

School Handbook

December 2015

Baldrigon Academy



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Section 1: Welcome and Vision

Welcome from the Head Teacher

I am very pleased to welcome you personally and on behalf of the staff to Baldragon Academy. I believe that by sending your child here this will be the beginning of a very productive and successful partnership between you, your child and our school.

Our main priority will always be to do everything we can to support your child in reaching their potential, both in academic attainment and also achievement in the broader sense. Our focus will always be on the provision of high quality learning and teaching in the classroom, where we have high expectations and aspirations for all of our young people. In addition, we are very proud of the successes of our pupils in a wide variety of extra-curricular activities.

At Baldragon Academy we are embracing the concept of Growth Mindset as a key area within our strategy to improve attainment. We are encouraging our pupils to welcome challenge and to push themselves. We are emphasising the importance of effort and resilience in achievement and encouraging our pupils to understand that failure is an essential part of learning and not something to be wary of. We aim to inspire confidence and ambition and to show our pupils that, often, finding a different way to do something, or maybe just not giving up and trying again, will lead to improved results. The power of the word 'yet' is now ingrained in school language - "I can't do this yet, but ..." The link for our interactive brochure which provides more information about the Growth Mindset philosophy is <https://sway.com/dkjSM0gw735dgUjp>

We recognise the importance of good behaviour and high level of attendance and value commitment to learning at home to complement what is achieved in school.

I look forward to meeting you at some point in the future.



Kenny Hearn
Head Teacher

Section 1: Welcome and Vision

Welcome from the Senior Pupils

As Head Boy and Head Girl of Baldragon Academy for 2016/2017 we represent the pupils in many aspects of school life. We believe that our school is amazing, and we hope that by fulfilling our roles to the best of our abilities we, with our team of deputies, house captains and prefects, we can ensure your child thrives and thoroughly enjoys their time here as much as we do. Our school provides a massive range of opportunities for all pupils both in terms of curriculum, and in relation to extracurricular activities, groups and clubs. Our Pupil Council has representatives from each year group, and gives everyone a voice in the school to help shape the future and support events and initiatives.

We are very proud of how welcoming our school is, and how our community makes new pupils feel welcome and safe. As Senior Pupils we take our responsibilities to support the Junior school very seriously and help anyone who may be feeling a little daunted by their first experience of secondary school to find their feet and gain confidence. Our Anti-bullying group and pupil buddy system are a great asset to the school, and pupils who are trained in these roles can be identified by their bright blue ties, which indicate that the pupil is able to be approached to provide support to anyone who may be requiring it.

We are slightly sad that we will be leaving in the summer of 2017 and not get to experience the 'New Baldragon' building, but regardless of the premises we know you will come to love Baldragon as much as we do now and we will always have a pride in being a pupil here.

Jazmine McKinley and Ronan Docherty



Ronan Docherty



Jazmine McKinley

Section 1: Welcome and Vision

Welcome from the Baldragon Academy Parent Partnership

I would like to welcome you on behalf of the Baldragon Academy Parent Partnership (BAPP).

We are a group of parents and carers who have children attending the school and have chosen to represent the parents and carers. Anyone who has a child attending the school can seek to be a part of the parent partnership. All we ask is a few hours of your time and that you have the best interests of the school and pupils at heart. We meet approximately once a term and you will be made to feel welcome with a cup of tea and a biscuit when you come to the meetings.

Ultimately these are great opportunities to meet other parents and carers and work within a team to support the school in the best way we can. I can be contacted via the school email baldragon@dundee.gov.uk Please add FAO of BAPP in the subject field so I can receive your communication as quickly as possible.

I hope to meet and work with you in the future

Gillian Brand
(Chairperson)

Section 2: School Ethos

At Baldragon Academy we value: Achievement, Respect, Recognition and Partnership.

Achievement

We are committed to fostering achievement in all our pupils. While a significant area of achievement will be attainment through national qualifications for all our pupils, we also foster achievement in its broader sense of encouraging success in all areas of life both individually and collectively. Baldragon Academy is committed to lifelong learning.

Respect

Central to our aims is the policy of fostering respect between all members of the Baldragon community. This involves treating others as we would wish to be treated. On a practical level this can mean valuing other people, listening to their opinions, treating them fairly and being understanding of other faiths and beliefs.

Recognition

We are committed to recognising the contributions of all members of the Baldragon community. This means celebrating our successes individually and collectively. It can also mean acknowledging the good work of others wherever we find it.

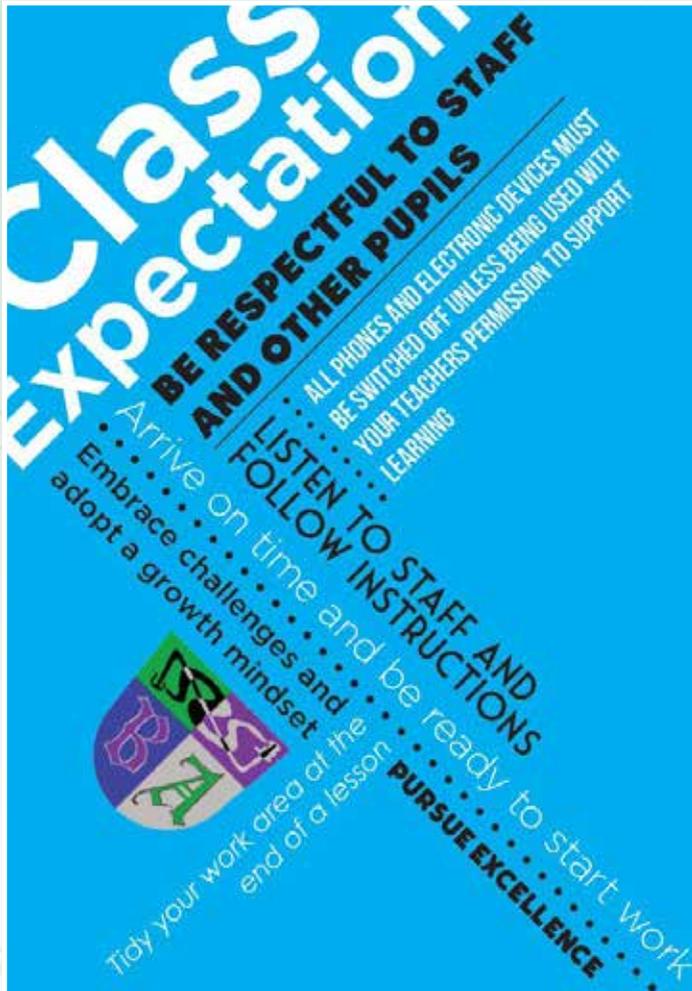
Partnership

By sharing our aims and values with all members of the Baldragon Academy community we hope to improve the life and well-being of all. We have a number of school policies, which reflect these aims and values. Please contact us if you want more information about these. Authority policies can be accessed via the Dundee City Council website.

Section 2: School Ethos

Class Expectations

In line with our aims and values our class expectations are made clear and reiterated to pupils as frequently as possible. We appreciate parent and carer supporting our values and expectations.



Section 3: School Information

School Address: Baldragon Academy,
Burn Street, Dundee, DD3 0LB

Telephone: 01382 436170

Email Address: baldragon@dundee.gov.uk

Website: baldragon.ea.dundee.city.sch.uk

Twitter: @baldragonacad

Senior Leadership Team

Head Teacher: Kenneth Hearn

Depute Head Teacher: Angela Innes
Samantha Lowe
Andrea Spence

Business Manager: Carol Lamont

School Status: Non-denominational S1-6

School Roll: 766

School Hours: Mon-Wed: 08.45 - 15.40
Thu-Fri: 08.45 - 14.50

Parent Council Contact Info: Gillian Brand (Chair)
brand87@btinternet.com

School Chaplains: Craig Dowling and Nathan McConnell

Section 3: School Information

Catchment Area and History of the School

Our school was formed in 1997 when Kirkton High School and Rockwell High School merged. We serve the communities of Ardler, Downfield, Kirkton, St. Marys, Trottick and the surrounding areas. Our feeder primary schools are Ardler Primary School, Craigowl Primary School, Downfield Primary School, Sidlaw View Primary School and Strathmartine Primary School.

We are at an exceptionally exciting time in our school history as we are set to move from our current site on Burn Street, into our new state of the art building on Harestane Road early in 2018. From our current building we have been watching progress on site for some months now and are heavily involved with the project and construction teams to ensure our new premises provide us with a learning and teaching environment which will be second to none.



Section 3: School Information

Communication

We use a variety of methods to communicate with parents/carers. These include telephone calls, text messages which could relate to attendance or be notification of an event, leaflets, letters, etc. We encourage parents/carers to provide us with an email address as electronic communication is increasingly becoming an important part of our communication strategy.

We use our school website, twitter feed and press releases to publicise achievements, inform parents and carers of forthcoming events and recommend partner organisations that can help you to support your child through their education with us.

You will receive “tracking reports” and “full” reports, which summarise progress. These reports are an important part of our strategy to raise attainment and we are always happy to discuss them with parents/carers. They will be used as the basis of discussion at Parent/Carer Contact Evenings, where we are keen to explore how we might work together to support your child in his/her learning.

At Baldragon Academy we firmly believe in establishing close links between home and school. Parents/Carers are encouraged to contact the school on any matter about which they are concerned. The first point of contact will normally be your child’s Guidance Teacher, who will address any issues as swiftly as possible. They may seek the assistance of the House Head if necessary. We place great importance on being available to speak to parents/carers either in person or by telephone.

You will be invited to meet your child’s Guidance Teacher at key stages in their education, particularly when making choices about their curriculum. The Guidance Teacher will also contact you if there are particular issues with regard to your child.

Section 4: School Policies & Practical Information

School Terms and Holidays

AUTUMN TERM

Monday 14 August 2017 - IN SERVICE DAY (Staff resume)

Tuesday 15 August 2017 - Term starts (pupils resume)

Friday 6 October 2017 - Term ends

AUTUMN HOLIDAY

Monday 9 October 2017 - Holiday starts

Friday 20 October 2017 - Holiday ends

WINTER TERM

Monday 23 October 2017 - Term starts

Thursday 16 November 2017 - IN SERVICE DAY

Friday 17 November 2017 - IN SERVICE DAY

Friday 22 December 2017 - Term ends

CHRISTMAS HOLIDAY

Monday 25 December 2017 - Holiday starts

Friday 5 January 2018 - Holiday ends

SPRING TERM

Monday 8 January 2018 - All resume

Thursday 15 February 2018 - IN SERVICE DAY

Friday 16 - Monday 19 February 2018 - Mid term

Thursday 29 March 2018

Friday 30 March 2018 - Term ends

SPRING HOLIDAY

Monday 2 April 2018 - Holiday starts

Friday 13 April 2018 - Holiday ends

SUMMER TERM

Monday 16 April 2018 - Term starts

Monday 7 May 2018 - May Day (schools closed)

Friday 25 May 2018 - IN SERVICE DAY

Monday 28 May 2018 - Victoria Day (schools closed)

Friday 29 June 2018 - Term ends

Section 4: School Policies & Practical Information

School Uniform

We ask for your support in ensuring that your child wears school uniform. We believe this promotes a pride in and identifies pupils as belonging to our school, enhancing our reputation in the wider community. It encourages equality and inclusion, improving the climate for learning.

Our school uniform suppliers are Border Embroideries, who are also the company who operate the schoolwear shop in Dundee City Centre. Consequently, Baldragon Academy school uniform is available via the Schoolwear shop or online <http://www.beschoolwear.co.uk>

Ties are also available throughout the school year at the school office, and these can be purchased through the ParentPay website so your child does not have to carry cash to school to make an ad hoc tie purchase.

What should pupils wear to school?

- White Blouse or shirt
- Black Trousers or skirt
- Black Pullover or Cardigan
- School tie
- Shoes (Dark coloured)
- School Blazer (optional but encouraged for all year groups)

In line with Dundee City guidelines, pupils are required to bring PE kit. Pupils change out of kit at the end of a PE lesson. It is advisable that all items of clothing are clearly marked with the owner's name. For health and safety reasons, pupils should not wear jewellery, particularly in PE and practical classes.

Section 4: School Policies & Practical Information

PE Kit

- Sports shirt or polo shirt
- Shorts (White or black) or Track suit bottoms
- Training shoes and Sports socks (White)
- Swimming trunks, shorts or costume
- Towel and Cap (available from school).

School Clothing Grants

If parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit or Working Tax Credit and an annual income of less than £16,105, the Authority will consider one application per year for a grant towards the cost of purchasing essential clothing to enable their children, up to the age of 16, to attend school. The school clothing grant payment will be made through BACS transfer into a nominated bank account or paid by cheque.

Application forms can be made online at:

<https://mydundeeaccount.dundee.gov.uk/secure-info> or are available from the school office or from Dundee House.

Section 4: School Policies & Practical Information

School Meals

School lunches are available in the school dining hall each day, as well as a snack service at break time. The service is provided by Tayside Contracts, and costs vary in secondary school depending on the choices pupils make, however the most popular 'meal deal' options cost £2.05.

We have recently introduced an online payment system (ParentPay) to the school which allows parents and carers to add funds and monitor the balance of a pupil meal account. Pupils are issued with payment cards and pin numbers to allow them to spend from their account. Cash payments are still possible in school and pupils have access to payment machines to top up their accounts. Use of this system is explained to pupils as part of their induction to school.

If your child has special dietary needs please inform us in advance of them starting to attend the school, in order that we can ensure these needs are catered for from day one.

Pupils are allowed to leave the building at lunchtime, however for their safety and welfare we do encourage them to choose to stay within the school.

Free school meals are available to all pupils whose parents receive Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit, Support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit ONLY with an income of less than £16,105, or BOTH Child Tax Credit and Working Tax Credit with an income less than £6,420 (as assessed by HMRC).

Application forms can be accessed via the Dundee City Council website or you could request a form to be issued by contacting:

Customer Contact Centre
Dundee House, 50 North Lindsay Street, Dundee DD1 1QE
Tel: 01382 433458

Instrumental Tuition

Tuition fees are currently free and instrument hire is £83.00 per year.

Section 4: School Policies & Practical Information

EMA

EMA is part of the Scottish Executive's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families.

EMAs provide financial support for 16–19 year olds who stay on in full time non advanced education after their statutory school leaving date (i.e. those continuing in post-compulsory education).

To be eligible for an EMA in 2015/2016 the student must:

- Have been born between 1 March 1995 and 28 February 1999.
- Have a household income of £22,403 or below (for families with more than one dependent child in the household) based on 2014/15 income or
- Have a household income of £20,351 or below (for families with a single dependent child in the household) based on 2014/15 income.

EMA is a weekly allowance of £30 payable to eligible young people who have achieved 100% attendance per week. It is payable in arrears, generally on a 2 weekly basis.

EMA Application forms will be available in all Dundee Secondary Schools from June 2015.

Leaving Dates

Summer Leaving Date

A pupil whose sixteenth birthday falls on or after 1st March and before 1st October, is judged to have reached school leaving age on the 31st May.

Winter Leaving Date

A pupil whose sixteenth birthday falls on or after 1st October and before the last day of February, is judged to have reached school leaving age on the first day of the Christmas holidays.

Section 4: School Policies & Practical Information

Emergency School Closure Procedures

In exceptional circumstances the school may be unable to function normally, for example in the event of severe weather or power failures. We shall communicate regarding any such closures via text, the school website, press releases and the Twitter feed. In the unlikely event that the school has to be evacuated for any lengthy period we have contingency plans in place to move pupils to another location and you will be contacted to let you know where they can be collected and what educational provision plans are for the subsequent days.

Placing Requests

If you are not within our catchment area you can make a placing request to send your child to our school, and forms to initiate this process are available from the school office. Places can only be granted if space is available and full Dundee City Council procedures regarding allocation of spaces are followed when we process your request. You will be asked to provide proof of identify for yourself and the child you wish to place with us, as well as evidence of your current address. Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.

Section 4: School Policies & Practical Information

School Absence procedures

Please contact the school as soon as possible if your child is absent. Please send a note to school with your child on their return explaining the reason for the absence.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence an Education Welfare Officer will arrange to visit you and your child at home.

The following points are included in the Education Authority's **Attendance Initiative**

- If your child is ill and cannot attend school please contact the school before, or as soon as possible after 9.00am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your child is absent for more than three days please call again or write to tell us.
- If you have not contacted the school to say your child is absent and have received a text message please contact us as soon as possible.

Regular attendance at school ensures your child is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Section 4: School Policies & Practical Information

Appointments

If your child has an appointment during the school day or needs to leave school for any other reason, please put this in writing. We would appreciate it if routine appointments could be made outwith school hours but understand that this isn't always possible.

If your child does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety we cannot allow children to leave the school unaccompanied.

Accidents/Illness at School

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

Therefore it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.

Whilst we have qualified First Aiders at school we do not have a school nurse on the premises at all times. We ask you to be aware of this as we are not in a position to offer medical advice or any medication to pupils under any circumstances. If you feel your child is unwell or if they have been injured at home or during an activity outside of school, please do not send them to school to seek advice, but refer to your GP in the first instance.

Section 4: School Policies & Practical Information

Promoting Positive Behaviour

The School's rules are based on the philosophy of promoting positive behaviour. The rules are simple and straightforward and centred on our Values, displayed on all classroom walls. Pupils who abide by the rules are rewarded by verbal praise, positive referrals and Responsibility for Learning Awards.

Those who choose not to behave are faced with a series of behaviour checks which include formal warnings, standard punishment exercises, detention and referral to either Heads of Department, the Depute Heads or to the Rector.

Pupils who persistently misbehave or seriously misbehave may be referred to Time Out where they have to work in isolation from their fellow pupils and are detained over interval and lunchtime.

The ultimate sanction is exclusion. A pupil is then put out of school for a period of time and is allowed back on the basis of an undertaking by both parents/carers and pupil concerned.

The school's policy on discipline is designed to try and ensure consistency and fairness to all. Parents/carers have a vital role to play in helping the school achieve its aims.

It is essential that they ensure the good behaviour of their children and that their youngsters comply with the school's rules and regulations.

The school will always try to keep parents fully informed to enable both school and home to work together to solve the problem. The school's policy is available on the school's website.

The school is a community of over 1,300 pupils and staff. If it is to function effectively it needs to have a set of rules and regulations which are fair, easily understood and accepted by all concerned, including parents and carers. The rules have not been designed to impose restrictions but rather to provide sensible precautions for the safety and welfare of pupils whether it be in classrooms, corridors, social areas or when travelling to and from school. They

Section 4: School Policies & Practical Information

have also been designed in the belief that the vast majority of pupils want to come to a school where the atmosphere is one of care and concern for each of them as individuals.

The rules are designed above all to ensure effective teaching and learning. Staff should be able to teach without disruption and pupils should be able to learn without interference or interruption from others.

School Concerns and Complaints Procedures

If you have any concerns about your child or something that has happened at school, please contact us at your earliest convenience. We will endeavour to ensure frontline resolution regarding any concern. Please be assured that, whilst Teaching commitments means staff cannot always be available to take your call, we will response to messages and make appointments for you're as quickly as we can.

If you are not happy with our service you have the right to make a complaint, and we will provide you with the information you need to do this should you not wish to escalate a concern to that level. All complaints will be managed in line with the Dundee City Council procedures which can be accessed on the Council website.

<https://www.dundee.gov.uk/sites/default/files/publications/complaintsproc16.pdf>

Section 5: Parental Involvement

We believe that the partnership between school, our young people and parents / carers is the foundation of what we do in school.

We invite you to contact us if you wish to discuss anything with regard to your child's progress in school. Usually our Principal Teachers of Guidance are the first point of contact.

We recognise that the move from Primary to Secondary is a key stage in your child's education. We have an extensive programme of activities as part of our transition arrangements. These arrangements involve not only primary schools but also other partners such as The Academy of Sport and Community Learning. The programme is designed to support your child as they become part of our school community and to make the move as smooth and as positive as possible.

Section 6: The Curriculum

It is our policy to provide a course of planned study for each pupil throughout their years at Baldragon Academy.

Broad General Education (S1-S3)

The main purpose of this phase is to develop within each young person the skills, knowledge, understanding and abilities, which will support them in becoming successful learners as they move into and through the Senior Phase.

Our pupils follow a common course in S1 and S2, studying subjects within all eight curriculum areas. Where appropriate, a more specialised curriculum is provided. As they approach the end of S2, pupils will be given a limited choice of subjects within curriculum areas, allowing for greater depth of study in S3 and preparation for the Senior Phase.

The Senior Phase (S4-6)

Our priority in the Senior Phase is to provide a range of opportunities for all pupils to gain as many qualifications at the highest level as possible. In addition we continue to develop the skills, attitudes and attributes, which will support them when they leave school. The Senior Phase should be considered as a 3 year experience for most pupils. Final pupil choices and the most suitable level of study for each subject will be discussed individually and agreed with parents.

In line with Dundee City policy, most of our pupils will follow six courses at National 4 or National 5 level in S4. It is anticipated that their choice of subjects will reflect their potential in terms of attainment as well as their plans for the future. They may choose to follow a vocational course at Dundee College. All pupils will continue with English and Mathematics.

In S5 and S6, courses will be available at Higher and Advanced Higher levels (subject to City Campus arrangements) as well as at National 4 and 5. Again, pupils will be expected to continue with English and Mathematics to the highest level possible.

Section 6: The Curriculum

In order to personalise learning, we provide opportunities at specific times when your child will be given an opportunity to choose the subjects they study. Your child's Guidance teacher will contact you as choices are being made, inviting you to play an active role in working with us to help your child make the best decisions about future learning.

Literacy, Numeracy and Health and wellbeing

All of our teachers are responsible for promoting literacy, numeracy and health and wellbeing in the classroom. They continually review coursework to identify where they might build in activities, which will help to raise standards in these key areas. As part of our on-going strategy to improve standards, we have set up small groups of staff to advise and support colleagues across the school in how to develop new methods of learning and teaching.

Assessment and Reporting

A range of assessment methods will be used to monitor progress in coursework and to identify next steps in your child's learning. At all stages, in collaboration with their teachers, pupils will agree ambitious and achievable targets, which will be tracked at different calendar points. This process of reflection and discussion will support the production of individualised "personal learning plans".

You will receive copies of these "tracking reports" as well as annual "full" reports, which summarise progress to date. These reports are an important part of our strategy to raise attainment and we are always happy to discuss them with parents/carers. They will be used as the basis of discussion at Parent/Carer Contact Evenings, where we are keen to explore how we might work together to support your child in his/her learning.

Section 7: Support for Pupils

Out of School Hours Learning

Supported Study

Many of our pupils remain in school during lunchtime and after school, particularly as the SQA examinations approach, to take advantage of our extensive supported study programme. Our aim is not only to provide additional opportunities to learn, but also to encourage the development of effective study habits.

Learning at Home

We recognise that, in order to reach their full potential, all of our young people must devote time to “learning at home”. We shall rely on your support in ensuring that all homework set by teachers is completed to the best of your child’s ability and is returned on time. In addition to this “formal” homework, there are many “learning activities”, which can be done at home. With your encouragement, we hope that your child will further develop their study skills and become more independent learners.

How Can You Help?

As a parent or carer you are the single greatest motivating force in your child’s development.

We value your support and assistance. You can help us and your child to be a successful learner in a number of very simple ways, none of which will be new to you, but all are important nonetheless. Always take an interest in what they are doing in school and support them in the completion of learning at home activities. Provide them with a schoolbag to carry books and equipment.

Please see the school website for more information.

Section 7: Support for Pupils

Positive Behaviour

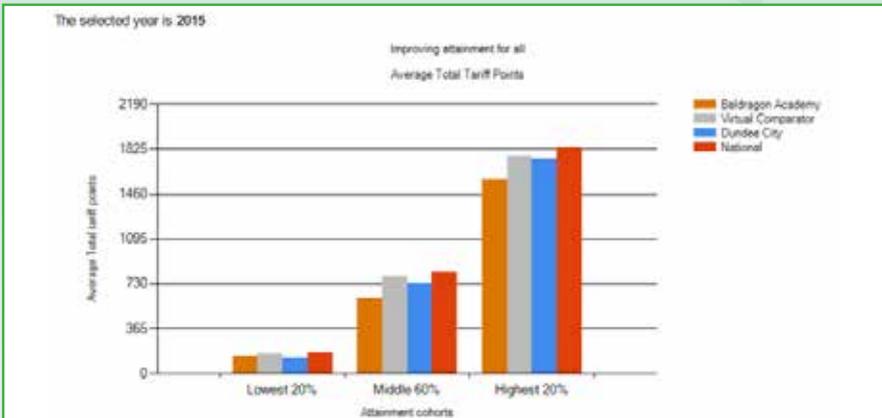
Our priority is to improve the quality of learning of all pupils. We intend to give teachers as much time as possible to spend on teaching and pupils on learning and to minimise interruptions to learning. We have in place a system promoting best behaviour and based on restorative approaches, which concentrates on developing positive relationships in the classroom and motivating our young people to strive to achieve high standards at all times.

Section 8: School Improvement

Information about wider achievement over the last 12 months can be found on the school website and twitter feed.

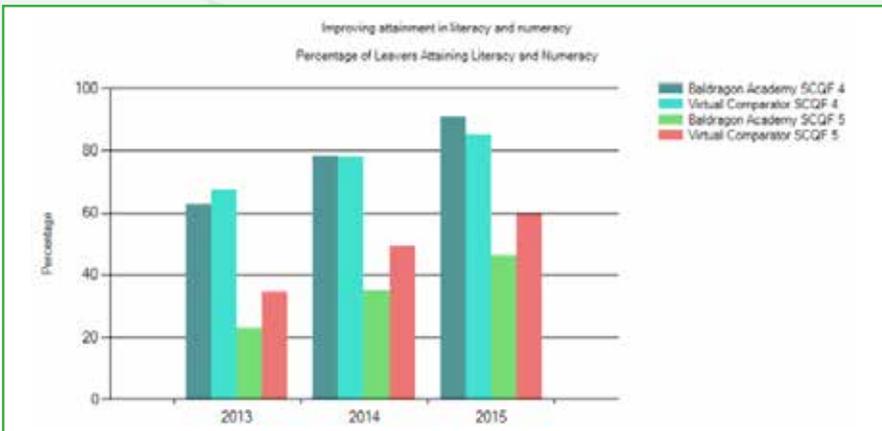
Improvements in Performance

National Benchmarking Measure: Improving Attainment for All



We are continuing to pursue a range of strategies, designed to raise attainment and close the attainment gap.

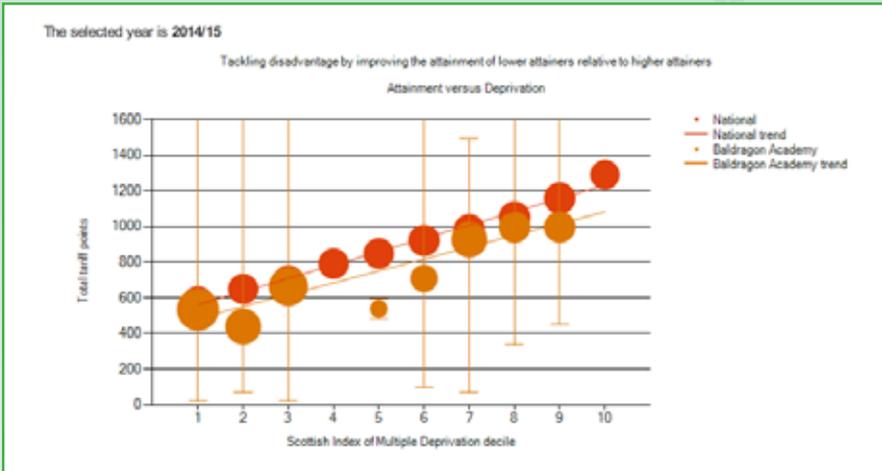
National Benchmarking Measure: Numeracy and Literacy



Our curriculum structure and content is being developed to devote additional time and resources to improvements in standards of literacy and numeracy. As can be seen this has already had a positive impact at SCQF 4.

Section 8: School Improvement

National Benchmarking Measure: Attainment versus Deprivation



As a participating school in the Scottish Attainment Challenge, we are supplementing our mainstream provision through initiatives such as the Transition Teachers, whose focus is on literacy, numeracy and health and wellbeing.

National Benchmarking Measure: Leaver Initial Destinations



As can be seen almost all of our young people move into a positive destination on leaving school.

Section 9: Extra Curricular Activities

At Baldrigon we pride ourselves on ensuring pupils have as many opportunities to try new activities and experiences to enrich their formal education. Please see the school website for more information on activities available.

Section 10: ScotXed Education Statistics Privacy Notice for Pupil and Teacher Data

These notices are intended to provide information to pupils, teachers and parents about data collected through Scottish Government Statistical Surveys including why it is needed, data policy and individuals' data protection rights. The changes in the latest version are intended to:

- Clarify that the information collected is about pupils/teachers in schools rather than solely related to the Pupil or Teacher Census.
- Continue to inform pupils, teachers and parents that the data may be shared with partners for statistics and research purposes and clarify that this could include linkage to other sources in line with the National Data Linkage Guiding Principles.
- Confirm that pupil/teacher names and address (other than postcode) are never collected.

Local authorities are responsible for ensuring pupils, teachers and parents are kept informed about how data will be used and that such information provided is reviewed regularly to ensure it is in line with best practice.

You can access the updated notices at the following links:

- Education Statistics Privacy Notice – Pupils – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/SchoolPupilCensus/SchoolHandbookInsertpupils>
- Education Statistics Privacy Notice – Teachers – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/StaffCensus/SchoolHandbookInsertstaff>



...you can do so much more **ONLINE** at...
dundeecity.gov.uk