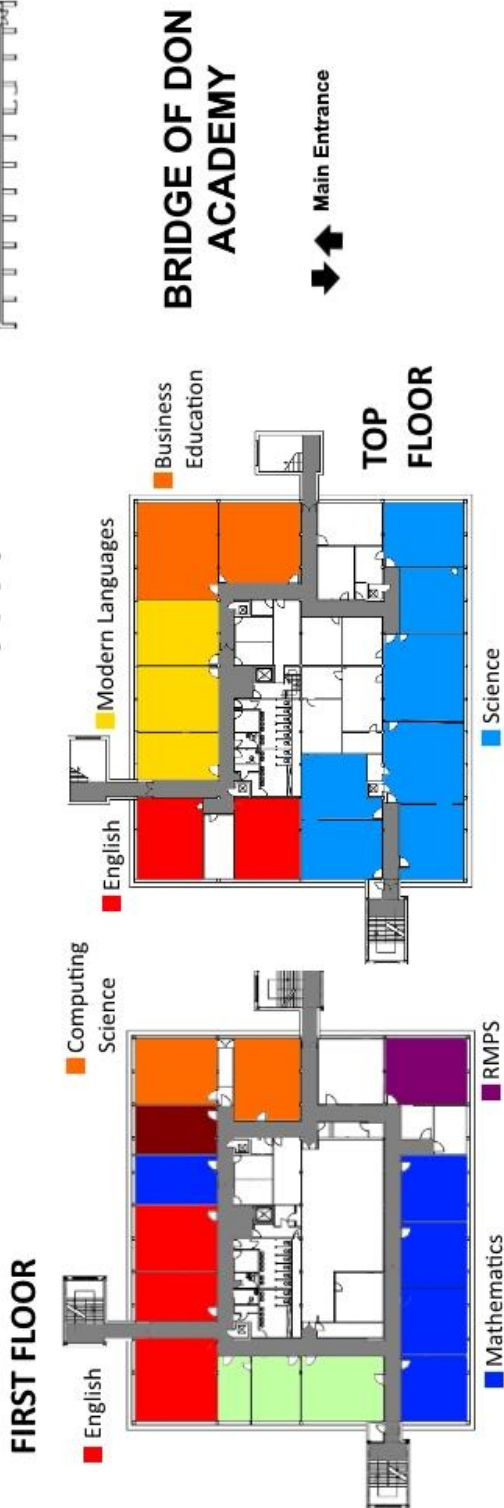
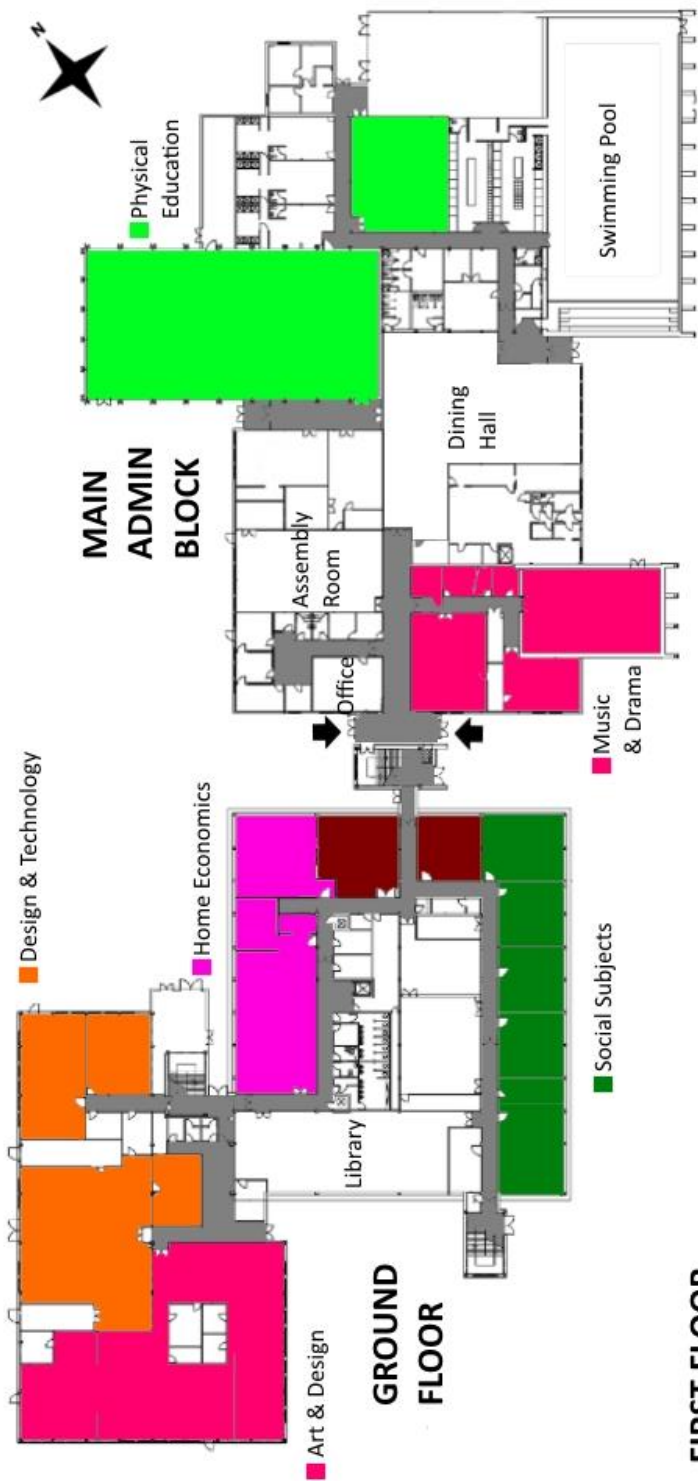
The school's catchment area can viewed online at:

<https://www.aberdeencity.gov.uk/services/education-and-childcare/find-school>

Families living outside the school's catchment zone can make an application via the Aberdeen City Council website at

<https://www.aberdeencity.gov.uk/services/education-and-childcare/apply-school-place>

Plan of Bridge of Don Academy



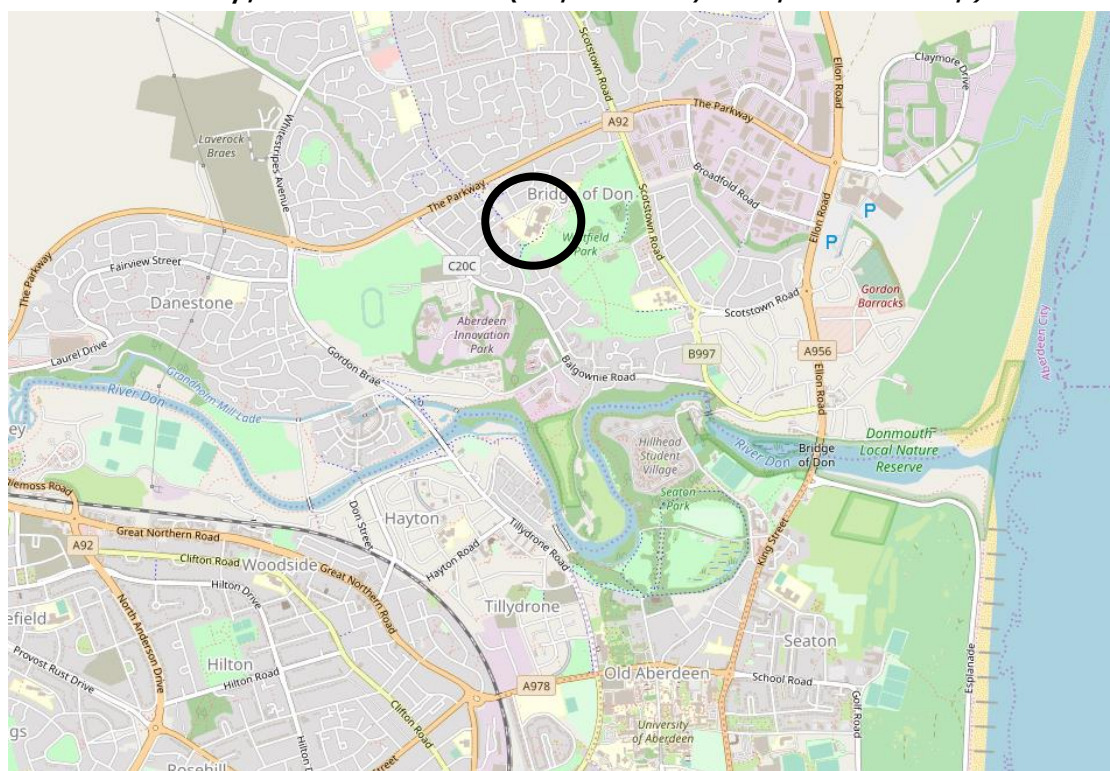
The Community Centre

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. Details of the programme can be found online at: <http://www.bodcommunitycentre.co.uk/>



Location of the School

Bridge of Don Academy is located in the north of Aberdeen on Braehead Way, circled below. *(Map courtesy of OpenStreetMap)*



The School Day

Pupils are taught in school for 27½ hours each week. With teachers' contractual pupil contact time measured in hours, a 60 minute period offers the most efficient way to timetable the school, with most teachers having a register class for 6 minutes each day.

Twenty seven 60-minute periods, however, do not fit evenly across five days, hence the reason we have two long days with six periods on a Monday and Tuesday, and three short days with five periods from a Wednesday to Friday. The shorter days allow time for other activities after school, including sports teams, clubs and meetings.

Registration	0839 to 0845	(6 minutes)
Period 1	0845 to 0945	(60 minutes)
Period 2	0945 to 1045	(60 minutes)
Morning Interval	1045 to 1105	
Period 3	1105 to 1205	(60 minutes)
Period 4	1205 to 1305	(60 minutes)
Lunch Break	1305 to 1355	
Period 5	1355 to 1455	(60 minutes)
Period 6 (Mon/Tue only)	1455 to 1555	(60 minutes)



School Holiday Pattern

In Aberdeen City, schools have the following holiday pattern:

- Summer break for 6 weeks
- October break 2 weeks
- Christmas break for 2 weeks
- Easter break for 2 weeks

There are also 5 in-service days which are normally in August, November, February (two days) and May.

Details of the school holiday pattern can be found online under the 'Calendar' section of the school website and on Aberdeen City Council's website.



<https://bridgeofdon.aberdeen.sch.uk/wp/school-holidays>

The Scottish Government have made it clear that holidays taken during term time should be recorded as unauthorised absence, unless there are exceptional circumstance. 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.

COMMUNICATION

Communication Between Home and School

Guidance

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



Mrs J Napier Head of Crathes House



Mrs L Marshall Head of Fyvie House



Miss L Ritchie Head of Drum House

Parents should not hesitate to contact their Guidance Teacher (Head of House) if a problem occurs. If a pupil's learning is being affected by personal factors, the Guidance Teacher will contact parents/carers. You will know which are to contact from the name of your child's registration class.

Pupils attend a 6 minute Registration Period at the start of each day. Details of medical appointments or other absences should be submitted to the pupil's Register Teacher, who will update the Register accordingly.

Pupil Progress Reports

The formal reporting of a pupil's progress is done by means of School Reports. In S1 to S3, there are two reports per session. In S4 to S6 there are four reports per session.

S1 Report:	November
S2 Interim Report:	December
S2 Full Report:	May
S3 Interim Report:	October
S3 Full Report:	January

S4, S5 & S6 Interim Report: November

S4, S5 & S6 Full Report: February

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 equally feel free to contact their child's Head of House to discuss the matter.

Letters

Parents will be informed if there a class teacher has sufficient cause for concern regarding a pupil's effort or organisation. Such communication normally take the form of an **Information Letter**.

Where a pupil's behaviour gives cause for concern, the class teacher will communicate to parents using a **Discipline Letter**. See the Discipline policy later in this document for more information.

Parents' Evenings

There is one Parents' Evening per session for each year group. These dates are agreed by staff at the end of the previous school year.

Parents' Evenings appointments are booked online by parents themselves. This removes the need to rely on their child to make them. Appointments are then available to view on their mobile device. More details are issued on how to book appointments two weeks before the event.

Dates of Parents' Evenings can be found on the school website under the 'Calendar' section and normally take place at the following time of year:

S1: December

S2: February

S3: March
S4, S5 & S6: November (parents choose one of two dates)

In addition to the dates above, we run a very successful Careers Evening in February with stalls and talks from various companies and organisations.

We also have a Primary 7 Parents' Information Evening in May for parents of pupils who are due to start with us in S1 after the summer holidays.

We also encourage our parents to attend other events organised throughout the year. In recent years, these include an online safety presentation, SCHOLAR, Live 'n' Learn and Drugs Awareness. They are normally scheduled in the Assembly Room on a Tuesday from 7PM until 8PM.

Groupcall

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
- Information about school/class events

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.

Xpressions App

In order to reduce the cost to the school and the local authority of sending text messages, we encourage parents to download the free Groupcall Xpressions app. This allows us to send the same information by push notification without incurring the cost of text messages.



E-mail Communication

Mail sent home via the school bag does not always reach its intended audience so if you have an email address please let us know as we have the facility to email home pupil letters and leaflets via the Groupcall XPressions app.

Google Guardians

Our teachers use Google Classroom to upload work, notes, and resources for pupils in each subject. By providing us with an e-mail address, parents can be kept up to date with classwork and homework via an automated update sent from the Google Classroom.

Bridge of Don Academy Safer Schools App

We are beginning to roll out a school app in conjunction with Safer Schools. This can be downloaded for both Apple and Android devices and requires a QR code to be scanned in order for you to receive information as a parent of Bridge of Don Academy. Pupils have their own QR for information relevant to their year stage.



The Safer Schools initiative brings the combined expertise of many safeguarding professionals together, providing up-to-date advice, warnings and alerts. From getting your safety settings right on the router in your home, to the devices you give your child. For Staff, Parents and Carers the app supports them in gaining a greater understanding of the digital space, trends and emerging risks.

The app educates parents and carers in online language, social media buzzwords and credible video content and informs parents in how they can facilitate conversations with their children and young people about the challenges and risks they face online.

School Information Line

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

The line is used in times of severe weather conditions, emergency closure or other emergency circumstances, parents and pupils can receive up-to-date information using the information below:

Telephone Number: 0870 054 1999

PIN code: 011020

Parent Council

The school has a very supportive and active Parent Council. This meets in the Staff Centre once a month. All parents are welcome to attend. 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 Mr Neil Wiseman. He can be contacted via the 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.
- Our aim for 2019-20 is to explore how we can support our parents and carers to support their children's learning.

PUPIL WELFARE & SUPPORT

Pupil Welfare and Support

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.

Guidance

Pupils should contact their Guidance Teacher (Head of House) if a problem occurs. They meet with pupils for a single period every week to deliver Personal & Social Education.

House System

The aims of the House System are:

- To provide pupils with a sense of belonging to a group
- To involve pupils in healthy competition
- To give pupils the opportunity to take on responsibility and leadership roles
- To develop among pupils a philosophy of mutual support
- To provide a vehicle for representing pupils' views
- 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.

Pupil Support Faculty

Our Principal Teacher of Pupil Support, Mrs Wood, is responsible for the staff who provide extra support for pupils with additional support needs (short or long term).

The Pupil Support Team offers various types of support:

- Support at transition times
- In class support
- Targeted support can be on a one to one basis or in small groups. These difficulties may be academic, social, emotional or behavioural in nature.
- Support at break/lunch
- Homework club
- Assessment of pupils' needs
- Support to staff

Any targeted support will be planned, will have a specific aim and will be reviewed regularly (evidence of need will be used along the way). Any child who is receiving targeted support will be following an Individual Educational Programme (IEP), which is used to identify suitable targets for pupils. 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 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.

Rewards System and Awards Ceremony

We believe that a rewards system motivates 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.

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

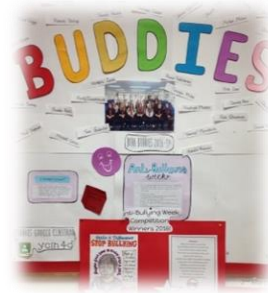
Staff are asked to note whether or not pupils have met the school code during a lesson. These totals are then collated each term with a Pupil Motivation ceremony held in PSE class to celebrate their achievements.

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

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

Buddies

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 purple 'smiley faced' badges and are known to younger pupils through introductions in Assembly/class contact. Training is provided by Mrs Beattie (Modern Studies) 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

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:

- helping first year pupils to settle into the Academy by acting as guides
- helping first and second year pupils with learning by supporting them in their classes
- 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.

Child Protection

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 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.

Personal and Social Education

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.

- The development of increased self-esteem and self-confidence.
- The development of self-awareness and the skills of self-assessment.
- The importance of developing effective personal relationships and communication.
- 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).
- The development of skills for sound decision-making (eg in respect of healthy living and career choice).
- The development of an awareness of and skills for independence and interdependence. (This includes learning to take personal responsibility for their own learning).

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

- My New School
- Friendships
- Positive Behaviour

- Sexual Health
- Drugs Education
- Responsible Citizenship

School Chaplain

Our School Chaplain is the Rev Louis Kinsey, Minister of St Columba's Parish Church, Bridge of Don and is very supportive of the work of the school.

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 and is also the lead for a project called: Prayer Spaces in Schools. She always has a slot in our Christmas assemblies.

First Aid

All of our Pupil Support Assistants have been trained as First-Aiders. Pupils who are ill in school should tell their class teacher who will make contact with a First Aider.

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.

First Aid While In class

Anyone who needs first aid should tell their teacher who will contact the first aid team on duty.

First Aid During Break and Lunch

Pupils should contact the school office who will contact the first aid team on duty.

Any pupil feeling unwell during the school day should tell a teacher or the office staff as described above.

First aid staff will contact home and then arrange with you to collect your son/daughter if necessary from school. It is understandable that young people will contact parents and carers if they are unwell, but if this happens please tell them to go to the office. This way we can ensure they are safe until they can be collected. We would respectfully ask that you do not arrange to collect your son/daughter without letting us know or encourage them to follow the procedure above.

School Health Team

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
- Raising awareness of health needs
- Empowering children and young people to adopt healthy lifestyles
- Co-ordinating care plans and advice for children with special needs
- Advocacy on behalf of children/young people
- Carrying 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

We recently made further changes to our student council to reflect the United Nations Convention on the Rights of the Child (UNCRC). In October 2017 we received the Silver Award in the Rights Respecting Schools Award scheme.

Article 12: Respect the views of the child: You have the right to give your opinion, and for adults to listen and take it seriously.



Anti-Bullying Policy

School Philosophy and Ethos

The well-being of every person in our school is important to us and we hope to provide a happy environment where everyone can be caring, be honest, be respected and be their best.

What is Bullying?

Bullying is 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.

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.

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.

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: "Be Respectful, Be Honest, Be Caring, Be Your Best"

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 Facebook.

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.

Smartphones and tablets allow pupils access to seemingly anonymous methods of bullying such as sending malicious text messages and posting embarrassing photos on the Internet. 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 who have various existing acts to allow prosecution:

- Under the Malicious Communications Act 1988, it is an offence to send a communication with the intention of causing distress or anxiety;

- Under section 127 of the Communications Act 2003 it is an offence to send an electronic message that is grossly offensive or of an indecent, obscene or menacing character;
- The Protection from Harassment Act 1997 covers threatening behaviour or harassment, including online and offline stalking.

Parents are advised not to add to posts where cyber-bullying has taken place. This can also lead to parents being involved in prosecution.

We would direct parents and pupils to the Safer Schools Bridge of Don Academy mobile app which provides up-to-date advice and resources to support anyone caught up in cyber-bullying.

Key Elements in Action Against Bullying

To combat bullying effectively it is important that there is:

- a general belief within the school community that bullying is an issue which must be taken seriously and tackled positively;
- open discussion about what counts as bullying;
- an ethos which encourages victims and witnesses to speak up freely;
- a school and classroom ethos which promotes respect for the individual;
- 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;
- a clear lead given in this area by the Head Teacher and Senior Management Team;
- 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:

- listen to and offer support for anyone who claims to be the victim of bullying;
- never dismiss the victim of bullying as “weak” or a “tell-tale”;
- 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;
- punish the bully, where this is seen to be appropriate, explaining clearly why the punishment is being given;
- help pupils to offer suggestions for dealing with bullying and to keep the situation under constant review;
- contact at an early stage the parents of an alleged victim, invite them into school to discuss the matter and offer appropriate support;
- 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);
- 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.

Guidance for Parents

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

- Discuss regularly with your child how he/she is getting on at school. (Discuss particularly friendships, lunchtimes and intervals);
- Be alert to signs of distress – reluctance to go to school, sore stomachs, bruising, taking extra money;
- Watch for your child bringing home extra money or property;
- Encourage your child to speak out if he/she is being bullied and listen carefully to the information he/she may volunteer;
- 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);
- 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;
- 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

SCHOOL RULES AND PROCEDURES

School Uniform

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 locally or online. Blazers are part of the S5 and S6 uniform but can be worn by pupils from S1 to S4 if they wish.

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

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.

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



Jewellery

There have been incidents in 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.

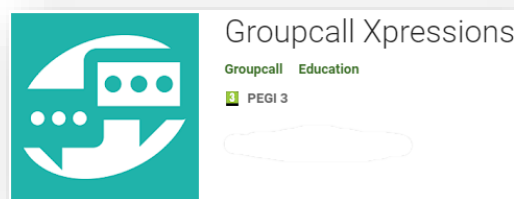
Subsequently, on the grounds of Health and Safety, pupils must not come to school with any form of body piercing on their face, or other parts of their body, which could pose a risk to themselves and to others. Pupils will be asked to remove such items and be given a letter home to remind parents of the risks to themselves and to others.

Attendance

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 an electronic communication system called Groupcall to notify parents/carers if their child is absent from school that day. You are encouraged to download the app for your mobile phone. It is available for both Apple and Android phones.



If your child is going to be absent through illness or other reason, please contact the school office by,

- email: bridgeofdon@aberdeencity.gov.uk;
- text message through the Xpressions app, or
- telephone by 9.00AM.

This procedure will ensure you do not receive a message via the Groupcall system.

It is extremely important that any changes to mobile telephone numbers and e-mail addresses are given to the School Office as soon as possible in order that records are kept up to date and communication can be kept open.

An explanatory note or phone call 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.

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

Parents should inform the school office by 9.00 am on each day of illness by email: bridgeofdon@aberdeencity.gov.uk, text message through the Xpressions app or by telephone. If unable to contact the school office a signed note should be handed to the child's Register Teacher the next day.

If your child is absent from an SQA exam please contact the school to discuss the next steps.

Lateness

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. Lates in the afternoon will be recorded by class teachers.

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

Pupils must not leave the school, except at lunchtime, 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 sign in and out at the school office when they depart and again when they return.

School Rules

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 on all Aberdeen City Council property and smoking materials should not be brought to school. This includes vaping materials.
- 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 close to 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 designated 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

1. Pupils are permitted to use mobile technology in the school canteen and school grounds before school, during interval and lunchtime only. These areas are denoted by green signs.
2. The use of mobile devices is **not** permitted in any teaching area of the school unless there has been specific permission granted by the class teacher for specific educational purposes e.g. Google Translate, recording speaking assessments, using stopwatch facilities. These areas are indicated by orange signs
3. When moving around the school all earphones should be removed and out of sight. All phones should be in bags or pockets all cables/ headphones should be out of sight at all times. This is a health and safety matter when moving around the building as pupils cannot hear as well with earphones in. Areas where the use of a mobile device is denoted by a red sign.
4. Anyone found to be using a mobile phone in a non-permitted area will:
 - i) On the first occasion – have the item removed and it will be placed in the School Office until the end of the day. This information will be recorded in the Mobile Phone Folder in the School Office.
 - ii) On the second occasion – have the item removed and it will be placed in the School Office until the end of the day. This information will be recorded in the Mobile Phone Folder in the School Office. Pupils will be allowed to collect their mobile phone from the School Office at the end of the day however as they are a repeat offender they will be required to hand in their mobile phone to the School Office at the

- beginning of each day (and collect at the end) until the end of that week.
- iii) On the third occasion – have the item removed and it will be placed in the School Office until the end of the day. Pupils can collect their mobile phone from the School Office at the end of the day however as they are a repeat offender they will be required to hand in their mobile phone to the School Office at the beginning of each day (and collect at the end) until the end of that week. Parents will be contacted by a member of SMT and informed of this.
5. 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.
6. Mobile phone devices, iPods or Smart Watches are not permitted in any exam room. Pupils found to have taken these items into the exam room, regardless of whether they are on or off, will result in the SQA allocating zero marks for that exam.
7. Pupils are not permitted to listen to music on any personal devices in any class - including study. This is a health and safety matter as staff will not be in a position to monitor: volume, content being accessed by pupils but also pupils will not be able to hear any instructions given by their teacher.
8. Pupils who have been placed on an interval/ lunchtime detention at the School Office will not be permitted to access their mobile devices during this time.

Discipline

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
1	Verbal warning.
2	Isolation within class or second verbal warning.
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.
4	Referral to Principal Teacher and Discipline Letter sent home. (Detention and/or Planned Time Out may also be issued at this point.)
5	Referral to Year Head. Warning of Exclusion issued.
6	Exclusion by Head Teacher.
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.

Sanctions 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 invited to school to discuss their child's behaviour, who will be timed out of the class until the meeting has taken place.

Occasionally, a pupil will be excluded by the Head Teacher 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 child's behaviour and how we can move forward.

Exclusions may result from a one off serious incident or through an accumulation of discipline incidents. Please note that this is a sanction available to Head Teachers and is used. However we work in an inclusive way with young people and their family to ensure it is a last resort.

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 Letter" rather than a "Discipline Letter".

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". A Praise Award informs 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 record 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.

Behaviour Support

Pupils whose behaviour has been identified as giving cause for concern, will work with the school's Behaviour teacher Mrs Anderson 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.

Personal Information

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 Severe Weather and other Emergency Closures

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 and the Aberdeen City Council website, 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

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 Meals

The Health Promotion and Nutrition (Scotland) Act 2007 sets down strict guidelines for the types of food and drinks that can be available 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 grounds 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. Feedback from students is positive. They have noted improvements in the canteen food in the last two years.

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 and from the water fountains. Pupils can bring a clear bottle to school and fill it at these fountains each day. Pupils are encouraged to bring tap water from home in clear bottles to drink throughout the school day. They are also encouraged to use a reusable bottle.

Accord Card

We operate a cashless canteen, which means our canteen staff do

not handle money. 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. Parents can also top up their child's card under the 'Cashless Catering' option via the webpage at: <http://www.accordaberdeen.co.uk/>



The Accord card also entitles the pupil to free Young Scot membership until their 19th 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 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

Accord cardholders may also add public library membership to their card and access to Aberdeen City sports facilities.

Valuables

We would prefer that valuables are not brought to school. Any valuables brought into school are the **pupils' responsibility**. Examples include expensive mobile phones and other electronic

items, jewellery and even designer clothing.

Pupils who do so are responsible for safeguarding their own possessions. Teachers and the office staff will take valuables for safekeeping if necessary. 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.

During SQA exams, pupils are advised to keep mobile phones at home or in lockers, but they may be kept in the school office if this is not possible.



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 recently fitted extra lockers in the school. All are available for pupils to rent on a first come, first served basis.

Insurance

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.

SCHOOL CURRICULUM

Curriculum

We aim to provide a curriculum that is inclusive and provides depth and challenge for all our pupils.

We work closely with our three associated primary schools to ensure our pupils have a smooth transfer and progression from primary to secondary.

Transition from Primary School

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



November of Primary 7

Pupils with additional support needs visit Bridge of Don Academy for enhanced transition. S1 pupils visit P7 pupils in their primary classes to discuss their hopes, dreams, aspirations and fears about coming to secondary schools.

Spring of Primary 7

School prospectus is issued to P7 families.

February of Primary 7

Mathematics and numeracy day for all P7 pupils with Academy staff and pupils. First whole day induction visits for all P7 pupils to

Bridge of Don Academy.

Spring of Primary 7

Heads of House (with Guidance role) begin a three month programme of visits to the associated primary schools.

June of Primary 7

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, including the Bridge of Don Academy Summer Festival.
- Curriculum evening for P7 parents and pupils in September.
- Parents' Information Evening for P7 parents in June.

S1-S2 Curriculum

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. More details about Curriculum for Excellence can be found at the Education Scotland website.

Pupils will follow courses within the following curricular areas:

- English
- Mathematics
- Modern Languages (French, with option to add Spanish later)
- Social Subjects (Geography, History & Modern Studies)
- Technologies (Design & Technology, Information Technology)
- Science
- Expressive Arts (Art & Design, Drama and Music)

- Health & Wellbeing (Home Economics)
- Physical Education
- Religious, Moral and Philosophical Studies
- Personal and Social Education.

All our associated primary schools teach French. All 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 S1 Pupil Timetable

	1	2	3	4	5	6
MON	English Mrs Forbes T20	French Mrs Lees T3	Technical Mr Ness G3	IT Mrs Napier T5	Maths Mr Willox F15	Science Mr Gisbey T11
TUE	English Mrs Forbes T20	Maths Mr Willox F15	Music Mrs Forbes G21	PSE Miss Cromar G16	French Mrs Lees T3	Modern St Mrs Beattie G11
WED	Maths Mr Willox F15	RME Miss Devlin F12	PE Mr Dawson Games Hall	Science Mr Gisbey T11	English Mrs Forbes T20	
THU	Art Miss Crawford G1B	History Mrs Marshall G17	Maths Mr Willox F15	English Mrs Forbes T20	French Mrs Lees T3	
FRI	PE Mr Dawson Games Hall	Drama Miss James Drama St	Home Ec Miss Clarke G8	Geography Mrs Clark G14	Science Mr Gisbey T11	

S3 Curriculum

In S3 pupils will have reduced the number of subjects studies to nine, but still choose courses from each curricular area.

S3 subject choice takes place in February and March with the opportunity for parents to find out more about the procedures at the Careers Evening in March. We would always advise 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.

S3 is the bridge between the Broad General Education and the Senior Phase.

S4-S6 Curriculum – The Senior Phase

After S3 pupils start courses leading to their first national examinations which are taken in the summer term – May and June.

These qualifications will help young people to demonstrate the knowledge and skills they have learned at school. S4-S6 is an opportunity to gain qualifications to open the doors beyond school to employment, college and university.

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. 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.

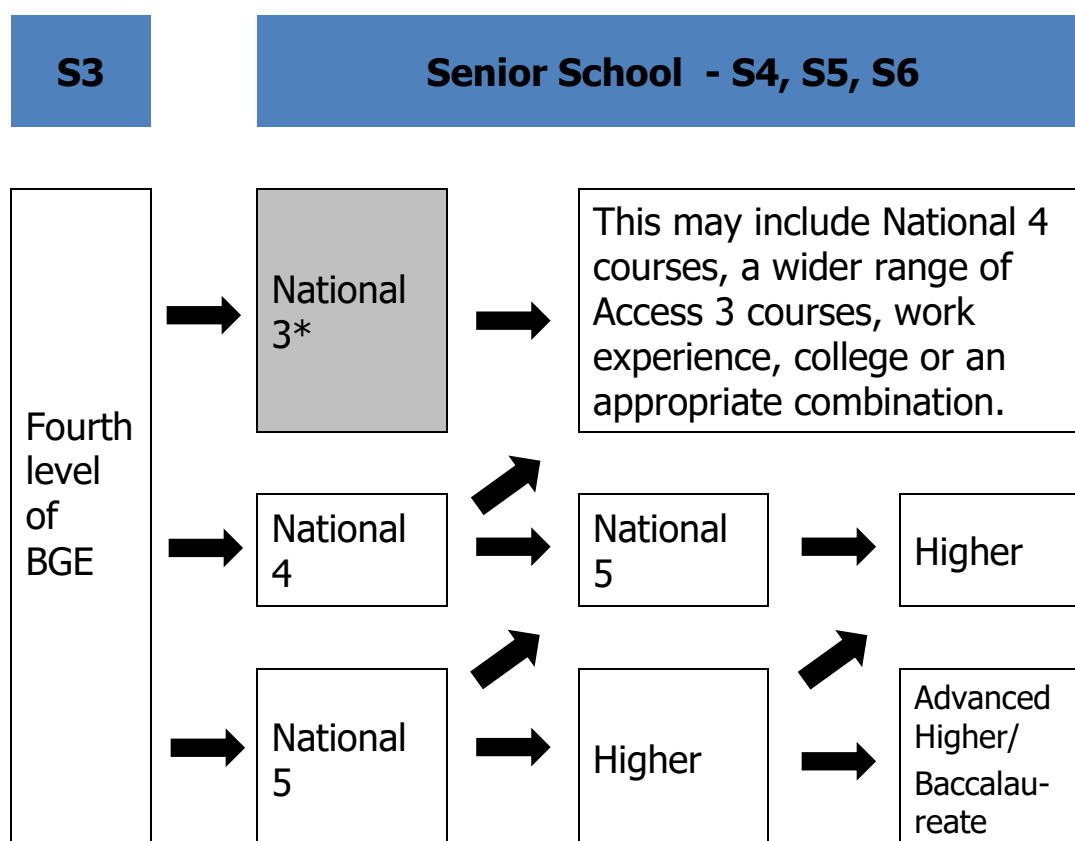
Courses at National 5, Higher and Advanced Higher levels will still include work which is assessed by schools but for these qualifications students will also have to pass an additional assessment – usually a question paper and/or an assignment – which is marked externally by the SQA and graded.

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.

New National Qualification	Exam		Previous Qualification
National 1 and National 2	No exam, Pass or Fail	➔	Access 1 and Access 2
National 3	No exam, Pass or Fail	➔	Access 3 and Standard Grade (Foundation)
National 4	No exam, Pass or Fail	➔	Standard Grade (General) Intermediate 1
National 5 and Level 5*	Exam, Graded A to D *No exam for Level 5 courses	➔	Standard Grade (Credit) Intermediate 2
Higher and Level 6*	Exam, Graded A to D *No exam for Level 6 courses	➔	Higher
Advanced Higher	Yes Graded A to D	➔	Advanced Higher

Progression Routes

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, work shadowing, study, Baccalaureate etc. Subject choice, progression and breadth can be planned over a three year period and pupils can end up with 16 National Qualifications.

Courses offered to pupils in S4-S6 in session 2019-2020 are shown below:

National 5 at BODA	Higher at BODA	Advanced Higher at BODA	City Campus	NESCoL	Foundation Apprenticeships
Admin & IT Application of Maths Art & Design Biology Business Chemistry Computing Drama English French Geography Graphic Communication Health Sector History Hospitality: Practical Cookery Maths Media Modern Studies Music PE Physics Practical Woodworking RMPS Spanish Travel & Tourism Web Design	Administration Art & Design Business Management Chemistry Computing Drama Engineering Science English French Geography Graph Communication History Human Biology Leadership Maths Media Modern Studies Music PE PE Performance & Sports Development Photography Physics RMPS Spanish	Biology Chemistry English Maths Modern Studies Music Physics Science Bacca	Advanced Highers Biology Business Management Chemistry Computing Science Drama English French Geography History Mandarin Mathematics of Mechanics Modern Studies Physics Higher Accounting Dance Economics German Chemistry Computing French Graphic Communication Physics Psychology	Art & Design: Digital Media Beauty Therapy Construction Crafts N4 Construction Crafts N5 Creative Textiles Level 5 Early Education & Childcare N4 Early Education & Childcare N5 Engineering Exercise & Fitness Leadership Girls in Energy Food & Drink Operations Hairdressing ICT Photography NPA Level 5 Psychology Sociology Vehicle Maintenance and Repair	Accountancy Children & Young People Civil Engineering Creative and Digital Media Electrical Engineering Food & Drink Operations ICT Scientific Technologies (Lab Skills) Social Care & Healthcare

The courses highlighted in bold represent the subjects that pupils have chosen outwith Bridge of Don Academy. These courses change each year dependent on cohort. Foundation Apprenticeships vary each year too, for example Higher Business Management is not currently offered but will be offered in 2019-20.

Core Skills

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

Assessment

A wide range of assessment techniques are used across the school. These include observation of pupils in class in terms of what they write, say, make or do; homework; class tests; self-assessment and peer assessment. It happens as part of ongoing learning and at various points along a pupils' journey.

Information from assessment it is used to plan the next steps in the child's learning. These could be identified by the teacher or by

the pupils themselves, as part of taking responsibility for their own learning.

Scottish National Standardised Assessments (SNSA)

In Scotland, all pupils in Primary 1, 4, 7 and in Secondary 3 complete online standardised assessments as part of their learning and teaching. The assessments are used to help identify children's progress, providing diagnostic information to support teachers' professional judgement. There is no pass or fail and youngsters are not required to prepare for these.

Homework

The Value and Purpose of Homework

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 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 is not always 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. Pupils who take responsibility for their learning tend not to report that they "have no homework".

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 in Learning

Parental engagement is a term that describes the interaction between parent and their child's learning. This does not apply solely to attendance at parents' evenings. It also includes working with the child at home, supporting them in their learning outwith the classroom. Research has concluded that parental engagement has a significant impact on the attainment and development of children as they progress through school.

- Providing the right environment for the child to work at home;

- Assisting in the management of time;
- Checking presentation, handwriting and spelling;
- Helping with revision by asking questions about what has been learned in school;
- Reading with younger children, or even secondary school children whose literacy skills are comparable to those in primary.

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, suggest they do not have homework. A telephone call to their Head of House should be made if this is the case.

Completion of Homework

All pupils are expected to complete homework on time.

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.

It is advisable for pupils from S1 onwards in Modern Languages to have access to a French or Spanish dictionary at home to help in the completion of some homework tasks. Pupils are shown how to use them. These can be purchased through the department, sometimes at a reduced cost, if desired.

IT Resources

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.



The school has also invested in a number of Chromebooks which are internet ready laptops which can be used by pupils to access work stored on Google Drive.

Four rooms have 20 networked multimedia PCs with access to the internet and industry standard software, including Microsoft Office, AutoCad, Inventor and Adobe Photoshop. 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" document before they are allowed 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 the local authority.

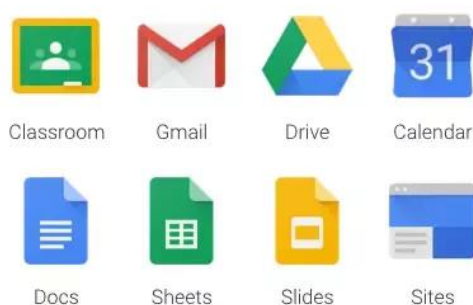
In accordance with Aberdeen City Council ICT advice, pupils are given a Google Classroom e-mail addresses. Use of other e-mail accounts, such as Hotmail or Yahoo! are not permitted under Council instruction.

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.

Google Apps for Education

Google Classroom allows teachers to set up web-based classrooms for each of their classes through which pupils can be alerted to upcoming homework and assignments, submit work and receive feedback on submitted work. We have three trollies each with 30 devices which can be booked by class teachers and an additional trolley with 30 devices for use in study by S5 and S6 pupils.



Google Classroom can be installed on mobile phones giving pupils access to information such as notes, slides or homework at any time in or out of school. One advantage of this is that any absence should not result in missed notifications about work, homework or resources.

Religious, Moral and Philosophical Studies

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.

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:

- To provide pupils with a basic knowledge and understanding of religions represented in the UK. We encourage respect and acceptance of the beliefs and practices of all religious and non-religious people.
- To provide pupils with the philosophical skills necessary to explore the important questions relating to existence, knowledge and moral behaviour.
- 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.

Physical Education Kit and Requirements

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. Pupils will be offered the opportunity to borrow spare PE kit from the PE Department. This kit is laundered after each individual use.



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 however. 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.

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 in PE

See the earlier information on **Valuables**.

Payments for Practical Subjects

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 £33. Pupils in S4-S6 will receive letters from specific departments depending on the courses they have chosen.

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 Art and Design

S1 and S2 pupils - £6

S3 pupils - £6 or £12

£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 Design and Technology

S1-S3 - £6 per year

S4 Design and Manufacture - £10 per year

S4 Graphic Communication - £5 per year

S4 Practical Woodworking - £20 per year

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

S5/6 Graphic Communication - £5 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 2017-2018

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 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 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.



The Library Resource Centre

The Library Resource Centre is open from 8.10 am to 4.15 pm, Monday and Tuesday, and 8.10 am to 3.15 pm Wednesday to Friday.

The library 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
- 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.

The library organises various events including author visits, Book Week Scotland, World Book Day, book fairs and the Grampian Children's Book Award

Raising Achievement

The library enables pupils to develop and practise the research and investigative skills that they will require for the curriculum, external exams and life beyond school.

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.

Facilities

The library has over 6000 resources, including fiction, non-fiction, a Reference Section, Careers Section and subscriptions to online reference material. Pupils can borrow and exchange books daily, either before or after school or at lunchtime, with the option to extend loans when required.

There are nine networked computers, which can be booked by classes or individual pupils



EXTRA-CURRICULAR

Extra-Curricular Activities

Students at Bridge of Don Academy have the opportunity to participate in a variety of extra-curricular activities during their time at school — from sport, music and drama to additional study, personal development and community service programs. There are a whole range of benefits that come from involvement in these programs and we would encourage all students to take advantage of what is on offer. Some of these benefits may include:

Improved Academic Performance

Lots of studies have been conducted on the relationship between extracurricular activities and academic performance, and they all show that students who participate in them have higher grades, more positive attitudes toward school and higher academic aspirations.

Explore Interests and Create Broader Perspectives

Participating in multiple different activities will give students the opportunity to explore a range of interests and unlock passions they never knew they had. Plus, diversifying their interests subsequently broadens their world view.

Higher Self-esteem

The more a student achieves success through activities they are passionate about, the more their self-confidence will improve. Working hard and mastering new skills in a fun, relaxed – and sometimes competitive – setting allows them to be successful without the pressure of getting a good grade.

Social Opportunities

Coming into academy and making friends can be hard but one of the easiest ways to make friends is through extra-curricular activities. Furthermore, each extra-curricular activity a student engages in provides them with another opportunity to expand their social network, which will come in handy as they progress through school and beyond.

Essential Skills for Life and Work

One of the greatest advantages extra-curricular activities give is a chance to further develop a student's employability skills. These skills include (but are not limited to): goal setting; teamwork; time management; commitment; prioritisation; problem solving; analytical thinking; leadership; public speaking; creative thinking and responsibility.

Club	Stage	When
BODA Dance Team	S1-S6	Monday Lunchtime 1.20-1.55pm & Tuesday After School 4.00-5.00pm
Warhammer Club	S1-S6	Monday Lunchtime 1.05-1.55pm
S1 Book Group	S1	Monday Lunchtime 1.15-1.55pm
Play Unified Club	S1-S3	Monday Lunchtime 1.20 – 1.50pm
Dodgeball	S1-S6	Monday After School 4.00-5.00pm
Futsal (Indoor)	S1-S3	Tuesday Lunchtime 1.15-1.55pm
Art and Design Catch Up	S1-S6	Tuesday Lunchtime 1.05-1.55pm
Junior Choir	S1-S2	Tuesday Lunchtime 1.30-1.55pm
Cosplay	S1-S6	Tuesday Lunchtime 1.05-1.50pm
Girls Only Fitness	S1-S6	Tuesday Lunchtime 1.20-1.55pm
Global Goals Group	S1-S6	Tuesday Lunchtime
Library Club	S1-S6	Tuesday Lunchtime 1.30-1.55pm
Singing Club	S1-S2	Tuesday Lunchtime 1.25-1.50pm
School Show	S1-S6	Tuesday After School 4.00-5.30pm
Cosplay	S1-S6	Wednesday Lunchtime 1.05-1.50pm
BODA Dance Team	S1-S6	Wednesday Lunchtime 1.20-1.55pm
Senior Choir	S3-S6	Wednesday Lunchtime 1.30-1.55pm
Alpha Youth Club	S1-S6	Wednesday Lunchtime 1.05-1.55pm
Art and Design Catch Up	S1-S6	Wednesday Lunchtime 1.05-1.55pm
Drama Club	S1-S2	Wednesday Lunchtime 1.20-1.55pm

Library Club	S1	Wednesday Lunchtime 1.30-1.55pm
Basketball Club	S1-S6	Wednesday Lunchtime 1.20-1.55pm
Maths Club	S1-S6	Wednesday Lunchtime 1.30-1.55pm
Orchestra	S1-S6	Wednesday After School 3.00-3.30pm
Cooking Club	S1-S2	Wednesday After School 3.00 – 4.00pm
Girls Football	S1-S3	Wednesday After School 3.00-4.00pm
Playwriting Club	S3-S6	Thursday Lunchtime 1.20-1.55pm
Library Club	S1-S6	Thursday Lunchtime 1.30-1.55pm
Badminton Club	S1-S6	Thursday Lunchtime 1.15-1.55pm
String Group	S1-S6	Thursday Lunchtime 1.15-1.55pm
School Show	S1-S6	Thursday After School 3.00-5.30pm
The Bridge (LGBTI+Alliance)	S1-S6	Friday Lunchtime 1.15-1.55pm
Library Club	S1-S6	Friday Lunchtime 1.30-1.55pm
Chess Club	S1-S6	Friday Lunchtime 1.15-1.50pm
Netball	S1-S6	Friday After School 3.00-4.00pm
Inter-House Competitions	S1-S6	See Inter-House Board in PE Department for Activities, Dates and Times.
Golf	S1-S6	April – May (School matches)
Buddies	S5-6	Dates/Times in Bulletin
Ceilidh Group	S1-6	Christmas Term
Girls Get Set	S1-S6	Dates/Times in Bulletin
Outlook Expeditions	S4-6	Trips run every 2 years offering the opportunity to participate in an expedition.
Northsound Energy Quiz	S3-S6	Dates/Times in Bulletin
Mock Court	S5-S6	Dates/Times in Bulletin

School Football Team(s)	Alt	Dates/Times in Bulletin
Languages Catch Up	S4-6	Dates/Times in Bulletin
Homework Club	S1-S6	Every Lunchtime
Duke of Edinburgh	S3-S6	Dates/Times in Bulletin

Activities Week

Activities Week takes place for all pupils in S1 to S3 at the end of May. This includes the offer of a residential trip only for S3 pupils only that is designed to build skills that will be valuable as they progress into the senior phase of their schooling and for later life.

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.

All of the experiences and activities have been and will be planned to enhance and support the learning that happens every day in school.



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. There is a fund available to support the participation of young people whose families are experiencing

financial hardship and there are also other ways we can help. We do not want finance to be a barrier to participation. Class work and teaching staff will be available for pupils who do not participate in any of the activities offered.

The programme offers progression of experience from S1-S3. In S1 all pupils have the opportunity to experience the same broad range of school and locally based activities; in S2 and S3 we want all young people to have the experience of a residential trip – and so we have included one residential in Scotland that is of lower cost.

Trips are either residential or local. Typical residential trips include outdoor activities in the Cairngorms, Spanish water sports, Paris and Edinburgh. Local activities include day trips to venues such as Discovery World in Dundee, Alton Towers and 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.

Duke of Edinburgh's Award

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.

The award provides 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 roughly on a fortnightly basis (from December to April). Participants then take part in a practice expedition for a weekend before organising their own qualifying expedition.

INDEX

A

About Bridge of Don Academy	4
Accord Card	44
Activities Week	75
Anti-Bullying Policy	21
Assessment.....	56
Attendance.....	31
Awards Ceremony	14

B

Bridge of Don Academy App.....	8
Buddies.....	14

C

Catchment Area.....	6
Child Protection	16
Communication	5
Community Centre.....	1
Core Skills	56
Curriculum	49
S1-S2	50
S3	51
S4-S6 – The Senior Phase.....	52

D

Discipline	38
Duke of Edinburgh's Award	76

E

E-mail Communication	8
Emergency Procedures for Severe Weather and other Emergency Closures	41
Extra Curricular Activities	72

F

First Aid	19
-----------------	----

G

Going Out of School.....	33
Google Guardians	8
Groupcall	7
Guidance.....	5, 12

H

Holiday Pattern.....	3
Homework	57
House System	12

I

Illness.....	32
Insurance.....	46
IT Resources	59

L

Lateness	32
Letters	6
Library Resource Centre.....	69
Location of the School	1

P

Parent Council	9
Parents' Evenings	6
Payments for Practical Subjects	65
Peer Support.....	15
Personal and Social Education	17
Personal Information	41
Physical Education Kit and Requirements	62
Placing Request for Bridge of Don Academy	6
Plan of Bridge Of Don Academy.....	1
Progression Routes	54
Pupil Support Faculty	13
Pupil Welfare and Support.....	12

R

Religious, Moral and Philosophical Studies.....	61
---	----

Reports.....	5
Rewards System.....	14

S

School Chaplain.....	18
School Day.....	2
School Health Team.....	19
School Information Line	9
School Meals	43
School Rules.....	33
School Uniform.....	28
Scottish National Standardised Assessments.....	57
Special Accommodation Arrangements.....	43
Standards & Quality Report	6
Student Council	20

T

Transition from Primary School.....	49
-------------------------------------	----

V

Valuables	45
Values and Aims	5

X

Xpressions App.....	7
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