

**TO THE PUPILS OF DOLLAR ACADEMY:
AN INTRODUCTION FROM THE RECTOR**

"In your life and work at Dollar Academy we ask you, at all times, to consider the feelings and interests of other people. Good relationships are based on courtesy, on respect and on thoughtfulness."

These are principles that have been central to the life of Dollar Academy for many years, and are, I think, the basis for what is distinctive about our community. I am delighted to see the natural care and consideration that you show towards staff, visitors and, generally speaking, each other. The quality of relationships; the ability to look the other person in the eye; and speaking with the right kind of self-assurance – these are the hallmarks of Dollar.

Visitor after visitor has indicated that the outstanding impression you convey is of an open and confident approach to life. That is very much a testament to your friendliness and to your general enthusiasm. Good relationships between you and your teachers are vital to the life of Dollar Academy; and mutual respect is at the heart of this.

I am also reminded daily of the extent to which staff and pupils achieve enormous success in a variety of areas: in the classroom, on the games field, in the music rooms, in all their co-curricular activities and involvements. Dollar people seem to be able to go anywhere and do anything to which they set their minds.

In support of this, the Governors have enabled Dollar generations to enjoy an extraordinary range of facilities. We are lucky, too, to be able to live in an environment that combines green space with the best of ancient and modern architecture. I ask each of you to take a pride in your school, and to recognise that every single one of us has a significant part to play in maintaining its attractiveness. Our grounds are accessible to everyone – and we all should value our unique environment.

I very much hope that you enjoy your time at Dollar, and that you gain from it all the benefit that is on offer, not simply your achievements in your final exam grades, but also the pleasure of long-lasting friendships and memories of new, challenging experiences. Much of the responsibility for this lies in your hands, for it is your school and your own life that you are shaping.

I wish you the greatest good fortune in your career at Dollar. Make the most of it.

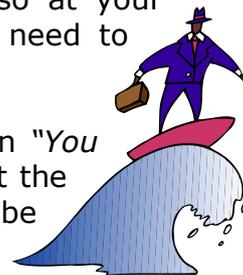
David Knapman
Rector

ABOUT THIS BOOKLET

This booklet has been designed with all the pupils of Dollar Academy in mind. It therefore contains a great amount of information about a variety of things to do with daily life in this 5-18, co-educational, day and boarding school, not all of which may be relevant to you. However, it has to be as long as it is because all Dollar pupils and staff need to be able to find help on the matters that concern them. It is therefore best used as a kind of reference book to dip into.

So - nobody expects you to sit down and read it all the way through in one go, but you will be expected to have picked up the main points by the end of your first weeks in the Academy. To make life easier, and to help you through the days, weeks and months of term, you should try to find out as much as you can. (Have a look also at your Homework diary: it contains some of the key ideas and information you need to know.)

A word of warning: you will find a number of items in this booklet that begin "*You should not... pupils mustn't it is not allowed*" and so on. Please don't get the impression that Dollar is all about forbidding and being negative. You should be aware of the fact that thousands of young people have gone through the school in all its nearly two hundred years and have had a very enjoyable and satisfying time.



It is important, however, that you understand what is and isn't acceptable right from the start. If you know what the guidelines are, you should be able to avoid making mistakes. "*Knowledge is power*", as Sir Francis Bacon once said.

If you know what you are doing and what is expected of you, you should be able to run your life more successfully, and get the most out of Dollar.

Good luck!

Geoff Daniel
Deputy Rector
(and Editor of this booklet)

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SCHOOL DAY

PREP AND JUNIOR SCHOOL DAY

The school day for Prep and Junior School begins at 8.50 am and ends at 3.25pm for Junior and Senior School pupils. The Prep School finishes at 3.15pm and intervals and lunch times are arranged by the Class Teacher. The Junior School lunch break begins at 12.15pm, while Senior School lunch-break is from 12.35 to 1.20pm.



NB Prep 1 pupils finish at 2.40pm until Friday 15 September, **and thereafter at 3.15pm.**

SENIOR SCHOOL – MORNING

In the Senior School, you may enter the buildings at 8.35am; your bag may be taken to your period one class between 8.35 and 8.40am. Registration takes place between 8.40 and 8.55am. The school day begins at 8.40am and ends at 3.25pm; the time until 5.00pm is usually used for games, music and other co-curricular activities, or simply to relax and socialise. You may go home at 3.25pm if you have no school activities. In the Senior School you may enter the cloakroom area when you arrive at Dollar in the morning, but you should not go beyond that until after the first bell at 8.35am. Rooms have been set aside for use at lunchtimes for each year group.

You may call in at the Dining Hall to buy a snack first thing in the morning; remember, however, that you must also ensure that you get to Registration in good time. Please note that you will be marked late if you arrive after 8.45am, unless you are travelling by a bus that has been delayed.

Senior School Assemblies take place three times a week – on Monday, Wednesday and Friday. On Tuesday and Thursdays you will be with your Form Tutor Group for an extended registration period.

Morning Break is extended by five minutes [from August 2017] to 20 minutes; period 3 therefore begins at 11.35am and finishes at 12.35pm.

BUSES

If you come to school by bus, you will be dropped between the Dining Hall and the Cairnpark Street gates; you should then walk up through these gates on the Heyworth path; avoid using the main drive for safety reasons. If you travel home after school by bus, you should board it outside the Dining Hall, and not at the bus stops on Bridge Street, unless otherwise advised. This will enable the school to give you late information if a bus has been delayed, for example. This does not, of course, apply if you aim to catch a later service bus. Your behaviour on any school bus should always be safe and sensible.



Prep School pupils may only travel home on the early school buses and must be in Prep 3 and above.

MOTOR-BIKES AND CARS

If you take driving lessons, you should make sure that they do not interfere with any school activities and that only qualified instructors are employed. Each year, many pupils pass their tests, but the school takes very seriously the problems faced by young drivers. It is strongly recommended that green "Learner" plates be used by all school-age drivers. Your parents must send a letter giving full indemnity to the Academy if you wish to drive to school, naming passengers who will travel with you.

If you wish to drive a car or a motor-bike to school you must request permission in writing from Mr Burbury, Assistant Rector. This is also required if you are a Day pupil and you wish to use the transport of other pupils. Cars and motor-bikes brought to school must be parked in the Dining Hall or Mylne Avenue car parks. You should not use a car or motor-bike during the school day, including morning break and the lunch interval.

Please note that Boarders are not allowed in Day pupils' cars.

You must remember that the school reserves the right to ban pupils who are reported for irresponsible driving from driving to or from school.

You should be also aware that there is no movement of vehicles in or out of the grounds between the hours of 8.35 and 9.00 in the morning, and 3.15 and 3.35 in the afternoon. This is to protect the large numbers of pedestrians moving about the roads at these times. There is a speed limit of 10mph at all times in the grounds. You should enter the Academy only via the gate by Argyll House; Academy Place is normally closed to through-traffic. You are asked to be particularly careful in the area around the Dining Hall.

Parents who deposit and collect pupils are asked not to enter the grounds by car. At weekends, when pupils are being dropped off for sports fixtures, a one-way system operates – entering via the West Approach and exiting via the Junior School gates. In the morning, Prep School parents are asked to use a one-way system, entering the Back Road from the east (the Burnside end) and departing via Mylne Avenue. Cars stopping in Back Road to drop off children should not cause inconvenience to residents and other road users, and should not be parked illegally.

CYCLES

Pupils wishing to use bicycles to travel to school are required to abide by the following rules:

1. Only pupils in the Junior School or Senior school may use bikes to come to school
2. Written parental permission must be received for all pupils
3. Parents take responsibility for damage and loss to machines and pupils
4. Cyclists must operate with care for / awareness of pedestrians and other road users at all times
5. The 10 mph speed limit in school grounds must be followed
6. Bikes can be used only for transport to and from school, start and end of day
7. No lunch time usage or casual use around the school
8. No cycling at embargoed times
9. No cycling on pedestrian areas / paths
10. All bikes to be locked when in school and kept in designated places
11. No lending / borrowing
12. Baggage must be appropriately safe – both hands must be free to control the bike
13. Helmets to be worn at all times while riding
14. Some element of hi-vis kit should also be worn
15. Lights must be used at appropriate times
16. No access to school repair / maintenance facilities; bikes must be kept in good repair
17. These rules apply to staff, with the exception of the embargo at lunchtime, written permission; lending and borrowing.

LUNCHES

Lunch for pupils up to and including Junior 2 begins at 12.15pm. Lunch for all others begins at 12.30pm and goes on until 1.10pm.

A healthy three-course meal is available in the Dining Hall, offering a choice of various hot courses and of salads. The cost per meal is **£3.30**.

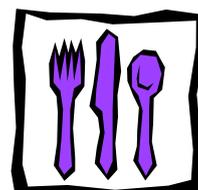
Dollar operates a cashless catering system using finger-scanning technology; new pupils will be logged on early in the school term, and the account should be pre-loaded with credit as soon as possible thereafter, either directly at the terminals or by using ParentPay. (Details of both methods will be sent out separately.) Please note that cash is **not acceptable** at the checkouts. Senior pupils can order packed lunches in advance, using the terminals in the Middle or the Dining Hall itself. Snacks, rolls, sweets and drinks (both hot and cold) are sold in the Snack Bar, and the McNabb Deli also offers individually priced alternatives to the main meal selections. If pupils wish to eat indoors, they should take their packed lunches to the Dining Hall.

You can buy lunch in the shops in Dollar, but you should ensure that you dispose of all rubbish carefully.

All Form I pupils will be required to attend lunch in the Dining Hall until the October break, after which they may choose where they take lunch.

DRINKING WATER

All water taps that are available to you around the school will provide you with water of good drinking quality; you will not, therefore, need to buy expensive bottled water to bring to school. You are not expected, however, to have bottles of water on your desks during classes. There is plenty of opportunity at break times to fill up bottles, and to drink water at that time.



ATTENDANCE

ABSENCE

If you have been absent or have arrived late, your parents must contact the school. If you miss registration, you must sign the late book in the School Office. If you are off school, your parent or guardian should contact the School Office on each day of absence. A dedicated e-mail address **not@dollaracademy.org.uk** has been created for this purpose and is our preferred route, although a phone call is acceptable. If you are returning after a serious illness or injury, you should also see the Nurse before you go to registration.

LEAVING ACADEMY GROUNDS

You may leave the school grounds during teaching time only if you have first obtained permission from your Form Tutor. For your own safety, you must sign in at the School Office both as you leave, and on your return. Members of Form VI may leave Dollar Academy grounds without permission but should sign in and out. Again, this is to ensure that we can account for you if, say, there is a fire alarm.

HOLIDAYS

Term dates are published well in advance each year; parents and guardians are therefore asked not to request early departure or late return arrangements for you at the beginning or end of term. If it does become necessary, they should write to the Rector, or Mrs Morrison for Prep & Junior School pupils.

WORK

GENERAL

We hope that you will make the most of the facilities and teaching at Dollar, and that you will be able to achieve all that you set out to do. You should remember that everyone in the school is working towards the same end, which is to ensure that you get the best chance to use all your talents, whether in the classroom, on the games field, in your activities or simply in learning how to get on with others.

There are bound to be times when life is challenging, and you find difficulties – all teachers and parents understand that pupils don't necessarily get things right straight away. Remember that staff are there to help you; don't be afraid to ask for their help. Remember, too, that learning needs your effort, and that those people whose job it is to teach you deserve your respect and co-operation. If you work *with* them, you will make progress.

HOMEWORK

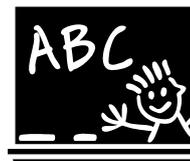


Since the style of teaching and examinations has changed over recent years, it is no longer possible to give a homework timetable in which particular amounts of time are allocated to particular subjects on set days. Instead, we expect every pupil in the school to undertake significant amounts of work out of school time.

In the early stages of the **PREP** School, assistance to young readers at home is welcomed. As they develop in confidence, they will be provided with a range of written work, activities and games. This develops in the **JUNIOR** School - work to support what has been done during the day and practice in a range of activities. Teachers will give guidance on the length of time expected to be spent on this.

In the **SENIOR** School, we offer as a rough guide the following allocations:

FORMS I AND II	approximately an hour per night
FORM III	approximately two hours per night
FORM IV	approximately two and a half hours per night
FORMS V and VI	as much time as it takes to complete the work (It is expected that you will often need to work at weekends, also.)



In Personal and Social Education lessons (FI-III) you will be given guidance about study skills that will help you with organising your work, and planning for examinations.

In the early stages of the Senior School it is important that you get into the habit of going over the work that has been done during the day, and clearing up problems that you might have encountered. You will be provided with a Dollar Academy organiser or prep diary as appropriate, and it is essential that you use this properly: every piece of work that you are set should be noted clearly, and the date by which it is due should be recorded. Your Tutor should be able to inspect your planner and see exactly what you are doing in terms of work. If you lose the planner or need to replace it, you can get another one from the School Office at a cost of £3.00. You will also find that all homework in the senior school is set on Firefly, and should be easily accessible through any Internet-enabled device.

If you have any concerns about your homework you should talk to your teachers sooner rather than later: ask if you don't understand exactly what it is you are being told to do. If you cannot do the work, you should see the teacher before the due date to explain. If you fail to complete the work in time, be honest – avoiding the truth will only make things worse.

ABSENCE FROM CLASS

If you are absent from a class for any reason, it is your responsibility to find out what has been done and what homework has been set, and to complete it before the next lesson. If you are likely to be off school for some time for medical reasons, your parents should contact the Academy to obtain work for you. Remember that it is in your own best interests to keep up with what is going on at school: it will make coming back easier.

FORMS V AND VI

(See the separate Form VI booklet.) Normally five Highers are taken in **Form V**. Where it is appropriate for you to sit fewer than five, individual discussions will take place.

In **Form VI** you must take at least three examinable subjects at Higher level or above. In order to allow personal study time and to fulfil the need for perfecting duties around the school, you will have some "non-contact" time in the day. Your timetable should contain at least 18 periods of teaching, however. Units and modules in various subjects are available as additions to the core academic timetable, and you are invited to take up these opportunities to broaden your educational experience. Form VI pupils often volunteer to help with Prep and Junior pupils – see Mrs Morrison for further details.



There is a relatively short time between the start of the course and the prelim exams; furthermore, the regular assessments that Highers and Advanced Highers demand means that you have to be very organised from the start of term. There is no time at all to waste. The advanced nature of the courses you are now undertaking will almost certainly require wider background reading and research – do not ignore this: it is an essential part of independent senior study which will prepare you for the style of work that most of you will shortly encounter in University. You will not achieve satisfying grades without it, either.

HIGHERS - UNIT ASSESSMENTS

If you fail to achieve the desired standard in a Unit assessment, you will be allowed to take a retest. If the result is still not satisfactory, only in exceptional circumstances (under SQA guidelines) will you be able to take the assessment again. One reason for this is that constantly revising for and resitting old exams interferes with the ongoing work, and is likely to reduce your chances of a good result in new Unit tests. Very quickly you can become mixed up in a complicated programme of new tests and resits, while you are trying to move towards your final end of course exams; this is why we do not allow the resitting of Unit tests in the two weeks preceding the SQA examinations. This is a situation that you should aim to avoid; it is essential that you work hard towards a good result in each Unit assessment on the first occasion that you take it.

BOOKS AND MATERIALS

Most books for academic subjects are provided by the school. You may be asked in some subjects to buy your own booklets of past exam papers. A hymn book ("CH3" – the small red book) is required for Assembly in the Senior School, and you should have your own English dictionary, such as the Heinemann or the Little Oxford, for personal reference. Pupils in Form II will be supplied with the relevant Foreign Language dictionary which will be charged to accounts if pupils cannot supply their own copies of the required publication. A similar arrangement will apply for pupils who start a new language later on in their school career. You should also have a calculator. Advice will be given by the Maths department, and all pupils will have the chance to buy suitable models.



Senior pupils currently buy their own paper and jotters. The hymn books can be purchased from the School Office; currently only second hand copies are available; these cost £3.00, and the proceeds are donated to charity. You will be issued with a Dollar Academy organiser / prep diary (although you may bring in a suitable alternative.) *The Paper Shop* in Dollar offers a wide range of stationery, including Dollar Academy branded jotters, atlases, dictionaries and other necessities.

It is important that you come prepared for every class, bringing the necessary books, writing instruments and materials, a calculator as required and so on. Spare pens and pencils are useful.

INFORMATION TECHNOLOGY

You are encouraged to make use of our extensive IT facilities and to enjoy becoming competent in all aspects of the technology. Of course, there are conditions of use, for your own and others' safety, and you and your parents will be asked to sign a User Agreement (as indeed the members of staff are required to do). This covers personal IT equipment brought into the school as well. The main points of the agreement are: you must not try to introduce nor access any unsuitable material; nor should you attempt to modify any of the software programmes in Academy computers; and all communications you create on school facilities should be of a decent and acceptable nature. As you might expect, you may well lose access to the facilities should you break any of these basic rules. You should be aware that if your use of IT out of school creates concerns for Dollar Academy or for individual members of the community, there will be consequences.



You are asked to note that machines in the IT suites (the one in Dewar and the Playfair IT room) should not be used unsupervised (unless you are in Form VI, and with permission). It is obviously reasonable, furthermore, to give way to those who need to use the machines for work, if you are using the facilities only for general interest.

BRING YOUR OWN DEVICE ("BYOD")

The school recognizes that as technology has changed, more pupils have access to internet capable devices, such as mobile phones, music players, wearable technologies, and tablet computers. In the senior school, these devices are seen as a resource and can provide an opportunity to enable quick and easy access to the internet to enhance learning. At times, and when deemed appropriate, pupils in the senior school may use their own device for filtered internet access through the Dollar Academy wi-fi network. The use of a personal device during lessons is at the discretion of the teacher, and pupils should only use devices as directed by their teacher. The use of personal devices is governed by the school's conditions of use for Information Technology as outlined above.

TOURS AND TRIPS

During the course of your school career, there will be the opportunity to join in a number of educational or sporting visits. Taking part in such visits can add a great deal to your experience and the school encourages pupils to make the most of these opportunities. Occasionally, however, individual pupils are not permitted to join trips when it is felt that they might not benefit from being included, or that they have previously given the school cause for concern. Your behaviour on any trip you do join in should never fall below the high standard that is expected, whether in public or private, and you should remember that co-operating with the staff who are organising the trip is essential for everyone's sake.

Please note that where parental consent slips have been required (which your parents or guardians have to sign to give permission) you will not be allowed to go on the trip if the slip has not been returned. This is important for legal reasons.



CAREERS

Mrs Robinson (Business Education) is in charge of Careers in Dollar, and will be pleased to discuss any matters arising. Your Head of Year, or any member of Senior Staff, will likewise be willing to advise. (Incidentally, a major Careers Convention is held every other year – the next will be in March 2018.) Work experience in Forms V and VI can also be useful to explore career ideas.

HIGHER EDUCATION

There is a team of specialists who will help you through the process of gaining a place at University or College headed by Mr Daniel, the Deputy Rector; it includes Mr Burbury, Assistant Rector in charge of Forms IV, V and VI; Mr Macpherson, Assistant Rector in charge of Form III; Mrs Miller, Assistant Rector in charge of Form II; Miss McCord, Head of Form VI; Mrs McDougall, Head of Support for Learning; Mrs Nozedar, English Co-ordinator; Mr Moore, Head of Business Education; Mrs H Young, History & Modern Studies department; Mrs Fitzpatrick, Director of Music; Mrs Robinson, Careers Advisor; Dr Johnson, Head of Form I; Dr Keys, Head of EDT and School Regent; Mrs Mason, Head of Maths and Miss Langley, Head of PSE. Heads of Department, Personal Tutors and, of course, individual teachers will also be happy to advise. There is a UCAS evening in the Summer term at which you will be able to meet representatives from many major institutions, and to collect their prospectuses. There is a further UCAS parent / pupil evening at the start of First Term at which more information regarding the application process is given.



There is a UCAS Library of prospectuses and reference material between Mr Burbury and Mr Daniel's offices; you are invited to read any of this material, but are asked not to take it away and thus deprive others of the chance to do research; all universities provide up-to-date information on their websites, and personal copies of the prospectuses can be ordered online. There are also computers in this area, to allow the use of the UCAS online application facility, "apply" and to give you an opportunity to seek guidance from Mr Daniel or Mr Burbury on application matters.

It is important that you realise that **you** yourself are ultimately responsible for researching your options, discussing them with staff and parents or guardians, visiting institutions, and finally making decisions. There are deadlines that have to be met (Oct 15th for Vet, Dental, Medicine and Oxford and Cambridge entries); but the general principle is that the sooner you can complete your applications to universities, the better chance you have of achieving what you are aiming for.

OPEN DAYS / UNIVERSITY VISITS

You are encouraged to visit the higher education institutions to which you intend to apply, but it is important that you balance your visits with the other demands on your time. Ideally, you should try to visit out of term time, so that you miss as little work in school as possible. You will be given permission to visit institutions' open days during the school day provided that the institutions are ones that are high in your order of preference.

WORK EXPERIENCE

Many pupils in Form V will undertake work experience towards the end of Third Term, and some Form VI pupils will do the same in the early weeks of their final session. Mrs Morrison is responsible for this area. You should note that experience of this kind is regarded as essential when applying for certain careers such as Medicine, Dentistry, Physiotherapy and Veterinary medicine.

PARENTS' EVENINGS

Your parents or guardians will be invited to school for parents' evenings to meet with your teachers. These meetings are intended for parents and staff only, and it is not expected that you will attend, unless you are a prefect helping to organise the event.

LIBRARY

The library is a well-stocked resource area, and is open on weekdays during term time, and after school from 3.30 to 5.00pm. Miss Hepburn, the Librarian, will always be pleased to help you. The Library may also be used for study at lunchtime.

During class time, the Library is a quiet working area for Form VI, and duty prefects are based here.

Conversation, food and drink are not acceptable and you should also avoid using the Library as a corridor. Pupils in the Senior school may make use of the Library for work after school if they are waiting for a bus home. If you are using the Library for study, you must observe the code of practice. A quiet working atmosphere should be maintained. You may borrow up to four items at any one time; items will be issued for two weeks initially, but can be renewed if no-one else is waiting for them. Please note that borrowers will be charged and fined for library books not returned by the deadline at the end of the session.



HELP AND ADVICE

MATTERS OF CONCERN

If you have concerns about life in Dollar Academy, you should feel free to raise them with **any** member of staff with whom you feel comfortable – you are not restricted to members of staff who have been given particular responsibility for you (like Class teachers, Form Tutors, Houseparents or Heads of Year). You could also phone Childline on 0800 1111; the Care Inspectorate on 01382 207288; or the National Child Protection helpline on 0800 022 3222.

THE GUIDANCE SYSTEM

The Academy is committed to providing a safe and supportive environment in which you are encouraged to make progress in curricular, co-curricular and personal terms. Central to this is the class teacher in the Prep and Junior School and the guidance system in the Senior School, although all teachers, whether part of the guidance system or not, are committed to the well-being of their pupils. It should be repeated that you are encouraged to talk to **any** member of staff with whom you feel comfortable on any matter where support is needed, whether academic or personal.

The guidance system at Dollar Academy is focused on year groups; there are six Heads of Year, one for each year group from Form I to Form VI, and six Assistant Heads of Year. The Head of Form I always stays with Form I; all other Heads and Assistants generally move up the school with their year groups. Within the year group you are assigned to a Form Tutor group. The Form Tutor meets with the form group each morning and, in addition to monitoring the day-to-day routines, is well placed to get to know you individually, to encourage curricular, co-curricular and personal progress, and to offer support.

The Head of Year, helped by the Assistant Head of Year, has overall responsibility for the welfare, progress, conduct and support of the pupils in the year group and responds to the needs of individuals by encouraging, motivating, praising achievement, disciplining when necessary and putting in place a range of strategies designed to help you to overcome any difficulties that you may encounter. The Head of Year liaises with the Assistant Rector with responsibility for his or her year group: Mrs Morrison for Prep, Junior and Form I pupils; Mrs Miller for Form II; Mr Macpherson for Form III; and Mr Burbury, who also has the overview of the guidance system, for Forms IV, V and VI. Assistant Rectors will often become involved in issues of more serious concern. In these cases, there may be input from the Child Protection Co-ordinator, Mr Burbury; the Deputy Rector and / or the Rector will also be informed and might become directly involved. In addition, Form VI pupils choose an individual Personal Tutor who will help and advise during your final year.

Heads and Assistant Heads of Year are the first points of contact for your parents if they wish to discuss any aspect of your schooling or welfare. Matters of concern can also be raised with the Child Protection Co-ordinator, Mr Burbury (who is assisted by Mrs Morrison in the Prep and Junior School and Mr Blezard in the Senior School), the Assistant Rectors, the Deputy Rector, and the Rector.

HEALTH, SAFETY AND SECURITY

EMERGENCY CONTACTS

It is essential that the School Office has up-to-date details of telephone numbers, mobiles, e-mail and day-time contact addresses in case of emergency. Please ensure that any changes are notified immediately.

IN TIMES OF BAD WEATHER (eg SNOW, STORMS)

Dollar Academy aims to stay open, whatever the weather. You should make sure that you do not leave the school without signing out, however, if it is decided that you have to go home early because of bad weather.

LOST PROPERTY

It is important that you look after your own property and must ensure that all your books, bags and clothing are named, whether you are a boarder or day pupil. If you are 'recycling' an older pupil's clothing, please ensure that any name tags are updated. If you have lost something, please ensure that you have checked all possible locations before contacting the School Office or Janitor. Remember that it may take several days before lost property is received by the Janitor and whilst assistance will be offered wherever possible, it is not his job to actively search for lost property. His job is complicated by the number of bags which can lie overnight in some locations, so you should remove these daily.

Named lost property will be held by the Janitor, who will circulate names to Tutors on Thursdays, to be reclaimed from his office daily between 12.30 and 12.45 only. His office is to be found in The Middle of the Playfair Building.

If you have lost something, which you know is unnamed, you should only contact the Janitor at this time as well. Unnamed property is retained for three weeks only after which it is transferred to the Thrift Shop. Items of clothing, sportswear etc. are retained in the Lost Property Store located in the Playfair Building behind the Sixth Form Centre, whilst more valuable items such as watches, mobile phones are retained by the Janitor. PE staff also retain such items left on the changing rooms.

You should never leave money or valuables in the cloakrooms, changing rooms or pavilions, but give such property to a member of staff or to the Office for safekeeping. It is strongly recommended that you do not bring high value items such as smartphones to school; if you do it will be at your own risk and the school's insurance will not cover any loss or damage.

SECURITY ON SITE

CCTV cameras are in operation around the site to enhance the safety and security of pupils, staff and property.

FIRE

Please make sure that you understand the fire regulations available in each form or class room and know exactly what you should do if the fire alarm sounds.

BAGS

For reasons of safety, your bag must not be left lying around in a corridor or stairwell: it could block important fire exit routes. Senior School pupils may use lockers; you should provide your own padlock for these. Remember that these must be cleared before the end of the school session as any contents will be disposed of immediately after school closes for the summer break.

You may also leave bags in the areas marked off with blue tape in the foyers of the girls' and boys' cloakrooms in the Playfair and Dewar Buildings, or in the "pens" situated outside various school buildings. Where possible, at morning break and at lunchtime, you should take your bag to Period 3 or Period 4 classrooms. **Beware:** bags left in unsafe places may be removed.

MEDICAL HELP



The School Nurses are Mrs Dunnet (full time) and Miss Finnie (part-time) and they will be happy to help any pupil who needs attention. If you are feeling unwell during the school day, or you have hurt yourself, you can visit the Nursing Centre at break-time, lunchtime (closed between 12.45pm – 1.15pm on Mondays, Tuesdays and Wednesdays) or after school. If necessary, you may be seen at other times, with your teacher's permission. **Please remember that you must not leave school and go somewhere else without telling anyone.** If you feel that you need to go home, you should visit the Nursing Centre to be signed out first. Any pupil attending Dollar Health Centre during the school day is asked to collect a completed card from the receptionist at the Health Centre and hand it in to the School Office.

The Nurses are based in the Nursing Centre, Mylne House, 3 Academy Place, from 8.45am – 5.00pm. In an emergency, we can call on the Dollar Health Centre, or Stirling Royal Infirmary. Boarders are registered with Dollar Health Centre.

MEDICINES

You should not carry medicines around with you, apart from items such as an asthma inhaler or an "EpiPen", if required. Over-the-counter medicines can be dispensed by the Nurse. In the Prep and Junior School any medication to be taken during the school day should be handed to the teacher, in its original packaging, with appropriate instructions signed by a parent or guardian, for administration by the Nurse, or class teacher as appropriate.

In the Senior School, medication for the day should be discussed with the Nurse. Medicines for occasional use (e.g. for migraine) can be kept at the school medical centre. Boarders should hand medicines over to their Houseparents.

RETURN TO SCHOOL AFTER INJURY

When you return to school after an injury requiring the use of crutches and/or a plaster cast you should report to the Nurse at the Nursing Centre **before registration**. This will let us assess your ability to move around the school and negotiate stairs. If you feel there may be a problem in this area, your parents are asked to contact the school in advance of your return to discuss the matter.

MEDICAL CONFIDENTIALITY

In accordance with the Nurse's professional obligations, medical information about pupils will remain confidential. However, information on medical conditions that may affect or be affected by school activities (e.g. asthma) will be shared with academic staff as necessary, with pupil/parental consent. You will be asked for your consent before information on sensitive matters is shared with anyone else.

OTHER STAFF CONFIDENTIALITY



You are welcome to speak to any member of staff about any matter that concerns or troubles you. Please remember, however, that no member of staff can promise to keep something secret: it may be that you will tell them something that they have to share with other people because of a possible risk to you or someone else. Be assured however, that nothing you have said will be passed on without your being told what is happening. Members of staff will ensure that only those who need to know are informed, and that all sensitive information will be treated very carefully.

CHILD PROTECTION

Dollar has a full and effective child protection and wellbeing policy, and a very experienced team working to provide care for pupils at Dollar. (Our policy is based on the Children's Charter the Children and Young Persons Act (2014) Scotland, the Scottish government's 'Getting It Right For Every Child' legislation, as well as on many years of experience.) Copies of the Dollar guidelines are available from Mr Burbury.

NAMED PERSON SERVICE

In line with the Children and Young Persons Act (2014) Scotland, Dollar Academy has a Named Person Service which will work to ensure someone is available to listen, advise and help a child or young person and their parent(s), provide direct support or help them access other services. Mr Burbury is the Named Person for all pupils at Dollar Academy. He will also be the point of contact for other services if they have any concerns about a child's wellbeing.

SCHOOL COUNSELLOR

Mrs Mackie is Dollar's School Counsellor. Based in the English Department, she is available to help any pupil in the school who needs further support, and she will be pleased to discuss matters of concern with anyone who approaches her.

HEAD INJURY, CONCUSSION AND RETURN TO PLAY POLICY

Introduction

Dollar Academy seeks to provide a safe return to all activities for pupils after injury, particularly concussion. As such, Dollar Academy has established this policy to outline procedures for staff, parents and pupils to follow in the management of head injuries.

Definitions

Head injury is a trauma to the head that may or may not include injury to the brain.

Concussion is the sudden but short-lived loss of mental function that occurs after a blow or other injury to the head (a blow to the head, face or neck, or a blow to the body which causes a sudden jarring of the head may cause a concussion).

Recognition of Concussion

Common signs and symptoms of head injury resulting in concussion:

Signs (observed by others)	Symptoms (reported by pupil)
<ul style="list-style-type: none">• Pupil appears dazed or stunned• Confusion• Unsure about game, score, opponent• Moves clumsily (altered coordination)• Balance problems• Personality change• Responds slowly to questions• Forgets events prior to injury• Forgets events after the injury• Loss of consciousness	<ul style="list-style-type: none">• Headache• Fatigue• Nausea or vomiting• Double vision, blurry vision• Sensitive to light or noise• Feels sluggish• Feels 'foggy'• Problems concentrating• Problems remembering

Management

At the time of incident/injury the pupil is to be removed from the activity/game and **not to return to play that day**. If this occurs on a school day the pupil should be escorted to the Nursing Centre or the School Nurse should be called to assess the pupil at the site of the incident (ext. 299/07917 434 754). If the injury is serious an ambulance should also be called immediately by the staff with the pupil. At weekend fixtures the School Nurse, First Aider or Physiotherapist (for the 1st XV) will be at the pitch side and will attend to the injured player. Parents or Houseparents (if the pupil is a boarder) will be contacted by the school nursing staff as soon as possible after the event.

Treatment involves physical and cognitive rest until symptoms resolve. If there is any deterioration or concern the pupil should be taken to the GP or A&E. The symptoms usually go away entirely within three weeks, but in some cases a longer time frame for recovery may be necessary.

Some pupils play for a club side as well as school. Players and parents should ensure that both the school and club are informed of the head injury or concussion.

Returning to Sports

Dollar Academy's policy is in line with SRU/IRB guidelines which state that a pupil diagnosed with concussion should have 2 weeks off all physical activity with a gradual return to sports (non-contact) over the next week if remaining symptom free. This means that **a pupil with a concussion will be off contact sports for a minimum of 3 weeks and longer if symptoms persist**. Return to activity should be accompanied by a note from home.

AROUND THE ACADEMY

VISITORS

Visitors to the school are required to check in at Reception, where they are given a visitor's badge, while you are encouraged to offer guidance to visitors around the school, you should also notify staff if you see strangers who in any way give cause for concern. Such strangers should not be approached, however.

LITTER

The tidiness and cleanliness of the school grounds are the responsibility of everyone: you should not walk past litter, but pick it up and put it in the nearest litter-bin. Please do not be offended if you are asked to help in tidying up about the school, even if you have not personally dropped any litter: we all share the responsibility for keeping the school looking good.



MOVEMENT ABOUT THE SCHOOL

When it is dark, you should avoid walking up or down the main drive, but you should use the Heyworth path instead; this is the preferred route for all pedestrians in any case.

For your safety and that of others, you should not walk about the school wearing earphones or headphones. You should walk on the left-hand side of corridors, and on the paths inside the grounds. The Hockey pitches and Cricket squares must not be walked on; Newfield is available for informal games. The Bronze Doors are usually for the use only of Form VI, staff and visitors.

GROUNDS



Make the most of fine weather: when conditions are good, you should be out of doors during morning break unless you have permission from a member of staff to be inside the building. In the Summer Term, you may use the grass areas for relaxation, unless the conditions are not appropriate; you will be advised of this. For obvious reasons, there should be no ball games anywhere near school buildings or cars. Furthermore, you should remember that there are many visitors to the school at all times of the day; your behaviour around the school should always be directed by the sense that the school is a public space, to be enjoyed by all members of the community. You should thus make nobody feel uncomfortable by your actions. The large grass triangle alongside Manor House Road is generally reserved for the Junior School. During study leave in fine weather you may use the grounds in lesson time, provided that you stay to the rear of the Senior School. Guidance may be varied from time to time as conditions change, and will be published very clearly. The Grounds staff use a system of flags to indicate when grass cannot be walked on; whenever the red flags are displayed, you should keep off grassed areas.

LOCAL INFORMATION

ROAD SAFETY

You should be aware that the roads around the Academy can be very busy and that Bridge Street is invariably so during the day. Pay great attention and use the Green Cross Code when crossing roads. Walking on the carriageway itself, even in the quieter side streets, is self-evidently dangerous. Don't do it.



OUT OF BOUNDS

There are some areas of Dollar where you are not allowed to be: Gloomhill Quarry; the mines at Vicar's Bridge; the graveyard and the old kirk in Dollar Church. In addition, Form II pupils and below are not permitted to be in Dollar Glen beyond Mill Green. Pupils should not enter the burns above Mill Green or swim in the River Devon; the dangers are considerable, and consequences have, in the past, been fatal.

Sometimes for safety reasons, an area will be put out of bounds. You should ensure that you know exactly where these places are. (Day pupils should note that if they are out of bounds with boarders, they will be covered by the same rules that apply to boarders.)

If you are intending to fish in the River Devon or its tributaries, you should buy a ticket from the Devon Angling Association before you start. (*The Paper Shop* in Dollar will sell you one.) It is unsafe to play games or to use skateboards, scooters or roller-skates/blades on public roads in Dollar.

Pupils in the Prep School should remain within the grounds of Dollar Academy at all times. Junior School pupils are allowed to go to the shops in Bridge Street during lunch break on certain days, but are not allowed to cross the road.

You should not enter a public house in Dollar.

GAMES

ATTENDANCE

For your health, the development of wider skills, and for the enjoyment that can be gained from sport at all levels, you are expected to participate in games at Dollar, and should attend when required.

If you are travelling with a school team, you must wear correct uniform, and return by the same transport unless other arrangements have clearly been made and the member of staff informed in advance. You may enter the pavilions only if you are taking part in games. Girls generally travel in tracksuits.



MOUTHGUARDS

Mouthguards are mandatory for hockey, rugby and squash, and must be worn at all times in games and practices. These should be moulded and fitted by a dentist; it is recommended that they are not bought over the counter. Mr Newton, Head of PE, will be pleased to advise.

COLOURS AWARDS

Staff responsible for activities propose pupils for Colours to a committee, chaired by the Deputy Rector. The principles upon which the committee bases its decisions are as follows:

FULL SPORTING COLOURS

A pupil judged worthy of Full Sporting Colours –

- 1) Demonstrates excellence in the skills associated with the sport, measured by district, national or international standards, where appropriate.
- 2) Has represented the school at 1st team level for at least a season, having been a first-choice player throughout.
- 3) Has made a very notable personal contribution to the success of the team; ideally, demonstrating leadership qualities.
- 4) Has had excellent attendance at practices and matches.
- 5) Has invariably given of his or her best in practices and matches
- 6) Has maintained an outstandingly positive and helpful attitude at all times.
- 7) Is in Forms V or VI [or, exceptionally, Form IV].



HALF SPORTING COLOURS

A pupil judged worthy of Half Sporting Colours –

- 1) Demonstrates very good skills in the skills associated with the sport.
- 2) Has represented the school at 1st team level for at least a season
- 3) Has made a notable personal contribution to the success of the team.
- 4) Has had very good attendance at practices and matches.
- 5) Has maintained a fully positive and helpful attitude throughout the season.
- 6) Is in Forms V or VI [or, exceptionally, Form IV].

FULL CULTURAL COLOURS

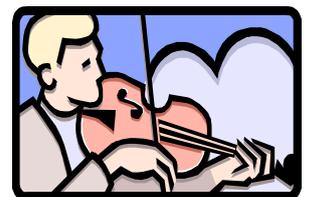
A pupil judged worthy of Full Cultural Colours –

- 1) Demonstrates excellence in the skills associated with the activity, measured by the highest school standards, or by district, national or international standards.
- 2) Has been involved in major school competitions or performances for at least a year, having been a first-choice player / performer throughout.
- 3) Has made a very notable personal contribution to the success of the activity; ideally, demonstrating leadership qualities.
- 4) Has had very good attendance at practices and performances.
- 5) Has invariably given of his or her best in practices and matches.
- 6) Has maintained an outstandingly positive and helpful attitude throughout the activity.
- 7) Is in Forms V or VI [or, exceptionally, Form IV].

HALF CULTURAL COLOURS

A pupil judged worthy of Half Cultural Colours –

- 1) Demonstrates very good skills associated with the activity.
- 2) Has been involved in major school competitions or performances for at least a year.
- 3) Has made a notable personal contribution to the success of the activity.
- 4) Has had very good attendance at practices and performances.
- 5) Has maintained a fully positive and helpful attitude throughout the activity.
- 6) Is in Forms V or VI [or, exceptionally, Form IV].



A pupil judged worthy of Half Colours should normally fulfil the vast majority of the Full Colours criteria, except that he or she may not have played / performed at district or international level, or have played / performed in the 1st team for more than one season.

The awards are for school activities and denote achievement in and commitment to Dollar Academy; participants in activities not organised through or supported by the school are not generally eligible for Colours. Failure to live up to these standards may lead to removal of the award.

For **Sporting** awards, Half Colours entitle the holder to the ship blazer badge, and Full Colours to the addition of white braid to the blazer. For **Cultural** Colours, Half Colours entitle the holder to the blue blazer badge, and Full Colours to the addition of blue braid to the blazer. **The Colours tie** is available to holders of both Full Sporting or Cultural colours, but not Half Colours.

THE INTERNATIONALISTS' AWARD

Pupils who have represented their countries in either sporting or cultural activities will be eligible for the award of the Internationalists' Tie. As with Colours awards, the Colours Committee discusses the proposals received and then makes recommendations to the Rector, who takes the final decision. The general principles are as follows:

A pupil eligible for The Internationalists' Award:

1. is involved in either Sporting competition or Cultural activities;
2. is at any age / level [pupils from the Prep & Junior School are thus included];
3. is in a team or group representing any nation [i.e. not restricted to Scottish or British];
4. the team should include the best performers in that sport or activity at that level in the country.

Furthermore,

1. the pupil should be beyond development squad level;
2. the pupil must have competed with others for a place in the team and been selected on merit.
3. the pupil must have been selected for at least one game or performance that took place, against opposition or in front of an audience, and he or she must have played or performed during the event.

Pupils should write a letter to the Deputy Rector, Mr Daniel, in his role as Chairman of the Colours Committee, giving full details of their selection and performance, with supporting evidence. The Committee will be happy to discuss any proposal received, to ascertain whether it fits the criteria. Once the decision has been made, the successful applicant will be notified, and an arrangement made to present a tie in Senior School Assembly. There will be no cost for the tie for current pupils.

GUIDANCE ABOUT BEHAVIOUR

In this section there is a range of advice about your behaviour as a pupil of Dollar Academy. At the end of the booklet there are sections from the school's Behaviour and Discipline policy which go into more detail about what is expected.

Prep & Junior School pupils will generally be dealt with by the Assistant Heads of the Prep and Junior Schools, although Mrs Morrison may become involved, along with other members of the Senior Staff Group on occasion.

CARE FOR OTHERS

Dollar Academy is committed to providing a safe and supportive environment. Members of our community are entitled to go about their daily life at school without fear of harassment or harm. The deliberate causing of distress, either mental or physical, to another person is totally unacceptable. Any behaviour of this sort should be reported to a member of staff immediately, who will take action. **DO NOT IGNORE IT IF YOU SEE IT: DO SOMETHING ABOUT IT.**

ANTI-BULLYING POLICY

See Appendix 4, at the end of this booklet, for more information.

BEHAVIOUR IN GENERAL

You should remember that the reputation of the school depends on high standards of behaviour; you will ultimately benefit from being known as a member of a well-disciplined community. Equally, the opposite is true: if a school gains a bad reputation, everyone suffers. You should therefore bear in mind that any form of disorderly behaviour in school, in Dollar, or while travelling to and from the school is unacceptable. There may also be occasions at the weekends or during holidays when the school's name could be brought into disrepute, even when you are not in uniform or involved in school activities.

It should be noted that a pupil who remains in the company of another pupil / other pupils while school rules are being may be regarded as guilty by association: you have a responsibility to avoid situations where rules are being broken.

Day pupils in the company of boarders at weekends will be regarded as bound by the same rules that apply to the boarders.

BREAKING RULES, UNACCEPTABLE OR INAPPROPRIATE BEHAVIOUR

There are clear guidelines about what may happen if you get things wrong and the school will follow these as fairly and reasonably as possible. You should bear in mind, however, that the school needs to be able to respond to individuals and situations flexibly, applying its knowledge of the background in each case. It may therefore seem to you occasionally that some pupils are being treated differently when all involved seem to have got the same things wrong. There will be good reasons for this which members of staff are not able to discuss.

MOBILE PHONES



For a variety of good reasons, mobiles are accepted in Dollar, particularly for pupils who travel into school. They may also be of use on certain school trips or outings; members of staff will advise in this area. Equally, there may be times when their use is not appropriate and you are asked to abide by the guidance given here. In the Prep & Junior School, pupils must ask permission to use their mobiles during the course of the school day. There is very particular advice given about bringing mobile phones into exams; you should be aware that the SQA may impose very severe penalties on any candidate found to have broken its rules in this matter. Mobile phones should be kept **switched off** throughout lesson times; they may be confiscated otherwise.

It is important that mobiles are used sensibly – they should never be used, for example, to cause distress to others by the sending of unpleasant messages, even if this is meant as a "joke". The camera facilities on some phones must also be used with great sensitivity: just as the school formally asks for permission to take photographs, so pupils must be very careful in the taking and publication of photographs (or even in pretending to take images). You may lose access to your phone if you get involved in inappropriate behaviour.

BREAKAGE

You should inform the Janitor or a member of staff immediately if you break anything like a window or a piece of furniture.

UNACCEPTABLE ITEMS

Laser Pointers should not be used as they are potentially dangerous. **Aerosols** are also prohibited because of their effect on health, as are lighters and e-cigarettes. **Chewing gum** is not acceptable in any school context. **Glass bottles** should not be brought into school. Furthermore, you should not have any of the following in your possession in school: **firearms, fireworks, knives, airguns, catapults** or **imitation weapons**.

ALCOHOL

While the school permits the occasional consumption of alcohol by senior pupils in staff-supervised social settings, such as the Sixth Form Dinner, you are not allowed to possess or use alcohol unsupervised. Possession or consumption of alcohol is not allowed on school trips outwith the Academy.

ILLEGAL DRUGS / "LEGAL HIGHS"

Dollar Academy is committed to a drugs-free learning environment. To that end, there is an element of drugs education in a range of curricular areas – PSE, Biology and so on.



Any incident involving pupils in Dollar Academy found to have alcohol, illegal drugs, or smoking materials, including e-cigarettes, in their possession will be viewed seriously. The school is aware that some substances which are not currently illegal in the UK may have an intoxicating or hallucinatory effect, so-called "legal highs". The use of animal, vegetable or mineral products which have such an effect is against school rules, and pupils using such substances may be dealt with in a similar way to those who use illegal drugs.

Where there is suspicion of the use of illegal drugs or of "legal highs", the Rector may ask pupils to provide evidence that they have not been involved, and continue not to be involved, by means of drugs tests through the agreed procedure in liaison with Dollar Health Centre.

INFORMATION FOR BOARDERS

GENERAL INFORMATION

Dollar Academy offers boarding facilities to provide pupils with the opportunity to continue their education while living away from home. Our aim is to provide a secure and comfortable environment where pupils are able to enjoy life among other young people, with the guidance and support of members of staff.

There are three boarding houses in Dollar Academy. Argyll and Heyworth are girls' Houses; McNabb & Tait is the boys' house, combining Juniors and Seniors under one set of Houseparents, supported by a resident House Tutor. As a boarder at Dollar Academy, you will have full opportunity to participate in the whole life of the school, and there are many advantages which derive from being located so close to the Academy itself. While there are three Houses, there is a body of information which is common to all, and you are expected to recognise the standards and the accepted practices which apply to all boarding Houses. As you might expect, there may be minor variations in each House which reflect the different traditions in the Houses and the different approaches of the Houseparents.



The information which follows should, however, offer a reasonably full guide to boarding life in Dollar. If you are in doubt about anything, please consult your Houseparents who you should remember are responsible for you throughout your boarding life; you must at all times attempt to co-operate with them. The website contains further up-to-date information, and each House will give you a welcome pack that contains all you need to know about settling in and making the most of the opportunities at Dollar.

COMMUNICATION

You will have ready access to e-mail, telephone and (filtered) wi-fi facilities in your House. Note that telephone calls to other Houses are free using the internal line, but you will have to pay for external calls. You may use mobile phones, but you should be aware of the guidance given in Houses about these. Skype facilities are also available in Houses.

ABSENCES IN SCHOOL TIME

If you wish to visit a University or if you are called for interview, you should fill out the standard pink form obtainable from the school office. In the case of other events, such as weddings and funerals, your Houseparent will inform the school of such absences.

DRESS

During the school week, you are expected to wear correct school uniform until lesson time is finished at 3.25pm, after which you can change into casuals.

MEALTIMES

MEAL	MON - FRI	SAT	SUN
BREAKFAST	7.45 – 8.15	In-house	9.30-10.00
LUNCH	12.30 – 1.00 [12.15 for up to J2]	1.00 – 1.30	1.00 – 1.30
TEA	5.00 – 5.45	In-house	5.30 – 6.00

Most meals are taken in the school dining hall and you are expected to attend every meal unless you have made a particular arrangement with your Houseparent. You should stay out of the kitchen, and you should not return to the servery before permission has been given by the member of staff on duty.

ORGANISING YOUR MONEY

Every boarder is encouraged to have an individual approach to money, and the following comments are offered as straightforward guide based on previous experience.

For every boarder there are 3 ways to pay for items at Dollar Academy:

1. **Personal Funds** – this can be either a personal bank account or cash. Pupils in Forms III-VI generally operate their own bank accounts. Your Houseparents will help you organise this and it usually takes around three weeks. Boarders use these funds to pay for all personal items, such as stationery, toiletries, public transport costs, school dance tickets and snacks. If you are in Form IV-VI you will use these funds to pay for kilt hire for formal school events, should you wish. The cost of this is usually around £50.

Purchases of a personal nature cannot normally be funded by boarding Houses.

If you are in Form II or below, you can, if you wish, choose to receive weekly pocket money from your House parent. This pocket money is distributed on a Friday and the cost allocated to your termly bill.

2. **ParentPay** – this is used by boarders' parents to pay remotely for non-boarding school expenses.

This could be school curricular trips, either day, national or international and co-curricular expenses, such as horse-riding or skiing.

In addition, there are a number of events during the school year which pupils regard as "essential" - particularly for those in Form VI, these should be paid for through ParentPay. The prices charged for last year's ventures are offered as a guide;

First Term:	FVI Dinner (£22), Senior Christmas Dance (£8)
Second Term:	Burns Supper (£22), Plays (£3), Band Night (£5).
Third Term:	FVI Summer Ball (£30), Plays (£5), various photographs e.g. leavers/team photos (£9 each), FVI Photo (£17-30) FVI Yearbook (£15)

3. **Boarding House Termly Bill** – Parents or guardians of a boarder will receive a bill at the end of each of the three terms in the school year. This bill will be itemised and list the expenses incurred as a boarder. In the main this will be House outings, airport transfer costs, House photographs and dry cleaning. For boarders in Form III and below who wish to hire Highland dress for Christmas dances, House parents will allocate the cost of this to termly bills.



GOING OUT

If you have no commitments on Saturday morning, leave may begin on Friday after 3.25pm and return should be by half an hour before bedtime (but in any case not later than 9.30pm on Sunday evening). Houseparents may grant leave for a day or part of a day at their discretion.



On returning from any leave you must report to your Houseparent immediately. You must obtain permission from your Houseparent if you are going out of Dollar for any reason.

You are welcome to cycle out of Dollar, but for reasons of safety, you are asked to inform your Houseparent of your route and your timings. You should follow the school guidelines given earlier in this booklet.

Boarders are forbidden to travel in cars driven by other pupils, and must always have written permission for any car journey except with a member of staff.

You are permitted to visit other boarding Houses only with permission from both Houseparents. Day pupils may also visit boarding Houses but at the discretion of Houseparents. When a boarder visits another House, it is necessary to conform to House rules. Boys may visit girls' Houses and girls may visit boys' Houses only if permission is granted by the Houseparents of both Houses. You must return by at least half an hour before your lights-out, or by 10.30pm, whichever is the sooner.

SUNDAY ATTENDANCE

On Sunday mornings, boarders may attend services at the local Church of Scotland, Episcopalian or Roman Catholic churches. Arrangements can be made for pupils of other faiths.



MID-TERM BREAKS/ENDS OF TERM

You are expected to follow your school timetable until the end of each term, and until a mid-term holiday. At the end of each term, school finishes at 12.30pm. In exceptional circumstances, however, your Houseparent might permit you to travel early on the last day if you have a particularly long or difficult journey. In any case you are expected to leave your boarding House as soon as possible after 12.30pm. It is important to note that you are expected to leave Dollar by that time, and we ask that you do not spend a further night in Dollar after the end of term. When you are returning to Dollar, you should arrive **between 4.30pm, and 9.30pm**, unless otherwise agreed.

Only in exceptional circumstances will permission be given by the Rector for early departure at the end of term or late arrival at the beginning of term.

DAYS OUT AND LEAVE

During the course of each term, you are allowed weekends out of your House at the discretion of your Houseparents and by arrangement with your family. In each case, you are expected to produce letters two days in advance in which your parent or guardian gives permission, and the person you are visiting invites, agreeing to take responsibility for you. All sports or other commitments must be fulfilled before you begin leave.

In certain circumstances, your Houseparents will be willing to accept the written requests up to the day of departure. Leave-out on week days is not encouraged, and is permitted only for special family events involving immediate family members by prior arrangement with the Rector or Deputy Rector. Other weekends and days out may be granted at Houseparents' discretion.

AT NIGHT

You may be out after dark only if your Houseparent's permission has been obtained. In summer, there is a time indicated weekly by which you must be in the House and everyone should observe this timing. The time for leaving the grounds applies equally to Day Pupils. Please note that Dollar Glen beyond Mill Green is out of bounds to pupils of Form II and below. Pupils of different ages have different bed-times, and all pupils must be in their Houses at the appropriate times. Times for leaving the grounds and return are clearly published and apply to all pupils in the Academy. Even the most senior pupils must be in the House by 9.30pm, except with the express permission of the Houseparent.



SPECIAL EVENTS

With your Houseparent's permission, you may visit private houses on special occasions after having obtained letters of request from parent/guardian and from the parent in the house being visited. You may not normally attend social events on weekday evenings unless they are with close family. You should understand that the reasons for this control are based simply upon the need for the school to fulfil its responsibilities. Putting your welfare and safety first, the Academy must be sure that all arrangements are satisfactory before permission is given.

If you are a senior pupil, your Houseparent might, on suitable occasions, offer a social and supervised alcoholic drink in the House, but you should not make mistakes in this area.

ELECTRICAL EQUIPMENT

Consult with Houseparents for details. Please note that safety in this area is essential.

CO-CURRICULAR ACTIVITIES

While there is a range of co-curricular activities available to all pupils, there are some which are specifically set up with boarders in mind.

Cookery

This takes place on some weekday evenings in the Home Economics department.

Dancing

Throughout the first two terms, there are dancing classes every Friday night, and skilled instructors teach a variety of styles. All boarders up to Form II should join in dancing classes. In practice, many continue with dancing until the most senior years in the school - as a result of which there are many award-winning dancers in the school.

Football

An Indoor football activity is run on a regular basis for boarders.

Fitness

The fitness suite can be used during evenings after Prep, under certain conditions.

Golf

You can become a school member of the Dollar Golf Club, at reduced rates. At all times on the golf course, you should obey the Club rules and observe the etiquette of the game.

Music

The Gibson Building is open for boarders' practice on certain evenings in the week.

Swimming

There are specific times for boarders to use the swimming pool.

Volleyball

Sessions are run in the Gym from time to time for boarders.

APPEARANCE

We have some clear rules about appearance, because this is an important aspect of our community. You should wear correct school uniform on all school occasions, with shirt tails tucked in, ties fully done up and top buttons fastened. Blazers should be worn around the school. Whatever is worn under the shirt or blouse should not draw attention to itself; e.g. logos or designs on t-shirts should not be visible. Jewellery, make-up and coloured nail-varnish are not permitted. If you wish to have your ears pierced you should arrange this at a time in the year which will not require you to wear studs (covered or otherwise) to school. You may wear badges related only to school achievements. Hair should be clean and tidy, and all styles that are extreme or that draw undue attention to themselves should be avoided. Boys should be clean-shaven.



The rules on appearance are in operation at all times when uniform is being worn, and thus do not change after 3.25pm, at weekends, on school trips or during examination study leave.

If you are involved in an activity like skiing or a Duke of Edinburgh Award expedition, you will be advised by the member of staff in charge as to correct clothing. On the Sponsored Walk (next on Sept 28 2018) you will be required to wear appropriate clothing for your own health and safety. Pupils walking to school are advised to wear clothing with reflective and/or high visibility areas attached.

DRESS CODE

At events outside school hours there is a variation in what is expected of pupils in their appearance, depending on the nature, context and location of the event; some activities are by their nature more formal than others. The follow grid gives guidance:

EVENT	LOCATION	DRESS CODE	NOTES
Weekend / weekday sports fixtures spectators	Academy grounds	Casuals / weather dependent	Sports teams have their own dress codes
Trips Information evenings	In school, various	Casuals	
Rehearsals [Drama, music, etc]	In school, various	Casuals; clothes to move around in as appropriate	
All drama productions [Forms I, II, III, IV, VI]	Studio Theatre	Smart Casuals	Occasionally, events to which the Dollar community is invited may be uniformed
School Play	Assembly Hall	Smart Casuals	Ushers in uniform
Senior Musical	Theatre outside Eg MacRobert; Assembly Hall	Smart Casuals	
Junior Musical	Auditorium	School Uniform	Ushers in uniform
Junior Concerts	Auditorium	School Uniform	
School Concerts [Spring x2]	Auditorium	School Uniform	
Carol Concert	Usher Hall	School Uniform	
UCAS Evenings	Playfair Building	School Uniform	
Parents' Evenings	Playfair Building	School Uniform	
Other lectures [eg JEMJET]	Auditorium	School Uniform	
Sports Weekend	Academy grounds	School Uniform	Prefects for tours in uniform
Form II Interviews	Playfair Building	School Uniform	
Debating competitions	Library	School Uniform	
Open Morning	In school, various	School Uniform	
SPECIAL EVENTS [one-off]	In school, various	School Uniform	Eg presentations, VIP visits
Christmas Dances	Assembly Hall	Formal	
Burns Supper	Dining Hall	Formal	
Form VI Dinner	Dining Hall	Formal	
Summer Ball	Assembly Hall	Formal	Form V waiters in black / white
CCF Dining-In	Dining Hall	Formal	

SCHOOL UNIFORM

GENERAL INFORMATION & STOCKISTS

All equipment and garments should be of regulation style, of the shade and fabric approved by the Academy, and **named**. Articles of clothing need not be new, but should be in good condition.

Uniform items can be obtained from:

Messrs. R R Henderson 6/8 Friars Street, Stirling Tel. 01786 473681

On-line at www.houseofhenderson.co.uk

Aitken & Niven Main Stockist 21-23 High Street, Perth, PH1 5TJ 01738 637843.

Dollar Uniform available on-line at www.aitken-niven.com

Also at 6 Falcon Road West, Edinburgh, EH10 4AQ Tel: 0131 477 3922 or 234 Queensferry Road Edinburgh, EH4 2BP Tel: 0131 467 8825

They also have a supply of heavy weight Dollar Academy Tartan fabric for Men's kilts etc.

An excellent Thrift Shop is run by parents (opening between 2.30-4.00pm on the second and fourth Thursday of each month, and on the last afternoon of the summer and spring holidays). The Thrift Shop is located in the basement of the Prep School Building.

For those pupils who attend dancing, specialist shoes are recommended.

COMBINED CADET FORCE UNIFORM

The necessary uniform is issued to cadets in the Academy; the only item that needs to be purchased is a pair of boots. These should not, however, be bought before joining the CCF, which is open to all pupils in Form II and above.

**In the following clothing lists please note:
*All asterisked items are regulation items
All clothing should be clearly and indelibly named**

PREP SCHOOL BOYS

*Navy blue shorts

Navy v neck pullover

White long sleeved shirt

Short sleeved shirt (optional – Summer Term only)

*Academy tie (elasticated option for Prep 1 and 2)

Navy knee length socks and named garters

Black polished leather lacing shoes (velcro fastening shoes for Prep 1)

Black or navy wellingtons

*Fleece lined coat (to be worn from the October Break to Easter Holiday)

(A plain navy pac-a-mac should be carried in school bag when blazer is worn)

*Blazer to be worn from August to the October Break and in the Summer Term

*School scarf (optional – but only a regulation Dollar scarf to be worn)

*Warm navy hat (the Dollar "beanie" hat is available; cricket style navy or white sunhat in summer)

Navy gloves

Painting apron – waterproof and long sleeved

Plain navy or black school bag (rucksack style; Dollar bags are available)

Plain navy pac-a-mac

PREP SCHOOL GIRLS

*Tartan pinafore
Navy cardigan
White long sleeved blouse
Short sleeved open necked blouse for Summer Term
*Academy tie (elasticated option for Prep 1 and 2)
Plain knee length navy socks or navy tights
White knee length socks for Summer Term
Flat black polished leather shoes (not slip-ons) (velcro fastening shoes for Prep 1)
Black or navy wellingtons
Hair accessories must be plain navy blue, white or Dollar Academy Tartan
*Fleece lined coat (to be worn from the October Break to Easter Holiday)
(A plain navy pac-a-mac should be carried in school bag when blazer is worn)
*Blazer to be worn from August to the October Break and in the Summer Term
*School scarf (optional – but only a regulation Dollar scarf to be worn)
*Warm navy hat (the Dollar “beanie” hat is available; cricket style navy or white sunhat in summer)
Navy gloves
Painting apron – waterproof and long sleeved
Plain navy or black school bag (rucksack style; Dollar bags are available)
Plain navy pac-a-mac

JUNIOR SCHOOL BOYS: JUNIOR 1 AND 2 (P6 & 7)

As Senior boys

The fleece-lined coat is to be worn instead of a blazer from the October Break to the Spring Holiday
Short sleeved shirts may be worn in the Summer term
Plain navy or black school bag (rucksack style); Dollar bags are available.

JUNIOR SCHOOL GIRLS: JUNIOR 1 AND 2 (P6 & 7)

As Senior Girls with the exception of the kilt, which can be Junior style (elastic waist)
The fleece-lined coat is to be worn instead of a blazer from the October Break to the Spring Holiday.
Plain navy or black school bag (rucksack style); Dollar bags are available.

SENIOR SCHOOL GIRLS: (FORMS I TO VI)

*Dollar blazer and tartan kilt
Plain navy v neck sweater (sleeveless optional) or cardigan
White blouse, **long enough to be fully tucked in to the kilt**, short or long sleeved
Short sleeved open necked white blouse (optional for Summer Term to October Break)
Hair accessories must be plain navy blue, white or Dollar Academy Tartan
*Academy tie
Navy opaque tights (or heavier) or knee length navy socks
*School scarf (optional – but only a regulation Dollar scarf to be worn)
Flat black polished leather shoes
(The blazer is the standard indoor wear for all Seniors, who may, in addition, wear a black or dark blue coat during bad weather. NB: “Hoodies” are not to be worn with school uniform)

SENIOR SCHOOL BOYS: (FORMS I TO VI)

*Dollar blazer

Dark grey (charcoal) or black trousers (not jeans)

Plain navy v neck pullover

White shirt (short sleeve optional)

*Academy tie

*School scarf (optional – but only a regulation Dollar scarf to be worn)

Black polished leather shoes

Plain dark socks

(The blazer is the standard indoor wear for all Seniors, who may, in addition, wear a black or dark blue coat during bad weather.)

NB: "Hoodies" are not to be worn with school uniform

PREP SCHOOL SPORTSWEAR

PREP SCHOOL GIRLS

*White short sleeved polo shirt with school logo

"Quint" rugby shirt - Prep 4 and 5

*Navy gym shorts

Navy "skort" for Prep 4 and 5

Navy joggers for colder weather

Long sleeved **white** thermal base layer (recommended)

Navy knee length sports socks

Swimming costume (black or navy)

Swimming cap (navy)

Towel (named)

Drawstring bag (named)

Good supportive trainers, predominantly white, non-marking (velcro fastening optional for Prep 1)

Gumshield and shin guards – Prep 4 and 5

PREP SCHOOL BOYS

*White short sleeved polo shirt with school logo

*Navy gym shorts

Navy joggers for colder weather

Long sleeved **white** thermal base layer (recommended)

"Quint" rugby shirt - Prep 4 and 5

Navy knee length sports socks

Swimming trunks (black or navy)

Towel (named)

Drawstring bag (named)

Good supportive trainers, predominantly white, non-marking (velcro fastening optional for Prep 1)

Football boots (Prep 4 and 5)

Gumshield – Prep 4 and 5

A sun hat is required for use during the summer months; staff will advise as appropriate.

JUNIOR AND SENIOR PE UNIFORM

BOYS

- White rugby shirt
- "Quint" rugby shirt
- Long sleeved **white** thermal base layer (recommended)
- Navy rugby socks and rugby shorts
- Swimming trunks (black/navy)
- Gym shorts (navy)
- Football boots and trainers
- Gumshield

GIRLS

- White hockey shirt
- "Quint" hockey shirt
- Long sleeved **white** thermal base layer (recommended)
- Navy games skirt (or "skort")
- Navy shorts (available at school)
- Navy knee length socks
- Swimming costume (black/navy)
- Swimming cap (white/navy)
- Football boots (or astro shoes) and training shoes
- Hockey stick and tennis racquet
- Gumshield and shinguards

A Dollar Academy tracksuit is required for all pupils in the year groups Junior 1, Junior 2, Form I and Form II and for members of the Academy sports teams. This is to allow for the comfort and protection of pupils participating in outdoor activities and events throughout the year.

"Quints" are the four groups into which pupils are divided for internal sports competitions. The allocation takes place during the First term, so the shirts cannot be bought in advance. Form VI pupils are asked in particular to contact the PE department to be allocated.

SUMMER TERM: sports equipment is to be purchased as required.

ARTICLES REQUIRED BY BOARDERS

All articles must be machine washable, dye-fast, and able to be tumble-dried. All items must be prominently and indelibly marked in ink, or with woven name tapes; a supply of spare name tapes should be sent at the beginning of the year. As storage of a large amount of clothing may be difficult, pupils should limit their packing to what is necessary. Houseparents will be happy to advise on the extent of the facilities.

In addition to the standard clothing list for day pupils, boarders should bring:

- 1 large suitcase, & a smaller suitcase for holidays
- 1 school bag, rucksack or sports bag for books, equipment
- Sufficient underwear
- 2 pairs pyjamas/sleep-wear & 1 dressing gown & 1 pair slippers
- 1 hot water bottle (optional)
- Spare name tapes
- A toilet bag with all toilet requisites
- Alarm clock
- 1 duvet and 2 duvet covers
- 1 pair polyester cotton fitted single sheets & 2 polyester cotton pillow cases
- 2 bath towels & 1 sports towel

FORMAL / INFORMAL WEAR

Formal clothing is required for the social functions in First term, such as the Christmas dances; Seniors are likely to wear formal clothes on other occasions. Girls wear a variety of formal styles; boys may wear kilts, dinner suits, lounge suits or school uniform at such events, although it is unusual for uniform to be worn. Pupils can choose to wear their own smart casual clothing if they attend church on Sundays, although they must wear uniform if they are attending at whole school services.

Personal items: you may bring in items to personalise the room in which you will sleep, including books, photos, music, posters and other small items. Be aware that Houses have particular guidelines about music and posters, for example, however – there is a designated space in which to display posters, and “blu-tak” cannot be used on walls.

Each House has good facilities for computers, and each is linked to the Academy network. There is no need, therefore, for personal laptops to be specially purchased for boarders. There are wi-fi facilities provided through the school’s filtered network, and subject to timing controls. Any items of personal computing equipment that are brought into the House are also governed by the same rules concerning use as the school computers, and are covered by the IT agreement which is signed by all pupils and staff. You should be aware that DVDs and videos brought into the House must be of an appropriate nature, and that images stored on computer hard drives etc must be of an acceptable nature. IT equipment will be randomly checked by members of staff to ensure compliance.

You are reminded that the school does not insure your personal belongings, and so expensive items such as personal computers must be covered by your own or your family’s insurance policy.

CO-CURRICULAR ACTIVITIES

In Dollar Academy you are fortunate in having access to a wide range of activities, organised by staff who are both enthusiastic and skilled, and who have volunteered their services willingly because they want to share their interests. You are not required to undertake any number of activities, but it is suggested that you will gain a great deal of enjoyment, besides useful skills, and make a wider circle of friends if you use these opportunities to the full. Once you have taken up an activity, you should aim to make a real commitment to it.

Full details of the activities on offer, and the staff associated with each activity, are published in the separate *Information on Co-Curricular Activities* in the first few weeks of First Term, and publicised in the annual "Get Active!" Activities Fair.

CO-CURRICULAR ACTIVITIES LISTS [provisional]

PREP & JUNIOR SCHOOL

Art Club	Football	Puzzles and Games
Athletics	Golf	Rugby
Book Club	Gymnastics	Scottish Country Dancing
Chess/Games	Hockey	Sewing / Craft
Choir	ICT	Skiing
Craft	Japanese	Swimming
Cricket	Knitting	Tennis
Drama	Modern Languages	Wildlife Explorers
Enterprise	Netball	Writing
Fencing	Orchestra	

SENIOR SCHOOL

Archery	Fishing	Rock Climbing
Art	Fitness Training	Rugby
Athletics	Football	Sailing
Badminton	French trips	Schools Challenge Quiz
Band Nights	French drama	Science competitions
Basketball	<i>The Galley</i> pupil magazine	Scripture Union
Book clubs	Games & Puzzles	Shooting
Canoeing	German trips	Sixth Form Yearbook
Combined Cadet Force	Golf	Sixth Form Play
Charities Committee	Greek	Skiing / Snowboarding
Chess	Guitar building	Sound Crew
Childcare	Gymnastics	Spanish trips
Computing	Hockey	Sub-Aqua
Cookery	Horse Riding	Surfing
Cricket	Japanese	Swimming
Croquet	Karate	Technology
Cross Country	Lighting Crew	Tennis
Curling	Mandarin trips	Theatre visits
Dancing	Maths competitions	Volunteering
Debating & Literary	Mountain biking	Water polo
Eco Committee	Mountaineering	Work experience
<i>Fortunas</i> school magazine	Music	Worldwise (Geography)
Drama	Photography	Year Group councils
Duke of Edinburgh Award	Physics	Yoga
Fabricwork	Pipe Band	Young Enterprise
First Aid	Riding for the Disabled	

STAFF LISTS

SENIOR STAFF GROUP

Rector	Mr D J Knapman, BA, BSc, MPhil
Deputy Rector	Mr G P Daniel, MA, MA, JP
Assistant Rectors	Mr G S Burbury, BA, MMus, ACE, NPQH
	Mr R J A Macpherson, BA, MSc
	Mrs K B Miller, BSc
	Mrs A M Morrison, MA (and Head of Prep & Junior School)

Key: *HD = Head of Department* *HT = House Tutor* *Co-ord = Co-ordinator*
HP = Houseparent *HY = Head of Year* *AHY = Assistant HY*

PREP AND JUNIOR SCHOOL

Mrs M Barbour, BEd (Assistant Head, Prep School)
 Miss S Horne, BEd (Assistant Head, Junior School)

Mrs L E Barlow, MA
 Miss K Cleghorn, MA HT *McNabb & Tait*
 Mr T A Dann, BEd
 Mrs L R Fraser-Tilus, BEd
 Mrs M Harewood, MA, BEd
 Mrs N M Letford, BEd
 Mrs L C MacDonald, BEd
 Mrs G McFadyean, BA Sen HPT *McNabb & Tait*
 Ms S L Menzies, BA
 Mr A Mills, BEd
 Mrs J G M Montgomery, BA
 Mrs L O' Sullivan, BEd

Miss L Pollock, BEd, AVCM HT *McNabb & Tait*
 Miss A Sheridan, BCom
 Mrs K E Thomson, BEd
 Mrs L L Thomson, BEd

Mrs K Bunyan (Senior Teachers' Assistant)
 Mrs E Beveridge (Teachers' Assistant)
 Mrs E Hamilton (Teachers' Assistant)
 Mrs S Smith (Teachers' Assistant)

SENIOR SCHOOL

Art & Design

Mrs C Kelly, BA, MFA	HD
Ms T L Livingstone, MFA	AHY (IV)
Mr M MacDermot, BA	
Mrs C MacLean, DA	
Mr F Muirhead, BA	AHY (III)
Ms J Smelt, BA	

Biology

Mr C K Ainge, BSc	HD
Mr D Campbell, BSc	
Mr R C Florence, BSc	
Mr M McComiskie, BSc	
Mrs F McDonald, BSc	

Business Education

Dr L A Payne, BSc, PhD	AHOY (I)
Ms S Hussain, BSc	HD
Mr M C Moore, BSc, MBA, IDMDip	
Mrs H Duncan, BA	
Miss L A McGookin, MA	HT Argyll
Mrs L McMartin, BA	
Mrs A L Robinson, MA	
Mr J A Simpson, BA	

<i>Chemistry</i>	Mr D J Lumsden, BSc	HD
	Mr N F Blezard, BSc, MRSC	HY (II)
	Mrs H M Cook, MChem	
	Dr R J R Johnson, BSc, PhD	HY (I)
	Dr S Scheuerl, BSc, PhD, MRSC	
<i>Classics</i>	Mr C Smith, BSc	HY (IV)
	Mrs H S Lumsden, MA	HD
	Dr E Macleod, MA, PhD	
<i>Computing</i>	Miss I Tsimikou, BA	
	Ms R McGuinness, BSc	HD
<i>Drama</i>	Mr D P Rees, BSc, MSc	
	Mr P G Russell, BA	HD
<i>English</i>	Mrs C Murray, MA, MPhil	HD
	Ms C Abel, BA, MLitt	
	Miss K Cunningham, MA	
	Mrs R J Gibb, BA	
	Mr D A H Johnston, BA, MLitt, MPhil	AHY (VI); AHpt McTait
	Miss E M Langley, MA	HD PSE
	Mrs F A Mackie, MA	School Counsellor
	Mrs J E M Monk, MA	
	Mrs H K Moore, BA, MLitt	
	Mrs J Nozedar, MA	Co-ord Eng
	Mrs E A Taylor, MA	
	Mrs B S C Wright, BA	
	<i>Engineering, Design & Technology (EDT)</i>	Dr D A Keys, BSc, PhD
Mr S W Cochrane, BEd Tech		
Mr J Delaney, BEd Tech		
Mrs P Webster, BEd Tech		HY (III)
<i>Geography</i>	Mr A M McConnell, BSc	HD
	Miss G Dean, MA	
	Mrs J McLean, BSc	
	Mrs S A Scott, BSc	
	Mr N J McFadyean, MA, MPhil	HD, (Snr) HP Mc/Tait HD (<i>World Studies</i>)
<i>History & Modern Studies</i>	Ms H J Anderson, MA	
	Mr E M Duncan, BA	HPt Heyworth
	Miss G McCord, MA	HY (VI)
	Mr N G McEwan, MA	AHY (V); HT Mc/Tait
	Mr C Wilson, MA	
	Mrs H L Young, MA	
<i>Home Economics</i>	Mrs N O'Donnell, BA	
	Mrs J Malcolm, DipDomSci (<i>Staff to be appointed</i>)	
<i>Mathematics</i>	Mrs V I Mason, BSc	HD
	Miss S G Cannon, BSc	
	Mrs C M Childs, BSc	HY (V)
	Mr R W Durran, BA	
	Mr D H M Gibb, BSc	
	Mr P McKay, MA	
	Mr I Mackenzie, BSc, CEng, MIET	
	Mrs F G Stewart, BSc	
	Mrs L J Taylor, BSc	

<i>Modern Languages</i>	Mr D Delaney, MA Mrs A R Bryce, BA Miss E J Clarke, BA Miss R Farquhar, MA Dr J M Fotheringham, BA, PhD Mrs J S Millard, BA Mrs M Wei, MSc Ms Y Song, BA Mrs J Young, MA Mr S K Young, BA	HD
<i>ML Assistants</i>	Madame N Marec (<i>French</i>) Fraulein C Glutung (<i>German</i>) Signor G Pische (<i>Italian</i>) Senor J F Casado (<i>Spanish</i>) Ms P Y Su (<i>Mandarin</i>)	
<i>Music</i>	Mrs K Fitzpatrick, BMus, MSc Mr D M Christie, BA, LLCM, ALCM Mr A Morley, BMus Mr P Piwowar, MA Mrs L Timney, MA, LTCL, LRSM	Director of Music Asst Director HT Heyworth
<i>Physical Education</i>	Mr S R Newton, BSc Ms L Allan, BEd Mr D W Caskie, BEd Mr J G A Frost BEd, MSc Mr P N Gallagher, BEd Mrs C C Galloway, BEd Mr M I Hose, BEd Mrs G M Robb, BEd Mrs V A M Smith, BEd	HD Director of Hockey Director of Rugby HP Argyll
<i>Physics</i>	Dr S Fulton, BSc, PhD Mrs K L Caine, BSc Mr A N Johns, BSc, CPhys, MInstP Miss C Malley, BSc	HD AHoY (II); HT Argyll
<i>Support for Learning</i>	Mrs L S McDougall, MA Mrs W J Ainge, MA Mrs J Burbury, BEd Mrs S Delaney, BA Mrs J Smith, BA	HD
<i>Technicians</i>	Mr G R Brown, BA Mrs E W Goodwin, BSc Mrs J Inglis Mrs K MacBean, BSc Ms H M Mackintosh, BA Mrs J Watson, MEng	Co-ord Comm Serv
<i>IT Infrastructure Manager</i>	Mr J Tracey	
<i>IT Systems Administrator</i>	Mr I Anderson	
<i>IT Service Support Manager</i>	Mr R MacSorley, BSc, MCTS	
<i>IT Support</i>	Mr S Dewar Mr A Rankine	
<i>Librarian</i>	Miss T Hepburn, MA	HT Heyworth
<i>Rector's PA</i>	Ms E C Gallagher	
<i>Registrar</i>	(<i>Staff to be appointed</i>)	
<i>FP Registrar</i>	Mrs K J Molnar, BSc	
<i>Admin Assistant</i>	Mrs L Cloherty	
<i>Marketing & Liaison</i>	Mrs E Gunn, MA, DipIDM	

Database / Website Admin
Reprographics
School Office Manager
School Office Staff

Miss K Adams
Mrs A Simpson
Ms L Elrick
Mrs A J Dearden
Miss P Kent
Mrs C McDonald
Mrs S Pillans

Janitor
Assistant Janitor / CCF
CXO (CCF)
Head of Grounds
Piping Instructors

Mr W Anderson
Mr C Cairns
Mr M Scott
Mr R W Meldrum
Mr C Stewart
Mr M Wilson

Pool Manager / Swimming
School Nurses

Mr R W Kidd, FIOS, MSTA, TE
Mrs J H Dunnet, BSc, RGN, RMN, DN
Miss K Finnie BN, DipNS

Housestaff (non-teaching)

Mrs S Duncan
Mrs A C Hose, BSc, PgDip
Mrs S E Johnston, BA

HP Heyworth
HP Argyll
AHP McNabb & Tait

Bursar and Clerk to Governors
Assistant Bursar
Bursar's PA
Building and Contracts Manager

Mr J St J Wilkes, MA
Mrs S M Dunsire, BA, CA, Dip Bus
Mrs M Campbell, BA
Mr D R Yuill-Kirkwood

There may be times when you need help and advice,
or you are worried about things that are happening to you.



TALK TO SOMEONE – DON'T BOTTLE IT UP

Talk to your friends, your family, a senior pupil,
a teacher or any adult you trust.

Talk to your Tutor, Assistant Head of Year, Head of Year, Houseparent.

Talk to the Assistant Rector in charge of your year,
the Deputy Rector [especially if you are a boarder] or the Rector.

There are many staff ready and willing to listen and help; they will all try to do what they can.

If you are worried about keeping the problem quiet, tell the staff – they will understand; they may be concerned about your safety and may need to share this with others, but they will tell you first what they are going to do.

If you are still unsure about talking to a member of staff, you can

PHONE CHILDLINE ON 0800 1111

The call is free and will not show up on the phone bill;
Childline will help you work out what to do next.

But remember – **TALK IT OUT!**

APPENDIX 1: FROM THE BEHAVIOUR AND DISCIPLINE POLICY

(NB: this policy is updated regularly; the most up to date version will always be found on the school website.)

BEHAVIOUR IN GENERAL

Great importance is attached at Dollar Academy (the Academy) to courtesy, integrity, good manners, discipline and respect for the needs of others. Good discipline is an essential ingredient of a good school. It is the prerequisite for effective teaching and learning, but it also upholds and facilitates the courtesy which should characterise relationships between pupils and staff and between pupils and pupils. The Academy is well-known for maintaining a courteous and friendly environment and it is a key aim of the school to maintain this ethos.

The Academy aims to set high standards of behaviour which will support teaching and learning by providing pupils and staff with a framework of positive support and encouragement and by recognition and appreciation of achievement and by using a fair and consistent system of sanctions. Whilst it is understood that there will be variations in staff acceptance and tolerance of children's behaviour depending on the nature and context of the lesson or activity, all staff are expected to promote self-discipline amongst pupils and to deal with any unacceptable behaviour, in or out of the classroom. Behaviour which does not allow constructive teaching or learning is unacceptable and staff will ensure this is not tolerated. The same standards will be expected out of the classroom: pupils are expected to treat people and property in the school and in the wider Dollar community in a reasonable and responsible manner.

This policy should be read in conjunction with the relevant section of the parent-school contract (see Appendix I) and with the Academy Rules, as set out in the booklets Information for Parents and Information for Pupils.

This policy will be applied consistently and in line with the Academy's duties and responsibilities under the Equality Act 2010.

SECTION 1

PROMOTION OF POSITIVE BEHAVIOUR

Appreciation

All staff have a very important role to play in boosting confidence and rewarding pupils with verbal praise as well as written comment on school work and homework.

Assemblies

School assemblies offer a good opportunity to recognise achievement and communicate praise and appreciation. Individual and group/team achievements, whether in or out of school, are announced and pupils are invited to come to the platform to receive awards/medals and are applauded by the Academy.

Awards

Prizegiving is an occasion for publicly rewarding academic achievement and effort. Prizes are also awarded for service to the Academy and for particular forms of non-academic achievement. Other awards, such as Internationalist Awards, reflect wider achievement and effort.

Co-curricular programme

The school's substantial co-curricular programme has, as an explicit aim, the development of positive behaviour and relationships: teamwork, leadership and commitment are thereby encouraged and developed. Hundreds of Dollar pupils participate in school sport and the sporting ethos of the school particularly emphasises positive behaviour and fair play. The school has an outstanding reputation in this area.

Colours

Pupils may be awarded colours or half-colours for achievement and effort in a wide-variety of sporting and cultural fields.

Form Tutor Period

Daily Form Tutor time has a significant role to play in encouraging positive behaviour.

Information Evenings

Information evenings and parents' evenings are seen as a further opportunity to disseminate school values and to encourage positive parenting, positive behaviour by pupils in and out of school, and a partnership approach between school and parents.

Letters

Senior members of staff often write formal letters of congratulation to individual pupils to commend them for good work, behaviour or notable achievement.

Monitoring by Guidance Staff

Guidance staff monitor pupil attitude, behaviour and progress generally, taking feedback from Form Tutors and class teachers and by using the self-review system. The guidance team take a variety of approaches to commending progress and positive behaviour, from personally congratulating pupils to writing to them.

Newsletters, School Magazines and Website

Various media highlight the success and positive behaviour of a high number of current and past pupils, and teachers, in a variety of different ways.

On Report

Where pupils' attitude or behaviour in lessons causes frequent or continued cause for concern, or where pupils are disorganised about homework or bringing books or equipment to class, the Head of Year may place a pupil "on report" for some or all lessons and/or homework for a specified period of time. The report card is initialled by teachers and countersigned by a parent or guardian who is always informed in advance that a pupil is to go "on report". This is intended as a supportive measure to enable pupils to receive regular feedback, positive where possible, rather than as a punishment. There are two types of report, the standard one requiring regular reporting to the Head of Year, and an enhanced version involving a daily meeting with the appropriate Assistant Rector.

Posts of responsibility

Many pupils can develop self-esteem and gain useful experience through various posts of responsibility within the Academy. All Form VI pupils are prefects for example and many volunteer to act as helpers in various ways. All Quints (houses) have captains for different sports at different ages. Younger pupils are often asked to "buddy" new pupils in their year group.

PSE

Many aspects of the PSE programme at Dollar explicitly and implicitly support and encourage positive behaviour both in and out of school.

Pupil Committees

Opportunity is provided for pupils to take on various posts of responsibility through their participation in a variety of school committees: eg School Council, Cyber Committee, Charities Committee, Yearbook Committee, Eco Committee.

Reports

In addition to reporting on academic progress, school reports are an opportunity to praise those pupils who merit compliment and to offer guidance on their continued development.

Role Models

Teachers and senior pupils are expected to act as role models for younger children.

School Ethos

As recognised by the most recent inspection visit by *Education Scotland* (June 2012), the school's ethos is positive, caring and supportive.

Support for Learning

The Support for Learning department works with individuals to identify supportive learning strategies, build confidence and raise self-esteem, fostering positive self-images and behaviours towards learning.

The School Counsellor

The school counsellor works with individuals with emotional or behavioural problems with similar aims to the Support for Learning department. Often there is crossover between the two in supporting Academy pupils.

SECTION 2

BREACHES OF SCHOOL DISCIPLINE AND APPROPRIATE SANCTIONS

Breaches of discipline

This policy applies to breaches of Academy rules, as listed in the set of school information booklets and in the Parents' Contract. Whilst some of the behaviour set out below will relate specifically to behaviour in the classroom, pupils and parents should be aware that breaches of discipline in the school campus; in the environs of the town of Dollar; while travelling to and from the Academy; on Academy trips or activities - will also be covered by this policy. Furthermore, where pupils are outwith the Academy's direct influence, on holiday, at weekends, away from the area, but have brought the Academy into disrepute by their actions - they will also be covered by the policy.

Category 1 – minor breaches of discipline

The following is a non-exhaustive list of behaviour that will be considered a minor breach of discipline:

- unsatisfactory work or late work
- lateness to class
- inattention in lessons
- minor breaches of school uniform rules
- minor misuse of mobile technology
- failure to bring books or equipment to class
- chewing gum
- littering

Sanctions for category 1 breaches of discipline

The class teacher is responsible in the first instance for dealing with minor breaches in discipline. A minor breach of discipline will normally be dealt with in one of the following ways:

- verbal reprimand/warning
- repeat of unsatisfactory work
- issuing of extra work or lines
- departmentally arranged lunchtime detentions

Minor breaches of discipline will not normally result in suspension or exclusion of a pupil. Subject teachers may bring repeated minor breaches of discipline to the attention of their Head of Department or to Guidance staff (or both) so that patterns can be monitored and/or discussions with the pupil can take place. If necessary a more serious sanction applied.

Category 2 – more serious breaches of discipline

The following is a non-exhaustive list of behaviour that will be considered a more serious breach of discipline:

- disruptive behaviour in lessons
- misuse of IT equipment, software or other school equipment
- misuse of mobile technology
- minor graffiti
- deliberate attempts at deception or cheating in class or homework
- absence from class without permission
- failing to register in the morning

Sanctions for category 2 breaches of discipline

A more serious breach of discipline will normally be dealt with by Guidance staff, the Deputy Rector and Assistant Rectors in the Academy, although from time to time it may be appropriate for the class teacher to deal with the matter in the first instance. An appropriate sanction for a more serious breach of discipline will be a verbal warning and / or detention. Heads of Year may organise lunchtime or after school detentions. More serious offences are dealt with by Early Morning Detentions, issued by the Deputy Rector and generally undertaken at 8am on weekdays before school. The parent or guardian of the pupil will be informed.

A detention may be issued for repeated minor breaches of discipline or for a single more serious breach.

Repeated category 2 breaches may merit suspension or exclusion as set out below.

Category 3 – breaches of discipline that may merit suspension or exclusion

The following is a non-exhaustive list of behaviour that may merit suspension or exclusion:

- actual or suspected truancy
- grossly discourteous, disobedient, defiant or insolent behaviour towards a member of staff
- persistent disruptive behaviour in lessons or otherwise disrupting the learning of other pupils
- physical assault against pupils or other adults
- verbal abuse or threatening behaviour against pupils or other adults
- serious damage to property or theft
- bullying
- possession of and / or misuse of tobacco, alcohol, drugs and legal highs
- possession of pornography
- possession of an offensive weapon
- cheating in an examination or other formal assessment or attempting to do so;
- serious abuse of ICT and being involved in sending (or posting online) abusive or obscene e-mails, texts or messages
- sexual misconduct
- unacceptable parental behaviour or a lack of parental support for the Academy's ethos and policies.

Sanctions for category 3 breaches of discipline

Suspension

Only members of the Senior Staff (Rector, Deputy Rector and Assistant Rectors) have the authority to suspend a pupil. Before a pupil is suspended a member of the Senior Staff will, whenever practical, discuss the situation with the parent or guardian.

Pupils will normally be suspended for a fixed term while further investigation takes place, or to allow time for consideration and consultation. The Academy recognises the seriousness of the sanction of suspension and will endeavour to ensure any suspension is limited to a maximum of ten school days. Pupils can in certain circumstances be suspended immediately following an incident. The Rector or Deputy Rector where practicable will write to the parents or guardian advising them of the suspension and confirming the length of the suspension. The Academy may require to extend the period of suspension if further investigation is required and will write to the parents or guardian advising them of any extension in advance.

On return from suspension a pupil may be given a final warning about his or her conduct. After investigation and consideration a suspension may ultimately lead to permanent exclusion.

Permanent Exclusion

Only the Rector is empowered to permanently exclude a pupil and he will only do so after consultation with the Chairman of Governors. Before exclusion takes place the Rector will:

- a) ensure an appropriate investigation into the alleged breach of discipline has been carried out
- b) consult such members of staff as he deems appropriate
- c) seek the views of the pupil and the parents or guardian at a meeting before reaching a decision

The Rector will generally inform the Chairman of Governors of the full facts, but other Governors should know only the fact that a pupil has been permanently excluded and that the Chairman is aware of the facts.

The Rector may exclude a pupil following the committing of a category 3 breach of discipline, or for the persistent committing of category 2 breaches, or if the Rector is convinced that the pupil's conduct brings the Academy's name into disrepute or is so prejudicial to the discipline of the Academy or to the welfare of other pupils in the Academy that permanent exclusion is necessary.

The Rector where appropriate will take into account the pupil's previous record at the Academy and any other relevant circumstances. The Rector where appropriate will also take into account contrition, honesty and acceptance of responsibility. However, for sufficiently serious breaches, these factors may not apply and it will be appropriate to exclude a pupil for a single breach.

The Rector will write to the parents/guardian confirming permanent exclusion. For a period of seven days following verbal or written intimation of a decision to permanently exclude, the parents/guardian will have the right to request, in writing, a Governors' Review of the decision. Further details of this process are available on request from The Bursar or Rector. The pupil shall not attend the Academy pending the outcome of any such review.

Except as required by law, the Academy and its staff will not be required to divulge to parents, pupils, guardians or third parties any confidential information which has been acquired during an investigation.

Fees and leaving status

If a pupil is permanently excluded, there will be no refund of the acceptance deposit or of fees for the current or past terms, but the unspent balance of any lump sum pre-payment will be refunded without interest. There will be no charge to fees in lieu of notice but all arrears of fees and any other sum due to the Academy will be payable.

As an alternative to exclusion, parents may be granted the opportunity, during or at the end of a term, to withdraw a pupil, temporarily or permanently from the Academy, if, after consultation with a pupil and/or parent, the Rector agrees that an enforced permanent exclusion is unnecessary. Examples of this might be: that there has been no major disciplinary breach, but by reason of the pupil's conduct or progress the pupil seems unwilling or unable to benefit sufficiently from the educational opportunities offered by the Academy; or that a parent has treated the Academy or members of its staff in a grossly unreasonable manner. In this case, the pupil's status as a leaver will be recorded as "withdrawn" rather than "excluded". The acceptance deposit will be returned and the unspent balance of any lump sum pre-payment will be refunded without interest. There will be no charge to fees in lieu of notice but all arrears of fees and any other sum due to the Academy will be payable.

The expression '*leaving status*' refers to whether the pupil has been excluded or withdrawn and to the record which will be entered in to the pupil's file as to the reason for leaving. The following relevant matters will be discussed by the Rector with the parents or guardian and, where appropriate, with the pupil, in respect of the pupils leaving status:

- the pupil's status as a leaver
- the transfer of the pupil's work to another educational establishment
- the nature of the reference which will be given in respect of the pupil
- any invitation to become a member of the Former Pupil clubs
- the financial aspects of the pupil's leaving.

APPENDIX 2

The school-parent contract contains the following section:

Your child's behaviour. The Rector may at his/her discretion require you to remove or may suspend or, in serious or persistent cases, expel your child from the Academy if he/she considers that your child's attendance, progress or behaviour, including behaviour outside school, is unsatisfactory, or your child has brought the Academy into disrepute or has committed a serious contravention of the Academy Rules or if, in the reasonable opinion of the Rector, the removal is in the Academy's best interests or those of your child or other children. You may also be required to remove your child if, in the reasonable opinion of the Rector, he or she is unwilling or unable to benefit sufficiently from the educational opportunities offered.

Your behaviour. The Rector may in his/her discretion require you to remove or may suspend or, in serious or persistent cases, expel your child if the behaviour of you or either of you is, in the opinion of the Rector, unreasonable and adversely affects, or is likely to adversely affect, your child's or other children's progress at the Academy, the well-being of Academy staff, or bring the Academy into disrepute.

Refund of fees. Should the Rector exercise his/her right under Clause 1.1 or 1.2, you will not be entitled to any refund or remission of fees or supplemental charges due (whether paid or payable) and the deposit will be forfeited.

Nature of offences. The Academy Rules set out examples of offences likely to be punishable by suspension or expulsion. These examples are not exhaustive, and in particular the Rector may decide that suspension or expulsion for a lesser offence is justified where there has been previous misbehaviour or other relevant circumstances.

APPENDIX 3

The Prep and Junior School fully adheres to the principles of promoting positive behaviour and recognises the importance of courtesy, integrity, good manners and respect for the needs of others outlined in this policy. Given the younger age of the children, and the teaching and learning context in which they operate, breaches of school discipline and lapses in behaviour may not always follow the pattern of the sanctions outlined above.

In general the class teacher takes responsibility for the behaviour within their class. There is often use of circle time and peer support. In cases of unsatisfactory behaviour, however, sanctions are likely to be applied as a deterrent and to help children learn that actions have consequences.

These may include, but will not be limited to:

- Withdrawing the child from the class to spend time with another teacher
- Curtailing a child's playtime for a specified length of time
- Referring a child to the Assistant Head, Prep School or the Assistant Head, Junior School
- Asking for an unsatisfactory or un-finished piece of work to be re-done or completed and signed by parent

In most instances, and where appropriate, behaviour which falls below our expectations is discussed with the parent and any sanctions are explained. More serious instances of bad behaviour will usually be dealt with as outlined for category 3 breaches of discipline in the main policy above.

APPENDIX 4: ANTI-BULLYING POLICY

Contents:

- Introductory Statement
- The Aims of Dollar Academy's Anti-Bullying Policy
- What is Bullying?
- Limitations
- Bullying and Wellbeing
- The wider vision for anti-bullying for children and young people in Scotland
- Approaches to preventing and dealing with bullying
- Procedures
 - For Pupils
 - For Parents/Guardians of the victim
 - For Parents/Guardians of the perpetrator
- Action within the Academy
- Other Policies

Appendix A: Signs and Symptoms (for parents/guardians)

Appendix B: Action for Staff

Appendix C: Anti-Bullying in the PSE Curriculum

Appendix D: Support, Resources and Training for Anti-bullying

Introductory Statement

All cases of bullying are serious, whether physical or emotional/psychological. Dollar Academy's position on the issue of Bullying is clearly summed up on p17 of the *Information for Pupils* booklet in the statement under the heading *Care for Others*:

"Dollar Academy is committed to providing a safe and supportive environment. Members of our community are entitled to go about their daily life at school without fear of harassment or harm. The deliberate causing of distress, either mental or physical, to another person is totally unacceptable. Any behaviour of this sort should be reported to a member of staff immediately, who will take action. **DO NOT IGNORE IT IF YOU SEE IT: DO SOMETHING ABOUT IT.**"

This policy does not necessarily apply to all instances of bad behaviour. During their time at school, children often fall out with their friends, make up, fall out again. . . Social groups shift and change. In addition, all children are capable at some time of being thoughtless, insensitive, moody, rough, or rude. They can be impulsive and unpredictable in their behaviour, and this can result in tensions and difficulties. The pupils involved are not necessarily regarded as either bullies or victims. The Academy is always careful to establish the facts in an open-minded manner before making any judgements about whether bullying has taken place or a child is being victimised.

The Aims of Dollar Academy's Anti-Bullying Policy

The aim of this policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the school community, including governors, teaching staff, support staff, pupils and parents should have an understanding of what bullying is and be familiar with the school policy on bullying: therefore the aim of this policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

All staff, support staff, governors and volunteers, involved with children and young people at Dollar Academy will aim to:

- develop positive relationships amongst children, young people, and adults which are mutually respectful, responsible and trusting; and promote their emotional health and wellbeing
- build capacity, resilience and skills in children and young people, and parents and carers, to prevent and deal with bullying
- prevent bullying of children and young people through a range of policies, strategies and approaches
- support children, young people and their parents and carers who are affected by bullying
- promote a culture of 'upstanding' pupils that actively discourage bullying behaviour within their social groups and who feel comfortable reporting such behaviour

The Governors and Senior Staff Group will aim to:

- provide leadership and ensure accountability
- develop effective policies and practices which proactively prevent and deal with all types of bullying behaviour
- ensure provision of information, training, advice and support to those working with pupils, as well as their parents or carers

What is bullying?

The above introductory statement contains within it a basic definition of bullying. It is the deliberate causing of distress, either mental or physical, to another person. In addition, it may be repetitive in nature, prolonged in duration, or aimed at more than one person. Bullying can be understood as behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated.

Bullying behaviours may include:

- **Physical** - involving pushing, kicking, tripping, hitting, punching or any use of violence
- **Racist** - involving racial and/or religious taunts, graffiti, gestures...
- **Sexual** - involving unwanted physical contact or sexually abusive comments
- **Homophobic** - focusing on issues of sexuality
- **Verbal** - including verbal aggression, name calling, teasing, the spreading of rumours, offensive remarks...
- **Cyber** - causing anxiety and distress by means of technology (texts, social media usage, the circulation of images)
- **Emotional** - involving excluding and/or tormenting, making people feel like they are being bullied or fearful of being bullied
- tampering with, stealing and damaging belongings
- any targeting of someone because of who they are or are perceived to be

Bullying behaviour includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to support they might receive for their Learning and/or Disability.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. Pupils should understand that 'bystanders' to any form of bullying behaviour are, to some degree, complicit - accepting of its effects and consequences within their community. Pupils are encouraged to be 'upstanders', reporting such behaviour and actively discouraging or condemning it when appropriate.

The seriousness of bullying cannot be emphasised enough. Bullying is one of the greatest concerns that parents have about their children's safety and well-being at, and on the way to and from, school. Bullying can make the lives of its victims a misery: it often undermines their confidence and self-esteem and can destroy their sense of security. Bullying often impacts on attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact. It can be psychologically damaging and, at worst, it has been a factor in pupil suicide.

There are criminal laws that apply to harassment, assault and threatening behaviour. If it is felt that a criminal offence may have been committed the school will, in some cases, seek assistance from the police.

Limitations

It is important to note that Dollar Academy cannot always act on reports of bullying behaviour that take place outwith the school day (other than travelling to/from school by school bus). We can, and will, offer support for an individual if his or her wellbeing is affected, and will become involved if the bullying behaviour affects how pupils are engaging academically and socially at school. However, in some cases it may be more appropriate for parents, pupils and/or carers to approach the police or social work to report bullying behaviour. A list of support agencies and resources is provided in Appendix D.

Bullying and Wellbeing

The emotional health and wellbeing of children and young people is at the heart of achieving the outcomes that our children have the best start in life and are ready to succeed; become successful learners, confident individuals, effective contributors and responsible citizens. The eight indicators of wellbeing in children and young people are that they are safe, included, responsible, respected, active, nurtured, achieving, and healthy. Bullying behaviour can have a negative impact on all those indicators.

Everyone involved in the lives of a pupil at Dollar Academy has a contribution to make to prevent and deal with bullying behaviour. We, as a community, have the potential to make a positive impact on the emotional health and wellbeing of children and young people, now, and in their adult lives, through effective anti-bullying approaches.

The purpose of our approach is to communicate and promote a common vision that ensures Dollar Academy provides a safe and supportive environment, where every member of our community can go about their daily life at school without fear of harassment or harm.

Any pupil that believes they are the victim of bullying behaviour will have their wellbeing supported through the school's GIRFEC, wellbeing and, in the most serious of instances, child protection processes and procedures.

The 5 GIRFEC Questions will always be asked:

1. What is getting in the way of this pupil's wellbeing?
2. Do we have all the information I need to help this pupil?
3. What can we do *now* to help this pupil?
4. What can the school do to help this pupil?
5. What additional help, if any, may be needed from others?

The Wider Vision for anti-bullying for children and young people in Scotland

The challenge that faces Scotland is to go beyond the acceptance that bullying exists so that:

"Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards."¹

¹ Scottish Government (2010). A National Approach to Anti-Bullying for Scotland's Children and Young People.

Approaches to preventing and dealing with bullying

All staff should establish open, positive and supportive relationships where pupils feel safe, listened to, and secure in their ability to discuss sensitive issues. It is essential that adults model behaviour which promotes health and wellbeing; and understand anti-discriminatory, anti-bullying, and child protection policies. Approaches that Dollar Academy utilises to help prevent and deal with bullying are:

- education and awareness of rights
- proactive information strategies and campaigns
- PSE programmes and activities, including visiting speakers
- development of an inclusive and positive ethos and climate of respect, responsibility and positive relationships; and a culture where bullying and discrimination is considered unacceptable
- pupil involvement and engagement
- circle time, peer mediation, buddying, mentoring, and playground supervision
- prefect training
- building resilience and developing social and emotional skills through a strong co-curricular programme
- personal support and additional support, including the availability of a school counsellor
- acting on patterns of bullying incidents through monitoring
- wellbeing and child protection procedures
- sanctions

Procedures

Pupils

If you are being bullied or suspect that someone else is -

Talk to someone - for example:

- any member of staff with whom you feel comfortable;
- your Head of Year, Assistant Head of Year or Form Tutor;
- the School Counsellor (email: counsellor@dollaracademy.org.uk)
- the school nurse
- any member of the Senior Staff Group (SSG);
- a friend - and ask him or her to speak to a teacher on your behalf;
- a prefect or older pupil - and ask for help in reporting the issue.

Remember

- try to keep calm and avoid retaliation;
- do not respond to abusive texts or messages;
- block messages from people who abuse you;
- keep a record of bullying behaviour (texts, emails, messages);
- be aware that it is not your fault that you are on the receiving end of bullying behaviour.

Parents/guardians of the victim

- If you believe that your child is being bullied, report the situation without delay to your child's teacher in the Prep and Junior School or Head of Year in the senior school.
- Allow the school time to investigate.
- Expect to be informed of the outcomes of the investigation (although not of specific disciplinary action involving other pupils).
- Monitor your child's well-being at home and be ready to make contact again if necessary.
- Remember that not every case of alleged bullying will be found to be bullying.

Parents/guardians of the perpetrator

- Be prepared to speak to the school if you believe that your child is exhibiting bullying behaviour.
- If your child tells you that he/she is being investigated about a bullying incident or incidents, talk to him/her about the facts.
- Allow the school time to establish the facts.
- Depending on the severity of the incident, be prepared to come into school to discuss the issue.
- Talk to your son/daughter about their actions; support them in all attempts to change their behaviour; encourage empathy.

Action within the Academy might include:

- immediate action as appropriate to calm/defuse the situation;
- the writing of statements by all involved;
- pupil interviews with Heads of Year/Assistant Heads of Year and/or members of SSG;
- Heads of Year/Assistant Heads of Year and/or members of SSG involved in establishing the facts;
- in some cases, discussion with both/all parties with no apportioning of blame where this is deemed to be appropriate;
- mediation meetings organised by the relevant Head of Year if deemed to be appropriate (and with the agreement of the victim);
- clear guidelines being given for future behaviour;
- monitoring of the situation, usually by Heads/Assistant Heads of Year;
- parental contact;
- assessment of well-being within the GIRFEC model;
- a plan of action indicating clearly any expected outcomes;
- 8am detentions;
- suspension or permanent exclusion where, in the judgement of the school, this is warranted (in the most persistent / serious cases);

In very serious cases, where there is reasonable cause to suspect that a pupil is suffering, or likely to suffer, significant harm, the incident may be treated as a child protection concern and it may be considered appropriate to make a report to Social Services and/or the Police.

Note

The Academy always deals with every case on an individual basis.

No teacher will ignore bullying or immediately dismiss a pupil's concerns.

Not all allegations of bullying will warrant all, or indeed any, of the above actions.

Any malicious accusations of bullying, if found to be untrue, will be treated seriously and may warrant disciplinary procedures.

The Academy vigorously promotes its anti-bullying policy through its PSE programme (See Appendix C) and through assemblies

Other Policies:

This policy is available on the school website, firefly and on request from the Rector in hard copy. It should be read in conjunction with the following policies:

- Wellbeing and Child Protection
- Promoting Positive Behaviour
- Behaviour and Discipline policy
- PSE Schemes of Work
- Information for Pupils Booklet
- Information for Parents Booklet
- Information for Staff Booklet
- Guidance on the Use of Electronic Communication and Social Media

This Anti-Bullying Policy is compliant with:

- National Minimum Standards for Boarding School (2015), Standard 12: Promoting Positive Behaviour and Relationships
- HMIe and Care Inspectorate standards
- Equality Act 2010
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, October 2014
- Keeping Children Safe in Education, DFE, July 2015
- Children and Young Persons (Scotland) Act 2014
- A National Approach to Anti-Bullying for Scotland's Children and Young People 2010
- GIRFEC
- Curriculum for Excellence

Appendix A

Signs and symptoms (for parents/guardians)

A child may indicate in words, by signs or by behaviour that he or she is being bullied. Adults should be aware of these signs and report them to the school. These might include:

- being frightened of walking to and from school;
- not wanting to go on the school bus;
- asking (unexpectedly) to be driven to school;
- becoming withdrawn, anxious or lacking in confidence;
- self-harming;
- attempting or threatening suicide;
- nightmares;
- a significant change in school performance;
- coming home with clothes torn or materials damaged;
- coming home with unexplained cuts and bruises;
- becoming uncharacteristically disruptive, aggressive or unreasonable;
- bullying others/siblings;
- not eating properly;
- seeming to be frightened to say what is wrong;
- nervous about or upset by use of the computer or mobile phone.

These signs and behaviours could, of course, indicate other problems, but bullying should be considered a possibility and investigated further.

Appendix B

Action for Staff

Members of staff should

- Discuss issues of bullying as they arise in the classroom
- Look out for interactions between pupils that might indicate bullying
- Be vigilant about patterns of absence from class or co-curricular activities
- Report any concerns to the guidance staff
- **Always take seriously/never ignore any report of bullying by a pupil**

If an incident should arise:

- Defuse/make safe the situation (eg – separate pupils; move them to different supervised areas; involve the nurse if necessary...)
- Have pupils write statements
- Report the issue without delay to guidance staff/SSG
- Write an account of the incident(s) in a Pupil Contact Form

Appendix C

Anti-bullying in the PSE programme

Form I

Visit from 'Alphabet of a Teenager' – one hour performance on the emotions of settling into senior school.

Bullying – 1 week course delivered by PSE teachers - After which all pupils are issued with a Bullying leaflet from Respectme entitled, 'Bullying...What can I do? Advice for children and young people'. Something which is stressed to pupils at this stage is that the power of the bystander in a bullying situation should not be underestimated. A bystander's confidence to take action and intervene on a victim's behalf can defuse a situation and make it clear that bullying is not cool and will not be tolerated.

Cyberbullying - 2 week course delivered by PSE teachers – This course is entitled 'Let's Fight It Together'. All pupils are issued with Facebook and Instagram leaflets about privacy checks. They are also issued with a Cyberbully leaflet from Respectme called 'Cyberbullying: what you need to know'.

Racism – 2 week course delivered by PSE teachers - This course examines the issue of racism, racist bullying and racial stereotyping. The second week looks at the initiative 'Show Racism the Red Card' which focuses on racism in football.

Form II

Self-esteem course – 3 week course delivered by PSE teachers - The first week of this course concentrates on positive peer relationships.

Cybersafety - 3 week course delivered by Mr Smith, CEOP Ambassador – This course covers the dangers of the internet and the effects of cyberbullying.

GONE – 4 week course delivered by PSE teachers – This course focuses on the dangers of alcohol but also covers the increased risks of using/misusing social media whilst under the influence of alcohol and the dangers of sexting.

Racist and Religious Hate Crime – 1 week unit delivered by PSE teachers

Disability Hate Crime – 2 week unit delivered by PSE teachers

Homophobic Bullying - delivered by Miss Langley - What is Homophobia and homophobic bullying? Stereotypes and prejudice are challenged in a lesson which is delivered as part of the SHARE programme. 'Silence Helps Homophobia' clip is shown to all in Form II from LGBT Scotland.

FORM III

Domestic Abuse – delivered by Miss Langley - Using the CRUSH programme this two week programme explores the issues of teenage abuse, gender stereotyping, sexist behavior and language, and bullying. It gives pupils the knowledge of the warning signs of an abusive relationship.

Mental Well-being – Mrs Leggatt - Part of this course also deals with spotting the signs of unhappiness within peer groups.

Homophobic Bullying – All of Form III are visited by Diversity Role Models in June. DVM's message is one of empathy and respect; they do not ask pupils to make any moral decision around sexual orientation. They speak, however, of the need for ALL young people to be able to achieve their best, which means removing discrimination and bullying from schools.

Cyberbully – a two week course which involves watching and discussing the film Cyberbully with Maisie Williams. The docu-drama focuses on a typical teenage girl who lives her life out online, and is ostensibly accused of cyberbullying by an anonymous culprit.

Exploited – An 18 minute film which educated young people to identify features of an exploitative friendship or relationship in contrast with the development of a healthy relationship and gives clear information about how to report abuse and access support.

Murder Games – a two week course which involves watching and discussing a documentary recently aired on BBC. A teenage boy is targeted by an online predator after befriending him while gaming. It tells the true story of Breck Bednar, a 14-year-old schoolboy who was lured to his death after being groomed online by Lewis Daynes.

Visit from Police Scotland - In June, PC Fiona Murphy visits Form III to discuss internet safety and stresses the importance of on-line behaviour and taking responsibility for what you post both about yourself and others.

Appendix D

Support, resources or training for anti-bullying

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Respectme

respectme is the Government funded anti-bullying service managed by a partnership of SAMH, LGBT Youth Scotland and the Scottish Government. respectme works on the basis of the following principles:

- to keep the rights of the child at the heart of everything that respectme does
- to underpin every aspect of its work with the values of respect, equality and inclusion
- to work in partnership to build capacity within all adults who play a role in the lives of children and young people
- to promote a positive, practical and realistic approach to improving the life experiences of children and young people
- to influence behaviour, culture and attitudes towards bullying behaviour

This national service works strategically with organisations nationally and locally to achieve maximum impact across the country and campaigns nationally to raise awareness of and provide solutions to bullying behaviour. respectme provides free training and skills development that is cascaded through a programme of training for trainers. The service also provides policy advice and guidance to a wide range of organisations from Local Authorities to Children’s Service Providers. Their highly interactive website provides guidance, support, advice, e-learning and further interaction through social

networking to all stakeholders. Respectme develop resources both for training and awareness raising that are widely distributed across the country free of charge. These include *Cyberbullying...Are you switched on?*, *Bullying...What can I do?* a leaflet for children and young people jointly developed with ChildLine, *Bullying...You can make a difference*, for parents and carers. respectme host an annual conference to challenge and inform its stakeholders and work in partnership with regulatory bodies and other key organisations as well as consult with children and young people to learn from their experiences. An annual anti-bullying competition organised jointly by the Scottish Government and respectme generates ideas and resources by and for children and young people, some of which go on to be distributed by respectme.

<http://www.respectme.org.uk/>

CHILDREN 1ST

CHILDREN 1ST is the working name of the RSSPCC. CHILDREN 1ST works with Scotland's vulnerable children and young people to help change lives for the better. They work to influence policy and legislation to ensure that vulnerable children and young people are given the support and protection they need.

ParentLine Scotland is a service provided by CHILDREN 1ST. CHILDREN 1ST delivers the ChildLine Service in Scotland on behalf to the NSPCC. Both services respectively hear from adults and their carers and children and young people directly. CHILDREN 1ST takes what it hears and makes sure the voice of the people who call is fed into policy and influencing. In addition, bullying is addressed by their Safeguarding in Sport service, working with sports governing bodies and local authorities. Through all these services they are able to represent both the voices and the concerns of children, young people, their friends and their families to positively influence both policy and services for children's benefit.

<http://www.children1st.org.uk/>

ParentLine

ParentLine Scotland (0808 800 2222) is the free confidential helpline for anyone concerned about or caring for a child in Scotland to call about any issues affecting their children or family life. The helpline provides emotional and practical support to parents whose children are being bullied, either at school or within the community.

<http://www.children1st.org.uk/parentline/>

ChildLine

CHILDREN 1ST runs ChildLine Scotland on behalf of the NSPCC. There is also a ChildLine anti-bullying helpline in Scotland (0800 44 1111) specifically for children and young people who are the victims of bullying or who are bullying other young people. The training and outreach team at ChildLine Scotland works with schools raising awareness of ChildLine and the issues faced by children and young people.

<http://www.childline.org.uk/Pages/default.aspx>

LTS

LTS (Learning and Teaching Scotland) is a non-departmental public body which plays a key role transforming education through national guidance, support and advice. The LTS website has information and resources relating to support, health and wellbeing and promoting positive relationships.

<http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/healthandwellbeing/index.asp>

<http://www.ltscotland.org.uk/supportinglearners/positivelearningenvironments/positivebehaviour/about.asp>

The Scottish Institute for Residential Child Care

The Scottish Institute for Residential Child Care aims to ensure that residential child care staff throughout Scotland have access to the skills and knowledge they require to meet the needs of the children and young people in their care. It does this through provision of professional qualifying courses, consultancy, training courses and ongoing research. SIRCC is a partnership of Robert Gordon University; Langside College; Glasgow School of Social Work; and Who Cares? Scotland.

SIRCC staff work with a wide range of agencies and organisations at all levels, from frontline staff to heads of departments, within the public, private, voluntary and independent sectors. SIRCC provides its services to residential schools, secure accommodation, boarding hostels, respite care providers and children's units.

SIRCC runs a two-day course for residential child care staff: 'Bullying: Bully-proofing Strategies in Residential Child Care'. This course considers what bullying is, who bullies, why people bully, the residential environment, bullying and harassment of staff, organisational cultures, and strategies for helping children and young people who bully as well as those who are bullied.

Bullying is also considered within other SIRCC short courses. These include, 'Working with Lesbian Gay Bisexual and Transgender Young People', 'Sexuality and Working with Children and Young People'. Training in relation to young people with disabilities and homophobic bullying are also addressed through short courses.

The SIRCC Library service maintains a number of texts on working with bullying and a training pack entitled 'Bullyproofing Our Unit'.

<http://www.sircc.strath.ac.uk/>

Youth Scotland

Youth Scotland aims to enable young people throughout Scotland to maximise their full potential through the provision of quality educational and social opportunities. Youth Scotland is the largest non-uniformed youth organisation in Scotland and one of the key providers of information, training, advice and support to part-time and voluntary youth workers. The organisation has a membership of over 500 youth groups and organisations, and works in partnership with a network of Area Associations and regional staff to support youth workers to deliver safe and inspiring leisure opportunities to young people throughout Scotland.

Youth Scotland contributes to anti-bullying in Scotland through engagement in development of national policies and through the provision of advice, information and training for those working with young people on a range of issues which may contribute to bullying behaviours, for example racism and sectarianism.

<http://www.youthscotland.org.uk/>

Scottish Out of School Care Network

The Scottish Out of School Care Network (SOSCN) is the lead independent voice for school-aged childcare in Scotland. It aims to provide support, information resources and advice to all involved in out of school care, a forum to exchange ideas and experiences; to encourage high quality care; to share good practice and to organise events and training.

SOSCN is working in partnership with *respectme* to provide anti-bullying training.

<http://www.soscn.org/>

LGBT Youth Scotland

LGBT Youth Scotland provides direct services including groups, outreach, volunteering, advice and support, and actively campaigns to influence policy and improve services for LGBT young people and the wider LGBT community. They are committed to the principles of youth participation and user-involvement throughout the work of the organisation. LGBT Youth Scotland works with a wide range of partners from the voluntary and statutory sectors.

Work with young people in schools includes interactive awareness raising sessions for young people. LGBT Youth Scotland has also trained young people in peer education to deliver LGBT awareness sessions in schools and other settings. LGBT Youth Scotland provides continuing professional development for teachers in Scottish schools and input to Initial Teacher Education on LGBT Youth issues.

LGBT Youth Scotland has also developed resources and support including the toolkit for teachers: Dealing with homophobia and homophobic bullying in Scottish schools funded by the Scottish Government and developed in partnership with Learning and Teaching Scotland. The toolkit aims to increase awareness of the needs of LGBT young people in school, and to support school staff to develop skills and confidence in challenging prejudice and dealing with homophobic bullying, priorities which were identified in research with schools.

<http://www.lgbtyouth.org.uk/home.htm>

Stonewall Scotland

Stonewall Scotland works to achieve equality and justice for lesbian, gay, bisexual and transgender people in Scotland. They help schools tackle homophobic bullying and provide safe and positive learning environments for all children and young people by providing training for staff and a number of resources. These include research reports on teachers' and children and young people's experiences and guides for staff such as 'Challenging Homophobic Language', 'Supporting LGB Young people' and 'Including Different Families'.

FIT, the feature film adaptation of Stonewall Scotland's highly successful play for secondary schools, is available on DVD. It comes with suggested lesson plans for teachers (for which training is

available) and has been seen by more than 20,000 children and young people. It has also proven useful in other areas, from training nurses and primary teachers, to forming part of the induction for young RAF recruits.

<http://www.stonewallscotland.org.uk/scotland/>

SAMH

SAMH is a national mental health charity dedicated to mental health and wellbeing for all. They provide support to people who experience mental health problems, homelessness, addictions and other forms of social exclusion through 84 direct services across Scotland and campaign to influence policy and legislation to ensure they provide a framework to enable individuals to improve their life experiences and opportunities.

SAMH is committed to progressing anti-bullying work across Scotland as we understand the mental health impacts of bullying behaviour both for children and adults.

Furthermore, we believe that the prevention of bullying behaviour and recovery from its impacts are fundamental to the realisation of individual human rights.

SAMH is increasingly pursuing an anti-bullying agenda in all that it does driven by its management of *respectme*, Scotland's anti-bullying service, in partnership with LGBT Youth Scotland. SAMH also Chair the management partnership for *See Me*, Scotland's anti-stigma campaign.

<http://www.samh.org.uk/frontend/index.cfm?page=1>

Zero Tolerance

Zero Tolerance aims to raise awareness about the nature and prevalence of all forms of male violence against women and children. Zero Tolerance targets campaigns and educational activities at the wider public, rather than just perpetrators or victims of abuse and makes the links between the different forms of male violence against women and wider equality and human rights agendas.

Zero Tolerance provides training materials for use in primary schools, secondary schools and informal youth settings through the Respect Education Initiative. Teachers, youth workers, health promotion specialists and young people were involved in the design of the packs which aim to empower young people with useful knowledge, skills and understanding and promote positive, non-violent relationships based on equality and respect. Zero Tolerance is currently working with young people and education professionals to redevelop the resource with sexual bullying being at the heart of it.

<http://www.zerotolerance.org.uk/>

Enquire

Enquire is the Scottish advice centre for children with additional support needs, managed by Children in Scotland and funded by the Scottish Government. Enquire offers independent advice and information to parents, carers, practitioners, children and young people through a dedicated telephone helpline 0845 123 2303 or via the website.

<http://enquire.org.uk/>

Enable Scotland

Enable Scotland is a dynamic charity run by its members campaigning for a better life for children and adults with learning disabilities and support them and their families to live, work and take part in their communities. A report published in 2007 found that 93% of children and young people with learning disabilities are bullied. Enable Scotland in partnership with *respectme* have created a web site specifically to help adults tackle the bullying of children and young people with learning disabilities (<http://www.enablemescotland.info>). Enable Scotland also provides training on disability awareness.

<http://www.enable.org.uk/>

Changing Faces

Changing Faces is the charity which aims to support and represent children, young people and adults with disfigurements from a wide range of causes. Our aim is to help them achieve their full potential, receive excellent health, education and employment opportunities and be fully included in society. Our focus is on the psychological and social impact of disfigurement on the life of anyone who experiences it – and we are committed to enabling everyone, whether or not they have a disfigurement, to face it with confidence.

<http://www.changingfaces.org.uk/Home>

Show Racism the Red Card

Show Racism the Red Card is an anti-racist educational charity. We aim to combat racism through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others. We achieve this through producing educational resources, developing activities to encourage people, including young people, to challenge racism, and through challenging racism in the game of football and other sports.

Show racism the red card also provides training opportunities to those working for or with children and young people to raise awareness of issues of racism and the impacts on young people, examining how race equality can be promoted through *Curriculum for Excellence*.

<http://theredcardscotland.org/>

Pupil Inclusion Network Scotland (PINS)

The Pupil Inclusion Network Scotland brings together voluntary sector agencies and statutory sector colleagues who share a commitment to improving educational outcomes for all children.

Over the past five years the Network has grown and through the PINS on-line resource and a series of seminars and workshops a body of knowledge has been built which captures what we need to do, in partnership, to make a difference. Membership of the Network is free and registration is via the PINS homepage. PINS is supported by the Scottish Government and managed jointly by the Scottish Government (Learning Directorate) and voluntary sector agencies.

<http://www.pinscotland.org>

Govan Law Centre's Education Law Unit

Govan Law Centre's national Education Law Unit (Lagh-sgoile) is funded by the Scottish Government and the Equalities and Human Rights Commission. The Education Law Unit is Scotland's expert legal resource in the field of school education, with a particular focus on tackling discrimination, promoting human rights and the rights of disabled pupils and pupils with additional support needs. The Education Law Unit works in partnership with schools, education authorities, parents' groups and charities across Scotland to make pupils' rights and parents' rights in education a reality.

The Education Law Unit provides regular in-house training to advocacy groups, parents' organisations, the voluntary sector, schools and other education professionals. Our solicitors and case worker also regularly contribute to relevant seminars, conferences and other training events.

The Education Law Unit runs the Education Law Helpline which is available to anyone who has an enquiry about any aspect of education law in Scotland. Enquiries can be made by telephone (0141 445 1955) or e-mail (advice@edlaw.org.uk).

<http://www.edlaw.org.uk/>

Scotland's Commissioner for Children and Young People (SCCYP)

The job of Scotland's Commissioner for Children and Young People is to promote and safeguard the rights of children and young people in Scotland.

In carrying out this job the Commissioner must in particular: promote awareness and understanding of the rights of children and young people; review law, policy and practice to examine their effectiveness in respecting the rights of children and young people; promote best practice by service providers; and promote and commission research on matters relating to the rights of children and young people. The Commissioner must encourage the involvement of children and young people in the work of the Commissioner, and in particular consult with them on the work that he should be doing to improve the rights of children and young people.

The Commissioner has a power of formal investigation where it seems that the rights of groups of children and young people might have been breached, but cannot investigate matters that apply to only one child. As of yet, this power has not been used by the Commissioner.

<http://www.sccyp.org.uk/>

The Children's Parliament

We are an independent national charity whose focus is on direct work with children through their participation in a group, project, consultation or event. We are concerned with empowerment and participation and so we create spaces where children learn and work with others to shape their lives and communities. We work with children in the context of family, school and community life to affirm the positive and aspire to do what we can to make the world a better place for ourselves and for others.

We are concerned about the disconnect between many individuals, families and communities and society: we promote the idea, delivered through our practice that every child matters and every child can participate in civic society; we want to contribute toward a Scotland where we are positive about children.

We believe that through strong and mutually respectful relationships, children will flourish with adult guidance and encouragement. An awareness, understanding and commitment to children's human rights provide a foundation for such relationships.

We help local authorities, Scottish Government and other public bodies fulfil their legal obligations to promote and protect the human rights of everyone, to develop and deliver meaningful community engagement, and fulfil a duty of care toward children.

<http://www.childrensparliament.org.uk>

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