KIND POSITIVE YOURSELF

Belmont Academy

School Handbook



"Belmont Academy is a nurturing learning environment which inspires all learners to reach their full potential."

Respect

Ambition

Responsibility

bear witness

Belmont Academy

Session 2026-27

KIND POSITIVE YOURSELF

Contents

Head Teacher's and School Captain's Welcome • Values and aims of Belmont Academy	5
School Information and Contact Details	8
Enrolment	9
Dates for your Diary	10
Our School Staff	11
Senior Leadership Team	13
Guidance Team	14
The Belmont Promise	15
Personal Support	17
Parental Involvement • What opportunities are there for Parents/Carers to get involved in their child's learning at Belmont Academy? • Parent and Carers as Partners – Parent Council	18
The Curriculum • Opportunities for Wider Achievement • Curriculum for Excellence and the Broad General Education (S1 to S3) • Curriculum for Excellence and the Senior Phase (S4 to S6) • Developing the Young Workforce (DYW) • Religious and Moral Education • Health and Wellbeing • The Belmont Way	21
Equal Opportunities and Inclusion	29
Assessment • How is learning in the Broad General Education (S1 to S3) assessed? • How is learning in the Senior Phase (S4 to S6) assessed? • Tracking and Monitoring Progress • Reporting	30

Transitions • How do we ensure that there is a smooth transition between stages?	32
Support for Pupils • Getting it Right for Every Child (GIRFEC) • Additional Support for Learning • What are Additional Support Needs (ASN)? • How do we make sure that we meet the additional support needs of pupils in South Ayrshire? • Supports Available • How can Parents/Carers help to support children and young people with additional support needs • What role do children and young people play? • How can Parents make requests for assessment? • What can Parents do if they do not agree with the authority? • Where can Parents get support and information relating to additional support needs? • Psychological Services	33
Information Sharing	39
Child Protection	40
School Policies and Practical Information • School Improvement • How has the school improved over the last 12 months? • How has the school improved the attainment of young people? • What additional information is available to Parents/Carers? • Learner Voice – Pupil Leadership Team • Choosing a School • School Improvement Plan 2025-26 • Attendance • Family Holiday not authorised by the school • Extended Leave with Parental Consent	41

• Advice to parents/Carers • Routine and Expected visits out-with school • School Uniform Policy • Parental Complaints Procedure • School Meals and Free School Meal Information • Footwear and Clothing Grant Information • Educational Maintenance Allowance (EMA) • Transport Guide • Privileged Seats • Insurance • Valuable Items • Use of Mobile Phones • Use of Social Media • Health and Medical Information • Data Protection Act	
Helpful addresses and websites	60

KIND POSITIVE YOURSELF

Welcome to Belmont Academy

Dear Parent/ Carer



I am delighted to welcome you to Belmont Academy. This handbook provides you with key information in relation to all aspects of our school and also acts as a reference document in relation to school procedures and personnel. Beyond that I hope that it provides a flavour of the culture and ethos of Belmont Academy.

We seek to provide a rich and varied range of learning experiences both within and beyond the formal curriculum and indeed within and beyond the school building. Expectations of young people from employers and from Further/ Higher Education have never been higher. Our pupils must therefore develop and demonstrate skills, attributes and abilities and secure accredited achievements and qualifications that will enable them to successfully enter the very competitive world beyond school. Working together school staff, parents/ carers and our many partners seek to support and challenge our young people in this endeavour.

We continue to seek improvement in the quality of the service we provide. Ongoing communication with parent/ carers and partners is an important part of that process and you are most welcome to contact us here at the Academy with regard to any aspect of your child's education. Our improvement agenda continues to focus on ensuring that we: develop high quality learning and teaching that leads to improved levels of attainment and achievement for all; improve health and wellbeing to enable children/young people to flourish; support learners to develop skills for learning, life and work. Our School Improvement Plan is available on the school website.

I look forward to working with you over the coming years to ensure that you and your child enjoy a successful and happy partnership with Belmont Academy.

Kevin Boyd
Head Teacher

KIND POSITIVE YOURSELF

Values and Aims of Belmont Academy

- **Raise standards in literacy and numeracy and close the poverty related attainment gap**
- **Improve Health and Wellbeing to allow children to flourish**
- **Support learners to develop skills for learning, life and work**
- **Ensure inclusion and equity are at the heart of all that we do**

Aims Linked to our Improvement Plan

- to promote an ethos of achievement, where there are high expectations for all pupils and their successes are celebrated
- to establish a positive inspiring learning environment in which all pupils have the opportunity to fulfil their potential in all areas of their development
- to deliver a curriculum that is relevant, challenging and appropriate to the abilities and aspirations of all our pupils, and which prepares them for life after school
- to provide the highest quality of teaching and learning in a stimulating environment that meets the needs of all learners

EVERY LEARNER EVERY DAY

KIND POSITIVE YOURSELF

A Message from our School Captains

Hello and Welcome to Belmont Academy! We are delighted to welcome you to the 2026/27 school session and feel privileged to represent you as your School Captains.

At Belmont, we want everyone to feel that they belong, are supported and have the opportunity to succeed. Our values of respect, responsibility and ambition are at the heart of our school community, and we hope to encourage pupils put these into practice both in and out of the classroom.

This year, we hope to celebrate everything Belmont has to offer. From academic achievements and sporting events to music, the arts and extracurricular activities, there are so many opportunities to discover new interests, develop skills and make lasting memories. We want to encourage as many pupils as possible to get involved, try something new and take pride in their achievements, whatever they may be.

As your School Captains, one of our main priorities is to ensure that every pupil feels represented and has a voice within our school. Working alongside the S6 Leadership Team, we aim to help create opportunities for pupils to share their ideas, contribute to school life and make a positive difference.

We are excited for the year ahead and are eager to start planning fundraising and school events. We hope to represent our school with pride and positivity throughout the year and help our community in any way we can.

Evan and Emma



KIND POSITIVE YOURSELF

School Information and Contact Details

Name	Belmont Academy
Address	8 Nursery Road Ayr KA7 3SN
Tel	01292 612 054 This number is available Monday & Tuesday 8.15 am – 5.00 pm and Wednesday – Friday 8.15 am – 4.00 pm. This is also the number that you would use to report your child's absence from school.
Website	www.belmont.sayr.sch.uk
Email	belmont.mail@south-ayrshire.gov.uk
Instagram	@belmontacademy_official
Head Teacher	Kevin Boyd
Email	belmont.mail@south-ayrshire.gov.uk FAO HT
Type	Non-denominational 6 Year comprehensive
Gaelic Provision	No
Parent Council	Michelle Gass – Chair Person

Belmont Academy is a 6-year, non-denominational comprehensive school situated in Ayr. Our associated primary schools are: Alloway Primary, Braehead Primary, Doonfoot Primary, Holmston Primary, Kincaidston Primary and Tarbolton Primary. We also have an association with Southcraig School.

Our school is led by a Head Teacher and five Depute Heads. Our middle leaders are curricular and pastoral support Principal Teachers. Our staff are skilled and experienced and include our Community Police Liaison Officer, PC Sam Malcolmson. The building itself is a modern new build which has been maintained to a high standard over the 16 years that it has been open. Our school sits within Ayr and has strong links with Ayrshire College and the University of the West of Scotland (UWS).

We are a SCQF Ambassador School and we have achieved the Gold Sports Scotland award. We have very good PE, Music and Art facilities and staff and as such we have a long tradition of local, national and international success in these areas.

KIND POSITIVE YOURSELF

Enrolment

Our School Roll at September 2025

Our roll	S1	S2	S3	S4	S5	S6
1178	227	196	223	213	190	129

If you would like your child to attend Belmont Academy, then they would have to be enrolled in the school.

My Child is currently in P7

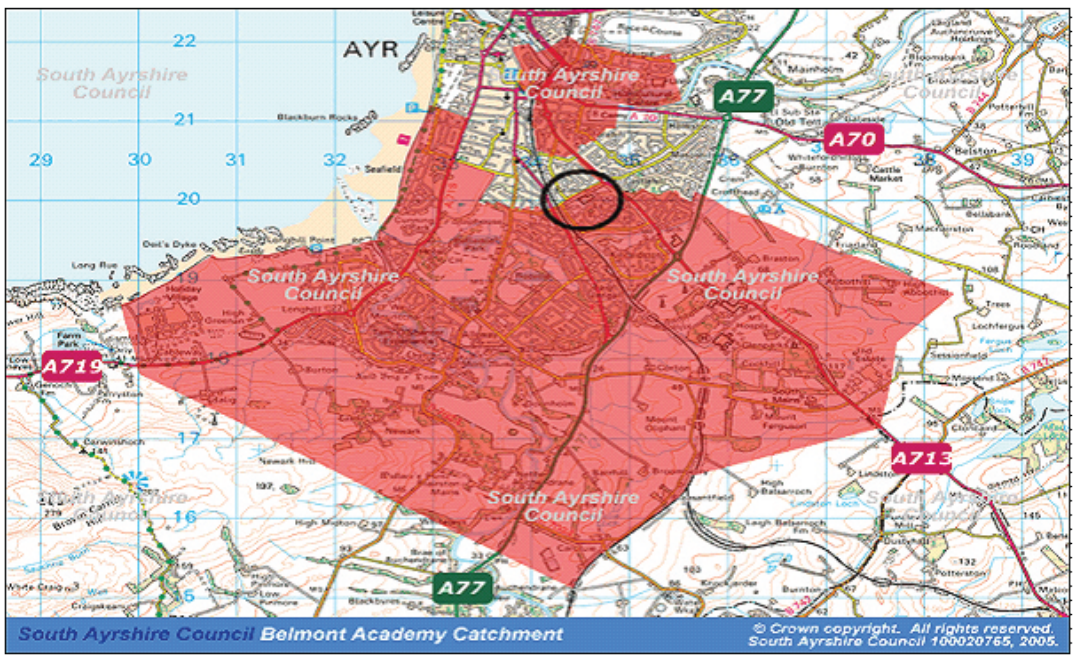
If your son/daughter already attends one of our associated primary schools, you will be advised by the primary on how to complete this process. Your child will automatically transfer to Belmont Academy on completion of the appropriate paperwork. If you have any questions please contact our Pupil Support Coordinator – Alan Bryden alan.bryden@south-ayrshire.gov.uk

Our family are moving to Ayr

If you are new to the local area and would like to register your child, then you should contact the school office to make an appointment to discuss enrolment:

For the meeting you will be asked to bring your son/daughter's original birth certificate and proof of their current address. You will need to complete all relevant enrolment paperwork and you will have the opportunity to ask any questions.

We don't live in the catchment area but want our child to attend Belmont Academy. What do we do?



If you live out-with Belmont Academy's catchment area you will need to contact South Ayrshire Council to make a placing request.

Details of the school's catchment area and street names are available for inspection at the school and parent/carers can also access them on the Council's website at www.south-ayrshire.gov.uk

KIND POSITIVE YOURSELF

Dates for Your Diary

South Ayrshire's website has up to date information on School holidays and closures. The Head Teacher of Belmont Academy will also send out termly updates on important dates for you to update your diary.

This link will take you to the South Ayrshire School Holiday dates:

https://www.south-ayrshire.gov.uk/school-holidays/

bear witness

KIND POSITIVE YOURSELF

Our School Staff

Head Teacher
Kevin Boyd

Depute Head Teacher
Alan Bryden
Claire Grant
Jill Flanagan
Valerie Gibson
Julie McCaig

Departments

English
A Donnellan – Principal Teacher
S Cassidy
J Clark
K Clark
J Corcoran
H Grant
A MacFarlane
J MacGregor
C MacMorland
S Keirs – Librarian

Mathematics
A Harvey – Principal Teacher
K Armstrong
D Bruce
J Cowan
L McWilliam
L Orr
E Sheffield
K Wilson

Art and Design
J Gibson – Principal Teacher
C Hamilton
A Jamieson
L Maestranzi
K Murray

Biology
E Dalgleish - Principal Teacher
K Beck
S McGarvey
L McLean

Business Studies
J Hitchman – Principal Teacher
R Winter
Z Young

Chemistry
V Agnew – Principal Teacher
A Andrews
G Hardie
V Stewart

Computing Science
J Hunter – Principal Teacher
L McCaffrey
J Murdoch

Geography
I Aitken – Principal Teacher
A Fulton
A McCrorie

Home Economics
A Emerson – Principal Teacher
J Donaghy
K Telfer

Modern Languages
J O'Hara – Principal Teacher
E Blain
O Frachisse
S Lennox

History, Modern Studies & RMPS
L Pollock – Principal Teacher
B Kerr
A Marrison
C Peacock
J Risk
G Surgenor

Music
L MacMillan – Principal Teacher
H Keenan
D Moore
A Wilson

Physical Education
I Phillips – Principal Teacher
R Duncan
C Jackson
B Murrie
C Reid
C Smith
N Wilde
A Caldwell (NQT)

KIND POSITIVE YOURSELF

Physics
R McMahon – Principal Teacher
C Chape
M Demelas

Design and Technologies
S Kyle – Principal Teacher
D Burgess
C Elliott
D Gurney
L Ross
R Walker

Pupil Support
Principal Teachers of Guidance
Arran House
L Ferguson
Bute House
I Watson
Cumbrae House
R Dunlop
Kintyre House
C Bryden
Lomond House
N Melville

Support for Learning
D Slider – Principal Teacher
S Montgomery
C Hamrouni
M Kay
A Mills
J Parker

Pupil Support Assistants
L Alexander
E Bufton
S Campbell
R Cooper
M Flynn
R Maley
L Mcgill
A Morrison

Technician Service
L Lamont - ATL
K Andrews ICT
L Grace ICT
L Bishop
M Campbell
N Duddy
I Brown

School Counsellors
L Kerr
C Thomson

SDS Advisors
H Cipa
C Todd

Administration Team
S Hamilton – Office Manager
J Bowler
S Cairnie
K Charlton
F Hutchison
G McGill
A Peacock
V Stirling

Community School Liaison
PC S Malcolmson

Catering Staff
A Dalton
L Chalmers
N Garcia-Nava
M Girvan
A Kerr
A Lindermanis
W Robertson
J Steele
S Urie

Mitie
R Muir

Janitors
S McRoberts
L Ralph
D Shanks
R Young

KIND POSITIVE YOURSELF

Senior Leadership Team Remits

	Kevin Boyd Head Teacher	Alan Bryden DHT - Arran	Claire Grant DHT - Bute	Jill Flanagan DHT - Cumbrae	Valerie Gibson DHT - Kintyre	Julie McCaig DHT - Lomond
NIF Priority/ Outcomes	1, 2, 3 ,4 ,5 1, 2, 3, 4, 5, 6, 7	1, 2, 3 1, 2, 6	5 1, 4, 5, 7	3 1, 3, 5	1, 4, 5 1, 4, 6	1,3 1, 3, 6
QIs	1.1, 1.2, 1.3, 1.5, 3.2	2.1, 2.4, 2.6, 3.1, 3.2	1.2, 1.4, 2.5, 3.2	1.1, 1.2, 2.2, 2.3, 3.2	2.6, 2.7, 3.2, 3.3	1.1, 1.2,2.1, 3.2
Year	-	S1 & S2	S3	S6	S4	S5
Strategic Remit	School Leadership	Health & Wellbeing	Digital Learning	Learning, Teaching & Assessment	DYW	Learning for Sustainability
	School Improvement	Pupil Support/ GIRFEC/ ASN	Parental Engagement & Family Learning	Curriculum & Pathways	Positive Destinations	Promoting Positive Relationships and Behaviour
	Self-evaluation for Improvement (with JF)	Pupil Equity Funding	Raising attainment in Literacy	Self-evaluation for Improvement (with KB)	Raising attainment in Numeracy	Rights Based Learning
	Performance Information	Transitions	Teacher Professionalism		Wider Achievement	STEM
	Quality Assurance Overview					
	Communications Strategy					
	Stakeholder Engagement					
Operational Remit	Statistical Returns	Attendance	Assemblies (Co-ordinator)	Vision, Values and Aims	Absence Cover	Assessment (inc. GL/ SNSA)
	SLT Meetings	Safeguarding & Child Protection	Communications (School Website, Social Media, App)	Absence Cover (back up VG)	Excursions (day)	Safeguarding & Child Protection (back up AB)
	School Calendar	SEEMIS (Wellbeing)	Study Support	School Timetable	Health and Safety	Anti-bullying
	Working Time Agreement	Team Around the Child	Mentoring	Consortium Arrangements	Emergency Evacuation Coordinator	The Connected School
	In-service Days	PSE Programme	Prize-giving & Celebrating Success	YASS Co-ordinator	School Fund	Rights Respecting Schools
	Health and Safety Overview	Targeted Pathways	Parental Engagement	Quality Assurance	Skills Profiling	SEEMIS (QS, Assessment and Reporting)
	Personnel Matters	The Hive	Parents' Evenings (Co-ordinator)	Self-evaluation	Partnership Engagement	QS Co-ordinator
	Discipline/ Grievance	Equalities/ Inclusion	Pupil/Staff/School Handbook	Staffing (with KB)	Communication Friendly Schools	Tracking, Monitoring & Reporting
	Maximising Attendance	Period Poverty	CLPL/ PRD/ PU	Pupil Voice	Careers Education	Surveys/ returns
	Excursions (residential)	Pupil Admissions	Staff Leadership Programme	Pupil Leadership Programme	MCMC Co-ordinator	EMA
	DMR, Finance and Resources	Transport (ASN)	Transport (Mainstream)	Young Leaders of Learning	Volunteering	DofE Award
	Staff recruitment, selection, leadership and development	UCAS		Complaints (with KB)	Work Placements	Outdoor Learning
	Complaints (with JF)			School of Rugby		
	Press/Media					
Department/ Liaison	Senior Leadership Team	BASKA	Business	History/Modern Studies/	Art & Design	Biology
	Extended Leadership Team	Pupil Support Team	Computing	RMPS	Mathematics	Chemistry
	Human Resources	Family First	English	Home Economics	Music	Physics
	Facilities Management	Small Steps to Wellbeing	Geography	Modern Languages	Mitie (with KB)	Technical Education
	Professional Associations	School Counsellors	Library	Physical Education	School Technicians	Empathy Lab
	Liaison with SAC and other agencies	School Nurse	Literacy Leads	Pupil Leadership Team	Further/ Higher Education	LGBT Youth Scotland
	Belmont Cluster	Champions Board	Digital Leads		(TopUp, REACH, WA)	
	DMR Committee	Care Experienced Lead	NQTs/ Students		Work Out programme	
	Parent Council	Home Link	Parent Council		DYW Coordinator	
	Chaplaincy Team	HWB Lead			SDS	
					Thriving Communities	
Improvement Teams		Pupil Support	Literacy	Learning, Teaching & Assessment Vision, Values & Aims	"Globalbridge"	Respect @ Belmont RRS STEM

KIND POSITIVE YOURSELF

Guidance Team

Arran	Bute	Cumbrae	Kintyre	Lomond
L Ferguson	I Watson	R Dunlop	C Bryden	N Melville

Our **Guidance Department** is very keen to encourage close contact between home and school. Parents and Carers are important in how we support our children here at Belmont Academy.

What do Guidance Principal Teachers do?

First and foremost, the role of a Principal Teacher of Guidance (PTG) is to support the progress of each young person in his or her house from S1 until they choose to leave school.

They show great concern for each young person's personal, curricular, social and vocational health and wellbeing. They keep in close contact with our young people and parents and offer them support and guidance at various stages for example applying for college/university; career discussions etc.

Our Guidance team meet with their S1-S5 classes on a weekly basis in Personal and Social Education (PSE) and they are available to all pupils every morning at Personal Support.

Wellbeing and Promoting Positive Mental and Emotional Health is a strength of our school and as such our Guidance Team are highly trained.

How can we be of assistance to parents?

We are keen to encourage contacts between home and school and we involve our parents and carers in the school career of their child. If you would like to contact your son or daughter's PTG please do not hesitate to do so.

How do you get in touch?

The best way to get in touch with your child's PTG is to telephone the school on 01292 612 054 and make an appointment for a return phone call or meeting.

Our PTGs have a teaching commitment and are not always available, therefore please do not come into school without an appointment. Our office staff will ensure that your message/request is passed to the PTG who will get back to you ASAP.

KIND POSITIVE YOURSELF

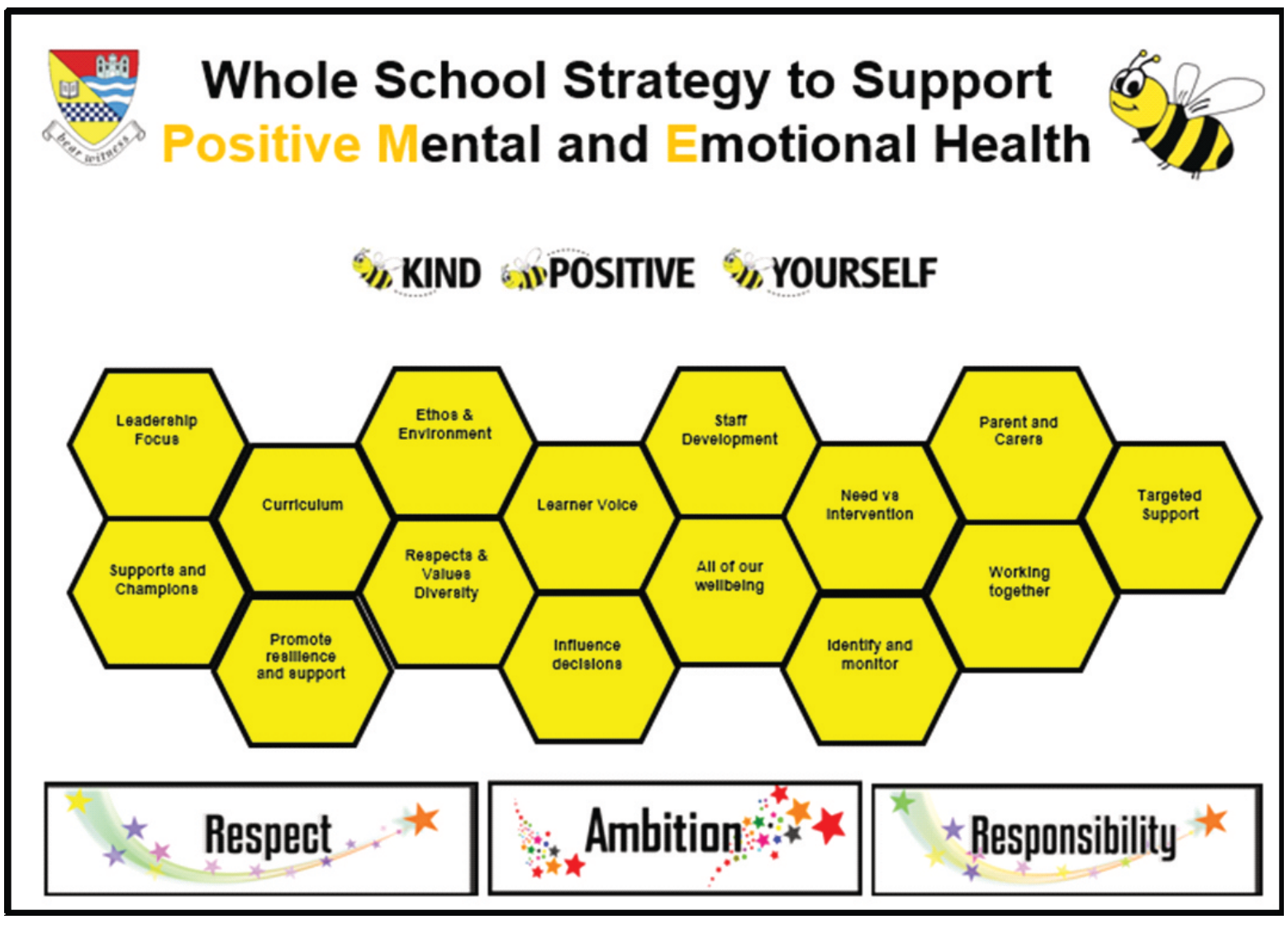
The Belmont Promise

Our Approach to Supporting Mental Health and Wellbeing

<u>Rationale – why have a whole school approach?</u>

The promotion of positive mental health and wellbeing can lead to improvements in academic performance, attendance at school and in classes and improved stay on rates through greater wellbeing, lower levels of mental health problems and greater emotional attachment to school. Curriculum for Excellence encourages a holistic approach to health and wellbeing by ensuring that the delivery of this is a "responsibility of all". This approach to health and wellbeing enables us to sustain good relationships, develop resilience and encourages an environment of personal, social and emotional development.

Research shows that whole school approaches are more effective to promote positive wellbeing compared to curriculum-based approaches only.



KIND POSITIVE YOURSELF

Let's Introduce Anxiety Management

As part of our Belmont Promise we have invested in staff training to ensure that our staff have the skills and the confidence to support young people when they need it. Several staff are trained in **LIAM** – Let's Introduce Anxiety Management, which is a programme supported by Ayrshire and Arran NHS.

Trained staff understand reasons for anxiety in young people; have a variety of strategies to help support young people and families; an overview of basic CBT strategies for anxiety and an understanding when to seek further help/advice.

Other Supports

We have several other targeted supports that can be accessed through the guidance team at "team with the family" meetings. These include:

Small Steps to Wellbeing

Small Steps to Wellbeing is a service in South Ayrshire creating a family centred approach to early intervention.



Small Steps to Wellbeing:

- is based in Belmont Academy and will focus on supporting children and families from the Belmont school cluster with their health, wellbeing, or family relationships.
- will work in partnership with schools, health, and community partners to support families to identify strengths, assets and resources that may enhance their wellbeing and enable them to reach their own goals.
- will aim to provide valued and timely support to children and their families, empowering families to strengthen their relationships, grow together, develop resilience and reach their full potential.

School Counselling Service

School counsellors help support young people's emotional, behavioural and mental health. We have three school counsellors who provide a full-time service. They offer one to one and group sessions. Our counsellors are qualified to the national agreed standards and maintain a record of their professional development.

Importantly, our young people will also have access to counsellors during school holidays, providing vital continuity of care.

KIND POSITIVE YOURSELF

The Belmont Day

Personal Support was introduced in South Ayrshire after an extensive period of consultation with all stakeholders. In Belmont Academy the key role of personal support time is to provide a welcoming, safe and supportive environment through a soft start for all pupils first thing in the morning. This will give them a settled start to the day and will enable the teachers to identify any issues/concerns.

Daily Actions

Encourage Good Attendance and Timekeeping

First point of contact for pupil
An opportunity for pupils to engage with their House Team.

Uniform Checks

Uniform is available for those who require so they are set up for the day. This is a time to reinforce the standards to come to school organised and appropriately dressed.

Wellbeing – Responsibility of ALL

Through the various activities that we are introducing to Personal Support, we will be able to deliver the Experiences and Outcomes which lie in the Health and Wellbeing curriculum area within the organisers that are known as areas which are the responsibility of all teachers. All pupils have the opportunity to have some breakfast, toast is offered at the canteen.

Communication

Key information for pupils is shared across the school through our plasma screens. This is updated on a daily basis and also reinforced through our school website, social media accounts and through assemblies.

This is one method used to bring everyone together in the school community and embodies our vision and values. Making sure everyone is involved in the life of the school.

Why does Belmont Academy have assemblies?

Assemblies - House / Year Group Assemblies

Pupils on their assembly day should go straight to the Assembly Hall. The purpose of the assembly is for the DHT of the Year Group to reinforce and model the school values, ethos and themes to ensure that everyone can feel part of their House/year group.

School Day Timings

Day	Personal Support	Period 1	Period 2	Interval	Period 3	Period 4	Period 5	Lunch	Period 6	Period 7
Monday Tuesday	8.45 to 8.55	8.55 to 9.45	9.45 to 10.35		10.50 to 11.40	11.40 to 12.30	12.30 to 1.20		2.00 to 2.50	2.50 to 3.40

Day	Personal Support	Period 1	Period 2	Interval	Period 3	Period 4	Lunch	Period 5	Period 6
Wednesday Thursday Friday	8.45 to 8.55	8.55 to 9.45	9.45 to 10.35		10.50 to 11.40	11.40 to 12.30		1.10 to 2.00	2.00 to 2.50

KIND POSITIVE YOURSELF

Parental Involvement

Parents (The definition of 'parent' used is the broadly framed definition set out in the 1980 Act which is as follows: 'Parent' includes guardian and any person who is liable to maintain or has parental responsibilities in relation to or has care of a child or young person. This is a wide definition which can include, by way of example, non-resident parents who are liable to maintain or have parental responsibilities in respect of a child and others with parental responsibilities, e.g. foster carers or kinship carers). Should be noted that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

What opportunities are there for Parents to get involved in their child's learning at Belmont Academy?

For our young people to achieve their full potential and feel that they are fully supported in their learning, it is essential that we have strong links with the home. As a parent, you know your child best and it is important that we work together to enable our young people to strive for success.

At Belmont Academy we endeavour to share as much information as possible with parents. We update our School Website regularly and we post on Instagram @belmontacademy_official which includes up to date information on events taking place in the school. **We also contact you by through ParentsPortal app, letter, telephone, text and email with relevant information when appropriate.** Many of our departments embrace social media and have accounts and so it is always good to follow them too as you will not only get great up to date information but you will see the showcase of the fabulous work that our young people create.

We report to parents throughout the year and hold Parent Evenings so that you can be kept up to date on your child's progress. We also hold Special Information Evenings to share curricular information with you so that you are fully informed at each stage in your child's education.

Parents may feel the need to contact the school at various times throughout the session to clarify any issues arising or discuss any concerns. In the first instance contact should be made with the appropriate member of the Guidance team. **We respectfully ask our parents <u>not</u> to drop into the school without making an appointment as all our Guidance team, Support team, Senior Leadership Team have teaching commitments. Our office staff will always be able to assist you over the phone and they have the diaries of all our Guidance and Senior Leadership Team so a mutually convenient appointment will be made with ease.**

KIND POSITIVE YOURSELF

Parent Council and Parent Forum

Parent Councils are the formal representative body for parents with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents locally. Parents are welcome to be:

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

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to:

- receive information about the school and its activities
- hear about what partnership with parents means in the school
- be invited to be involved in ways and times that suit them
- identify issues they want the Parent Council to work on with the school
- be asked their opinion by the Parent Council on issues relating to the school and the education it provides
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible

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

The main aims of the Parent Council are to:

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

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

Our Parent Council is very active and fully support and challenge the school community. We have also worked together on the school improvement plan and there is currently a lot of discussion around how we can connect more with our local communities particularly the further away communities such as Tarbolton. We also consult with the council and we are exploring ways of consulting with our wider parent body: so please get involved in shaping the future of our school.

Our chairperson is Mrs Michelle Gass and she can be contacted through the school email address.

We meet on the last Wednesday of every month.

National Parent Forum of Scotland - enquiry@parentforumscotland.org

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

KIND POSITIVE YOURSELF

The Curriculum

“Scotland’s curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning.

They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world”

https://scotlandscurriculum.scot/3/

Curriculum for Excellence has been implemented across Scotland for all 3-18 year olds – wherever they learn. It aims to transform Scottish education, raise standards of achievement, and provide young people with the skills, knowledge and attributes they will need for learning, life and work in the twenty first century. This is encapsulated in the aim to improve the life chances of every young person in Scotland and develop their four capacities as: successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Teachers and practitioners will share information to plan a child’s ‘learning journey’ from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth and builds on what they have learned at each stage. They will ensure that children continue to work at a pace that is appropriate for them, but which also challenges and supports them to achieve their very best.

Every child is entitled to a broad general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life. All teachers are also responsible for the health and wellbeing of children and young people.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge and skills in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

All pupils are entitled to personal support to help them fulfil their potential and make the most of their learning opportunities with additional support wherever that's needed.

At Belmont Academy we have fully embraced Curriculum for Excellence with a diverse, personalised Broad General Education (S1-S3) followed by a rich, challenging Senior Phase (S4-S6). One of our school aims is to "deliver a curriculum that is relevant, challenging and appropriate to the abilities and aspirations of all our pupils, and which prepares them for life after school." Therefore, the purpose of our curriculum is to equip our young people with the knowledge, skills and attributes to become confident individuals who will take up their place in their local community and the wider world. In everything that we do our learners are at the heart of our decision making and they make a key contribution to the process. We are ambitious for our young people and we encourage them to set targets and be aspirational for their future.

The information in this handbook summarises our curriculum as learners move through each stage, but we would welcome contact from any parent who wishes to discuss further the personal options available to their child. Fuller descriptors on all elements of the curriculum and subject areas will be available during the options process for each year group in Late Winter/Early Spring 2023. There will also be specific curriculum information evenings for Parents/Carers. Our Guidance team will be available during all S2 to S5 Parents evenings to specifically support curriculum choices.

Opportunities for Wider Achievement

In Belmont Academy we have a wide range of accredited and non-accredited out of classroom experiences for your child to take part in. These include many clubs and activities run by departments including various sports activities, music clubs, debating society etc. It also includes opportunities for your child to get involved in other learning.

Our Duke of Edinburgh provision is strong and we have dedicated staff members who support the work of young people who are aiming to achieve the Bronze, Silver or Gold Awards. If you have any enquires about the Duke of Edinburgh Award Scheme please contact: Lewis.McWilliam2@south-ayrshire.gov.uk or Jack.Cowan@south-ayrshire.gov.uk

KIND POSITIVE YOURSELF

The Broad General Education (S1-S3)

Following on from our primary transition work, our young people study across the full range of curricular areas in S1-S3 before they make key choices regarding National Examination subjects for S4. There is progressive pace and challenge along with rigorous formative and summative assessment as learners move through S1-S2 and into S3, with increased subject specialist input as they prepare for the Nationals. Learners can expect to develop core skills and depth of knowledge that is increasingly taught in real contexts and with an emphasis on interdisciplinary learning and transferrable skills.

Literacy, Numeracy and Health and Wellbeing remain key areas and the aim is that all will achieve a National level in Literacy and Numeracy by the end of S4.

The main aim of our Broad General Education is to ensure that our young people have developed within the four capacities i.e. they have become more successful learners, confident individuals, effective contributors and responsible citizens whilst embracing the values of respect and responsibility.

KIND POSITIVE YOURSELF

The Senior Phase (S4-S6)

At the end of S3 all young people undertake a formal option process to decide which subjects they wish to move forward with. S4 remains the first stage where learners will sit SQA examinations and attempt to achieve core qualifications.

Young people will have a full "free" informed choice, which reflects their educational needs, on what they study. What we mean by "free" is that they will not be restricted to viewing their subjects based on the option form being set out in already pre-determined columns. This means our pupils can solely focus on what they want to do and more importantly what they need to do in order to move on into a positive and sustained destination. We encourage our learners to view the Senior Phase as a three-year programme of study and focus on the learning pathway. We also work closely with our partners Ayrshire College and our local Secondary Schools to offer additional courses in S5/6 which can take pupils into a specialism such as Engineering, Hair and Beauty etc. Please look out for further publications which will give more details about our Senior Phase Curriculum – it is important to recognise that the curriculum can change annually through pupil choice and staffing.

Our Senior Phase curriculum is currently under review and may be subject to change. The current offer is detailed below:

In S4 learners will choose up to seven national qualifications – Mathematics and English are compulsory at this stage.

In S5/6 learners will choose up to six national qualifications.

In S6 young people will also be encouraged to "give something back" through undertaking leadership opportunities in volunteering such as Sports Leader or a NPA in Mental Health.

Our Option Forms and Booklets will be available Late Winter/Early Spring 2026-27 on our website.

Attainment is tracked by all staff using the Click and Go Management Information System and we liaise with parents through various mechanisms such as reporting, parent evenings and family conferences.

KIND POSITIVE YOURSELF

Developing the Young Workforce (DYW)

In line with Curriculum for Excellence, Developing Scotland's Workforce is a major policy driver in Scottish education and here at Belmont Academy. We embrace the recommendations laid out by offering a range of Skills for Work courses. Some examples of the Skills for Work courses on offer at Belmont Academy include N5 Health Sector and N5 Travel and Tourism, amongst others, where pupils learn valuable skills for life, learning and work.

For example, to support our young people in gaining skills for work, we have formed partnerships with several local employers to offer extended work experience placements; this is linked to the SQA Skills for Work Personal Development qualification. By taking part in work experience pupils can develop practical skills, gain hands-on experience, and explore different career options.

Throughout the school year pupils will have the opportunity to immerse themselves in a range of activities which foster an ethos of confidence and responsibility in the workplace. Our annual Options & Pathways Event has successfully provided the chance for pupils, alongside their parents and carers, to meet with a range of local businesses, colleges, and universities to help them plan their pathway towards their future career.

Our DYW Coordinator Mrs Blain works with Valerie Gibson in introducing a wider range of courses and skills development opportunities such as our very popular Barista course.

KIND POSITIVE YOURSELF

Religious and Moral Education (RME)
Religious Observation

Schools must provide religious and moral education to every young person in accordance with their legal requirements. Religious and moral education is a statutory core subject for all pupils attending primary and secondary education, including those in years S5 and S6, and it is their entitlement to have this taught in a meaningful and progressive way. In Belmont Academy one period per week is dedicated to RME in the Broad General Education. In S4 RME is taught through a thematic approach and in the Senior Phase S5 will have one period of the week dedicated to RME. We are exploring ways in which we can deliver the full entitlement to S6.

Education about faith and belief in schools contributes to the development of the whole person, allowing young people to consider, reflect upon, and respond to important questions about the meaning and purpose of existence, the range and depth of human experience and what is ultimately worthwhile and valuable in life. It increases young people's awareness of the spiritual dimension of human life through exploring the world's major religions and views, including those which are independent of religious belief, and considering the challenges posed by those beliefs and values. It supports young people in developing and reflecting upon their own values and their capacity for moral judgement.

Opportunity for religious observance is fostered through the termly involvement of our School Chaplain and planned assemblies. Services are held at Remembrance, Christmas and Easter. Under the terms of the Education (Scotland) Act, parents have the right to withdraw their child from religious observance. The terms of the Act state that "no pupil in any such school shall be placed at any disadvantage with respect to the secular instruction given therein by reason of his being withdrawn". At Belmont Academy we will deal with such requests with sensitivity and understanding. Our Head Teacher will happily meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy. In particular, parents should be reassured that religious observance adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families. Where a child is withdrawn from religious observance, Belmont Academy will make suitable arrangements for your child to participate in a worthwhile alternative activity. In no circumstances will a child be disadvantaged from being withdrawn from religious observance.

Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.

More information can be found on religious observance as set out in the Scottish Government Circular dated 21 February 2011, *'Curriculum for Excellence – Provision of Religious Observance in Schools'*.

KIND POSITIVE YOURSELF

Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future.

Children and young people should feel happy, safe, respected and included in the school environment and all staff in the school are pro-active in promoting positive relationships in the classroom, playground and the wider school community.

We work hard to live our values through our practice at school, in so doing, we set high standards and expectations of everyone in our community. Children are encouraged to behave in a respectful and responsible way to ensure they promote these values and build strong and positive relationships. Our expectations and responsibilities are displayed in working areas as is our school charter for Rights Respecting Schools. Positive relationships are key to all that we do and when this breaks down children are supported by our experienced Guidance teachers and, where necessary, the Year Heads. Parents' roles are key to everything we promote at school level and they will be involved quickly if their children are displaying concerning behaviours. We also work closely with our external partners to support our children and families.

We base our daily practice on merits and rewards as we try to be proactive as opposed to punitive. Pupils will have the opportunity, at several points throughout the year, to become involved in the reward trips. Where behaviour falls short there will be disciplinary sanctions applied in a fair and consistent manner. We work with children to rectify and overcome the behaviour difficulties and ensure that all pupils have the opportunity to make effective and appropriate progress.

We actively build and promote positive relationships within the school. Over the page we have included for your information our Belmont Blueprint for Positive Relationships. We aim to be calm and consistent adults in all that we do and actively support restorative conversations with young people in order to promote good order and routines in the school.

The Belmont Way

THE BELMONT WAY

KIND POSITIVE YOURSELF

Learning Environment

- ✓ Organised and tidy classroom.
- ✓ Colourful displays.
- ✓ Positive relationships.
- ✓ Teacher support.
- ✓ Learning stations/help desks with resources available.

Lesson Start

- ✓ Reminder of classroom expectations (Positive First Attention).
- ✓ Pupils engaged in learning quickly (Starter activity).
- ✓ Learning Intentions and Success Criteria shared with pupils (verbal and visible).
- ✓ Success criteria co-constructed where appropriate.

Learning Activities

- ✓ Well planned activities that meet the needs of all learners.
- ✓ Variety of tasks – practical/written and independent/group work.
- ✓ Pace and progression for all learners.
- ✓ Appropriate support provided by the teacher when required.
- ✓ Feedback and next steps provided to learners.

Lesson End

- ✓ Revisit LI & SC in plenary activity.
- ✓ Connections made to future learning.
- ✓ Reminder of homework/important dates.
- ✓ Leave department on time in an orderly manner.

Respect

Ambition

Responsibility

KIND POSITIVE YOURSELF

Equal Opportunities and Inclusion

In terms of the United Nations Convention on the Rights of the Child (UNCRC) and national law and policy, our school is committed to respecting children's rights to have equal opportunities and to be included.

The national legislation around equal opportunities and social inclusion includes:

- Children and Young People (Scotland) Act 2014
- Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009) 'the ASN Act'
- Equality Act 2010;
- Disability Discrimination Act 2005
- Human Rights Act 1998
- Children (Scotland) Act 1995

South Ayrshire puts this into practice through the following core beliefs:

- ***Presumption of mainstream***: All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000)

- ***Most inclusive option***: Wherever possible, children and young people will be provided with an education within their own community and/or within their own catchment school (the ASL Act)

- ***Staged intervention***: If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed, and this may include Team around the Child meetings to assess and plan with available resources (the ASL Act). There is a particular focus in gathering the views of children, young people and their parents relating to the support required to minimise barriers to learning.

- ***Links to community***: If it is agreed that a placement out with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (the ASL Act)

- ***Involvement of child and parent/carer:*** It is vital that the child, young person, and parents/ carers are involved in all of these processes, and that the child or young person's views are taken account of in any decisions made. (UNCRC) (the ASL Act) and the Children (Scotland) Act 1995)

- ***ASN legislation:*** all processes and meetings will comply with the timescales of the ASN legislation.

KIND POSITIVE YOURSELF

Mr Alan Bryden is Belmont Academy's Pupil Support Coordinator. Pupil Support Coordinators work alongside Pupil Support staff within their own school and with central teams. Central staff include Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Officers.

If you need further information on any of the above teams, contact Mr Bryden
Alan.Bryden@south-ayrshire.gov.uk

At Belmont Academy, we strive to ensure that every pupil is treated equally, fairly and with respect. Every individual is given an equal opportunity to reach his/her potential, regardless of sex, race, colour, creed, ability, or circumstances. All staff have a responsibility for promoting equality of opportunity and social justice. Our Belmont Promise work will keep equality and inclusion at the heart of all that we do.

Assessment

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and tests.

How is learning in the Board General Education assessed?

How is learning in the Broad General Education (BGE) S1-S3 assessed?

The assessment of children's progress throughout primary school and in secondary S1–S3 is based partly on teachers' views: their "professional judgement". In making these judgements, teachers draw on their professional knowledge and understanding of the child using a very wide range of assessment information including standardised assessments.

The professional assessment judgements of teachers are expressed in terms of a child or young person's progress within and through levels. Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third level by the end of S3. Many will achieve fourth level by the end of S3. Tracking progress through the "four phases of progress" was introduced in South Ayrshire in August 2019 and is still in the early phases of development. These report on the level that your child has "achieved" and indicates how much progress has been made through the next level.

All schools in South Ayrshire Council have been using standardised assessments, along with a range of other assessment information for several years, to monitor the progress of individual learners and support their learning. From August 2017, new national standardised assessments were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

Every child in P1, P4, P7 and S3 will undertake national standardised assessments covering some aspects of reading, writing and working with numbers. Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. The assessments will be used to help teachers understand how well your child is progressing with his or her learning and to plan next steps. There will be no pass or fail.

The exercises in the tests are adaptive to your child's response and offer an evaluation of your child's skills in these key areas. In other words, the system is designed so that if a child is struggling with the questions they will get easier, and if a child is doing well the questions will become more challenging.

A time limit of 50 minutes for each assessment has been set. This is an absolute maximum, to ensure that no child feels an unnecessary time pressure when undertaking the assessments. Your child will not be expected to take assessments covering reading, writing and working with numbers in one sitting. In South Ayrshire, national standardised assessments take place when the teacher feels it is appropriate. The assessments will, as far as possible, accommodate the needs of children who require additional support.

How is learning in the Senior Phase S4-S6 assessed?

How is learning in the Senior Phase assessed?

Learning in the Senior Phase is assessed using procedures and processes agreed by the Scottish Qualifications Authority or other awarding bodies. When our young people start the Senior Phase, they are presented at a level of qualification that is appropriate to meet their needs, from National 3 to National 7 (Advanced Higher level).

For young people to progress in their learning in any given subject, there is an expectation that they will have achieved a C grade or better at the level prior to the one they choose to sit. This will be discussed with their Guidance teacher or Year Head during the option process each year. Young people will not always manage to convert a grade C at National 5 to Higher and so it is very important that young people and their parent/carer engage in the option process. We invite all parents/carers to be involved in the options process at key transition points during the year.

KIND POSITIVE YOURSELF

Tracking and Monitoring Progress

The progress of individual learners is tracked and monitored during the session; this information is provided at Parent evenings and through parental reports.

In the Senior Phase, pupils' progress is tracked three times per year. Parents are provided with a short tracking report including ratings on effort, behaviour and homework along with their 'working at' and 'target' grades. In November there was a longer more detailed report produced which gave parents and indication of how their child was progressing and what they could do to help and support further progression.

Reporting

Each department has the responsibility of reporting to parents. There are tracking reports throughout the year and one main report which gives greater details. If you have any concerns about your child's progress throughout the year, please contact their Guidance Teacher as they will have the overview of your child's progress and will be able to address your concerns.

The Curriculum for Excellence assessment data and the data relating to pupil's performance in SQA examinations in the Senior Phase (S4-S6) for South Ayrshire schools is reported to members of the public in the annual performance report, which is published in February each year.

One of the best ways of reporting progress has been found to be through face to face contact with teachers and so we would urge you to attend the Parent/Carer evenings and if you can't then please contact us, as working together will benefit your child in the longer term.

Transitions

It is our aim to establish the highest quality transitions for all young people.

We work and plan collaboratively across our learning community to ensure transition arrangements are effective for all learners, including those requiring additional support and in line with legislative requirements. We will put in place a comprehensive, well-planned programme of transition arrangements through increased use of the South Ayrshire newly revised curricular frameworks which was designed to ensure continuity of learning.

How do we ensure that there is a smooth transition between stages?

It is our aim to develop and establish:

- A shared understanding of learners' progress, making very good use of tracking and monitoring, profiling, and personal learning planning to help children and young people identify strengths and next steps in learning.

- Agreed approaches to record keeping and passing on of information.
- Effective information sharing about learners' progress and needs.
- Sound arrangements for transferring information from one key person to another to ensure continuity of plans such as a Child's Plan or coordinated support plan.
- Actively engage young people and their parents and carers in transitions at all stages of learning.
- Arrangements to involve families and relevant agencies in designing transitions for those requiring additional support.

Our aim is to ensure a high level of social and emotional support for young people in their transitions and to take very good account of mental, emotional, social, and physical needs when planning transitions.

It is our goal to ensure continuity and progression in learning across all curriculum areas at all stages of learning and enable learners to continue to build their knowledge, skills and attributes and maintain an appropriate pace of progress.

Pupils are normally transferred between the ages of 11 ½ and 12 ½ to ensure that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the transfer arrangements no later than December of the year preceding the date of transfer.

Support for Pupils

Our Support for Learning Principal Teacher is Ms Dawn Slider – who can be contacted on Dawn.Slider@south-ayrshire.gov.uk

Getting It Right for Every Child

The Children and Young People (Scotland) Act 2014 introduces an approach for all children's services to work together to meet every child's needs. The **'Getting It Right for Every Child'** Practice Model is an assessment and planning framework which centres on the individual and specific needs of each child. Every child under the age of 18 is entitled to have a Named Person who should be available to help and support the child and do whatever is necessary to promote, the child's 'wellbeing'.

All children have rights in terms of the UNCRC to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included, (sometimes referred to as the "wellbeing indicators"). All assessments of wellbeing needs or what support and help is needed for a child will take account of these indicators.

If a child needs help or support, the Principal Teacher of Guidance along with parents/carers and the Team with The Family will assess the child's wellbeing. If the child is receiving additional support or assistance in school, or from other services, (for example from social work; health services or 3rd sector or charity partners) then in consultation with parents/carers the Team with The Family will assess whether there are any wellbeing needs and if necessary, review the **Child's Plan.**

In Belmont Academy the Guidance staff are the key contact for your child for their respective houses.

Additional Support for Learning

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools etc. Act (2000), and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs; authority arrangements for identification and assessment of additional support needs; preparation of plans (including a Coordinated Support Plan where appropriate); maintain and review additional support needs on an ongoing basis. South Ayrshire Council is committed to a policy of inclusion to carry out these duties of support. The authority is also committed to maintaining a range of specialist establishments and services to support the whole continuum of needs.

What are Additional Support Needs (ASN)?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to support all children and young people with additional support needs. Children and young people may need help with their reading or writing; to make sure they can get into and around the school; or to support their learning through difficult family circumstances.

Additional support needs can last for any length of time.

Further examples of situations where additional support may be needed for a child or young person who:

- has a learning difficulty
- is highly able
- has emotional or social difficulties
- is bereaved
- is deaf or blind
- is being bullied
- is not attending school regularly
- is 'looked after' by the local authority

How do we make sure that we meet the additional support needs of pupils in South Ayrshire?

All children and young people may need additional support at some point to help them make the most of their education. Most children are supported through their own class teacher and appropriate class-based strategies and supports.

If a pupil needs more help than the class teacher can provide, then a process of providing the right support begins.

We call this staged Intervention.
Staged intervention is our way of assessing, identifying and then providing the necessary additional support and/ or strategies for a child or young person.

Staged intervention can be broken down into the following stages:

Stage 1 – In class support

Where additional supports can be delivered using class-based strategies/interventions.

Stage 2 – Within school, outwith class

Where a child's additional support needs require intervention from a specialist teacher (e.g. Additional Support for learning staff) or targeted support from a School Assistant they will be deemed to be supported at Stage 2. An action plan should be created and reviewed.

Stage 3 – One targeted service

Where support for a child's Additional Support Need cannot be met solely through school-based interventions the school and family may seek support from other universal services. The Principal Teacher of Pupil Support will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. **Consent from parents and child (12+) will be sought prior to a request being made.** An Action plan will be created and formally reviewed.

Stage 4 – Multi-agency targeted services

The Principal Teacher of Pupil Support or in some cases the Depute Head Teacher will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/ identify what targeted supports are required to minimise the barriers to learning.

A team with the family meeting will be convened to determine how agencies can provide support. Further universal supports may also be part of the support provided to children at this level.

Coordinated Support Plan (CSP)

For a small number of children or young people, a Coordinated Support Plan (CSP) may be needed. This is prepared when there is 'significant' involvement from professionals from one or more agencies out with education that will last for longer than 1 year. For further information see www.enquire.org

Supports Available

Educational Services have developed a range of enhanced services to help meet the identified needs of children and young people. These services assist establishments in responding to the additional supports required. These can be accessed throughout the staged intervention process.

These supports include:

- Psychological Services
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment
- Learning and Inclusion Team
- School Support Assistants
- Additional Support for Learning Teachers
- Home Tutoring
- Outreach services from Specialist Centres

Educational Services will also access support, where appropriate, from colleagues within the Health and Social Care Partnership to address a range of concerns. Where necessary, establishments can access advice and direct support from e.g. Speech and Language Therapy, Occupational Therapy and Physiotherapy.

How can parents help to support children and young people with additional support needs?

As parents/carers, you will be fully involved in both the assessment of your child's needs and the plan of any outcomes detailed on your Child's Plan. Parent's and children's views should be considered and recorded through the Child's Assessment and Plan.

Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development including the Additional Support for Learning Parents Forum, engagement during improvement visits and consultation on the Children's Service Plan.

Parents should be fully aware of and be involved in the arrangements to support their children. They can bring supporters or advocates to any meeting at school to discuss their child.

What role do children and young people play?

All children and young people will have the opportunity to make their views known about decisions that affect them. Children and young people's views should be considered and recorded through the Child's Plan. They will be encouraged to take part in any meeting where people are discussing them. They will help to set their own targets and to review these.

How can parents make requests for assessments?

Assessment is a process of gathering information to inform and direct strategy and intervention to support a child's additional support needs. It should take account of a child's strengths and areas of difficulty. Assessment can take the form of observations, samples of work, specific assessment tools, discussions with staff involved with children, discussion with the child and parents, etc.

As a parent or carer, you will be fully consulted and kept informed at all stages of the assessment process by the Pupil Support Department.

The Education (Additional Support for Learning) (Scotland) Act (2004) makes sure that parents or young people can ask an education authority to arrange for an assessment or examination. The request can be for an educational, psychological, or medical assessment or examination. Requests for assessment must be in writing or some other permanent form which can be referred to in the future. The request should contain the reasons for the request and the education authority must meet this request unless it is unreasonable. Parents can expect a response to such requests within four weeks and will be notified of the person in the authority who is dealing with the request. These requests should be sent to the Inclusion Co-ordinator.

What can parents do if they do not agree with the authority?

Initially parents should discuss their concerns with the Head Teacher of their child's school. If this is not possible, parents can also speak to the Quality Improvement Manager for their child's school.

Parents can also use 'Listening to You'. This is an online service which allows you to log concerns and complaints. See www.south-ayrshire.gov.uk/listeningtoyou

If the above has been exhausted there are more formal avenues to resolve concerns and disputes including mediation, appeals and tribunal processes. Information on these will be available in schools and from the education authority.

Where can parents get support and information relating to additional support needs?

If parents and young people are still unhappy at the decision, then they should be assisted to know their rights to seek alternative methods of resolving the matter, through mediation, for example or to make a reference to the Additional Supports Needs Tribunal for Scotland. Telephone numbers and webpages are listed overleaf.

KIND POSITIVE YOURSELF

Psychological Service

Educational Psychologists have five key elements to their service delivery including:

- Consultation and advice
- Assessment
- Intervention
- Research and training
- Policy development

This can be delivered at different levels, from that of the child to the school or to the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and difficulties as well as work directly with a child/young person to provide support. They can also work with school staff to support them to develop policies and supports that will benefit all the children in a school such as behaviour policies, playground supports, etc.

The Educational Psychologist will work collaboratively with many different people to improve the educational outcomes for children and young people. Much of their work involves consulting and working through others, especially those who see the child/ young person on a regular basis such as school staff and parents/ carers.

The Psychological Services works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wishes to consult or chat to the Educational Psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions although it is likely that the parent will be involved in discussions.

If a parent wishes to request the involvement of an Educational Psychologist, they should discuss this initially with staff at their child's school. The school can then consider what preliminary assessments and interventions may be required to support your child. If further advice or intervention is required, schools can arrange a consultation with the school's educational psychologist. See the service's website for further details on what a parent can expect from a consultation with an educational psychologist.

If a parent has concerns they wish to discuss further with their school's educational psychologist, they can contact the Psychological Service to discuss any concerns. All psychologists are based in Queen Margaret Academy and can be contacted on 01292 612819.

Educational Psychologists maintain consultation notes for children who have been discussed but only open Psychological Service case files if there is to be direct work with a child or family or if there is a high frequency of consultations required. Parental permission is sought prior to opening a Psychological Services case file.

Each educational establishment in South Ayrshire has an allocated educational psychologist and the details of this can be found on their website: www.eps.south-ayrshire.gov.uk as can other information on South Ayrshire's Psychological Service.

Information Sharing

In South Ayrshire educational establishments /schools we work closely with partner services including in health, social work, police, Children's Reporter, 3rd sectors and charities to ensure that children and families receive the help and support they need as quickly as possible. To improve the quality of the services we all provide, we may wish to share information about your child. You may therefore be asked for your agreement to share this information with relevant services. You have a choice about whether or not your child's information is shared and have the right to refuse to give your consent, in most cases.

In exceptional cases, where we consider that any child is at risk of harm, we may share information, without consent to protect them. All members of staff working in South Ayrshire educational establishments /schools are trained to follow child protection procedures.

If you would like further information, please refer to the Ayrshire **GIRFEC** website:
http://www.girfec-ayrshire.co.uk/home/

The Guide to Information Sharing for parents/carers in Ayrshire and Arran. http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidance-June-2017.pdf

KIND POSITIVE YOURSELF

Child Protection

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people stay safe and well by:

- helping them learn about their personal safety, including internet safety
- being a trusted adult, who children and young people may turn to for help, and who will take them seriously
- identifying when children and young people may need help; and
- understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being

The Head Teacher has overall responsibility for Child Protection however, Alan Bryden – DHT for Pupil Support will be the main contact for staff and people who have concerns. Mr Bryden co-ordinates the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Local Authority has designated officers for Child Protection - Jim Hendrie/Gillian Carroll and Karen Barlas who ensure schools work effectively to keep children safe and well.

If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or any member of senior staff.

It is our number one priority to safeguard our young people and as such we have invested in staff training on principles of nurture and attachment.

KIND POSITIVE YOURSELF

School Policies and Practical Information

School Improvement

How has the school improved over the last 12 months?

The annual *Standards and Quality Report*, latest version produced in September 2026, and was given to the Parent Council and uploaded onto our website. The purpose of this report is to provide a summary of the quality of education in Belmont Academy over the course of the previous session. It highlights the achievements of the school, details what the school does well and also summarises identified areas for improvement.

This report contains details of recent attainment:

- our Improvement Agenda
- focus on wellbeing – The Belmont Promise
- to continue to improve Learning, Teaching and Assessment
- to continue to create a curriculum that meets the needs of all learners
- to continue to raise attainment and to continue to improve positive post school destinations

Our full school recovery improvement plan can be found on our website. The table on the next page will give you a full summary of our Improvement Agenda.

What additional information is available to parents?

The best way to keep in touch with the school is through our instgram account @belmontacademy_official. Regular letters are also emailed or "bag dropped" to update parents and remind them of key dates.

We are in the process of revising many of our policies and these will be uploaded to the website as and when they are agreed by the school community.

KIND POSITIVE YOURSELF

Learner Voice

Consultation with pupils about their views on their school environment and their learning is important and valuable to our school. We recognise that giving young people a “voice” as partners in the process of school improvement, leads to more effective learning organisations.

Belmont Academy has a very active Pupil Leadership Team.

Our Pupil Leadership Team is one means of ensuring that young people develop positive attitudes and an opportunity to take part in “real life” decision-making within their own school setting. We also have regular focus groups to seek the views of pupils and many departments operate a “You Said, We Did” system to feedback changes.

Choosing a School

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612465. Unfortunately, it is not possible to guarantee that a placing request will be successful, but parents will have the right of appeal should it be unsuccessful.

Full details of the placing request arrangements are contained in the application form or on the Council website:

http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx

You should be aware that if you decide to make a placing request your child would no longer be automatically considered for a place in their catchment school.

KIND POSITIVE YOURSELF

School Improvement Plan 2026-2027

BELMONT ACADEMY

SCHOOL IMPROVEMENT PLAN 2026–2027

BE KIND
BE POSITIVE
BE YOURSELF

OUR VISION A nurturing learning environment which inspires every learner to reach their potential.

RESPECT • RESPONSIBILITY • AMBITION

PRIORITY 1
HIGH QUALITY LEARNING & TEACHING

- **Data Hub & tracking:** Create a whole-school Data Hub in Teams and revise BGE tracking so decisions are driven by evidence and KPIs improve over time.
- **Literacy action plan:** Improve reading, writing and spelling; increase the percentage of pupils achieving Level 5 Literacy. Develop Book, Barista & Blether and achieve Reading Schools Gold.
- **Adaptive teaching:** Adapt planning, learning experiences and assessment to meet learner need and maximise attainment, with effective challenge for highly able learners.
- **Digital learning:** Embed ICT to improve engagement, differentiation and feedback, build learner digital confidence and competence, and work towards CyberFirst Gold.
- **Young Leaders of Learning:** Strengthen learner participation in self-evaluation through reciprocal visits, pupil-led improvement activity and greater learner voice.
- **Outdoor learning:** Audit the school environment, expand learning outside the classroom, contribute to Eco-Committee activity and work towards Green Flag status.

PRIORITY 2
HEALTH & WELLBEING

- **Respect @ Belmont:** Embed a whole-school framework focused on safety, respect, inclusion, positive relationships and responsibility; aim for 90%+ positive learner feedback and progress towards Respect Me/RRS recognition.
- **Learner support:** Strengthen systems and procedures so support is timely, consistent and effective, improving wellbeing, engagement, attendance and achievement for targeted learners.
- **Attendance:** Continue revised attendance procedures to improve attendance, timekeeping and attainment, with an overall attendance ambition of 92%+.
- **The Connected School:** Implement a whole-school positive-relationships approach aligned with SAC policy so every learner feels safe, valued and ready to learn, while strengthening pupil-parent-staff relationships.
- **Health & wellbeing:** Finalise and implement the HWB action plan, using attendance, surveys and the wellbeing tracker to monitor impact on pupils and staff.
- **Communication Friendly Schools:** Continue the initiative to strengthen inclusive communication so learners are supported to participate fully in learning and the wider life of the school.

PRIORITY 3
SKILLS FOR LEARNING, LIFE & WORK

- **Transitions:** Strengthen Primary-Secondary and BGE-Senior Phase transitions so information is shared consistently, gaps are identified and learners experience continuity in learning, wellbeing and attainment.
- **GlobalBridge:** Embed GlobalBridge to track, profile and celebrate wider achievement and skills, supporting learners to recognise the skills needed for learning, life and work.
- **CLPL & staff leadership:** Implement a strategic CLPL and Staff Leadership programme to increase professional agency, collaboration, leadership opportunities and the sharing of effective practice.
- **STEM @ Belmont:** Develop STEM provision across the Belmont Cluster, increasing pupil and staff participation, clubs and activities, and Young STEM Leaders Awards.
- **DYW pathways:** Broaden vocational and industry-linked learning so learners develop employability skills, gain relevant accreditation and make informed choices about positive destinations.
- **Vision, Values & Aims:** Review the school's Vision, Values and Aims with pupils and stakeholders so they remain relevant, inclusive and reflective of the Belmont community.

HOW WE WILL KNOW - PRIORITY 1

Data Hub and revised BGE tracking in use • literacy, ACEL/Insight data improvement • observations and pupil feedback show adaptive practice • stronger assessment, differentiation and feedback • Reading Schools Gold / CyberFirst Gold / Green Flag progress.

HOW WE WILL KNOW - PRIORITY 2

90%+ of learners report feeling respected, included and safe • attendance moves towards 92%+ • improved engagement and targeted learner outcomes • consistent relationship-based practice • pupil, parent and staff feedback demonstrates improved wellbeing and inclusion.

HOW WE WILL KNOW - PRIORITY 3

Improved transition information and reduced gaps • increased GlobalBridge participation and wider achievement awards • greater CLPL participation, staff leadership and collaboration • increased STEM participation • stronger engagement, attainment and positive destination pathways.

WHAT SUCCESS SHOULD LOOK LIKE Improved attainment and achievement • stronger literacy • responsive, high-quality teaching • improved attendance, wellbeing and inclusion • confident digital and employability skills • meaningful learner voice • stronger staff leadership and collaboration • smoother transitions and positive destinations

Attendance

Improving Attendance

There is a direct correlation between attending school and attainment. Our most successful young people had, throughout their school career, attendance above 95% at all times. We are focussing on how we can improve attendance but we need your help!

Good Best chance of success	100% Attendance 190 school days in a year
	95% Attendance 10 school days absent
Worrying Less chance of success	90% Attendance 19 School days absent
	85% Attendance 29 school days absent
Serious Concerns Your child may not reach their potential	80% Attendance 38 school days absent
	70% Attendance 47 school days absent

There are 175 non-school days a year which are ideal for holidays, visits, shopping, appointments and household jobs. Please contact us if you are concerned about your child's attendance at school as we are able to help overcome any barriers that they might be facing.

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning, and afternoon. In secondary school, attendance is recorded each period.

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child/young person's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent (truancy) or excluded from school.

Family Holiday Not Authorised by School

Family holidays taken during term time will be categorised as unauthorised absence. Only in exceptional and very limited circumstances will schools authorise a family holiday during term time. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events
- Where a parent's employment is of a nature where school holiday leave cannot be accommodated (e.g. armed services or emergency services).
- Where parents are in the emergency services and routinely take holidays out with the school holiday when the option is available of taking leave during the school holiday, the absence will be considered unauthorised.

A family holiday classified under the 'authorised absence' category should not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulties obtaining leave (with local judgement applied in cases where evidence is provided by the employer that they cannot accommodate leave during school holidays without serious consequences)

Extended leave with Parental Consent

Almost all family holidays will be recorded as unauthorised absence extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Advice to parents

Schools will follow-up all instances of pupil non-attendance to record accurately the reason for absence using the above coding system. **It would be extremely helpful in this regard if parents contact school at the beginning and end of the absence period** – indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be deemed as unexplained and therefore recorded as unauthorised.

Routine and expected visits out-with School

Belmont Academy recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits out-with the school. These visits will be routine and are expected part of Curriculum for Excellence. Routine and expected visits will be to local venues, involve easily managed activities, happen on a regular basis and be completed within regular school times.

Parents/carers will be advised about the general plans for routine and expected visits. However, you will not necessarily be informed every time your child goes out-with the school. Parental consent for these visits is given via the annual parental consent which is issued to parents at the beginning of each new session through Parents Portal.

KIND POSITIVE YOURSELF

School Uniform Policy

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of South Ayrshire Council not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

There are forms of dress, which are unacceptable in school, such as clothing that:

- potentially, encourage friction (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose-fitting clothing, dangling earrings and facial piercings, are made from flammable material, in practical classes
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco; and could be used to inflict damage on other pupils or be used by others to do so

At Belmont Academy, we are determined to achieve excellence in all that we do. This determination includes aspiring to the highest standard of school uniform. Achieving this high standard is important as it represents our school, shows pride and a commitment to our vision, values and ethos. Importantly, having a school uniform contributes to school security and personal safety and promotes a positive, professional work ethic which encourages a focus on learning. We also want to protect our young people from social pressures to dress in a particular way.

KIND POSITIVE YOURSELF

Our Uniform Expectations

The following items should be worn by all pupils as it represents our core uniform;

- a school shirt (black or white)
- black trousers or skirt (not denim/jeans (skinny or otherwise)/jeggings/leggings)
- a school tie
- option of a Belmont Academy hoody or quarter zip jumper
- black or dark school shoes – if trainers are worn they should be fully black
- appropriate school bag

The following may also be worn;

- black/grey jumper or cardigan (tie should be visible)
- school blazer

We have a fabulous resource thanks to the generosity of Kindness and Co who donate profits from their business to the South Ayrshire Uniform bank. Thanks to them and kind donations from Parents/Young People who want their blazers to be loved by another, we have an excellent uniform bank. The items in our bank (apart from blazers) are brand new and our great Medical Room Assistants Margaret and Rhona help and support young people and families who require uniform.



If you want to access the uniform hub you can do so with the utmost discretion – you can contact Margaret and Rhona directly and come into the school to select your pieces.

Rhona.Cooper@south-ayrshire.gov.uk

Margaret.Flynn@south-ayrshire.gov.uk

KIND POSITIVE YOURSELF

Parental Complaint Procedure

At all times we aim to resolve any issues and we ensure we act in a respectful and positive way with all parents/carers and stakeholders. We are compliant with the South Ayrshire policy "Listening to you".

A complaint is an expression of dissatisfaction by one or more members of the public about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council.

If you have any comments or complaints please contact the Guidance Team in the first instance. Thereafter, if unresolved, your issue will be dealt with by a Depute Head Teacher and then, if required, the Head Teacher. If the Head Teacher does not resolve the issue to your satisfaction, you should:

Visit one of South Ayrshire Council's Customer Service Centres, or any local office.

Telephone South Ayrshire Council Customer Services Team on 0300 123 0900

E-mail: listeningtoyou@south-ayrshire.gov.uk

Write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr, KA7 1DR

Anyone can make a complaint to us, including the representative of someone who is dissatisfied with our service.

South Ayrshire Council is committed to providing you with a professional service at all times. In return, our employees have the right to expect to be treated with respect and without fear of violence and aggressive behaviour. Aggression, in any form, towards council employees will not be tolerated.

Accordingly, the Council will act against anyone behaving in an inappropriate manner.

School Meals and Free School Meals Information

The school canteen is open at break and at lunch. A variety of hot and cold snacks, meals and healthy options are available daily. At Belmont Academy, we run a cashless catering system; all pupils have a 'Young Scot' card which acts as their dinner card; they can put money on this to buy their lunch. Pupils in receipt of free school meals will automatically have their card credited with their dinner money. Pupils may also bring packed lunches and use the facilities within the dining hall to enjoy their lunch. No one knows when children are in receipt of a free school meal.

The current criteria for entitlement is included below, however this is reviewed annually in April and updated information will be available on the Council website:
http://www.south-ayrshire.gov.uk/schools/meals/free-school-meals.aspx

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16105), Child Tax Credit and Working Tax Credit (where income is less than £6420) Universal Credit where earned income is £610 or less per month, income related element of Employment and Support Allowance and support under part V1 of the Immigration and Asylum Act 1999 are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools, customer service centres and from Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR, Telephone 01292 612465.

Health Promotion and Nutrition

Children and young people need the right balance of food and nutrients to develop and grow. Healthy Eating is about getting that balance right and all our menus are nutritionally analysed to meet the Scottish Government Schools (Health& Nutrition) (Scotland) Act 2007 and promote key messages to improve diet to positively influence current and future health.

The schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 build on the achievements of Hungry for Success by establishing standards for all food and drink in schools.

The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education, and active encouragement.

We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school.

Further guidance can be found at:
www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf

Footwear and Clothing Grant Information

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16105), Child Tax Credit and Working Tax Credit (where income is less than £16105, Universal Credit where earned income is £610 or less per month. Income related element of Employment and Support Allowance, Council Tax reduction or Housing Benefit and support under part VI of the Immigration and Asylum Act 1999 are entitled to a footwear and clothing grant. Information and application forms for footwear and clothing grants may be obtained from schools, customer service centres and from Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR Telephone 01292 612465.

The current criteria for entitlement is detailed below, however this is reviewed annually and updated information is available on the Council website Free school meals and clothing grant - South Ayrshire Council (south-ayrshire.gov.uk)

Educational Maintenance Allowance (EMA)

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the school. Information and on-line application form can be accessed from the following link.
https://beta.south-ayrshire.gov.uk/article/28209/Education-maintenance-allowance

KIND POSITIVE YOURSELF

Transport Guide to Parents

South Ayrshire Council has a policy of providing free school transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised suggested suitable walking route. Parents who consider they are eligible for free school transport should complete the online Free School Transport Form which can be obtained via School transport application form - South Ayrshire Council (south-ayrshire.gov.uk). Applications should be completed and submitted by the end of April for those pupils beginning school in August to enable the appropriate arrangements to be made.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at: school.transport@SPT.co.uk.

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

Children who have Additional Support Needs and/or medical conditions may also be entitled to free school transport. The school can advise you on how to access this support.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see first paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

The education authority does not provide transport for those pupils in receipt of a placing request.

Seatbelt Statement

All dedicated home to school transport services operating within South Ayrshire and all transport used to provide educational off-site visits must be fitted with seatbelts. All children and young people are expected to use the seatbelt provided and remain seated with their seatbelt fastened for the duration of the journey.

Strathclyde Partnership for Transport will monitor compliance with these requirements on all dedicated home to school transport services through roadside inspections. School staff will monitor compliance with these requirements on vehicles used to provide educational off-site visits.

Signage will be prominently displayed in vehicles or an announcement will be made by drivers to remind children and young people that seatbelts are provided on the vehicle.

South Ayrshire Council, transport contractors and school staff will work in partnership to promote the wearing of seatbelts across the Authority. Parents should also encourage their children to wear the seatbelts provided.

Privileged Seats

Pupils who are not entitled to free school transport may apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to Education Support Services, County Buildings, Wellington Square, AYR KA7 1DR at any time during the year. Parents should note that privileged seats are allocated in October and are not available on local service contracts. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

Insurance

South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612294.

Valuable Items

The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

KIND POSITIVE YOURSELF

Mobile Phone Policy

Mobile Phone Policy

Every learner, every lesson, every day

Aims

- Responsible use of mobile phones.
- Enable pupils to be 'ready to learn' and focus on their learning during lessons.
- Improve achievement and attainment.

Rationale

- Ensure use of mobile devices does not negatively impact learning and teaching.
- Remove constant interruptions from mobile phones. Research indicates a negative impact on attention, memory, processing of information as well as mental wellbeing.
- Even in silent mode it undermines discipline across all learning environments.

Misuse

Any bullying or threatening behaviour that involves a mobile phone will require the device to be handed over immediately. Parent/carers will be contacted and the Campus Police Officer informed. Once investigations are complete the device will be returned to the parent/carer.

Non-compliance will result in immediate involvement of parents/ carers and the Campus Police Officer.

Liability statement

The school accepts no responsibility for replacing lost, stolen or damaged mobile devices.

Learners

- Hand in mobile phone at the beginning of **every** lesson.
- Mobile phones stored securely in a designated storage box in a locked location within the classroom.
- Mobile phones returned in an orderly fashion at the end of each lesson.
- No learners are permitted to leave the classroom until all phones have been returned.
- Learners will have access to their phones at interval and lunchtime in social areas.

Staff

- Mobile phones collected in at the start of **every** lesson, placed in secure storage box and returned at the end.
- Classrooms are red zones at all times unless a specific learning and teaching activity requires the use of mobile devices.
- Will not be using their mobile phones in classes – we will lead by example.

Parents/carers

- Only contact children through the school office during lesson times.
- Only contact children using their mobile phones during interval and lunchtimes.

Day	Interval	Lunchtime
Mon/Tues	10.35 – 10.50	1.20 – 2.00
Wed/Thu/Fri	10.35 – 10.50	12.30 – 1.10

Expectations

Stage 1
- Learner given a final opportunity to follow school policy and place mobile phone in the box.

Stage 2
- If the learner refuses to place mobile phone in the box, teacher informs PT who will speak to the learner to resolve the situation.

Outcome 1
- Phone goes into the box
- Merit removed.
- Text 1 sent.

Outcome 2
- Phone goes to the office in a sealed, labelled envelope.
- Merit removed.
- Text 2 sent.

Outcome 3
- SLT support requested.
- Phone goes to the office in a sealed, labelled envelope.
- Merit removed.
- Text 2 sent

Failure to meet above expectations

Stage 3
- Parent/carer notified by text 3 and asked to collect from school at their convenience after the end of the school day or call DHT to discuss.
- SLT may agree following phone conversation to return to the learner at the end of the school day.

Stage 4
- Parent/carer contacted. Mobile phone no longer allowed in school for a specific time period set by HT/DHT.
- Arrangements can be made to leave on entry and collect at the end of the school day.

Frequently asked questions

My child uses their phone for a medical purpose, what will they do?

We are aware that a small number of learners use their phone for medical purposes (for example learners with diabetes or heart conditions). Please contact your child's guidance teacher and appropriate arrangements will be put in place to enable this.

My child is a young carer, what will they do?

We are aware many of our young people are young carers, please contact your child's guidance teacher to discuss your concerns around the introduction of the mobile phone policy and we will work together to ensure a successful outcome.

What happens in the event of a fire alarm?

In the event of a fire alarm, all pupils must make their way out of the building to the closest emergency evacuation point as quickly as possible, as per our emergency evacuation procedures. In the case of an emergency the school will make contact with parents/carers.

Will all learners have to hand their phone in during every lesson?

Yes, all S1-S6 pupils will hand in their phone at the beginning of every lesson and there will be a consistent approach to this across the school.

Will learners still have access to technology in class to support their learning?

Yes. Teachers can allow access if a learning and teaching activity requires it.

House	Guidance teacher	Email contact
Arran	Mrs Ferguson	Louise.Ferguson@south-ayrshire.gov.uk
Bute	Mr Watson	Ian.Watson@south-ayrshire.gov.uk
Cumbrae	Miss Melville	Nina.Melville@south-ayrshire.gov.uk
Kintyre	Mrs Bryden	Caroline.Bryden@south-ayrshire.gov.uk
Lomond	Miss Beck	Katriona.Beck@south-ayrshire.gov.uk

KIND POSITIVE YOURSELF

Respect Ambition Responsibility Belmont Academy

KIND POSITIVE YOURSELF

Use of Social Media

Online social media tools can be excellent for supporting teaching and learning, providing exciting opportunities for schools to engage, communicate and collaborate with pupils and the wider community. Their use is carefully considered by the school to ensure the safety of the school community. The benefits of using social media tools should significantly outweigh any concerns and schools should be able to demonstrate the steps they have taken to reduce any identified risks.

In South Ayrshire we want to support collaboration amongst teachers and pupils and therefore we promote and support the use of the common platform, Glow.

If pupils are using online communities where they self-register the school will encourage them to read and follow the terms and conditions of the site and ensure they are aware of how to stay safe online.

When using any form of social media to communicate with pupils (including Glow) staff will ensure that they:

- only share information that they would be willing to share in school or a school-related setting
- take care to avoid becoming personally involved in pupils' personal affairs
- maintain a formal, courteous and professional tone when communicating with pupils
- maintain professional boundaries
- do not exchange personal information such as phone numbers and personal e-mail addresses
- do not discuss their private and personal relationships with pupils
- take care to avoid becoming personally involved in pupils' personal affairs
- decline pupil-initiated 'friend' requests
- manage their privacy settings and keep them under review
- report any inappropriate use of social media by a pupil or concerning a pupil to their Head Teacher or Line Manager

The school has a clear and documented process in place for the reporting and recording inappropriate use of social media.

At Belmont Academy we have made it very clear to our pupils about the appropriate and safe use of social media. Our Police Liaison Officer PC Malcolmson has also delivered very informative lessons on keeping yourself safe on social media. We would urge parents to use the parental controls and encourage their child to access age appropriate material. We would also urge parents to monitor their child's social media accounts as recent incidents have shown us that pupils can have upwards of 1000 followers – the majority of whom they do not know.

Health and Medical Information

Each session we ask parents to provide an update of any health or medical information that is relevant to enable us to support your child; this information is treated confidentially. If your child becomes unwell during the school day, they should inform their class teacher and then report to the school office where they will be seen by a trained first aider. If it is appropriate, the school office will contact you or the named emergency contact so that you can collect your child.

We urge you not to take your child from school without first informing school staff.

We ask that you keep your child's emergency contact information up to date- This is crucial in the event of an emergency. In the event where pupils need to seek medical advice the school staff will request that parents accompany them in the first instance.

KIND POSITIVE YOURSELF

Data Protection Act

When you enrol your child at school or early years centre you are required to provide some personal information about yourself and your child in order to access services provided by Educational Services.

How we will use the information about you and your child

All personal data is processed by Educational Services staff. We will only collect personal data from you that we need in order to provide educational services and oversee the provision of these services to your child. We will use your personal data to contact you; if the school requires to discuss your child's education, in an emergency and to keep you fully involved in your child's educational journey.

Who we share your information with

Your child's personal information will only be shared where it is appropriate to do so in order to ensure full access to services such as national assessments, health promotion, transport, school meals, careers and online services.

In addition, the Council has a duty to protect public funds and to this end, we may check the information you have given with other information we hold, share your information with other Council Services and share your information with other local authorities, for the purpose of protecting public funds and to prevent or detect fraud or crime.

What are my rights?	You have various rights in relation to the personal data that the Council holds about you. This includes the right to ask us to provide you with access to your personal information and to rectify any inaccuracies contained within the personal information.For more information about these rights please see the full privacy notice.

If you have a complaint

If you are unhappy with the way the Council has dealt with your personal data, you can complain to the Council's Data Protection Officer:

Data Protection Officer, Information Governance Team, Legal & Democratic Services, County Buildings, Wellington Square, Ayr KA7 1DR

Email: DataProtection@south-ayrshire.gov.uk | Telephone: 01292 612223

If you remain dissatisfied, you have the right to complain to the Information Commissioner:

Information Commissioner's Office, 45 Melville Street, Edinburgh, EH3 7HL

Email: scotland@ico.org.uk. | Telephone: 0131 244 9001 | (https://ico.org.uk/for-the-public/)

If you have no Internet Access

Please contact us at the above postal address or telephone number if you wish a copy of any of the above information and you do not have access to the internet. We will provide you with a hard copy of the information.

How to access our full Privacy Notice

The Educational Services full privacy notice is available from the school website or please ask staff in the school office and they will provide you with a hard copy.

Education Statistics Privacy Notice

Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

The full Education Statistics Privacy Notice can be found at the undernote link or by requesting a copy from the school office.

https://www.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices

Your rights and further information

Parents have the right to request access to their child's education record under the Pupils' Educational Records (Scotland) Regulations 2003.

The Freedom of Information (Scotland) Act 2002

This enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities must allow access to the following information:

- the provision, cost and standard of its service
- factual information or decision-making
- the reason for decisions made by it

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Helpful Addresses and Websites

Educational Services, County Buildings, Wellington Square, AYR, KA7 1DR
www.south-ayrshire.gov.uk
www.education.gov.scot/parentzone/
www.hmie.gov.uk

Local Councillors

Councillor Chris Cullen (Independent)	County Buildings,
Councillor Mary Kilpatrick (Independent)	Wellington Square
Councillor Brian McGinley (Labour)	Ayr, KA7 1DR

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:-

a) before the commencement or during the course of the school year in question:

b) in relation to subsequent school years.

School Policies and Practical Information

National policies, information and guidance can be accessed through the following sites:

http://www.scotland.gov.uk/Topics/Education

http://www.scotland.gov.uk/Topics/Health

http://www.scotland.gov.uk/Topics/People/Young-People

Children (Scotland) Act 1995 – http://www.legislation.gov.uk/ukpga/1995/36/contents

Standards in Scotland's Schools (Scotland) Act 2000 – http://www.legislation.gov.uk/asp/2000/6/contents

Education Scotland's Communication Toolkit for engaging with parents – http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp

The Scottish Government Guide Principles of Inclusive Communications -provides information on communications and a self-assessment tool for public authorities – http://www.scotland.gov.uk/Publications/2011/09/14082209/0

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system –
http://www.scotland.gov.uk/Publications/2010/11/10093528/0
A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –
http://www.scotland.gov.uk/Publications/2009/12/04134640/0

Parental Involvement
Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –
http://www.scotland.gov.uk/Publications/2006/09/08094112/0

Parentzone provide information and resources for parents and Parent Councils –
http://www.educationscotland.gov.uk/parentzone/index.asp

Supporting Learners - guidance on the identification, planning and provision of support
http://www.educationscotland.gov.uk/supportinglearners/

Journey to Excellence - provides guidance and advice about culture and ethos –
http://www.journeytoexcellence.org.uk/cultureandethos/index.asp

Health and wellbeing guidance on healthy living for local authorities and schools
http://www.scotland.gov.uk/Topics/Education/Schools/HLivi

Building Curriculum for Excellence Through Positive Behaviour and Relationships - outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –
http://www.scotland.gov.uk/Publications/2010/06/25112828/0

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education
http://www.sces.uk.com/this-is-our-faith.html

Curriculum
Information about how the curriculum is structured and curriculum planning –
http://www.educationscotland.gov.uk/thecurriculum/

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the eight curricular areas
http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing –
http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp

Broad General Education in the Secondary School – A Guide for Parents and Carers –
http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase
http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp

Information on Skills for learning, life and work
http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp

KIND POSITIVE YOURSELF

Information around the Scottish Government's 'Opportunities for All' programme
http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services
http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning – http://www.skillsdevelopmentscotland.co.uk/

Assessment and Reporting
Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework
http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed
http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp

Curriculum for Excellence factfile - Assessment and qualifications
http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling
http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achieveme nt/index.asp

TRANSITIONS
Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond
http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement - provides guidance on career information, advice and guidance strategy http://www.scotland.gov.uk/Publications/2011/03/11110615/0

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition http://www.scotland.gov.uk/Publications/2011/04/04090720/21

Enquire is the Scottish advice service for additional support for learning http://enquire.org.uk/

Parenting Across Scotland offers support to children and families in Scotland http://www.parentingacrossscotland.org/

Support for Pupils

The Additional Support for Learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended http://www.scotland.gov.uk/Publications/2011/04/04090720/21

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports http://www.educationscotland.gov.uk/scottishschoolsonline/

Education Scotland's Inspection and review page provides information on the inspection process http://www.educationscotland.gov.uk/inspectionandreview/index.asp

Scottish Credit and Qualifications Framework (SCQF)
http://www.scqf.org.uk/

Qualifications Scotland provides information for teachers, parents, employers and young people on qualifications http://www.sqa.org.uk/

Amazing Things - information about youth awards in Scotland http://www.awardsnetwork.org/index.php

Information on how to access statistics relating to School Education
http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education