

INFORMATION FOR PARENTS

The following pages aim to provide you with full information on the subject of Dollar Academy. Each year, there are some changes in practice and this booklet is therefore updated annually to give the central facts about the school year, and information on diverse topics such as our entrance procedures, our results, our fees, our homework guidelines, and our Parents' Association.

I trust you will find the booklet useful, and ask you to inform me of additional information which you would find helpful.

David Knapman
Rector

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CALENDARS

SESSION 2017 - 2018

First Term	Thursday 24 August - Wednesday 20 December, 2017
Second Term	Tuesday 9 January - Thursday 29 March 2018
Third Term	Wednesday 18 April - Thursday 28 June, 2018

October break: Friday 13 – Wednesday 25 October, 2017 (inc)
(i.e. pupils finish Thursday 12 at 3.25pm; restart Thursday 26 at 8.40am)
(boarders return on the evening of Wednesday 25)

February break: Monday 12 - Friday 16 February, 2018 (inc)
(i.e. one full teaching week off, and two weekends on either side)
(pupils finish Friday 9 at 3.25pm; restart Monday 19 at 8.40am)
(boarders return on the evening of Sunday 18)

SESSION 2018 - 2019

First Term	Thursday 23 August - Thursday 20 December, 2018
Second Term	Tuesday 8 January - Thursday 28 March 2019
Third Term	Thursday 18 April - Thursday 27 June, 201

October break: Friday 12 – Wednesday 24 October, 2018 (inc)
(i.e. pupils finish Thursday 11 at 3.25pm; restart Thursday 25 at 8.40am)
(boarders return on the evening of Wednesday 24)

February break: Monday 11 - Friday 15 February, 2017 (inc)
(i.e. one full teaching week off, and two weekends on either side)
(pupils finish Friday 8 at 3.25pm; restart Monday 18 at 8.40am)
(boarders return on the evening of Sunday 17)

NB. Boarders should return as usual on the afternoon or evening preceding the first day of school.

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ADMISSIONS

SCHOOL ROLL

The school roll in session 2016-2017 was 1173, comprising 194 in the Prep School, 170 in the Junior School, and 809 in the Senior School.

REGISTRATION AND ADMISSION

After you have visited the school and decided to apply for a place, you should complete an Application Form and forward the Registration Fee. Subject to satisfactory performance in the Entrance Examination, a place may be offered and you will be asked to pay a Fee Deposit, part of which is normally retained on departure of a pupil to cover life membership of the Former Pupil Register. Anyone not wishing to become a member is asked to contact the Bursar's Office at the time of departure. The Fee Deposit for Day pupils is £500 and for Boarding pupils £1500. The Boarding element of the deposit is refundable for a Boarder.

ENTRANCE POINTS

Entrance to Dollar Academy is made as flexible as possible.

PREP 1 TO PREP 2 (P1 & P2)

You will be invited to bring your child for an interview and a short assessment with Mrs Morrison and other members of the Prep School staff. This will normally take place in late January or early February.

PREP 3 TO PREP 5 (P3 – P5)

Entry is by assessment, normally on the last Saturday in January each year (9.30am – 12.00pm).

JUNIOR 1 AND JUNIOR 2 (P6 & P7)

Entry is normally by the main Entrance Examination which takes place on the last Saturday in January each year (9.30am - 1.15pm). Arrangements can be made for pupils who do not live locally to sit the Entrance Examination in their own schools. Pupils who become ten in the calendar year of their proposed entry to Junior I sit tests in English, Mathematics and Verbal Reasoning. Pupils who become eleven take more advanced tests for entry into Junior 2.

ADMISSIONS AT OTHER AGES (S1 – S6)

Pupils applying for entrance to Forms I and II are generally asked to sit tests in English, Mathematics and Verbal Reasoning. For entrance to Forms III, IV, V and VI, pupils are assessed by public examination results, a report from the previous school, and, wherever possible, an interview.

BURSARIES

Means-tested bursaries are available to pupils entering Form I. Candidates must satisfy the agreed requirements in terms of performance in the entrance test and of clear financial need. Applications are invited to coincide with the January entrance test, and full details and application procedures appear on the school's website.

BOARDING BURSARIES

The Governors have offered limited funding to support bursaries for boys and girls entering Dollar Academy as **boarders**. The **tuition school fee, £4,197** per term in the Senior School, will require to be paid in full. The **boarding element, currently £5,514** per term, will have bursary support. Applicants for boarding bursaries will be means-tested, and bursaries may be offered subject to means-test information, and performance in the Entrance Examination.

The Governors have recommended that high standards be attached to these bursaries, and Dollar Academy pupils who have been awarded them will be re-assessed each year, as will their financial circumstances. The intention, is, however, to provide significant support to a number of boys and girls throughout their senior school careers.

ENTRANCE EXAMINATIONS

Although the examinations are not basically pass/fail examinations, they guide us as to which pupils are sufficiently able to benefit from a Dollar Academy education.

Children who are successful in the entrance tests and other assessment procedures will be placed in a suitable year group, and, where relevant, in the most appropriate teaching sets. Much time is spent on making such decisions, and parents are asked to respect the professional experience of those undertaking the assessment.

COMMUNICATIONS

IN GENERAL

We welcome suggestions and comments from parents. Should you wish to contact the school on any matter, you are invited to do so by telephone, letter or by e-mail through rector@dollaracademy.org.uk. Meetings can be arranged with relevant members of staff should these be necessary.

CONTACT POINT IN SCHOOL

Sometimes, you might wish urgently to contact your son or daughter in school. To pass on a message, please telephone the school office, and indicate the level of urgency. In the Senior School, each pupil is looked after by a Year Head; in the Prep and Junior School, the class teacher is the first point of contact. Mrs Morrison may also be contacted on any matter affecting progress of a pupil in the Prep and Junior School.

It is likewise very important that you keep the school informed of changes in personal circumstances - address, emergency contact numbers, e-mail, medical details and so on.

Parents of boarders, when visiting the Academy, are invited to have a word with Houseparents. Parents should, however, enter the House only on the invitation of school staff.

REPORTING SYSTEM

You will be provided with reports during the school session. Pupils new to the Senior School will receive a brief mid-term report in the term in which they first arrive to provide comment on how they are settling in. Pupils from Prep 1 to Junior 2, and in Forms I, II and V are sent a report at the end of first term. During second term, and following the Prelims, reports are provided for Forms IV, V and VI, with boarders in other Year Groups also receiving reports. At the end of the academic session, reports are sent on pupils from Prep 1 to Form III, beside boarders, and a final report for Form VI leavers is compiled. Duplicate reports may be sent to alternative addresses for families that require them, and Ms Lucinda Elrick, the School Office Manager, will be pleased to assist in this matter. Should you have any other enquiries about reports, please contact the appropriate Assistant Rector.

PARENTS' EVENINGS

In the Prep and Junior School, Parents' Evenings are held for each class twice a year. Interviews are by appointment with members of staff. In the Senior School, each year group has its own Parents' Evening (with extra Information Evenings for Forms I and V). Full details of Parents' Evenings are given before the event, and the dates are listed in the calendar card each term. Appointments are made in advance by pupils. Parents are warmly encouraged to attend these meetings, offering as they do a vital means of communication. Children should not attend these meetings, so that parents and staff are able to speak more freely. Moreover, parents are asked not to bring their children to the school, as the corridors can become quite busy at certain times in the evening. **If parents are not able to attend they should inform the school.**

NEWSLETTER

While *Fortunas* is produced twice a year, the Rector sends regular Newsletters to all parents, Governors and friends of the school. The Newsletter also contains information from the Parents' Association about forthcoming events.

CALENDAR CARD

Each term, we publish a calendar card in which the main dates are listed. This is available from the school website for downloading.

MAGAZINE - FORTUNAS

The Dollar Academy Magazine *Fortunas* is published twice a year and a copy is issued to each family with pupils at the Academy; it is also fully accessible on the website. Further copies of the Magazine can be purchased at a cost of £5.

WEBSITE AND FACEBOOK

www.dollaracademy.org Our website has undergone significant development in recent years; it is now updated on a regular basis during term time, and all the latest news can be found there, besides an increasing range of information about the life and routines of the school, staff appointments and a full .pdf version of the school prospectus and magazine. A sports noticeboard section on the website is frequently updated with details of matches, venues etc. We also have an official Facebook page, which is regularly updated with news and articles.

We aim to publicise all major school events that involve parents, such as Parents' Evenings, through the school website, although paper copies of all such information will continue to be available for any parent who requests the receipt of it in this

form. The possibility of information going missing when being carried home by children is thus removed, and the expense of postings is also alleviated. Parents are asked to check the website on a regular basis.

DOLLAR ACADEMY PARENTS' ASSOCIATION (DAPA)

The Parents' Association raises funds for the school and keeps in touch with senior staff in the Academy over matters which are of general concern to parents. The Chair is Mr Struan Robertson, the Secretary Mr Jeff Logan, the Treasurer is Mr Duncan Macrae and the Governor elected by DAPA is Mrs Debbie Weir. DAPA holds a number of functions each year, including a barbecue, a coffee morning, a departmental open evening and support at a number of school events. Throughout the year, information on Parents' Association matters is communicated to parents. The Association can be contacted at dapa.dollaracademy@gmail.com and further information can be found on the website at <http://dollaracademy.org/dapa.asp>

SUPPORT FOR PUPILS

MATTERS OF CONCERN

Should there be any matters of concern we would wish to know about them directly. The first point of contact in any matter concerning pupils is the class teacher in the Prep and Junior School; the Head of Year in the Senior School; and the Houseparent in the case of boarders. In more serious cases the Assistant Rectors, Deputy Rector and Rector may be more appropriate.

CHILD PROTECTION

The school is committed to the principles of Child Protection, with a policy 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. In this context, there may be occasions when a pupil's confidentiality is respected and information is not shared or passed on to parents (although every effort will be made to encourage the pupil to discuss a sensitive issue with his or her parents). The Child Protection Co-ordinator and Named Person is Mr Burbury, who is assisted by Mrs Morrison in the Prep & Junior School and Mr Blezard in the senior school.

THE GUIDANCE SYSTEM

The Academy is committed to providing a safe and supportive environment in which every pupil is encouraged to reach his or her potential in curricular, co-curricular and personal terms. Our approach to pupil support is an integrated one which is regularly reviewed and refined. Central to this support is the class teacher in the Prep & 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. Pupils are encouraged to talk to any teacher with whom they feel comfortable on any matter where support is needed, academic or personal. This message is reinforced to them in writing and regularly at assembly.

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 is a static position allowing the Head and Assistant Heads of Form I to build up real expertise in this transitional stage; all other Heads and Assistants generally move up the school with their year groups. Within the year group, each pupil is 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 pupils individually, to encourage curricular, co-curricular and personal progress, and to offer support to individual pupils.

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 individual pupils by encouraging, motivating, praising achievement, disciplining when necessary and putting in place a range of strategies designed to help pupils to overcome any difficulties that they 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; 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 to help and advise them in the course of their final year.

Heads and Assistant Heads of Year are the first points of contact for parents wishing to discuss any aspect of their children's schooling or welfare. Matters of concern can also be raised with the Child Protection Co-ordinator, Mr Burbury, who is assisted by Mrs Morrison (Prep & Junior School), Mr Blezard (senior school), the Assistant Rectors, the Deputy Rector, and the Rector.

PUPIL COUNSELLOR

Mrs Mackie is Dollar's Pupil Counsellor. To be found in the English Department in the Playfair Building, she is available to help any pupil who needs further support, and she will be pleased to discuss matters of concern with any pupil who approaches her.

ANTI-BULLYING POLICY

See Appendix 4

GENERAL STATEMENT

Dollar Academy's position on this issue is clearly summed up in 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."

ROUTINES

UNIFORM

All pupils are required to wear school uniform, details of which are provided in the *Information for Pupils* booklet. When pupils are attending school events, they should wear full uniform unless permission to wear other clothing is officially given.

SCHOOL DAY

Parents who bring their children to school are asked to ensure that they arrive well in time for Registration. Pupils may purchase rolls with bacon and sausage, and hot drinks, from the Dining Hall on arrival in the morning; they must ensure that this does not hinder them from arriving at Registration on time.

The Prep & Junior School starts its day at 8.50am. Senior school pupils may enter school buildings from 8.35am and should take bags to period 1 classes before 8.40am. In the Senior School, there is Registration (8.40-8.55am) followed by a whole school Assembly on Monday, Wednesday and Friday, with extended Tutor group meetings on Tuesday and Thursday. In the Prep and Junior School, there is an Assembly each Thursday. Period 1 begins at 9.15am, and with a morning break of twenty minutes and a lunch interval of fifty minutes, the school day ends at 3.25pm. The teaching time is made up of five complete hours each day, and the Senior School follows a twenty-five period per week timetable. Prep 1 pupils will finish at 2.40pm up to and including Friday 15 September 2017 and thereafter at 3.15pm.

In Session 2017-2018, all Form I pupils will be required to take lunch in the Dining Hall until the October mid term break. This is to ensure that new pupils in particular always have someone around them to eat lunch with. They may bring in a packed lunch or buy lunch in the Dining Hall. After the mid-term break Form I pupils will be free to choose their own location.

There are after-school activities every day and at weekends. Details of these are to be found in the *Information on Co-Curricular Activities* booklet, published during the first weeks of the new academic session. Pupils will also be able to access first hand information through the "Get Active!" Co-curricular Fair which is run early on in Term One. 3.30 – 5.00pm is the usual time for an afternoon activity, although many activities will operate on occasion outwith these times.

THRIFT SHOP

The Thrift Shop, which is situated in accommodation below the Prep School building, sells good quality "pre-owned" school uniform. It opens between 2.30 and 4pm on the second and fourth Thursdays of each month, and also on the day before school begins in August. We are extremely grateful for this service. Parents are asked to bring along good second-hand uniforms; a price is arranged from which, when goods are sold, 80% goes to the seller and 20% to the Thrift Shop. Recent donations from the Thrift Shop to the school have paid for equipment needed and utilised in academic departments, boarding houses, and co-curricular activities.

CHRISTMAS/EASTER

At the end of first and second terms, church services for senior pupils are held on the final morning of term, after a period of other school activities. Pupils are dismissed at 12.30pm, and you are asked to note this arrangement; bus times are adjusted accordingly.

SPORTS WEEKEND

The highlight of the Dollar Academy calendar comes in the week-end prior to the last week of session starting with the Prep School Sports on Thursday. Not only can parents experience the culmination of the athletic activities of the year, but there is opportunity also to see a major Art Exhibition, and other minor displays; the school is also open for viewing, and refreshments are available in the Marquee. There is a "Sherry Party" for Former Pupils and friends of the Academy, a Coffee Morning on the Saturday, a Pipe Band display prior to a family barbecue at Sunday lunch-time, dances, cricket, fencing and tennis matches between pupils and former pupils; Boarding Houses also run other events including Sherry Parties for their own parents and pupils. More important than the individual events is the atmosphere of the weekend as a whole. Present pupils and recent FPs mingle with present parents and many who have left Dollar long in the past. The community spirit on such an occasion is powerful.

TRAVEL

**Pedestrians have priority at all times in the grounds.
No vehicles are permitted to enter or leave on school days from
8.35 - 9.00 am and 3.15 - 3.35 pm.
The speed limit in the school grounds is 10mph at all times.**

TRAVEL TO AND FROM THE ACADEMY

Many of our pupils come from areas within a thirty mile radius of Dollar. The school negotiates closely with local bus companies, and the companies are most supportive. As a result, there are good services for all of our pupils, and we ensure that pupils travelling home can leave either directly at the end of school or at 5pm after co-curricular activities are finished. If there are any problems concerning bus

services, the School Office should be contacted in the first instance. Our pupils who travel to and from school by public transport are very much in the public eye and we ask that you be supportive in this area. Pupils in Prep 1 and 2 are not permitted on buses, given concerns about the ability of children of this age to cope safely with the potential demands of the situation; no Prep pupils of any age are permitted to use the late buses. Seat belts should be worn on all buses which provide them. All of our minibuses have been fitted with seatbelts and drivers remind pupils to use them.

The school grounds are very busy during the school day, and parents are reminded that they should not drive into the grounds until 5pm when the school is in session. Pupils are asked to use the Heyworth Path rather the Main Drive whenever possible to avoid vehicular traffic.

Likewise, parents are reminded that they should be sensitive to the needs of residents of Back Road and the roads surrounding the Junior School – and neither obstruct entrances to driveways nor park on the double yellow lines. The widened pavement provided outside the swimming pool has contributed significantly to the safety of pupils in this area.

PARKING

Parents are asked to be considerate when parking in the vicinity of the school. The roads surrounding the campus add much to the character of the area but were not designed to cope with the levels of traffic now generated at key times of the school day. Courtesy and consideration for others is paramount. In particular, parents are asked to display patience; to park legally and sensibly; to minimise waiting time outside the school; and to keep access to the drives of local residents clear.

GREEN TRAVEL POLICY

The school has a Green Travel Policy and it encourages parents to investigate alternative means of travel to school, including the use of school buses, car shares and walking. Parents may also consider the use of bicycles, if they are satisfied that their children can safely negotiate the road systems in and around Dollar.

TRAVEL IN BAD WEATHER (eg SNOW)

Dollar's climate, if anything, tends towards rain. On occasions, however, we can be afflicted by storms or snow, like any other school in the Central belt. Our policy, however, is clear-cut. Because of the large number of boarders and day pupils from the Dollar area, **the Academy aims always to remain open during normal school hours.** Any variation from this will be notified on the school's website.

Should you feel anxious about weather conditions in your local area, you are at liberty to collect your son/daughter by arrangement. It is essential, however, that the School Office is informed before any child is taken out of school.

We make every effort to keep in touch with our local bus companies and the police in order to ensure as far as possible that the safety of the children is safeguarded. If you are sufficiently anxious about whether or not your children will be able to return home, you are advised to keep them off school that day. If, for any reason, your children are "stranded" in Dollar, we will ensure that they are provided with food, warmth and shelter for the night. Such circumstances, however, are extremely rare.

BICYCLES

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.

PUPILS' CARS

A number of our senior pupils have passed their driving tests and have access to cars. We have firm guidelines on this matter, and it is important that pupils observe them closely. Firstly, any pupil who wishes to drive to and from school must have authorisation from the Assistant Head of Year in charge of Form VI. Secondly, pupils are not allowed to enter their vehicles at any time during the school day – all pupils' cars must be parked in the senior pupils' car park next to the Swimming Pool/Dining Hall complex, or in the Milne Avenue car park. Thirdly, we ask that pupils do not give lifts to others without prior written authorisation from both sets of parents.

Boarders are not permitted to give lifts to other pupils or to travel in other pupils' cars.

The potential for danger in this matter is extremely high, and we therefore ask that responsibility be shown by all concerned. It is our recommendation that all pupils' vehicles carry the green "P" marking to designate "New Driver".

The Academy reserves the right to forbid pupils to travel to and from school by their own transport if they have shown by their actions that they are a danger to themselves and other road users; this has been enforced quite rigidly in recent years.

FINANCIAL

SCHOOL FEES – SESSION 2017 – 2018

The Governors have approved the following scale of annual fees with effect from the beginning of Session 2017 – 2018:

	Day	Boarding	Weekly Boarding
PREP SCHOOL	£9,414	£25,956	£24,363
JUNIOR SCHOOL	£10,818	£27,360	£25,767
SENIOR SCHOOL	£12,591	£29,133	£27,540

Where more than two siblings are in attendance at the Academy concurrently, the **Tuition** fees for the third and subsequent siblings are reduced. Please contact the Bursar's Office for the applicable level of remission. Where siblings are not admitted to the school in chronological order, the remission is applied to the youngest child / children.

While it is intended that the above rates should remain the same throughout the academic session, the Governors reserve the right to alter the scale of fees from term to term in the light of circumstances.

FEES AND WITHDRAWALS

All fee accounts are payable by direct debit, unless paid in full by the first day of any term. In the event of any such account not being paid by direct debit and not paid in full by the first day of any term, interest will be applied to the outstanding balance at the rate of 2% per month from the due date until payment. Interest of 2% per month will also be charged on failed direct debit payments. Fee accounts which have not been settled in full by the end of the term for which they are due will normally preclude a child from returning to the Academy at the commencement of the subsequent term until such time as all outstanding fees have been paid in full.

In the event of your having to withdraw your child from the school, a full term's notice in writing to the Rector is required or payment of a term's fees in lieu thereof. The same notice is required for withdrawal from Boarding. Please refer to clause 4 of the Parent-Academy contract.

You are reminded that the Rector reserves the right to require the removal of a pupil from Dollar Academy if, in his opinion, the pupil is not deriving benefit from being at the school, or indicates by his/her conduct that he/she does not accept the rules of the Academy.

ASSISTANCE WITH FEES

From the outset it should be recognised that the Governors have limited resources to support families who experience financial difficulties once their children have started their education at Dollar. No specific fund exists at present to support such cases, and in most instances, the Governors will simply be unable to offer support. Families with pupils about to enter Form I may be able to access the bursary scheme, details of which are available on the school's website. In other cases

consideration may be given to pupils in Forms IV and V to allow completion of the next phase of public examinations by ensuring continuity of curriculum in that regard. Only in the most exceptional circumstances will pupils in Form VI be considered. Pupils in the Prep and Junior schools will not be considered, nor, ordinarily, will pupils in Forms I, II and III. Awards of assistance will be means-tested and will be granted only if sufficient funds are available. A pupil's disciplinary and academic record will be taken into account. Any decision made by the Governors will be final and there is no right of appeal. In the case of any award of assistance parents or guardians must inform the Bursar, in writing, of any material change in their financial position without delay. In some cases this may obviously lead to the withdrawal of any award.

ABSENCE THROUGH ILLNESS

A School Fees Remission Scheme is available under which, for a modest (currently 1% of Fees) termly charge, you can protect against your children's absence from school through illness. You are particularly requested to note that the Governors regret they cannot entertain requests for remission of school fees in cases of sickness where you have not taken advantage of this scheme, which is expressly designed to cover such an eventuality.

Anyone interested in the above scheme may obtain further information from The Bursar, 23 West Burnside, Dollar FK14 7DX; Telephone (01259) 740515; Email bursar@dollaracademy.org.uk

SCHOOL CLOSURE

Should the school be forced to close as the result of, for example, epidemic disease, or major structural damage, all efforts will be made to ensure that education continues with minimal disruption. However, unless specifically covered by our insurance policy, fees cannot be refunded.

INSURANCE OF PERSONAL EFFECTS

The School Governors cannot accept responsibility for loss of, or theft of, or damage to personal belongings at school, in the boarding houses or on school trips, including overseas. You are recommended to consult your own insurers on the subject of **All Risks Cover** for your children's personal effects, especially valuables. All boarders are provided with lockable cupboards in their Houses.

When pupils are involved in games or swimming, they are asked to give valuables to the member of staff in charge for safe-keeping. Every year, items go missing, and it would be helpful if you were to stress to your sons and daughters exactly how they might safeguard their property. All items of clothing should be clearly named.

You should specifically ensure that adequate insurance is in place to cover valuable items on loan from the Academy, such as musical instruments.

On trips out of school, parents should ensure that their children's property is covered by their own insurance for accidental damage or loss. This includes property that is borrowed from the school.

PERSONAL ACCIDENT INSURANCE

The Governors have taken out Personal Accident cover for pupils which means that a pupil who suffers a permanent injury, resulting from an accident, will be entitled to compensation (up to a maximum of £1,000,000 in the event of Permanent Total Disablement). This cover exists throughout the entire year.

MUSIC TUITION FEES

See the later section on "**INSTRUMENTAL MUSIC TUITION**"

CHARGES FOR EXTRAS

Although text books are provided as part of the school fee, from time to time pupils will be provided with additional materials – dictionaries, calculators, exam papers etc. These are chargeable to the fee account.

PARENTPAY

We accept payments online for items such as lunch money, school trips and activities. Using a secure website called ParentPay you can pay online using your credit or debit card. Letters containing activation usernames, passwords and setup instructions are sent to the home addresses of all pupils; if you do not receive one, you are asked to contact the Bursar's office. ParentPay is now our preferred method for receiving payments.

ACADEMIC

SUBJECT SELECTION

Form II Interviews Each Form II pupil, along with his/her parents, is invited into the Academy in February for interview with two senior members of staff on careers and subject choices. Appointments are made during the Form II Parents' Evening.

Forms IV, V and VI At the end of their National 5 year, all pupils are interviewed individually about subject choices for Higher courses.

In the three days prior to the beginning of each session, all pupils entering V and VI are asked to attend interviews with Senior Staff and Heads of Departments in order to finalise subject choices for the coming session. At that meeting, pupils who wish to discuss their SQA results, and in particular the possibility of Marking Reviews being made, are asked to contact the relevant Head of Department. New pupils (FII – VI) have separate timetabling interviews.

At Dollar, pupils who have just taken National 5 go on to take a maximum of five subjects for one year, at the end of which they take their Highers. They go on to do a final year, in which they can take further Highers or Advanced Highers. It is expected that pupils will receive around 18 hours of taught lessons per week, and that they will take at least three examinable courses at Form V / VI level; a number of modules in addition to the core academic timetable are also available. The final two years are, in any case, a two year course which prepares pupils for universities not only all over the UK but also for abroad.

CLASS SIZE, TEACHER/PUPIL RATIO

Over recent years, we have increased the number of teachers in the Academy, and this has allowed us to reduce class size throughout. At present, our staff-pupil ratio throughout the whole 5-18 school is 1:10.2. The average class size in the Junior and Prep Schools is twenty two; in Forms I to II is twenty one; in Forms II to IV is eighteen; and the classes in Forms V and VI vary according to subject.

SUPPORT FOR LEARNING

The Support for Learning Department aims to equip pupils with skills and strategies which will help them to succeed independently and with confidence in their current and future learning. Learning is facilitated by both Support for Learning teachers and subject specialists across Prep, Junior and Senior schools and in all curricular areas, supporting pupils, parents and staff. The Department aims to remove barriers and promote skills for learning, build confidence, raise self-esteem and enable pupils to maximise their potential, in appropriate learning environments.

Individual Assessment Arrangements (IAA) are carried out in accordance with policy and guidelines issued by the Scottish Qualification Authority. Further details can be obtained by contacting the school's SQA coordinator, Mrs Miller.

ABSENCES FROM SCHOOL

a. UNPLANNED ABSENCES

If a pupil is unable to attend school, say, for reasons of illness, you are asked to contact the School Office on each day of absence unless a specified period of several days' absence has been advised in advance. 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. An explanatory note should be sent to the School Nurse, in the case of a return after a serious illness or with some disability.

b. PLANNED ABSENCES

You are asked to ensure that all pupils keep term dates; these are published well in advance, and a summary of key dates for the next two academic sessions can be found at the front of this booklet. Requests for time out of school should be sent to the Rector. If you have queries about brief absence from a boarding house, please contact the Houseparent directly. Form Tutors will authorise absences for dental appointments and so on, on receipt of a letter. Visits for University Open Days should be requested at least a week in advance; forms for this can be obtained from the School Office.

ABSENCE FROM CLASS

If a pupil is absent from a class, it is his/her responsibility to find out what homework was assigned, and to complete it prior to the next lesson. If your son or daughter is likely to be off for some time, please contact the Head of Year to request details of work to be undertaken.

BOOKS

Textbooks are provided by the School. All pupils, however, should obtain for themselves a hymn book (the small red CH3 volume in the Senior School, obtainable from the School Office for £3.00), and dictionaries as required for the various languages studies; pre-owned copies are acceptable provided that they are copies of the designated publication and in good condition. In the Junior School, a dictionary, a thesaurus (of appropriate age-related difficulty) and the Oxford School Atlas are required. Senior pupils in some subjects will be asked to buy copies of past SQA papers for their own use. At each age group, advice will be given on calculators.

If books on loan are not returned on the date required by the Head of a particular department or, in exceptional circumstances caused by a pupil's absence on an official school activity, by the last day of session, the full cost of replacement will be charged to the end of term account without fail. Late returns will not be permitted and no refund or credit of any charge for non-return on fee accounts will be made. A Book Return day is arranged in June for the return of text books for all pupils in Forms IV, V and VI.

INFORMATION TECHNOLOGY

The use of IT facilities and the Internet are extensively available in the school, albeit under supervision. It is a condition of availability that use should be responsible, and that there should be no introduction of nor accessing of unsuitable material. All users, including staff, are asked to sign an agreement covering the proper use of the facilities. Parents will be asked to countersign pupils' signatures. Prep & Junior pupils will be asked to undertake a new agreement on entry to the senior school. At times, and when deemed appropriate, pupils in the senior school may use their

own internet capable devices 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. Boarders are provided with further access to the school network within their Boarding Houses, including appropriately controlled wi-fi facilities.

The use of personal computing and other electronic equipment is permitted, subject to the provisions of the IT Users' Agreement; this includes the possession and use of DVDs and videos. It should be remembered, furthermore, that expensive equipment such as laptops should be fully insured by boarders' families before it is brought into school. Failure to follow the guidelines may result in the confiscation of equipment or increased monitoring of the pupil's personal usage.

Parents should be aware of the proliferation of unregulated social networking websites on which young people are enabled to maintain personal profiles, giving detailed information about themselves, and having the opportunity to express opinions on a wide range of subjects. It would be helpful were parents to discuss with their children the dangers of such public displays, and the potential for difficulties, particularly where links with the school may be identifiable.

EDUCATIONAL VISITS

Throughout the course of the year, pupils have the opportunity to go on a number of outings and visits of an educational nature. The English Department runs regular theatre visits for the Senior school; in the Prep and Junior school there are many opportunities taken to widen the children's experience by means of theatre visits, trips to the zoo, to museums and so on. The school also has for many years encouraged skiing, locally on the dry slopes at Tillicoultry, and at Hillend on each weekend throughout the winter, and by means of skiing trips abroad for parties of interested pupils under the direct supervision of our expert and enthusiastic staff.

Our programme of visits, needless to say, reflects the interests and expertise of the Academy staff. We undertake, typically, expeditions to locations as diverse as USA and France for Geography, Italy for Classics, Cuba, Russia and China for History & Modern Studies, New York for Business Education, Costa Rica for Biology and the Scottish Highlands for Duke of Edinburgh's Award Bronze, Silver and Gold awards. There are many other such ventures which are part of our rich co-curricular programme.

In each case parents will be provided with full details of the trips and you are asked to return a slip giving permission for your son/daughter to take part, without which children will not be able to join the outing. You will be asked to give contact numbers that are current for the time of the trip. You will also be asked to sign an agreement that in an emergency you will travel to where the group is based in order to take over responsibility for your child, in order to allow the rest of the group to continue with the trip.

Occasionally, 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.

GUIDANCE ON HOMEWORK

Throughout the school, pupils are given homework according to their level of abilities and their requirements in each subject. During the past few years, the style of teaching and of external examining has altered quite distinctly, and it is no longer possible to provide a homework timetable in which time is rigidly allocated to year groups and subjects.

Importantly, our pupils are expected to complete tasks by given dates, to revise thoroughly in preparation for examinations, and to read as widely as possible around the subjects which they are taking. Time spent on reading is as important as time spent on writing; the skilful organisation of notes is of as great significance as the mastering of individual skills. There is a significant amount of material to be learned in some subjects. Whatever else, we expect that all pupils in the school should have enough work to occupy their evenings, and any child who indicates otherwise misunderstands. Parents should encourage their children to speak to their teachers where there are problems with homework, or indeed, any classwork.

PREP SCHOOL HOMEWORK

In the early stages of the Prep School, assistance to young readers at home is essential. As the children increase in confidence, they will be provided with a range of written exercises, activities and games to supplement work which is done in class.

JUNIOR SCHOOL HOMEWORK

This develops, in the Junior School, into consolidation and practice in a range of activities. Individual children will, naturally, take different times to complete their homework. The principles of good practice are, however, being laid down, and we ask that parents help to embed these at the earliest opportunity. For the most part, the class teacher will give clear guidance on tasks set, the amount of time to be spent, and dates of submission.

SENIOR SCHOOL HOMEWORK

In the Senior School, we offer as a rough guide the following table:

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 is required to complete the work in the range of examination subjects.

These guidelines are intended to offer a recommendation, but it is difficult to make a definitive statement on the topic of homework. Some subjects lend themselves more readily than others to home assignments, but pupils are made aware by their teachers that preparation and learning take a variety of forms.

In the early stages of the Senior school, it is important that pupils come to terms with the range of subjects on offer, and spend an adequate amount of time going over notes taken and in clearing up matters of difficulty which have arisen during the day of study. Some departments provide regular homework on a day-to-day basis; some subjects give a week or so for a topic to be completed; some might ask pupils to plan a long-term project over the course of at least a month. Each pupil is provided with a homework diary and you should ensure that your children take careful note of homework to be completed, and make use of the diary to help them stage their tasks.

PLANNING STUDIES

The National 5 work in Forms III and IV demands course work in some subjects. Those departments which require material to be submitted for examination purposes at particular points in the year will provide clear advice to pupils on deadlines for rough drafts and so on. It is important, that pupils, at this vital time, learn the virtues of planning and forecasting - and do not simply indulge in last minute panic assault on various subjects. Homework in Forms III and IV is not as regular, but is more intensive, and subject teachers will be pleased to advise pupils on how best the major task can be accomplished.

In Forms V and VI our pupils have a very full schedule with Higher examinations at the end of Form V as the major means of ensuring entrance to further education. Many pupils require some assistance at home, first to ensure that a sensible proportion of time is given to each subject and, secondly, to ensure that regular patterns of work, backed up by well-organised notes, are rapidly established. The amount of work involved in Form VI varies enormously: some pupils have extensive reading to be accomplished, while others will be undertaking project work in the Sciences. There is more opportunity for independent study in Form VI during school time than there is up to then in the school.

Should you have any anxieties about homework, you should contact the Assistant Rector responsible for the year groups in the Senior School - Mrs Morrison for Form I, Mrs Miller for Forms II, Mr Macpherson for Form III and Mr Burbury for Forms IV, V and VI.

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.

TUTORING

Should there be any concern about the progress of pupils, the first line of action is to contact the relevant Head of Department. To engage tutors out of school without consulting Dollar teaching staff may not be always constructive. Certainly, tutoring input can be valuable, and it may ultimately be recommended, but, unchecked, it can also lead to problems of imbalance and, at worst, to malpractice in SQA examinations.

THE DOLLAR ACADEMY CURRICULUM

Throughout the school, full descriptions of courses are available and, should you require further details on any aspect of our curriculum, please do not hesitate to contact the appropriate Head of School, or consult the departmental pages on the website. The exact format for this academic year will be established after choices are finalised for the new session. The principles in operation will remain the same and the viability of all courses is dependent on demand. The hours spent each week on each subject are indicated in the table below.

PREP 1 – JUNIOR 2

	PREP 1 - 5	JUN 1 - 2
English Language	8	7
Mathematics	6	6
Expressive Arts	2	2
Health and Well-being	3	3
Social Studies, Sciences and Technologies	5	5
Religious and Moral Education	1	1
Modern Languages	-	1

FORM I and FORM II

	FORM I	FORM II
Art & Design	1	1
Biology	-	1
Chemistry	-	1
Classics	2	2
Drama / Home Economics	1	-
English	4	3
French / German / Spanish / Mandarin	3	3
Geography	1	1
History	1	1
Home Economics	1	-
Business / Computing	1	2
Mathematics	3	3
Modern Studies	-	1
Music	1	1
PE/Games	2	2
PSE	1	1
Physics	-	1
Science	3	-
Technology	1	1

FORM III and FORM IV

All pupils study the following subjects for the stated number of hours.

English (3.5 - FIII, 4 - FIV)

Mathematics (3.5 - FIII, 4 - FIV)

ICT (1.0 - FIII & FIV)

PE/Games (1.0 - FIII & FIV)

Personal & Social Education (1.0 - FIII only)

In addition most pupils study five other subjects (all 3 hours) at National 5 Level chosen from the following list:

Art & Design	Design & Manufacture	German	Music: Performing
Biology	Drama	Graphic Communication	Music: Technology
Business Management	Economics	History	Physics
Chemistry	Engineering Science	Latin	Spanish
Classical Studies	French	Mandarin	
Computing Science	Geography	Modern Studies	

It is possible for invited pupils to take some subjects in a compressed form. This allows the choice of one further subject. **Science** (III and IV) compresses Biology, Chemistry and Physics; **PETS** (III and IV) compresses Physics, Economics and Engineering Science; and **Languages** compresses German and French / Latin / Spanish.

FORM V Pupils study up to five (5 hour) courses at Higher Level (or National 5 Level in some cases):

Administration & IT	Design & Manufacture	German	Music: Performing
Accounting	Drama	Graphic Communication	Music: Technology
Art & Design	Economics	History	Physical Education
Biology	Engineering Science	Human Biology	Physics
Business Management	English	Latin	Spanish
Chemistry	English (ESOL)	Mandarin	
Classical Studies	French	Mathematics	
Computing Science	Geography	Modern Studies	

FORM VI Pupils study at least three Higher/Advanced Higher courses (5 hours each) taken from the Form V list above and the Form VI list below.

Accounting	Drama	Graphic Communication	Photography (H)
Art & Design	Economics	History	Physical Education
Biology	Engineering Science	Latin	Physics
Business Management	English	Maths (Mechanics)	Politics (H)
Chemistry	Environmental Science (H)	Maths (Pure)	Spanish (AH, H and Nat 5)
Classical Studies	French	Maths (Statistics)	
Computing Science	Geography	Modern Studies	
Design & Manufacture	German	Music	

The **Scottish Baccalaureate** is available in Languages, Sciences, Expressive Arts and Social Sciences.

SHORT COURSES are available to Form VI and the list of subjects recently available has included:

Acting	ECDL	Geology	Italian	Mandarin
Applied research skills	Economics	Home Econ	Law	Philosophy
Biotechnology	Enterprise	Human Biology	Life-saving	Practical Craft Skills
				Psychology

SCOTTISH QUALIFICATIONS AUTHORITY: EXAM RESULTS 2001 - 2016

**FORM IV STANDARD GRADE
only)**

FORM IV INTERMEDIATE 2 (from 2002

	No.	1	2	3/4	%1-4	%1	No.	A	B	C	%A-C	%A
2001	965	659	169	35	99.4	76.2	-	-	-	-		-
2002	912	611	230	65	98.3	67.0	60	53	6	0	98.3	89.0
2003	631	408	182	41	100.0	64.7	407	312	53	30	97.1	76.5
2004	578	367	164	42	99.1	63.5	369	302	31	34	99.5	81.8
2005	619	413	172	24	98.5	66.7	430	343	43	37	98.4	79.8
2006	628	455	135	37	99.8	72.5	376	305	34	24	96.5	81.1
2007	534	319	173	36	98.9	59.7	494	353	81	30	93.9	71.5
2008	611	399	168	41	99.5	65.3	556	449	64	24	96.6	80.8
2009	520	315	156	48	99.8	60.6	492	355	82	38	96.5	71.9
2010	515	345	140	28	99.6	67.0	491	392	72	23	99.2	79.8
2011	557	332	173	49	99.5	59.6	476	367	56	34	96.0	77.1
2012	558	379	132	45	99.6	67.9	501	378	79	30	97.2	75.4
2013	568	353	168	44	99.5	62.1	543	407	82	44	98.2	75.0
2014	-	-	-	-	-	-	703	535	110	40	97.4	76.1

FORM IV NATIONAL 5 (from 2014 only)

	No.	A	B	C	%A-C	%A
2014	362	307	38	13	98.9	84.8
2015	703	532	86	53	95.4	75.7
2016	1105	801	190	63	95.4	72.5

FORM V HIGHER GRADES

FORM VI ADVANCED HIGHER

	No.	A	B	C	%A-C	%A	No.	A	B	C	%A-C	%A
2001	691	278	229	116	94.0	40.2	-	-	-	-	-	-
2002	642	333	138	112	90.8	51.9	-	-	-	-	-	-
2003	566	271	121	100	86.9	47.9	-	-	-	-	-	-
2004	646	365	152	97	95.0	56.5	123	55	35	23	91.9	44.7
2005	600	322	148	98	94.6	53.7	188	74	49	39	86.2	39.4
2006	705	350	170	104	89.8	49.6	168	65	48	41	91.7	38.7
2007	768	387	197	126	92.4	50.4	206	69	65	36	82.5	33.5
2008	676	334	174	12	91.7	49.4	214	81	60	44	86.5	37.9
2009	806	463	154	115	90.8	57.4	269	105	84	49	88.5	39.0
2010	719	385	166	119	93.2	53.5	298	161	80	42	95.0	54.0
2011	741	457	178	70	95.1	61.6	275	139	64	50	92.0	50.5
2012	764	439	178	93	92.9	57.5	295	159	62	49	91.5	53.9
2013	771	438	197	87	93.6	56.8	327	161	89	51	92.0	49.2
2014	818	441	205	110	92.4	53.9	312	166	79	49	94.2	53.2
2015	811	490	163	101	93.0	60.4	349	169	93	45	88.0	48.4
2016	743	462	182	66	95.6	62.2	320	185	70	41	92.5	57.8

CAREERS ADVICE

The school has a sophisticated network of careers education. A large number of staff are involved in providing advice - particularly Form Tutors, Heads of Year, and Senior Staff. In Form II, all pupils are given a "Plan-it" IT-based careers course, and the subject choices for Form III are informed by the guidance given during this course. The school also has a member of staff, Mrs Robinson, who specialises in providing advice to pupils. The process continues for a number of our young Former Pupils, and those involved in the careers side of the school willingly give of their time in consultation and in counselling.

UNIVERSITY AND COLLEGE APPLICATIONS ("UCAS")

Each year, the school is involved in processing a large number of applications. Pupils are given individual advice, and you are most welcome to attend the UCAS Evenings which are held in September and June each year. During the former evening, a University Schools Liaison Officer gives a presentation on the most up-to-date information on applications; at the latter, representatives of a large number of Universities are available for consultation.

CAREERS CONVENTION

Once every two years, in conjunction with the Parents' Association, we mount an evening careers convention to which all pupils from Forms II to VI are invited. Around one hundred experts in a range of careers attend in order to provide pupils with information and insights. The next Convention is scheduled for March 2018.

INDUSTRY LINKS / WORK EXPERIENCE

Over the past few years, we have developed links with local and national industries in a coherent and organised manner. Many senior pupils each year go on work experience, usually in June, and other forms of industrial contact are securely in place. Mrs Morrison, who organises work experience will be pleased to hear from outside agencies which wish to provide supportive links for our pupils.

A number of professions give particular weight to the work experience that pupils have gained in advance of the submission of their UCAS applications - in particular, medicine, dentistry, physiotherapy and veterinary science. Parents would be well advised to ensure that, if their children are interested in these career areas, they have gained sufficient experience in the appropriate areas, by volunteering to help in caring organisations; by shadowing professionals; by work placements; or by relevant part-time paid employment. Mrs Morrison, Mr Daniel or Mr Burbury will be pleased to advise in these areas.

INTERNATIONAL LINKS

For a good number of years we have been involved in international exchanges, notably in the area of Modern Languages. We have forged a strong relationship with Fellbach, near Stuttgart in Germany, and parties of up to fifty pupils and staff have, for the past twenty-seven years, visited Germany and Dollar as a result of this initiative, which includes two-week work placements for senior pupils. A similar French link with the Institution St Grégoire in Tours has now been in existence for seventeen years, allowing Sixth Formers carry out work placements in an initiative that involves Dollar's Twin Town, la Ville aux Dames. In all, nineteen senior pupils will carry out continental work experience placements in Summer 2016. Our new exchange with the Lycée de Valbonne on the glamorous Riviera promises much for

our French learners in FIII/IV. Spanish learners are catered for by our link with Colegio Santa María, Toledo. Furthermore, our involvement in the Pan-European "Comenius" project has given Dollar pupils valuable contact with Spanish, French, German and Italian school students. A particular Dollar innovation is the "desk-to-desk" initiative, which sees individual pupils and their European counterparts swap families, friends, homes, school timetables, and, essentially, lives for three to four weeks.

Our younger linguists are not neglected in all of this. Every Easter, non-reciprocal seven-day home-stay visits to France and Germany are offered to pupils from Junior 2 to Form II. Pupils learning Spanish can go on the two-to-a-family exchange to Toledo; a similar arrangement with a school in Amberg, Bavaria, is now well established for FII Germanists. Accompanying these trips are "helpers", responsible senior linguists from our Higher and Advanced Higher classes. They assist in the running of the venture and demonstrate to the younger pupils the possibilities and benefits of fluent language acquisition. In addition, our Junior 2 language teaching programme is moving increasingly towards the incorporation of (supervised) e-mail links with continental children of a similar age. This "self-profiling" gives our young learners direct contact with a partner in the target-language.

The big innovation in session 2015/16 was our first ever Mandarin exchange, with twenty FIII pupils enjoying ten days at school in Taiwan, and their counterparts making the return visit in June. This was a huge success, and was repeated in 2017 with similar numbers. Next session will see our first-ever Mandarin "cohort" at Higher – with Work Experience placements in Taiwan firmly on their agenda.

Linguistic opportunities do not cease when pupils leave school. Over the past decade or so, well over thirty pupils have opted for linguistic gap years, teaching English in Germany or France. This year, a pupil will extend that tradition to Taiwan. All return with an enviable grasp of the language, a skill that will remain with them for life. In addition, they start their University studies having acquired an additional level of knowledge and maturity and a command of the invaluable soft skills that comes from having worked as a responsible and trusted member of an adult team. In short, Dollar can and does produce young linguists with the fluency and skill so many of us admire in foreign students visiting Great Britain.

The programme of links and visits extends beyond the purely linguistic. The Pipe Band has performed in Indonesia, Sri Lanka and Japan. Our rugby and hockey players have also enjoyed successful tours to Canada, Netherlands, South Africa, Italy, Argentina and Japan, with plans for trips to Berlin and beyond. Tennis players have trained in Spain; golfers are going to Dubai; and musicians to the Cayman Islands and New York. Biologists are going to Costa Rica. The Classics Department has taken trips to Rome, Pompeii and Athens, while Geography has visited Morocco, Iceland, the Swiss Alps and the USA. Business Education is planning a Far Eastern tour. The History tour of Northern European battle grounds, to Poland and the Czech Republic, and the Modern Studies visits to the United States, Cuba, China and Russia are further examples of travel opportunities available to Dollar pupils.

Dollar also offers a number of travel awards and scholarships for the purpose of travel-related study, the most recent being the very generous Cameron Travel Scholarship Trust Fund. Information on how to qualify and apply for these awards is available on the website.

DESTINATION OF LEAVERS

Each year the Rector provides for the information of Governors and staff a report on the destination of leavers. While most of our leavers go on to university in Scotland, around 15% each year leave for study in Universities throughout the world. In recent years, our pupils have studied in Canada, USA and Italy as well as institutions south of the border such as Oxford, Cambridge, UMIST, Exeter, Imperial College, London, Newcastle and Durham. Should you wish a statistical breakdown of these details, you are invited to contact the school office.

A number of pupils leave for "GAP year" activities, and among recent leavers, Dollar pupils have worked on projects in Afghanistan, Vietnam, Guyana, South Africa, Australia, India, Sri Lanka, Thailand, Uganda, Malawi, Bolivia and China. Pupils have attended High Schools in North America after completion of their last year at Dollar through English Speaking Union scholarships.

FORMER PUPILS CLUBS

Many former pupils of Dollar keep in contact with the school, and their involvement is much appreciated by Governors and staff. A number of large capital projects have been inspired by the generous contributions of former pupils. The Former Pupils have seven permanent regional clubs: The Highland, The North of Scotland, The Dollar, The Edinburgh, The Glasgow, The North of England and The London, besides the Dollar Academicals rugby club. There are many other informal networks of Dollar Former Pupils around the world: the Academy encourages a sense of community, and the loyalty of so many Former Pupils is central to our success.

Fortunas, the school magazine, contains regular news of Former Pupils; it is sent twice a year to FPs, and it provides an ideal vehicle for communication throughout our community.

THE CAPTAIN JOHN McNABB SOCIETY

The Captain John McNabb Society was formed in 2002 specifically for those who wish to leave a legacy in their wills to Dollar Academy, and the Society presently has over seventy members. The Maguire Building could not have been built without a very generous bequest from a Former Pupil, Mr Brian Maguire.

THE 1802 FOUNDATION

The 1802 Foundation was created for those who wish to donate gifts to the Academy that will be used to enhance the present facilities or help establish a bursary fund, the latter being the current principal aim. In previous years funds raised have been used, for instance, to help upgrade laboratories in the Dewar Building.

BOARDING

BEGINNING AND END OF TERM

Whilst it is understood that sometimes overseas travel can make it difficult to keep to term dates, it is expected that parents will make every effort to ensure that their children are in school during the published official opening times. Dates are published well in advance (see Page 4 of this booklet for the next two years' calendar dates).

FINANCIAL

Parents of boarders are asked to note the arrangements for the payment of sundry bills detailed in the *Information for Pupils* booklet. The principle is that senior pupils are expected to pay directly for their dance tickets, theatre visits, photographs, kilt hire and so on by using their ParentPay account.

CLOTHING

Boarders' parents are asked to ensure that all clothing is clearly, indelibly named and that clothes can safely be dried in a tumble drier. Extra name tapes should be supplied.

SECURITY

The School Governors cannot accept responsibility for loss of, or theft of, or damage to personal belongings at school, in the boarding houses or on school trips, including overseas. You are recommended to consult your own insurers on the subject of **All Risks Cover** for your children's personal effects, especially valuables. All boarders are provided with lockable cupboards in their Houses.

COMMUNICATION

Boarders have ready access to e-mail, "Skype" and telephone facilities in their Houses. Wi-fi facilities are offered in boarding Houses to allow the use of pupils' own IT equipment under controlled conditions. Other areas of the school have been provided with such facilities in a programme of development.

GUARDIANS

Every boarder from outside the EU must have a UK-based guardian who can be contacted in case of emergency, and all other boarders are advised to have one. The boarder should be able to visit the guardian (especially in the periods when the school and the boarding house is closed, such during as the October break). Ideally, the guardian should be able to offer support to the boarder, and some further opportunity to have a family life away from home. Parents are responsible for appointing the guardian, and the school does not undertake to supply one.

LEAVE OUT

Boarders may have permission to stay with friends during weekends provided that the "two letter rule" is followed in all cases. This rule requires the following:

1. that the parents of the pupil taking a weekend out must write authorising the visit,
2. that the parents of the host must write **specifically accepting responsibility** for the pupil for the duration of the stay.

In each case, the letters should specify:

1. the location,
2. the timing and
3. the mode of transport involved during the visit.

The letters should be with Houseparents in good time, normally by the Thursday preceding the weekend in question.

CO-CURRICULAR

CLUBS, SOCIETIES AND OTHER ACTIVITIES

There is an extensive range of activities available to pupils in Dollar, briefly listed at the back of this booklet. Full details are published in the *Information on Co-curricular Activities* booklet at the start of each session, once the staffing and timings have been settled. Clearly, details can change from term to term, and parents are advised to check with the relevant members of staff for the most up to date information.

We feel that it is particularly important that our pupils become involved (although it is not compulsory), and you should not hesitate to recommend to your son or daughter that the enrichment offered by the co-curricular life in the school is valuable. Many pupils manage to juggle a fair number of activities, and there are many opportunities available. One point, however, should be stressed. When pupils join one of these activities, commitment becomes necessary. It is not fair to the others in the group, or to the member of staff responsible, if loyalty and continuous support are not given.

PARENTAL SUPPORT AT MATCHES

All HMC schools have been asked to remind parents of the importance of high standards of behaviour from spectators during inter-school matches. While the problem has rarely affected Dollar matches, there have been numerous instances of referees having to endure unacceptable levels of criticism in school matches throughout the UK. Parents are thus asked to be sensitive to this issue, and to remain positive despite any perceived refereeing inadequacies, home or away. Unacceptable behaviour will be reported to the Rector.

PRODUCTIONS

In first term, there have for some years been twin traditions of a Sixth Form play and performances from Form III actors; the Music Department mounts a major Christmas Concert; and there is also a Prep School production. There is a Form II/III drama production in Second Term, and another for Form I in Third Term. The Drama department produces a full-length play in the Senior School in Term 2, and the Music Department puts on a major Summer musical production. The Junior School stages a musical in third term for all Junior 2 and a performance in second term in which all Junior 1 take part. The later timing for external examinations may necessitate some amendments to this programme. Details will be provided when available. Once committed to the production, a pupil is expected to attend rehearsals as required, and failure to attend may lead to the pupil's being dropped from the team.

CHARITIES

Each session, a new Charities Committee made up of Form VI pupils is selected to organise the many charitable drives which take place in the Dollar year. The Committee is responsible for the running of a number of events throughout the course of each session, for example, raising significant sums for DEBRA, Macmillan Cancer Research, Children in Need, Homestart, Ocean Youth Trust, the Terrence Higgins Trust, Alzheimer's Scotland, Barnardo's, Aberlour, Alloa Foodbank and the British Lung Foundation. The Committee is also very much involved in the administration of the Sponsored Walk which takes place in the local hills once every two years. Enormous sums of money are raised and local and national charities have been supported. The Sponsored Walk in September 2015 raised over £54,000

for three international charities (UBECI Ecuador, The Uphill Trust and The Malindi Project); two national charities (The Multiple System Atrophy Trust and Open Secret); and one local charity (CHAS – Rachel House). The next Sponsored Walk will be in September 2018.

The experience offered to so many pupils as a result of the work of this Committee is of immense value. Significantly, our links with our local community are very powerful - each year, we mount a campaign around Christmas time. The Committee has run Coffee Mornings for the older people who live in Dollar, preceded by a personal visit and invite. Such is the involvement of our young people with local residents that they volunteer to give assistance, often in unremarkable ways, throughout the course of the year.

COMMUNITY SERVICE

In recent years, the Academy has developed its links with the community in areas of voluntary activity to such an extent that a staff Community Service Co-ordinator was appointed. A growing number of pupils across the year groups are involved in initiatives that see significant work being done from visiting the elderly in regular lunch clubs, to working with disabled learners in IT classes, to supporting environmental works and village regeneration.

INSTRUMENTAL MUSIC TUITION

Individual tuition is provided by a highly qualified team of visiting freelance specialists, covering all orchestral woodwind, brass, percussion and stringed instruments, as well as guitar, piano, clarsach and solo singing. Where a place on the timetable is not immediately available, a waiting list ensures that lessons are started as soon as a vacancy occurs. Lessons are organised to ensure that the same class is not missed more than twice in any term. Pupils must be prepared to commit time to daily practice, and to play in groups and orchestras when required. Parents will receive a full musical profile and written comments at the end of each term, and a Music Tuition Record Book is prepared on a weekly basis to show what music has been introduced. Four scheduled lessons' notice is required if lessons are to be discontinued.

It is an advantage if pupils have their own instruments, although most reputable music dealers operate hire schemes. The Academy has a basic set of orchestral instruments which may be used for a limited period, and parents must arrange insurance cover for any instrument taken out on loan.

Instrumental tuition in session 2017/2018 will cost £17.50 per half hour and parents will be billed directly, in advance, by the music instructor concerned for blocks of ten 30 min lessons. Payment must be made directly to the instructor and the detailed arrangements are subject to a contract between parents and instructors. Any issues regarding tuition or charges should be addressed directly to the instructor concerned via the Music Department. The Academy will play no part in any contractual disputes which may arise. All enquiries should be directed to the Music Secretary, who will also send out full details and contracts.

COLOURS

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 apply in writing 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.

HEALTH AND SAFETY

NURSING CENTRE

The School Nurses, Mrs Dunnet (full-time) and Miss Finnie (part-time), are based in the Nursing Centre, Mylne House, 3 Academy Place from 8.45am – 5.00pm (closed 12.45 – 1.15pm Mondays, Tuesdays and Wednesdays only). Pupils may visit at break-time, lunch-time or after school. Visits during or between lessons, if necessary, require permission from the teacher whose class is being missed.

In any emergency we can call on Dollar Health Centre, and Forth Valley Royal Hospital, Larbert is within easy reach. Boarders (and those day pupils registered there) can receive emergency dental treatment from the dentist in Dollar, Mr R G Watson.

Any pupil who feels it necessary to return home for medical reasons should visit the Nurse to be signed out. Parents are asked to ensure that their children have followed the correct procedure before taking them away from school.

A small stock of medication (e.g. Calpol and Paracetamol) is kept in the Nursing Centre and dispensed, when required, by the Nurse. Pupils are therefore encouraged not to carry such medication at school.

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. It will then usually be administered by the Nurse. Minor bumps and grazes are not unusual in playground games and will be dealt with by a responsible adult. If a child has an accident, a significant head bump or is taken ill in school, he or she will be seen by the Nurse and / or you will be contacted.

In the **Senior School**, medication for the day should be discussed with the Nurse. Medicines for occasional use (such as for migraine) can be kept at the Nursing Centre. Boarders should hand medicines to their Houseparents.

MEDICAL PROGRAMME

Each Thursday afternoon of session routine medical examinations are carried out by the School Doctor or Nurse. All pupils new to Dollar are seen during their first academic session. As part of the routine medicals, all of Prep 1, Prep 3 and Junior 2 pupils are seen; Tetanus, Diphtheria, Polio boosters and MenACWY vaccinations are provided for Form III; and the flu immunisation programme is administered in school for pupils in Prep 1 to Junior 2. Members of the CCF Shooting Section, and other pupils in the school involved in shooting, are offered regular hearing tests. In addition, our Medical Team expect to see all pupils with a condition highlighted on the "Short Medical form". Wherever possible, pupils with asthma are encouraged to participate in normal sporting activities. The information provided by you on medical matters, while treated confidentially, is made available to all members of staff who are likely to come into contact with these pupils. It is particularly important that we be informed of any matter which could affect your child's progress in Dollar. When a child returns from serious illness, or with some disability, temporary or otherwise, the relevant information should be passed to the Nurse.

INFECTIOUS DISEASES

Parents are asked not to send their children to school if they are suffering from an infectious illness. The school should be informed if a pupil has been suffering from such a condition during a holiday, or has been in an area of the world where such illnesses are endemic. The school website will be used to provide further information if necessary, and our policy on SARS / Avian Flu / H1N1 etc can be accessed there. (Dollar Academy policy in these matters is decided in full consultation with appropriate external authorities.)

MEDICAL INFORMATION

Every year parents are asked to complete a short proforma with details of their children's health, for return to the School Office. This should be completed whether or not there has been a change in circumstances: it is our best way of ensuring that we have up to date information in order to look after your children effectively when they are in our hands.

RETURN AFTER INJURY

Any pupil who has been off school with an injury requiring crutches or plaster cast should, on return, report to the Nursing Centre before registration so that we can assess the ability to move around the school buildings and negotiate stairs. If there are likely to be problems in this area, parents are asked to contact the school in advance to resolve the matter.

CONCUSSION POLICY

There is a policy on how cases of concussion are treated which is available from the School Nursing centre on request.

PHOTOGRAPHY

We would ask that photographs not be taken during dramatic or musical performances, since this can distract performers, and other members of the audience may feel it to be intrusive. We appreciate, however, that at outdoor sporting events it has been customary for parents to take photographs, and we have no desire to curtail this. In line with our wish to be sensitive in the use of photography, you and your children will be consulted as to the possible use of photographs of them for publication.

ALCOHOL

Under supervision and in controlled social environments such as the Sixth Form Dinner, Burns Night, Boarders' socials and the like, senior pupils may be offered limited quantities of wine, beer or lager. The aim is help pupils learn to operate in the adult world with a degree of experience, self-control and confidence. Soft drinks and food will always be available on these occasions, and the dispensing is directly controlled by members of staff.

What is not accepted at Dollar is the unsupervised consumption of alcohol by pupils. Parents are asked to support this policy by ensuring that they do not supply their children with alcohol during term time in such a way that it might come into a school context, whether physically into school property, or into groups of Dollar pupils containing boarders for whom the school has a continuing responsibility. Day pupils among groups of boarders will be held liable to the same rules that bind the boarding pupils. Alcohol is not to be consumed on school trips out of Dollar by pupils.

SECURITY ON SITE

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

MEALS

A good three-course meal is available in the Dining Hall for pupils from Prep 4 onwards, offering a choice of various hot courses and or 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. Cash is no longer acceptable at the checkout. 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 can take their packed lunches to the Dining Hall. Some pupils opt to go home for lunch, and others purchase their food locally in Dollar.

In Session 2017-2018, all Form I pupils will be required to take lunch in the Dining Hall until the October mid term break. This is to ensure that new pupils in particular always have someone around them to eat lunch with. They may bring in a packed lunch or buy lunch in the Dining Hall. After the mid-term break Form I pupils will be free to choose their own location.

DOGS IN SCHOOL GROUNDS / PREP & JUNIOR PLAYGROUNDS

You are reminded that dogs should be kept on leads in school grounds, and should not be allowed to foul any school area. Dogs should not be brought into either the Prep or the Junior School playgrounds.

USE OF CRICKET NETS AFTER HOURS

Cricket nets on Thornbank should not be used after 5pm, or at weekends unless there is a match in progress. The main field or New Field nets may be used instead.

AFTER SCHOOL CLUB – PREP SCHOOL PUPILS

The Academy runs an After School Club to help parents whose children cannot be collected at 3.15pm. The Club operates in the Prep School and is supervised by two members of staff. Normal hours are 3.15 – 5.30pm, with an earlier session (2.40 – 3.15) between August and October for Prep 1 pupils only, to accommodate their earlier finishing time if there are older siblings to be collected too. This is not a 'drop-in' facility and parents interested in using the Club must register and give the correct permissions. A letter detailing costs and how to register is sent out to existing and new parents each year.

ACCESS - POLICY STATEMENT

Admission to Dollar Academy is dependent upon a prospective pupil meeting the Academy's entrance criteria. There is competition for places in Dollar, and admission is dependent on level of prior attainment, perceived academic potential, and interest shown in participating in the varied co-curricular opportunities on offer in the Academy. The Academy wishes to feel reasonably sure that it will be able to educate and develop prospective pupils to the best of their potential, and to try to ensure that everyone admitted to Dollar will be able to make the most of all that the Academy has on offer throughout their experience in the Academy. The aim at the outset is to assist each child to grow in self-confidence, self-respect, and self-motivation – and the environment here is designed to foster such developments

throughout the child's time in Dollar. We recognise that the developmental process will vary individually, and that greater support will be required for some boys and girls than for others. Nevertheless, the enthusiasm for continuing, lifelong learning should be embedded by the time a child completes a course of study in Dollar.

The Academy's policy is to apply these criteria, for instance, regardless of any disability of which it is aware, and subject to its obligation to make reasonable adjustments to ensure that any disabled pupil or prospective pupil is not disadvantaged in curricular study, nor in co-curricular activities where appropriate. At the time of application, parents are required to draw to the attention of the Rector any factors which they would wish to be taken into account. In assessing its ability to provide education for any pupil, the Academy may take such advice, and require such assessments as it regards as being appropriate. The Academy will both be sensitive to requests for confidentiality, and proactive where required in communicating information to staff on a "need-to-know" basis.

The Academy and its boarding houses cover a wide area – almost 70 acres. Many of its buildings are listed, more than one storey high, and not provisioned with lifts. These buildings have been built during the 194 year history of the Academy. The senior school is departmentally organised, and each department is allocated to particular, purpose-built areas, on the important basis of having all departmental-specific equipment in individually centralised locations. Pupils therefore require to be able to move about the campus, and to negotiate stairs for those departments on upper floors. Boarding facilities are similar. Any pupil with impaired mobility would experience difficulty as a result of the layout of the houses, and it would not be possible for access to be gained to all areas of the Academy. These matters cannot be remedied in any substantial way other than by making major alterations to the school's structure. Even the development of long-term plans will go only some of the way towards improving the position. Importantly, some of the recent buildings incorporate full disabled access. On a short-term basis, it is possible to assist pupils with restricted mobility, and there have been a number of children assisted in such circumstances.

The complex nature of the school's layout, including the presence of numerous stairwells, may also render the school impractical for the education of pupils with serious visual impairment, although accommodation can be made in certain cases to improve lighting, seating arrangements, and to provide highly visible direction and guidance signs. The issues of fire evacuation as well as general movement around the campus and access to the full Dollar curriculum are borne in mind in making judgements on entry. Pupils with seriously impaired hearing would also be subject to independent assessment. Digital amplification is appropriate in individual cases; it would not be practical to provide induction loops in all areas of the school.

In dealing with all aspects of access, staff will be given appropriate and relevant instruction, and guidance on dealing with particular cases will be provided at formal in-service sessions. The Academy is pleased to engage with parents and with external bodies in assessing how best to support individual children.

All issues relating to Access are reviewed in the first instance by the Senior Staff Group (Rector, Deputy Rector, Head of Prep and Junior School, and Assistant Rectors) in liaison with the Bursar, and issues are referred on a regular basis to the Executive Committee of the Board of Governors of Dollar Academy.

HEALTH & SAFETY STATEMENT OF INTENT

The Governors of Dollar Academy Trust aim to take due care of employees, pupils, visitors and others who may from time to time be affected by its activities.

The Trust regards co-operation on health and safety as an integral part of every individual's duties. The Trust will ensure that staff, employees and pupils are regularly reminded of their individual and collective responsibilities for the health and safety of themselves and others. To enable individuals to discharge these responsibilities properly, the Trust aims to provide an appropriate level of resource and specialist support.

The Trust aims to provide for, maintain and grant access to safe and healthy:

- living and working environments
- systems of work
- plant and equipment
- information, instruction, training and supervision

This Statement of Intent will be implemented through a Health and Safety Manual, of which it forms part. The Manual sets out:

- how the Trust aims to meet its legal obligations. The Trust intends to comply with statutory standards, but aims to achieve best practice wherever possible.
- the basic safety rules for all staff, employees, pupils and others.
- the allocation of specific duties for the discharge of health and safety responsibilities. To this end, duties of care and responsibility apply throughout the management process, which aims to plan, organise, control, monitor and review preventive and protective measures.
- the conduct of risk assessment, which is the core of the risk management process. Individual risk assessments are documented separately.

This Statement of Intent, and the Manual, will be reviewed:

- annually
- when changes are made to legislation, the organisation or standards
- when equipment is introduced or operating procedures changed
- when the assessment of risk alters
- in the light of the Academy's Disability and Access Policy

FURTHER GUIDANCE

PERSONAL AND SOCIAL EDUCATION

The PSE programme is essentially about life skills; the aim is to help our pupils develop these skills, both in personal and social terms. The programme is designed to meet the needs of the pupils as they grow and mature into responsible young adults. Areas explored include personal development, both physical and emotional; religious and ethical issues; relationships with others; and problems that may be encountered when growing up - with a focus on strategies for dealing with them. Respect for self and others is central to PSE. Topics such as smoking, alcohol and drugs are fully covered. There is an on-going sex education programme which provides information about sexual matters within a wider moral context.

All pupils take part in the programme that runs through Prep and Junior Schools and continues (one hour per week) in Forms I, II and III, with increasing use being made of specialists from both within and outside the school as the programme progresses. Topics may be revisited in Forms IV and V.

In Form VI, PSE focuses on course and career options and university applications and takes the form of one-to-one discussions with specialist members of staff, guidance meetings, and talks from outside speakers. Pupils are also encouraged to study 'survival skills' units such as cookery over the course of the session. After the examinations in June, there is a full programme of activities, lectures and seminars that covers many broader aspects of PSE and prepares pupils for the world beyond school. If you wish to discuss the content of the PSE course in detail you should feel free to contact the school.

DENOMINATIONAL AFFILIATIONS

While Dollar Academy was originally a Church of Scotland foundation, pupils of all faiths and none are welcomed, and special arrangements can be made for religious observance in particular cases. In the senior school, Religious Education is part of the Personal and Social Education programme which is on offer to all pupils. RE is of a general nature and is thus an integral part of the educational experience of pupils.

The thrice weekly (in the senior school) Assembly has, at its core, a hymn, a reading and a prayer. While there is a deliberate attempt made to alert our pupils to spiritual matters in a wider sense, the Assembly is primarily Christian in focus. Should any parent wish to discuss the religious content in the curriculum or in Assemblies, he or she is most welcome to contact Mr Daniel, Deputy Rector, or Mrs Morrison, Head of the Prep and Junior School.

FORM VI

In Dollar, we regard it as important that all senior pupils should be encouraged to take responsibility both for themselves and for the development of others. All members of Form VI are invited to become prefects, and each is given a specific set of responsibilities. Each year, a Head Girl and Head Boy are elected, along with two Deputies for each. Our senior pupils are vital to the administration of the school, and the quality of each Form VI affects the tone of the school as a whole. The support of Personal Tutors is also added in Form VI. An *Information Booklet for Form VI Pupils* is published separately.

DISCIPLINE

IN GENERAL

A fuller statement of the Academy's Behaviour and Discipline policy is reproduced at the end of this booklet in Appendix 1

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.

Our pupils are expected to maintain high standards, in the school, on school visits, and in the local community. We stress to all pupils that membership of our community carries with it responsibility. On occasions, however, in Dollar as in any school, some pupils make mistakes and are subject to our code of discipline.

In the senior school, a pupil who is causing difficulty in a classroom because of failure to work, or misbehaviour, can be given a punishment exercise by the subject teacher. If an immediate improvement is not noted, the matter will be referred to the appropriate Head of Department or to the Head of Year who might wish to take further measures. The pupil might then be placed on timetable report - where every period is signed for and homework has to be monitored daily by parents; the pupil might be detained after the end of school. We see co-curricular activities as part of the full curriculum, and arrangements are made for such detentions to take place on a day which is free of other commitments. At least twenty-four hours' notice is given for such a detention.

When more serious problems occur, or repeated breaches of acceptable practice take place, the matter will be brought to the attention of senior staff in the school. These members of staff will then, after careful consideration, impose whatever punishment is appropriate, and in line with current school practice. That might be early morning detention at 8.00am (for which a parental signature is required), community service, weekend or holiday supervised activity, and in serious cases, suspension or expulsion.

Where an 8.00am detention is awarded, flexibility is possible in agreeing on a day when the detention is to be served to allow for the convenience of travelling; the nature of the punishment will not, however, be altered.

It should be noted that a pupil who remains in the company of another pupil / other pupils while school rules are being broken may be regarded as guilty by association. Pupils have a duty 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.

Should a pupil damage school property through his/her own fault, the school will inform parents, and charges consequent upon such action will be put on the bill.

DELIBERATE CAUSING OF DISTRESS TO OTHERS & BULLYING

See APPENDIX 4: ANTI-BULLYING POLICY

Dollar Academy is fully committed to providing a safe and supportive environment for all pupils. The deliberate causing of distress, either mental or physical, to another individual, is totally unacceptable and anyone found behaving in such a way will be subject to the school's disciplinary procedures. Pupils are told that any instance of this type should be reported to members of staff immediately.

In the senior school, the appropriate Head of Year will be alerted and the relevant Assistant Rector informed who may involve the Deputy Rector. The Form Tutor and, where appropriate, Houseparents will be kept informed. Once a matter has been dealt with satisfactorily and seems to be resolved, staff will monitor progress quietly and discreetly.

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. The school rules state quite clearly that any incident involving pupils in Dollar Academy found to have alcohol, drugs, or smoking materials (including e-cigarettes) in their possession will be viewed seriously.

This 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.

ALCOHOL

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

CONCERNS AND COMPLAINTS PROCEDURE

The school's written concerns procedure is available on request. In summary, it provides the following guidance:

Relations within the community of Dollar Academy have traditionally been characterised by warmth, flexibility and openness. It is hoped, therefore, that matters of concern can be resolved informally without recourse to more procedural lines. Some concerns can be dealt with by Form Tutors or Class teachers; Heads of Department may be able to resolve academic matters, while Heads of Year can find solutions to other more general concerns. The Assistant Rectors in charge of specific year groups or the Deputy Rector are able to advise in more serious matters, and the Rector will become involved when other routes are felt to have been unsuccessful. Should concerns still remain after discussion at this level, a well-defined sequence of consultation involving Governors is offered thereafter, which will be able to conclude the matter.

Should you wish to address your concerns outwith the school you may wish to contact HMIe (HM Inspectorate of Education) on 0131 244 8371, or the Care Inspectorate on 0845 600 9527.

GOVERNORS

The Rector is a member of HMC, (The Headmasters' and Headmistresses' Conference), and Dollar Academy is a charitable foundation set up for educational purposes, (number SC009888.)

GOVERNING BODY

The Governors of Dollar Academy Trust are constitutionally elected, and represent a wide range of interests and areas of experience. Some Governors are appointed by the branches of the Former Pupils' Club; some are elected representatives of Scottish Universities; there is a Governor appointed by the Parents' Association, Clackmannanshire Council; Dollar Community Council; and the Dollar Parish Church. The full Board meets three times a year, and the Executive more frequently. There are other standing committees, such as the Safeguarding and the Health, Safety & Security Advisory Committees, which report to the Governing body.

Chairman: Professor J McEwen, MBChB, FFPH, FFOM, FRCP, FMedSci, FDSRCS

Joint Vice Chairs: Professor R E Morris, MA, DPhil
Mrs J M Smith, BA

Members:

Mr M W Balfour, BCom, CA

Mr V J Buchanan

Mrs D A Burt, MCSP

Dr G B Curry, BA(Mod), PhD, DIC

Mr R W Frazer, LLB, DipLP, Advocate

Sheriff W E Gibson, BA, LLB

Mr I C Glasgow, BSc, DipSurv, Dip Inv Analysis, ASIP

Rev I M Goring, BSc, BD

Mr R P S Harris, BCom, DipCom, CA

Mrs E C C Heath, MA

Professor M A Hogg, LLB, LLM, PhD, NP, FRSA

Mr C J Milne, BSc

Dr N Quinn, PhD, MBA, MSc, BA

Mrs D D Weir

Mr E D White, BCom, FloD

Advisers:

Mr D C Walker, BArch, Dip Arch, ARB, BSc

Bursar & Clerk to Governors: Mr J St J Wilkes, MA

CO-CURRICULAR ACTIVITIES

PREP & JUNIOR SCHOOL

Art Club
Athletics
Badminton
Book Club
Chess/Games
Choir
Creative Writing
Cricket
Drama
Enterprise

Fencing
Football
Gymnastics
Hockey
ICT
Japanese
Knitting
Modern Languages
Netball
Orchestra

Puzzles & Games
Rugby
Sewing / Craft
Skiing
Skiing
Swimming
Tennis
Tennis
Wildlife Explorers

(all activities listed are provisional at time of writing)

SENIOR SCHOOL

Amnesty International	Fabricwork	Riding for the Disabled
Replica Robots	First Aid	Rock Climbing Community
Astronomy	Fishing	Service
Art	Fitness Training	Rugby
Athletics	Flag American Football	Sailing
Badminton	Young Engineers	Schools Challenge Quiz
Band Nights	Football	Shares4Schools
Basketball	French trips	Shooting
Book clubs	<i>The Galley</i> magazine	Sixth Form Yearbook
Canoeing	Games & Puzzles	Sixth Form Play
Combined Cadet Force	Gardening	Skiing / Snowboarding
Charities Committee	German trips	Sound Crew
Chess	Golf	Spanish trips
Childcare	Greek	Sub-Aqua
Christian Union	Guitar Building	Surfing
Computing	Gymnastics	Swimming
Cookery	Hockey	Technology
Cricket	Horse Riding	Tennis
Critical Analysis Group	Japanese	Theatre visits
Croquet	Knitting	Touch
Cross Country	Lighting Crew	Ultimate Frisbee
Curling	Mandarin	Rugby
Dancing	Millinery	Water polo
Debating & Literary	Mountaineering	Work experience
Drama	Music (various)	Worldwise (Geography)
Duke of Edinburgh Award	Photography	Year Group councils
Eco Team	Physics	Yoga
<i>Fortunas</i> school magazine	Pipe Band	Young Enterprise

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 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
- CHILDREN 1ST
- ParentLine
- ChildLine
- LTS (Learning Teaching Scotland)
- The Scottish Institute for Residential Child Care
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- LGBT Youth Scotland
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- SAMH (Scottish Association for Mental Health)
- Zero Tolerance
- Enquire
- Enable Scotland
- Scottish Traveller Education Programme (STEP)
- Changing Faces
- Show Racism the Red Card
- PINS (Pupil Inclusion Network Scotland)
- Advice and Conciliation Service – Education Services
- Govan Law Centre’s Education Law Unit
- Scotland’s Commissioner for Children and Young People (SCCYP)
- The Children’s Parliament

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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Policy to be reviewed Summer Term 2018

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