



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

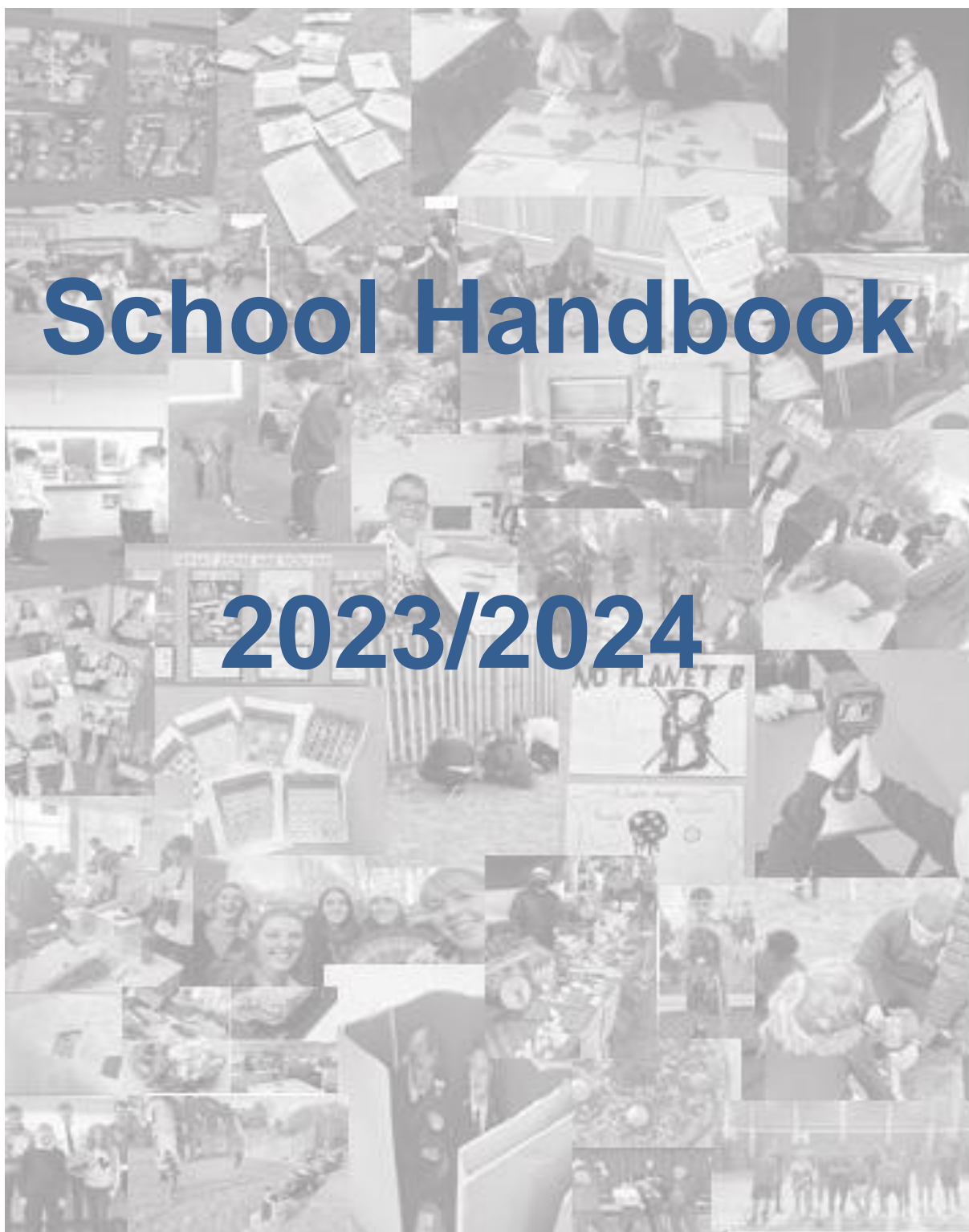


IRVINE ROYAL ACADEMY
Ambition • Respect • Responsibility

North Ayrshire Council: Communities and Education Directorate

School Handbook

2023/2024



Ambition

Respect

Responsibility

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Head Teacher Introduction

It gives me great pleasure to welcome you to Irvine Royal Academy's 2023/2024 School Handbook. You will find lots of information about the school, whether you are a parent, pupil, member of staff or part of our wider community. This handbook aims to help you understand the workings of our busy school. It will give you the information you need to support your child during their time with us. Irvine Royal is a fun, challenging and inspiring place to be. A nurturing, kind environment that is full of ambition and opportunity.

We are very proud of our school. Our ethos is one that not only promotes hard work and academic and vocational success, but also recognises and supports the talents and achievements of our young people through a wide range of vocational and extra-curricular activities.



We prioritise the importance of positive relationships with all stakeholders. Our school sits at the heart of our community and we strive at every opportunity to strengthen and develop links wherever we can.

We seek to develop articulate young people who are confident in their own ability, have high aspirations for themselves and each other, and where they learn to be leaders for life, based on the values, experiences and education promoted in our school.

We expect every pupil to achieve their personal best in all that they do. We expect excellent standards from our pupils in all aspects of school life: in their attitude to learning; in their personal conduct and in their presentation.

Please take the time to read our Handbook and also **discuss its content with your young person.**

I look forward to working closely with you in order to ensure that your young person receives the highest quality support at our school.

Communities & Education Directorate

What we want to achieve

Our Overall Aim

Ensuring our children and young people experience the best start in life.

Our Priorities

- We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.
- We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.
- We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.
- We will work with all young people to build their resilience, supporting their mental health and physical well-being.



Our Vision

Irvine Royal Academy Believes in Better.

Our Values

Ambition, Respect, Responsibility.

Our Aims

- We will provide an excellent educational experience for every pupil within a nurturing environment.
- We will continue to refine, develop and embed our practices through robust self-evaluation processes.
- We will ensure equity for all our young people across the whole range of educational provision.
- We will equip our pupils with the skills, attitudes and expectations required to prosper in a changing society.
- We will promote positive partnerships with our parents, cluster schools and the wider community.

Our vision will be achieved with the ongoing commitment, dedication, drive and teamwork of our staff, pupils, parents and partners from the local community and beyond.

Section 1: School Information

School Contact Details (Address, Telephone, Email, and Fax)

Telephone number: 01294 278 756
 Fax number: 01294 312 636
 Email address: irvineroyal@ea.n-ayrshire.sch.uk
 Follow us on twitter: @irvineroyalacad
 Website: www.irvineroyal.co.uk



	Mrs Linzie Sloan Head Teacher	
<u>Mrs Jill Hosie</u> Depute Head Teacher	<u>Mrs G Pryce</u> Depute Head Teacher	<u>Mrs C Dollan</u> Depute Head Teacher
<u>Creative Arts</u> Mrs Cook FH Miss Cadden Mrs Donaghy Mrs Sheerins-Mitchem Mrs Clark Mr Hill Mrs Reid	<u>Mathematics/Computing/IT</u> Mrs Sarah Murray FH Mrs Long Mr Jones Mr McNiff Miss Hamilton Mr Jeffrey Mr Sands Mrs McKellar - NQT	<u>English / Languages</u> Mrs Andrews FH Mr Kee Mr Quinn Miss Tomelty Mr O'Neill Ms Pesci Mrs Forsell Mr Riley - NQT
<u>Physical Education / HE</u> Miss Howie FH Mrs Cains Mr Couper Mr Farrow Mr Walker - NQT Mrs Inch Mrs Craven Miss McQueen Miss McKechnie Mr Fraser – Active Schools <u>Classroom Assistants</u> Mrs Wallace Miss Welsh	<u>Science</u> Mrs Murray FH Miss Carten Mrs Denham Mr McAvoy Miss Sharp Miss Cryans <u>Classroom Assistants</u> Mrs Cornelius Mrs Robertson Mrs Page Ms Slade Miss McMeekin	<u>Social Subjects / Business Admin</u> Ms Elliott FH Ms Muir Miss Merrilees Miss McNeil Mr Elliot Miss McClay Mr Campbell Mr Mann <u>Classroom Assistants</u> Mr Finnigan Mrs Lindsay Mr Mackintosh
<u>Technical Education</u> Mr Love FH Mr Robertson Mr Hagen Mr Muirhead	<u>Guidance</u> Mrs Davidson PT Arran House Mrs Clifford PT Bute House Mrs Gibson PT Cumbræ House	<u>Technicians</u> Mr Glachan Mr McAlpine Mr McCowan
<u>Pupil Support</u> Miss Wotherspoon PT Miss Kenefick Mrs Mann <u>SIR</u> Mrs Marwick – PT G Mr Knox – PT G Mrs Murray Miss Gordon – Outreach Worker Mr Murray	<u>Sphere</u> Mrs Schofield Ms Welsh <u>Counsellors</u> Mrs Hazell Ms Watkins <u>MCR Pathways</u> Miss Campbell <u>AIW</u> Miss Johnstone	<u>Family Learning Worker</u> Ms McCulloch <u>Social Worker</u> Mrs Reid <u>School Nurse</u> Mrs Moffat <u>Welfare Rights Worker</u> Ms Ritchie <u>Librarian</u> Mrs McPhee <u>Careers Officer</u> Mrs Callan
<u>Office</u> Mrs MacMaster (Business Officer) Mrs Glover (Business Officer) Ms McCutcheon Mrs Hendrie Mrs Lindsay Mrs Whyte Ms Sneddon	<u>Janitors</u> Mr Cairns Mr Fulton Mr McCormick <u>Kitchen</u> Mrs Young - Catering Manager	<u>Campus Police Officer</u> PC Jackson <u>SSR</u> Ms Gibson Mrs MacFarlane Mr Mackintosh Mrs Lindsay Mrs Moran

School Holiday and In-Service Dates 2023/2024 (Mainland Schools)

Term	Dates of Attendance	Day	Date	Cumulative Holiday / Closure Total	Cumulative Working Days
Term 1	Teacher (In-Service)	Thursday	17-Aug-23		
	Teacher (In-Service)	Friday	18-Aug-23		
	Pupils Return	Monday	21-Aug-23		
	Teacher (In-Service)	Monday	18-Sep-23		
	Close	Friday	13-Oct-23		42
Term 2	Pupils Return	Monday	23-Oct-23	5	
	Local Holiday	Friday	17-Nov-23		
	Local Holiday	Monday	20-Nov-23	7	
	Close	Friday	22-Dec-23		85
Term 3	Re-open	Monday	08-Jan-24	17	
	Local Holiday	Friday	09-Feb-24		
	Local Holiday	Monday	12-Feb-24		
	Teacher (In-Service)	Tuesday	13-Feb-24		
	Pupils Return	Wednesday	14-Feb-24	19	
	Close	Thursday	28-Mar-24		142
Term 4	Re-open	Monday	15-Apr-24	30	
	May Day	Monday	06-May-24	31	
	Teacher (In-Service)	Friday	24-May-24		
	Local Holiday	Monday	27-May-24	32	
	Pupils Return	Tuesday	28-May-24		
	Close	Friday	28-Jun-24	67	195

Pupil attendance will be 190 days after deducting 5 in-service day:

Section 2: School Procedures

School Security

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the use of a visitors' book, badges and escorts while visitors are within the school building. Anyone parent/carer or visitor at a school for any reason will be asked to report to the school office. The school staff will then make any necessary arrangements in connection with the visit to the school. Visitors should not enter the school via the Sandy Road entrance.

It is the policy of the school that any member of staff will approach a visitor and ask for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate your support in carrying out all of the above measures.

Promoting Positive Relationships

The school is highly committed to developing a nurturing approach and promoting positive relationships ([Promoting Positive Relationships :: Irvine Royal Academy](#)). Like every community, our school is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care.

Our expectations of our young people are high. Some young people may require additional support to help them to regulate, and the school will work positively with the young person and their parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

North Ayrshire Council is committed to the principles of restorative practices. This is a solution-focused approach to managing conflict and resolving difficulties – it serves to promote healthy relationships that enable better behaviour and better learning.

The school has a learning code to ensure the safety and well-being of all and parents are asked to support the school fully in this matter.

School Code

- Lessons start on time – please be on time
- Enter the room when invited, in a quiet, orderly, respectful way
- Remove jackets and outdoor garments (including hats/hoods) and prepare to start work
- Follow reasonable requests and observe safety rules
- Homework should be done on time and to the best of your ability
- Bottled water is permitted in lessons
- Eating is only allowed in the cafeteria and outside unless permission has been granted

Absence from school premises at breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and this includes taking reasonable care of pupils' safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils should not leave the school grounds at interval. S1 pupils should also remain in the school at lunchtime. This will be reviewed in advance of the Christmas holidays. Parents should encourage their children to follow these expectations in the interests of safety.

We have new seating areas in our playground – pupils are encouraged to eat their snack/lunch outside when the weather allows them to do so.

School Dress Code

It is the policy of North Ayrshire Council to support the introduction of a reasonable and flexible dress code in schools in its area. The Council encourages each school to adopt its own code, after consultation with parents and pupils.

The Council believes that establishing a school dress code has many benefits. These include improvements in safety, security, positive behaviour and community spirit.

The Council will support schools in encouraging and helping pupils to conform to the chosen dress code. Some types of clothing will not be allowed at school in any circumstances, for reasons of safety, decency or wellbeing.

Types of clothing which will not be allowed include:

- Clothes which are a health or safety risk
- Clothes which may damage the school building
- Clothes which may provoke other pupils
- Clothes which are offensive or indecent
- Clothes which encourage the use of alcohol or tobacco

All items of clothing should be clearly labelled with the child's name in case of loss. It is appreciated that parents and pupils are distressed over the occasional loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items of clothing or personal belongings are not brought to school.

Irvine Royal Academy School Uniform ([Uniform :: Irvine Royal Academy](#))

- **White** shirt or polo shirt (buttoned up) – no coloured parts to the shirt or logos
- **Black** trousers or skirt or skinny jeans (as near to knee length as possible) – no tracksuit bottoms, jeggings, leggings or shorts
- A school tie worn correctly (these can be purchased at the school office for £5.00). Pupils in senior school wear a different tie to those in junior school (S1-S3 – Blue – S4-S6 – Black)
- **Black** jumpers/sweatshirts/zippers/ cardigans - the school tie should be visible. **Only** plain black (with **no logos or branding**) will be allowed to be worn in class
- No Hoodies **of any kind** are to be worn in class
- **Black** shoes or trainers.
- Blazers with the school crest are preferred.

Dress Code for PE

- Football strips are not permitted
- Tracksuit bottoms/leggings/shorts
- T-shirt/sweatshirt
- Please see the PE department for IRA branded clothing to purchase.



Any pupil not wearing uniform will have their name recorded at Registration. The assigned Year Head will make contact home, if appropriate. Pupils who consistently demonstrate high standards in uniform will be recognised at the end of each term.

We continue to provide a **free** uniform service for ALL pupils. If you need any item of uniform for your young person, please email **Royal Resources** on: royalresources@glow.sch.uk

Personal Belongings

It is appreciated that parents and pupils may be distressed over the occasional loss of pupil's clothing and/or personal belongings. Parents are asked to assist by ensuring that valuable items of clothing or personal belongings are NOT brought to school.

Parents should note that the authority does not carry insurance to cover the loss of such items.

Breakfast Club

Our **FREE** Breakfast Club starts at 8.30am each morning. A staff supervision rota is in operation. Hot rolls, pancakes, scones and toast is available.

School Meals

A fantastic choice of hot meals, salads, wraps and baguettes are served daily from the multi-choice cafeteria. The meals are planned to offer a healthy diet for the children. Meals are available for pre-order. Please inform us if your child has any specific allergies. It is important to note that we operate a cashless system and all pupils are issued with a unique pin number. Accounts should be topped up using iPayimpact please click on the following link to find out more about [iPayimpact](#) – please contact the school if you need any further help and support.

Mobile Phones

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils whose mobile phones disrupt lessons can have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parent.

Inappropriate use of text messages and/or photographs/recordings (video and audio) whilst in school may be treated as a breach of the school's code of conduct or a serious incident, which could be referred to the police.

Information in Emergencies

We make every effort to maintain a full educational service but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or re-opening. We will keep you in touch by using letters, emails and texts (where possible), NAC website, notices in local shops and community centres, announcements in the press and West FM.

Should you have doubts about deteriorating conditions during the day, it may be advisable to contact the school. Parents should ensure that the school is aware of the emergency arrangements made for their child and have a responsibility to update us with contact numbers.

Listening and Learning

The North Ayrshire Council Education Service encourages feedback from parents and pupils and forms part of the Council's overall commitment to providing the best possible service and to support partnership working.

We are therefore very interested in feedback of all kinds, whether it be compliments, suggestions or complaints. If you wish to raise a comment of any type about the school you can do this in writing, by telephone or by making an appointment to see someone. All feedback is welcome and helps us keep in touch.

If, in particular, you have a complaint about the school, it is better that these things are shared openly so any damage to the home/school relationship can be minimised. There are no negative

consequences arising from making a complaint and we will deal with the issue sensitively and confidentially if required. If we have made a mistake we will apologise and try to put things right.

There are some things which you should note in relation to making a complaint:

- The Council has a Two Stage procedure when handling complaints from parents and members of the public. More details on the two stages can be found in the Council's complaint page here:

<https://www.north-ayrshire.gov.uk/contact-us/complaints-and-feedback/make-a-complaint.aspx>

- It is helpful if complaints are made initially to the school's Head Teacher. This ensures the school is made aware of what is going on and has an opportunity to investigate and try to resolve the issue at Stage One first
- We try to resolve all complaints as quickly as possible but if a complaint is complex more time may be needed to investigate. It is therefore helpful if you can provide full details of the issue at the outset and ask for an early appointment to discuss it.
- If you are not satisfied with a response you receive at Stage One, you can ask that your complaint is escalated to Stage Two. Should you wish to do this you should contact Education Services at Cunninghame House, Irvine, KA12 8EE or by telephone on (01294) 324400
- If, after receiving the Stage Two final response letter you remain dissatisfied you can ask the Scottish Public Services Ombudsman to consider your complaint and we'll tell you how to do this in the Stage Two response letter
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in dealing with issues of general concern. However, parents are advised that individual, personal complaints are not appropriate for raising via Parent Councils due to the possible need for confidentiality
- Please note you can also raise concerns you may have with your local Councillor, MSP or MP but these will be handled under a different process to the Two Stage complaint process

Section 3: Educational Grants: Footwear, Clothing, Free School Meals and Transport

Footwear and Clothing Grants

Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants' monthly income must not exceed £660.00, however, some parents earning more than this may still be eligible.

Parents who receive Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit only (with income under £17,005), both Working Tax Credit and Child Tax Credit (with an income up to £7,920) may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council Contact Centre on 01294 310000 or the Council's Welfare Reform Team on 0300 99 4606 for further advice. Information and application forms may be obtained from schools.

Free School Meals

Children of parents receiving Universal Credit (claimants' monthly income must not exceed £660.00), Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, both Working Tax Credit and Child Tax Credit (with an income up to £7,920) are entitled to a free midday meal and free milk. Parents and Carers should contact 01294 310000 for further information.

Please Note: **ALL** pupils in P1-5 are entitled to a free school meal, which includes milk.

Other than P1-P5 pupils, only those children whose parents receive job seeker's allowance or income support will be entitled to free milk. Milk may however be available for purchase in the school during the lunch period.

Further information can be found here: <https://www.north-ayrshire.gov.uk/education-and-learning/grants-and-allowances/footwear-clothing-and-free-school-meals.aspx>

Pupils are supplied with a menu in advance and we encourage you to discuss this with your child before school and pre-order their lunch options on the iPay site.

You are welcome to provide your child with a packed lunch if you prefer and we encourage pupils to make healthy choices and eat a balanced diet. We request that pupils do not bring in cans or bottles of fizzy or isotonic juice to drink and that take-away food is not provided as a packed lunch.

School Transport

North Ayrshire Council has a policy of providing free transport to all pupils who live more than two miles walking distance from their catchment primary school or three or more miles from their catchment secondary school using the shortest suitable walking route. In addition, free transport may also be provided for whole or part of the journey between a pupil's main address and school (or other educational establishment) when the criteria outlined in section 4 of the School Transport Policy is met:

<https://www.north-ayrshire.gov.uk/Forms/EducationalServices/free-school-transport.docx>

Applications for mainstream transport are made by parents and carers using North Ayrshire Council's Transport Hub [transport system](#). Applications may be submitted throughout the year and should be made as soon as confirmation of a place at a catchment establishment has been received. Please note free school transport will not be provided following a successful placing request. If you believe your child may require transport for another reason, please review the entitlement criteria in the School Transport Policy under Section 4 (<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/school-transport-policy.pdf>) before discussing this with the school.

If places are available and no additional costs is incurred by the local authority, it may be possible to apply for privilege seat in transport provided by the authority, please liaise with North Ayrshire Transport Hub for further information (transporthub@north-ayrshire.gov.uk / 01294 541613). Where free transport is provided it may be necessary for pupils to walk a short distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the Council's limits (see above section). It is the parents' responsibility to ensure that their child arrives at the pick-up point on time. It is also the parents' responsibility to ensure that their child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehaviour can result in children losing the right to free transport. Please see attached link to the Council's School Transport Policy:

<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/school-transport-policy.pdf>

Section 4: School Registration, Enrolment and Attendance

Registration and Enrolment

Parents of pupils who have moved to the area or who wish their young person to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit to the school.

In the case of pupils transferring from associated Primary Schools, parents will receive the appropriate information from the Head Teacher of the Primary School.

Irvine Royal Academy and its Cluster Primary schools are strongly committed to working together for the benefit of all our pupils. Our Cluster Primary Schools are:

- Annick Primary School
- Castlepark Primary School
- Loudoun-Montgomery Primary School
- Woodlands Primary School

Primary and Secondary staff endeavour, as a cluster group, to:

- Ease the transition of pupils from one sector to another
- Promote continuity of learning of pupils as they change sectors
- Promote the effective exchange of curricular and pastoral information on pupils
- Increase awareness between primary and secondary school staff of how the other sector operates
- Work together as a cluster for the benefit of our pupils

We rely on our Cluster Primary Schools to advise us on the composition of our S1 classes. Most subjects are taught in mixed ability classes. Mixed ability teaching takes account of individual pupils' pace of learning with core, revision and progression material available to ensure learners can progress at a pace and to a level suited to his or her ability. Pupils experiencing barriers to learning receive the support and assistance of specialist Support for Learning staff.

The school works in partnership with all associated primaries to ensure a smooth transition. This includes the sharing of information and teachers visiting the primaries to work with the pupils prior to their arrival. A number of **Challenge Days** are scheduled for the P7s to visit Irvine Royal Academy. In addition, we run a comprehensive **Enhanced Transition** programme for those pupils who require extra support.

Please click on the following link to gain more information about our Integrated Support Team and the provision we have on offer ([Integrated Support :: Irvine Royal Academy](#))

Please click the following link to gain more information about our Transition Programme ([Transition :: Irvine Royal Academy](#))

Attendance at School/Lateness

It is the responsibility of parents of children of school age to educate their child(ren). Most do this by ensuring that their child(ren) attend(s) school regularly. Please click on the following link for more information: <https://www.irvineroyal.co.uk/policies/attendance-late-coming>

Late coming

Any pupil who reports to school late between **9am and 9.30am** should report to the **Sandy Road** entrance where they will be issued with a late slip. After **9.30am**, pupils should sign in at the **Front Reception**.

Parents are asked to inform the school by letter/telephone/text/email if their child is likely to be absent. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the

provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

Our Area Inclusion Worker/Outreach Worker will be utilised to investigate unexplained absence, and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

Structure of Classes

At Irvine Royal Academy we run on a 32 period (+1 period for personal support/registration) week.

Monday and Tuesday

8.45 am Early Bell
8.50 am Personal Support
9.00 am Period 1
9.50 am Period 2
10.40 am Interval
10.55 am Period 3
11.45 am Period 4
12.35 pm Lunch
1.15 pm Period 5
2.05 pm Period 6
2.55 pm Period 7
3.45 pm School finishes

Wednesday to Friday

8.45 am Early Bell
8.50 am Personal Support
9.00 am Period 1
9.50 am Period 2
10.40 am Interval
10.55 am Period 3
11.45 am Period 4
12.35 pm Lunch
1.15 pm Period 5
2.05 pm Period 6
2.55 pm School finishes

Personal Support is a vital start to the day and pupils can expect to receive daily information via the pupil bulletin on clubs and activities that are going on in school.

The Sandy Road and Cowshed **entrance points** should be used at registration:

House Assemblies run every fortnight and are led by the DHT/PTG of each respective House. They take place during Registration.

- Arran – Tuesday
- Bute – Wednesday
- Cumbrae - Thursday



Section 5: Curriculum for Excellence



Curriculum for Excellence has been introduced across Scotland for all 3-18 year olds. It aims to raise standards, prepare our young people for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

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

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, helping their progression. It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping young people understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

Ultimately, Curriculum for Excellence aims to improve young people's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

Pupils will have many opportunities to specialise in subjects they are good at, enjoy and link to their chosen career path. The table below details the Curriculum for Excellence levels and information about the new qualifications.

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some.

Broad General Education S1-3

In S1 – S3 pupils follow a broad general education. There will be some opportunities for personalisation and choice. There will be opportunities for subject areas working together, thematic approaches and learning out of school. Pupils will study a range of subjects including: English, Mathematics, Languages, Social Studies, Sciences, Art, Music, Technical, Information and Communications Technology, Physical Education, Religious and Moral Education, Personal and Social Education and Home Economics.

In S2 moving to S3, pupils personalise their studies and are supported in the decision making process through a robust options programme. The programme includes a report detailing specific information about current progress and next steps, a parents' evening/parents' information session and an options interview for pupils and their parents. Pupils are also afforded the opportunity to attend a '**Curricular Marketplace**' to enhance their knowledge and understanding of different subjects as well as gaining an insight into what jobs are linked to specific curricular areas.

In S3 pupils continue with the broad general education but start to specialise to prepare them for the Senior Phase. The curricular area of Health and Wellbeing is met through all pupils having time allocated to physical education, Religious and Moral Education and a Personal and Social Education period once a week. It should be noted that as Health and Wellbeing is an area which is '*responsibility of all*', all staff and subject areas will address this area as it permeates learning across the school.

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners' progress will be closely monitored by staff, who have regular dialogue and reflect with young people on their strengths, learning needs and next steps, and take action based on this. Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgements on their own learning.

Literacy, Numeracy, Health and Wellbeing, and Information Technology permeate the curriculum.

First Year: Organisation of Classes

All classes in S1 are organised as mixed ability classes at the start of the session. The mixed ability classes are formed by placing as wide a range of ability as possible in each class. Boys and girls receive exactly the same courses and will get the same opportunities to progress. In most instances, targeted support groups in Literacy, Numeracy and Health and Wellbeing will also be introduced. The information for arranging the classes comes from Primary School

reports/discussions with Primary Staff. We try to ensure that any pupil from a Primary School would have at least one other pupil from the same Primary School in his/her class.

Senior Phase S4-S6

Towards the end of their Broad General Education pupils will finalise their choice of subjects to study in S4. S4 pupils will study seven subjects at National/SCQF Level 3 - 5. There will also be opportunities to gain awards recognising wider achievement including for example, Duke of Edinburgh and the Saltire Award for volunteering. Our Senior Phase curriculum is under review and is evolving to be inclusive of a greater offering of L3/4/5 courses which are better suited to the needs of our community. A detailed programme of options support starts during January/February to ensure pupils select the most the appropriate subjects suitable to them and their intended career choice (our Careers Advisor is integral to this process) – parents/carers are invited to attend an information session and in turn, they are invited to attend an options interview which will be carried out by SLT/PTs Guidance.

In S5/6 a range of courses are provided comprising National/Level 3, National/Level 4, National/Level 5, Higher/L6 and Advanced Higher/Level 7/. We also off a number of other vocational courses and National Progression Awards. These courses are detailed in a separate Senior Phase Options booklet [Option book](#) Pupils can also follow the Scottish Baccalaureate in Languages, Science and Expressive Arts.

Besides the wide provision which the school can make, pupils in Fifth and Sixth Years can travel to other schools in our consortium (Greenwood Academy and Kilwinning Academy) and Ayrshire College to pursue courses not available at Irvine Royal Academy. There is also the opportunity to access virtual courses via the SWEIC.

Health and Wellbeing Education

Curriculum for Excellence reinforces the importance of Health and Wellbeing which is fundamental for young people to sustain a healthy lifestyle for the rest of their lives.

Physical Education

Physical Education is a compulsory subject until the end of S4. Pupils study 2 periods of Physical Education in S1–S4 and one period in S5/6. Pupils are encouraged to take part in the wide range of Extra Curricular Activities available to them throughout the year. They also have the opportunity to take part in a whole range of **Active Schools** activities/opportunities. Please click on the following link for more information on what our Active Schools coordinator can offer ([Active School :: Irvine Royal Academy](#)).

Home Economics

Pupils have the opportunity to choose Practical Cookery and have the experience of preparing and cooking a variety of healthy and nutritious meals and snacks.

Personal and Social Education (PSE)

Each pupil has 1 period of PSE per week. The course structure from S1-6 focuses on the four key areas outlined below. Please click on the following link to access our PSHE curriculum ([Personal and Social Education :: Irvine Royal Academy](#))

Mental, Emotional, Social and Physical Wellbeing

The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect. Students study topics such as the importance of healthy sleep patterns, healthy eating habits, healthy lifestyles and preparing/coping with exams.

Relationships, Sexual Health and Parenthood

Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health. They develop their understanding of the complex roles and responsibilities of being a parent or carer.

Substance Misuse

Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting healthy lifestyles.

Planning for Choices and Changes

Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life. Demands and employment patterns are changing, so it is particularly important for all young people to have a clear understanding of the world of work, training and lifelong learning.

Extra-Curricular Activities

We hope pupils will take full advantage of the wide variety of activities on offer. The number of clubs depends, of course, on pupil demand and voluntary teacher participation. The following list gives some indication of the impressive commitment of staff to offering so many rich opportunities for our pupils. <https://www.irvineroyal.co.uk/faculties/extra-curricular>

Badminton
Basketball
Football
Golf
Dance
Volleyball
Fitness Suite
Japanese Club



LGBTQ+
Eco Committee
Pupil Parliament
Musical Theatre
Choir/Guitar/Drums
Running Club
School Magazine
Chess Club

Assessing Children's Progress in the Broad General Education (BGE) & Early Years – end of S3

Assessment is a central part of everyday learning and teaching for children and young people. Evidence of progress is gathered on an ongoing and informal basis through asking questions, observing children working together and making formative comments on their work. Children may also assess their own work or that of their classmates; this is called self and peer assessment. Some assessment is more formal such as projects, investigations and standardised assessments.

The assessment of children's progress throughout the BGE (Early – S3) is based on teachers' views: their professional judgement. Teachers draw on their professional knowledge and understanding of the child; on the benchmarks for literacy and numeracy, which provide clear information about what children and young people should be able to do and demonstrate by the end of a Curriculum for Excellence Level; and on a wide range of assessment information.

Teachers of P1, P4, P7 and S3 are asked at the end of every school year whether children have achieved the relevant Curriculum for Excellence level for their stage in reading, writing, talking and listening (literacy), and their ability to understand and work with numbers (numeracy). Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third or fourth level by the end of S3.

The Government has also introduced new national standardised assessments (SNSA) which cover some aspects of reading, writing and working with numbers. These assessments are completed online and are automatically marked by the online system giving teachers immediate feedback to help plan next steps and support children's progress.

Teachers remain best placed to know how the children in their class are progressing. Their professional judgement will continue to be the most important way of assessing your child's progress at school.

As a parent, you continue to have a key role in helping your child to learn. Your child's teacher will keep you informed about how your child is progressing. Please contact us if you have any concerns about their learning, assessment or for more information on how you can support your child's learning at home.

Assessment in the Senior Phase – S4-S6

Tracking, Monitoring and Interventions

Pupil attainment in every subject is tracked and monitored. At stages throughout the year pupil attainment is reported on to parents/carers. Teachers continually work in partnership with pupils and home to improve attainment by regular contact via text message, email and parent/carer meetings. Teachers engage pupils in learning conversations continuously about the next steps they should take to improve their attainment. All staff use tracking to monitor and improve attainment.

Please click on the following link to access our most recent Tracking and Monitoring policy.

[Tracking and Monitoring :: Irvine Royal Academy](#)

Mentoring

Principal Teachers of Guidance and Depute Head teachers will act as mentors for pupils identified through the Tracking and Monitoring of attainment. Pupils are supported by teaching study skills, time management, and organisational skills as well their wellbeing being supported throughout the session.

A major part of this process will be enabling them to reflect on the progress made in chosen subjects and help them identify the steps needed to take next to make consistent progress throughout the session. The mentoring is related to support for pupil identified through our tracking and monitoring system.

We hope that working in partnership with pupils we will be able to provide support to enable them to achieve fantastic results.

Homework

Our main homework platform is **Google Classroom**. Please click on the following link to access our most recent Homework Policy: <https://www.irvineroyal.co.uk/policies/learning-teaching-digital-learning>

Our S1-S3 Homework Club takes place on a Monday after school until 4.30pm. All Faculty areas offer Supported Study – pupils can use this time to get support with their homework.

From time-to-time pupils are given assignments and personal projects which may involve research, investigation, preparing a speech, learning a poem or a similar activity.

Parents have a very important role in helping their children to get the best out of school and it is important that they take an active interest in their child's progress at school. This can be done by:

- Encouraging hard work and high standards at all times
- Stressing the importance and relevance of what is learned at school
- Supporting the school's policy on homework and 'Promoting Positive Relationships' policy

Section 6: School Improvement

S&Q Report/Improvement Plan

Schools in North Ayrshire follow a Quality Improvement process designed to highlight strengths and identify areas for improvement. The process is based on the school's self-evaluation process with Heads of Service and Senior Managers involved in at least three formal validation visits each session.

This validation process involves talking to pupils, staff and parents about learning and improvements made by the school. This results in actions for improvement for the school to take forward in their planning process.

In addition, themed reviews are undertaken from time to time e.g. to look and report on the quality of the Broad General Education (3-18) and Senior phase Education within secondary schools. This process is based upon standards and expectations contained within the following National Standards documentation:

- National Improvement Framework
- How Good is Our School? 4
- How Good is OUR School?

A Standards and Quality Report and School Improvement Plan are produced on an annual basis by every school and centre. Staff, Parents/ Carers, Young People and School Partners play an active role in the development of these key school documents.

Please click on the following link: <https://www.irvineroyal.co.uk/policies/attendance-late-coming/standards-quality-report> to access our **2021/22 Standards and Quality Report**.

We are making good progress with our **2022/2023 School Improvement Plan**.



The poster for the Irvine Royal Academy Improvement Plan 2022/2023 features a purple background with a gold and red crest on the left. The title 'IRVINE ROYAL ACADEMY' is in large white letters, with 'IMPROVEMENT PLAN 2022/2023' below it in a similar font. The plan is organized into six colored boxes, each with a title and a list of bullet points. At the bottom, a gold banner contains the text 'AMBITION • RESPECT • RESPONSIBILITY' and the school's logo and name.

IRVINE ROYAL ACADEMY
IMPROVEMENT PLAN 2022/2023

- IMPROVEMENT IN ATTAINMENT, PARTICULARLY IN LITERACY AND NUMERACY**
 - The Creation of a Secondary Inclusion Resource (BGE and Senior Phase)
 - Expansion of targeted interventions supported by robust tracking data
 - Literacy and Numeracy across the curriculum strategy
 - Enhanced Pupil Support/Departmental collaboration with a clear focus on differentiation
 - Curricular transition to include all Faculty areas with a focus on skills development/moderation
 - AAA identified and implemented in S1
 - All pupils to achieve at least third level literacy/numeracy by the end of S3
 - All S4 leavers to achieve a minimum of fourth level literacy/numeracy
 - Fifth level literacy/numeracy data to be more closely aligned with the Virtual Comparator
 - Enhanced engagement with the Professional Learning Academy to further develop staff confidence and capacity
- PLACING HUMAN RIGHTS AND THE NEEDS OF EVERY YOUNG PERSON AT THE CENTRE OF EDUCATION**
 - Introduction of Pupil Parliament
 - Enactment of the revised GTCs standards
 - Implementation of the key recommendations from the Morgan Review
 - Enhanced engagement with How good is OUR school? (pupil version) to promote learner participation in self-evaluation and school improvement
 - Introduction of 'Parent Voice' strategy to shape school improvement
 - Achievement of Rights Respecting Schools Award
 - Achievement of LGBT youth Scotland Gold Award
- CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND THE LEAST DISADVANTAGED YOUNG PEOPLE**
 - Improved data literacy at all levels of the system supported by Data lead
 - Exploration of blended learning opportunities to better meet pupil need
 - Home learning valued and supported through an "In-house outreach approach"
 - Faculty/SIR links developed to support attainment/achievement of all pupils
 - Curricular expansion across all Faculty areas to ensure progressive pathways
 - Additional units/awards introduced to complement National Qualifications in one sitting
 - A refined focus on learning and teaching to ensure greater consistency across the system
- IMPROVEMENT IN SKILLS AND SUSTAINED POSITIVE SCHOOL LEAVER DESTINATIONS**
 - Wider achievement and participation tracker introduced
 - Wider achievement and participation recognition
 - All curricular areas to develop a minimum of two partnerships to enrich and add value to the curricular experience
 - Bespoke work experience certification/strategy
 - DYW expansion
 - Introduction of S1/S2 outdoor learning inserts across ALL curricular areas
 - Introduction of outdoor learning/learning for sustainability qualifications
 - Exploration of creativity awards/units
 - Employability qualification introduced in PSHE
 - Curricular market place aligned to the options process
 - Expansion of leadership awards as part of the S6 options process (designated community column)
- IMPROVEMENT IN CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELLBEING**
 - Achievement of the Eco Schools Scotland Award
 - Strategic approach to 'Wellbeing Wednesday'
 - Expansion of First Line support
 - Staff Wellbeing policy embedded and adapted as appropriate
 - Revised PSHE curriculum to include pupil voice
 - Mental Health and Wellbeing award introduced in PSHE
 - Implementation of the revised RSHP resource in PSHE
 - Implementation of the NAC Building on Positive Relationships (BPR) approach
 - Creativity garden expansion
 - Pupil Ambassador action plan (MVP/Anti-bullying/Mental Health...)
 - Nurture "non-negotiables" visible in all classrooms

AMBITION • RESPECT • RESPONSIBILITY

 **IrvineRoyalAcad**

Section 7: Support for your Child

Equalities

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours.

Equality Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed via the Scottish Government website via here:

<https://education.gov.scot/improvement/research/equality-act-2010/>

Child Protection

Education Services has a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the service must engage in close partnership with parents/carers and relevant agencies, primarily the Health and Social Care Partnership and where appropriate the Scottish Children's Reporter's Administration. The Service will work in partnership with a number of levels within the establishment or school within the cluster or local area and through Integrated Children's Services and Community Health Partnership.

The Standard Circular entitled, "Protecting and Safeguarding North Ayrshire's Children" provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in the North Ayrshire Child Protection Committee, a multi-agency group which takes the lead role in ensuring that our children and young people are cared for, protected from harm and grow up in a safe environment.

Each school has a named Child Protection Co-ordinator who is the main point of contact for school staff and for external agencies seeking contact with the school on child protection matters. There is an extensive staff-training programme available to staff and, in addition, at the beginning of each school session all staff receive an update on child protection policies, safeguarding and procedures.

The **Child Protection Coordinator** at Irvine Royal Academy is **Mrs Jill Hosie**. Please click on the following link to learn more about our Child Protection Procedures ([Child Protection and Safeguarding :: Irvine Royal Academy](#))

Inclusion

North Ayrshire Council is committed to supporting the well-being and educational progress of *all* learners including those with Additional support needs. Including learners requires all staff to demonstrate commitment, innovation and flexibility in order to ensure that all children and young

people have access to quality learning opportunities and experiences. Our Inclusion Strategy states that:

- An inclusive approach to education supports an ethos of achievement and high expectation, recognises difference, respects these differences and sees differences between learners as opportunities for learning.
- An inclusive approach to education promotes tolerance and a positive understanding of diversity.
- An inclusive approach to education alleviates the barriers to learning, supports the achievement of all and has positive relationships at its heart.

Within our Integrated Support provision, we utilise a number of interventions to ensure that all young people are included. One such resource that we utilise is our **Secondary Inclusion Resource** (SIR). A number of young people who require intense support and bespoke provision utilise this specialist resource.

In addition, our **Nurture** provision <https://www.irvineroyal.co.uk/integrated-supportprovision> (The Sphere) is utilised to support young people for whom there are identified barriers to their learning. In many cases, The Sphere is utilised by young people who benefit from a soft start and a safe space.

The presumption of mainstream as outlined in the Standards in Scotland's Schools (2000) sets out that children will be educated in a mainstream setting unless exceptional circumstances apply. North Ayrshire therefore has a duty to ensure that clear assessment outlines the additional support needs of a child or young person which may require support in an alternative provision.

Where this is the case, North Ayrshire has a clear process that supports the Team around the Child to make a recommendation for consideration of alternative provision. This is outlined in the Standard Circular E19 and requires establishment staff to work with parents/carers to ensure all supports have been put in place to support a child or young person in their mainstream context before submitting clear evidence of what has been implemented and going on to request alternative provision. North Ayrshire council staff will then make a recommendation based on the evaluation of this evidence and a review of the needs of the young person and the current peer group in each setting.

Team Around the Child (TAC) meetings happen within Irvine Royal Academy on a monthly basis. The meetings are chaired by our **Integrated Support DHT, Mrs Jill Hosie**.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:

- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child's/young person's education

The Education (Additional Support for Learning) (Scotland) (2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents. These duties include the need to:

- Identify, assess and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason

- Seek and take account of the views of the child or young person on issues relating to their education
- Engage in helpful partnership working with parents/carers and staff from other agencies

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.

Additional Support for Learning

Any child who needs more or different support to what is normally provided in schools or pre-schools is said to have 'additional support needs'. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

The Additional Support for Learning Act

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and came into force on November 2010.

Main provisions of the Act

- The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families.
- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.
- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.
- In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan.

Duties under the 'Additional Support for Learning' legislation

North Ayrshire must assess any pupil with additional support needs and provide with any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example, by making sure reading is very well taught and that all pupil gets encouragement and support at home we can hopefully reduce later difficulties.

Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help to pupil achieve. Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help.

The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in all schools and teachers and others will ask for informal advice on supporting pupils for example on the best way to support a pupil who is having difficulties with reading. If the school wants more detailed individual help, then they would talk to you about formally involving the educational psychologist. The educational psychologist

can only be involved in consultation, collaborative assessment and planning interventions for your child after you agree to this.

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together over a significant length of time to enable the child to benefit from school education.

The authority approach to staged intervention has been updated to take ensure it is line with the CYP (2014) and ASL (2004) (amended 2009) Acts. The aim is to ensure children and young people get the right support at the right time.

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start depends on the particular type of needs but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Detailed advice on transition planning is provided in the Supporting Children's Learning Code of Practice, which can be accessed at the following link:

<http://www.dsscotland.org.uk/wordpress/wp-content/uploads/2015/05/Consultation-Doc-June-2017-1.pdf>

Dispute Resolution Procedures

If you feel that things are not being done properly to support your child then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called 'Resolving Disagreements'. This booklet will give you ways to make sure your concerns are listened to and addressed.

Further Support

The following organisations are able to provide advice, further information and support to parents of children and young people with ASN.

1. Enquire: Scottish Advice and Information Service for Additional Support for Learning

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

Helpline: **0345 123 2303**

Email: info@enquire.org.uk

2. Scottish Independent Advocacy Alliance

Website: <http://www.siaa.org.uk/>

Telephone: **0131 260 5380**

Email: enquiry@siaa.org.uk

3. Scottish Child Law Centre

Website: <http://www.sclc.org.uk/>

Telephone: **0131 667 6333**

Email: enquiries@sclc.org.uk

Getting It Right for Every Child – Ensuring their Wellbeing

The Children and Young People (Scotland) Act 2014 puts children and young people at the heart of planning and services and ensures their rights are respected across the public sector. It seeks to improve the way services work to support children, young people and families.

- The act ensures that all children and young people from birth to 18 years old have access to a Named Person.
- The act puts in place a single planning process to support those children who require it.
- The act places a definition of wellbeing in legislation.
- The act places duties on public bodies to coordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes.

Taking a 'Getting it Right for Every Child' approach to supporting every child is a priority within our school and we aim to assist every child in our school to reach their potential. The wellbeing of children and young people is at the heart of *Getting it right for every child*. The approach uses eight areas to describe wellbeing in which children and young people need to progress in order to do well now and in the future.

The eight indicators of wellbeing (SHANARRI)

**Safe
Active**

**Healthy
Respected**

**Achieving
Responsible**

**Nurtured
Included**

Why we have to get it right for every child

Education Services must safeguard, support and promote the wellbeing of all children and young people and address need at the earliest opportunity. These functions are the responsibility of schools and establishments and those who work in them and with them. All who work in Education Services and in partnership with Education Services have a responsibility to ensure the wellbeing of North Ayrshire's children and young people.

For more information on *Getting it Right for every Child* in North Ayrshire go to www.girfecna.co.uk

Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the aims of Education Services by improving outcomes for children and young people. Educational Psychologists work together with teachers, parents and other professionals to help children and young people achieve their full potential, within educational settings and the wider community. Educational Psychologists are involved in working with individuals, but also have a significant role in offering training, support and consultation to increase capacity in education establishments on a wide range of issues. They are also involved in supporting research to evaluate how effective approaches to support children and young people are.

Your child's school/ Early Years Centre already has a system of staged intervention for identifying, assessing, monitoring and reviewing the ongoing progress of all children and young people. As part of this wider system of support, each school and authority early years centre has a link educational psychologist.

When concerns arise about a particular child or young person the establishment will take action to address these concerns. If the concerns continue, school/ early years may have an informal discussion with the educational psychologist and ask about general advice.

If needed, a formal consultation meeting with parents/carers involving the educational psychologist can then be arranged. This will be discussed with you beforehand. This may be a one off or may lead to longer term involvement. Through this process the educational psychologist can, if required, contribute to the ongoing assessment and support for your child including providing support to the family. The educational psychologist will be involved while there is a specific role for them and will use a strengths based, solution oriented approach which takes into account the wider context of the child, family and community.

Find out more at:

<http://www.northayr-edpsychs.co.uk/>

Data Protection

Personal data is required to be collected by North Ayrshire Council in order to deliver education services. It is necessary to collect personal data regarding pupils, parents, carers and other individuals to enable us to carry out our duties under the Education (Scotland) Act 1980 and the Education (Scotland) Act 2016.

The Data Protection Act 2018 sets out the legal basis for processing data. You can refer to our privacy notice for details of the different basis under which we may process individuals' data.

<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/eye-privacy-policy.pdf>

We may also share or receive an individual's personal data with the following:

- Scottish Government & Education Scotland
- Private Nurseries'
- Strathclyde Passenger Transport
- Scottish Children's Reporter Administration
- Social Work Services
- Scottish Public Services Ombudsman

Where we are required we will also make disclosures required by law and may also share information with other bodies responsible for detecting/preventing fraud or auditing/administering public funds. Individuals' have legal rights under the data protection legislation including the right of access. Further details can be found in the Council's Privacy Policy at:

<https://www.north-ayrshire.gov.uk/privacy-policy.aspx>

Medical and Health Care

Medical examinations are carried out at various times during a child's primary school years. Parents are given notice of these and encouraged to attend. Vision and hearing tests and dental examinations, which parents need not attend, are also carried out and parents informed of any recommended action or treatment. All examinations are carried out by Ayrshire and Arran Health Board staff.

If a pupil takes ill or has an accident at school, which requires that the child be sent home or for treatment, First Aid will be provided and parents or carers contacted immediately. (In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents/ carers will be notified immediately.)

For this reason it is important that the school has contact details for parents/ carers and an additional contact person in case parents/ carers cannot be reached. It is also important that the school is kept fully informed and updated with regards to any medical condition.

It is the parent's responsibility to notify the school and keep medical information updated as required.

Children will not be sent home unaccompanied.

Section 8: Parental Involvement

Parental Engagement and Involvement

Parents' Evenings

We have moved to a hybrid model for parents' evenings. This is under review.

- S1 – Face to face
- S2/S3 – Virtual
- S5/6 Face to Face

Appointments can be made by using the following link: <http://parents-booking.co.uk/irvineroyal>

Parents in Partnership – (PiP)

We offer parents/carers the opportunity to attend BGE classes and meet our staff on a termly basis. This affords parents/carers the chance to sample some of the classes their young people attend and to develop a network of support alongside other parents/carers. This approach has proven to be very successful in session 2022/2023.

Family Engagement

We host a number of Family Engagement opportunities throughout the year. Please follow our Twitter page (@IrvineRoyalAcad) in order to learn more about our offering.

NAC Parental Involvement Strategy

All schools have clear systems in place for communicating with everyone in the parent forum. Communications with parents are clear, jargon-free, specific and easily accessible. A variety of methods and approaches are used by schools to communicate with the parent forum including face to face, traditional communication methods and digital media e.g. Twitter, Facebook. Considerations will always be given when communicating with parents who have literacy, language and communication challenges.

Schools ensure that parents know who to contact when they wish to discuss their child's learning or wellbeing and will seek to provide a private space for such discussions and make sure parents are given adequate time and support. Consideration will be given to family circumstances.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, Depute Head, Head Teacher or Head of Centre. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session

Parents are given opportunities to understand the way learning and teaching takes place in the classroom. This may be in the form of class visits to take part in the learning experience alongside their child or attending events which share the learning. Frequent invitations are issued to parents to participate in school activities such as open days, class assemblies, workshops and to assist with outings and visits, sports and concerts. There will be a series of early meetings for the parents of Primary 1 pupils and parents are kept informed of events with a range of newsletters, website updates, texts, invitations and social media sites.

A variety of methods will be used to ensure information about your child's progress is shared. Schools are encouraged to provide parents/carers with information on their children's progress at regular intervals throughout the year through a range of activities. There is an expectation that part of this will be in a written format.

Reporting Examples:

Individual Learners	Groups of learners
Written reports/ tracking reports	Assemblies
Learning conversations with pupil/ teacher/ parent/ carer	Open day events
Pupil reflections on their learning in logs	School concerts/shows
Parent/ carer consultation/ Parents' Meetings involving parent/ teacher/ pupil, as appropriate	Social media
Home/ school diaries	Curriculum workshops led by children and young people and staff
Profiling activities	Parent Council meetings
Learning walls and displays	School / class newsletters

Parent Council

Friends and Family of Irvine Royal Academy

Our Parent Council is known as '*Friends and Family of Irvine Royal Academy*'.

We would encourage you to get involved in the life of the school by joining our Parent Council. Our Parent Council is very relaxed and informal and anyone can join (as long as you have a child who is currently attending the school). We meet on the first **Monday** of every month at **6.30pm** in the school and we are involved in lots of activities from reviewing school policy to fund raising.

Mrs Tracy Lindsay is **Chair of the Parent Council** – she can be contacted on the following email address: gw21lindsaytracy@ea.n-ayrshire.sch.uk

Please follow the Parent Council on **Twitter**: @IrvineRoyalFF and on **Facebook**: Irvine Royal Academy Parent Council

Supporting our School

We need you to:

Ensure excellent attendance and timekeeping

- The school day begins at **8.50am**. Pupils must be in class on time and ready to begin learning
- Ensure full school uniform is worn every day
- Check Homework via Google Classroom
- Ensure homework is completed to a high standard
- Talk to your child about their day at school – knowing you are interested encourages them
- Provide a time and place for homework and study

- Be aware of important dates – information evenings, reports, Parents' Evening, assessments
- Spot check school bags regularly for information
- Check our website www.irvineroyal.co.uk for up to date information, important dates and school policies
- Follow us on Twitter - @IrvineRoyalAcad
- Contact the school if you are concerned or unsure of anything – please do not post your concern on social media – contact us directly
- Inform us of any achievements by contacting your child's Guidance Teacher or through the school email account: irvineroyal@ea.n-ayrshire.sch.uk You can also tag us on Twitter and we will share the positive news.



Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.

Section 9: Pupil Data Collection and Protection Policies

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- plan and implement targeted approaches to reducing the poverty-related attainment gap
- share good practice
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland
- provide a window on society, the economy and on the work and performance of government by:
 - <https://www.gov.scot/publications/pupil-census-supplementary-statistics/>

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems on secure servers and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Your data protection rights

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with their data policy and the National Data [National Data Linkage Guiding Principles](#) Guiding Principles. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government as part of a Data Access Panel. At all times the rights of the individual (children or adults) under the GDPR and other relevant legislation will be ensured. Further information can be found on:

<https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>

Concerns

If you have any concerns about the ScotXed data collections you can email the Data Protection & Information Assets Team on dpa@gov.scot or the Head of Education Analytical Services, Mick Wilson, at mick.wilson@gov.scot or by writing to Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Alternatively complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.

Important Contacts

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