

# CHARLESTON ACADEMY



**2021-2022**  
PROSPECTUS

Charleston Academy  
School Prospectus  
Charleston Academy

**charlestonacademy.co.uk**

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## CONTACT INFORMATION

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Main Office	01463 234 324
Information Line (Winter Weather)	0800 562 2272 (PIN: 041720)
Email	<a href="mailto:charleston.academy@highland.gov.uk">charleston.academy@highland.gov.uk</a>
Website	<a href="http://www.charlestonacademy.co.uk">www.charlestonacademy.co.uk</a>

The website is the primary source of information about the school. The news blog on our website is the main source of regular updates about what is happening at Charleston Academy. Visit it to stay updated with news about the school and the achievements of our young people. As well as important information about the school (which is also reproduced in this prospectus) the website contains important links to up-to-date information in relation to school and council policies, canteen menus, extra-curricular activities and official documents.

## WELCOME

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Dear Parent or Carer,

It's my pleasure to introduce our 2021-22 School Prospectus. I hope that this handbook along with the extensive information available on our school website provides you with all of the information that you need about Charleston Academy. Due to the ongoing Covid 19 situation some parts of what is outlined in the Prospectus may not be in practice.

At Charleston Academy we emphasise an ethos of challenge, encouragement and enjoyment with a focus on kindness, hard work and facing challenges. We want all our young people to realise their full potential in all aspects of school life. We are very proud of the wide range of learning opportunities and pathways we provide for our young people. This is supported by an extensive programme of wider-curricular activities.

We stress the importance of a purposeful and ordered working atmosphere, where our young people are safe, valued and secure. We aim to develop successful partnerships with parents and our wider community for the benefit of all of our young people. In doing so we acknowledge your continued support and the hard work of our parent council and our successful and developing partnerships.

We try to set and maintain high standards so that our important value of respect is understood by our young people in their widest context. This allows us to work well together to ensure successful learning and achievement for everyone at Charleston Academy.

You are welcome to get in touch with us about any matter relating to your child's education here or about other school issues and we always welcome your suggestions and comments.

Kind Regards,

Gordon Stewart  
Head Teacher

## OUR VISION

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At Charleston we aspire to always:

- Treat people with respect – to be kind.
- Work hard.
- Challenge ourselves.

### What this means in the school and the community?

Learning is our core business. We are a welcoming school where every child is known. We value hard work though understand that learning is not always easy. We recognise and value when members of our school community work hard to overcome adversity.

We aim to equip all young people with the values, skills and experiences to meet the challenges of the world – for employment, training, Further and Higher Education.

### About Us

We are a vibrant, successful six-year non-denominational secondary school in the west of Inverness. We educate over 780 young people. With almost 90 staff, including around 50 teachers, we aim to provide all of our young people with a high quality education. We offer an extensive and engaging curriculum that leads to a diverse range of qualifications.

Our catchment area covers the City of Inverness west of the Caledonian Canal and the entire southern shore of the Beaully Firth. The landward area extends to Aigas and Struy and from there towards Abriachan, Lochend and the shores of Loch Ness. Our rural communities include Beaully,

We work with an extensive and growing range of partners. Young people attending Charleston Academy have many opportunities to extend their developing skills and knowledge through a huge range of interesting and challenging activities beyond the classroom.

Our Pupil Council and our Year Group Committees. In doing so they have embedded a solid foundation of pupil leadership across the school.

Foreign trips to France, Belgium, Italy, Switzerland and the United States also featuring regularly.

There is a strong sense of shared responsibility amongst pupils and staff. We have an active and engaged Parent Council. The quality of the education and experiences we offer our young people means we are held in high regard by parents and our wider community. Welcome to Charleston Academy.

## KEY STAFF

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### Senior Management Team

Mr Gordon Stewart	Head Teacher
Mrs Helen Hunter	Depute Rector, Year Head for S2 and S5
Mr Russell McFee	Depute Rector, Year Head for S1 and S4
Miss Rona Macpherson	Depute Rector, Year Head for S3 and S6.

### Pupil Support - Guidance Team

Mrs Aileen Thomson	PT Guidance, Kishorn
Mr Steven Tillman	PT Guidance, Laggan
Mrs Kirsty Bremner / Mrs. Kirsty Dillon	PT Guidance, Shiel
Mr. Stewart Ferns	Acting PT Guidance, Torridon

### Pupil Support - Learning Support

Mrs. Eileen Macleod	Acting PT Support for Learning
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### Contacting Us

The office switchboard is operational from 8:30am to 4:00pm Monday to Thursday and until 1:00pm on Friday. Outside of these hours, and when all of our lines are in use an answering service operates. When you call the office, whether leaving a message or speaking to a member of the office staff it is helpful when you call to state who it is you wish to speak to and the name of your child. This ensures the office can pass on your call quickly to the most appropriate member of staff. This will usually be your child's guidance teacher.

The parent of any secondary-school age child who has yet to be enrolled at Charleston Academy or is considering enrolling their child here should contact the school by phone and give their details. A senior member of staff will then contact you to arrange an enrolment meeting and a visit to the school. Please see the section on Enrolment for more details about moving up to Charleston Academy from primary school.

**If you wish to discuss your child's progress or another matter relating to your child, your first point of contact should always be your child's guidance teacher.** The guidance teacher will liaise between teachers and parents to answer any queries or resolve any issues relating to their progress or behaviour. More serious concerns will involve your child's Year Head who will then contact you directly to arrange a meeting.

Regular contact with all parents is maintained each session via subject reports and parents' meetings. As your child progresses from First Year onwards we try to have these two important means of contact spaced no more than six months apart. Details of these can be found on our website calendar.

Please see our Pupil Support section for more details.

## PARENTS AND CARERS AS PARTNERS

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- ✿ Parents' Meetings
- ✿ Progress checks
- ✿ Target Setting
- ✿ Course choice/ Options evenings
- ✿ Information on the school website

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

The school always seeks to involve parents in any key decisions about their child's education and to keep parents informed about progress.

Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent Forums.

### Parent Council

We are very fortunate at Charleston Academy to have a very active, involved and supportive Parent Council. The Parental Involvement Act (2007) specified the arrangements for parental representation in all Scottish Schools. The official role of Parent Councils is to:

- ✿ support the school in its work with pupils
- ✿ represent the views of parents
- ✿ encourage links between the school, parents, pupils, and the wider community
- ✿ report directly to all parents (the Parent Forum)
- ✿ have a responsible role in the appointment of head-teachers and depute head teachers
- ✿ support the school and pupils during school inspections

The Charleston Academy Parent Council is a member of the National Parent Forum of Scotland. Members of our Pupil Council attend Parent Council Meetings and vice-versa, and a teacher representative from Charleston Academy attends all of our Parent Council meetings.

**Please see our website for up-to-date information about our Parent Council and the dates of their regular meetings. All parents are very welcome to attend.**

## ENROLMENT

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### Transfer from Primary

There are well established procedures to ease the transfer from primary to secondary school. Most new pupils transfer from one of our associated primary schools: Beauly, Dochgaroch, Kirkhill, Kinmylies, Muirtown, Teanassie, or Tomnacross. Pupils who live in our area but attend Bishop Eden, St Joseph's, and Bun-Sgoil Ghaidhlig Inbhirnis are also able to transfer here without a placing request.

We begin our transition process in January each year with an Information Evening for the parents of all prospective S1 pupils. To help allay any fears or apprehension, we have a two-day visit by all Primary 7 pupils coming to Charleston Academy in June. There is also a second opportunity for all parents of Primary 7 pupils to meet senior staff from Charleston Academy during an information evening on one of these days. Details about these arrangements will be sent to parents of Primary 7 pupils via our associated primary schools.

### Summer Transition Programme

Through our Partnership with Highlife Highland, our school based Youth Development Team organises a team building programme for Primary 7 pupils each July. This programme features a variety of activities that allow our new S1 pupils a chance to get to know one another. Participation in the programme is voluntary but it is always very well attended and allows all our new S1 pupils to find out more about one another and to begin new friendship groups that are important when the term starts in August.

### Transfer from another Secondary School

Parents of pupils transferring here later in the session, should telephone the school and ask to make an appointment with Mr Russell McFee (Depute Rector) who will then meet parents and pupils, complete all enrolment procedures, arrange for a tour of the school, and arrange a mutually convenient starting date.

### Placing Requests

If children live outside our catchment area, then parents must first make a Placing Request application to the South Area Education Manager at Highland Council HQ in Inverness. Parents whose children are in our associated primary schools as a result of a placing request are reminded that they have to make an additional placing request if they wish their child to attend Charleston Academy. Parents who move out of our catchment area but wish their children to remain at the Academy also need to make a placing request.

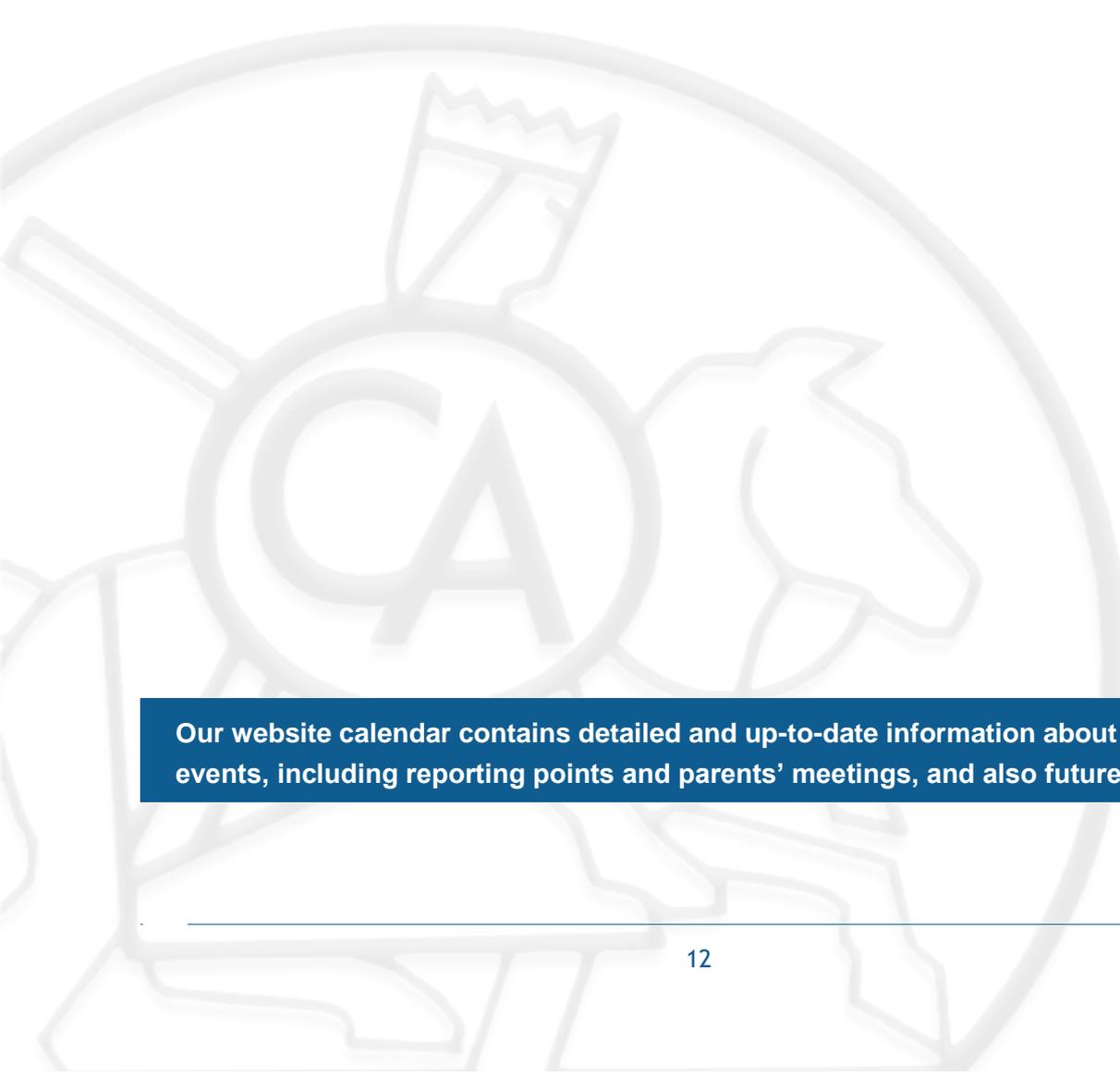
Our Guidance and Pupil Support staff will ensure all new pupils are supported in settling in quickly.

## TERM DATES 2021-22

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Please see:

[https://www.highland.gov.uk/downloads/file/21006/highland\\_school\\_calendar\\_2021-2022](https://www.highland.gov.uk/downloads/file/21006/highland_school_calendar_2021-2022)



**Our website calendar contains detailed and up-to-date information about all school events, including reporting points and parents' meetings, and also future term dates.**

## THE SCHOOL DAY

We use one of these for 10 minute registration or assembly each day. The remaining 32 periods are split so there are 7 teaching periods Monday to Thursday and 4 on a Friday. It is a legal requirement for all secondary pupils in Scotland to attend school for 27½ hours per week.

	School Day & Week Configuration (from 7 June 2016)			
<b>Tutor Time / Registration</b>	8:40 - 8:50	Mon - Fri	10 Minutes	Registration or Assembly every day. A "Hurry Bell" will ring before 8:40am.
<b>Unit 1</b>	8:50 - 9:40	Mon - Fri	50 Minutes	
<b>Unit 2</b>	9:40 - 10:30	Mon - Fri	50 Minutes	
<b>Unit 3</b>	10:30 - 11:20	Mon - Fri	50 Minutes	
<b>Interval</b>	11:20 - 11:35	Mon - Fri	15 Minutes	Canteen and Cafe open five days per week
<b>Unit 4</b>	11:35 - 12:25	Mon - Fri	50 Minutes	<b>School finishes at 12:25 on Friday. Cafe open*.</b>
<b>Unit 5</b>	12:25 - 1:15	Mon - Thurs	50 Minutes	
<b>Lunch Break</b>	1:15 - 1:55	Mon - Thurs	40 Minutes	Canteen four days per week. Cafe only on Friday*.
<b>Unit 6</b>	1:55 - 2:45	Mon - Thurs	50 Minutes	
<b>Unit 7</b>	2:45 - 3:35	Mon - Thurs	50 Minutes	<b>School finishes at 3:35 Monday to Thursday.</b>

### Tutor Time and Assemblies

Each day begins with Tutor Time where a formal register is taken and the Daily Notices are read out along with other important announcements. Absence letters and appointment letters are checked and recorded. Tutor teachers also have an opportunity to informally "check-in" with their pupils. These are taken by the Rector and members of the Senior Management Team

### Interval and Lunchtime

At intervals and lunchtimes pupils use the Canteen and the Hall as a Social Area. The school grounds, including our two Multi-Use Games Areas are available for pupils to use at these times. Our new Community Centre Cafe is also open to pupils at interval and lunchtime. The canteen and cafe both operate Highland Council's cashless catering system.

**At morning interval pupils are not permitted to leave the school grounds.** Pupils going home for lunch are permitted to leave the school grounds. However, we strongly advise that pupils who are not going home for lunch remain within the school grounds under our care and supervision. The school grounds are supervised by our team of stewards along with members of the Senior Management Team and staff volunteers. Pupils who buy their lunch at the local shops are not permitted to loiter there but must make their way back into the school grounds immediately.

## ATTENDANCE AND ABSENCE

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A high level of attendance is absolutely vital in ensuring that pupils make the most of the opportunities provided at Charleston Academy and achieve their full potential. Parental Holidays taken during term time will be recorded as “unauthorised” unless there are special or exceptional circumstances. However, pupils participating in sports or cultural events involving a planned or known absence from school will be given permission to attend and the absence is recorded as “authorised”. A letter of explanation is required in all circumstances.

### Timekeeping

Good time-keeping is essential and pupils are legally required to attend formal timetabled classes for 27½ hours each week. This includes Tutor Time. Pupils must be in their class for the beginning of Tutor Time. Lateness to class is disruptive to fellow pupils, teachers, and other staff and is unacceptable. Lateness at the beginning of the school day (i.e. arriving at Registration / Tutor Time after the 8:50am bell) is formally recorded as an “Unacceptable Late” while late arrival to class during the day is monitored. Pupils arriving after 9:00am must sign in at the school office where they will also be issued with a late-slip. Pupils arriving late with an adequate note of explanation or due to the late arrival of school buses will have their lateness recorded as “Acceptable Lateness”.

### Unexpected Absence

If your child is going to be absent unexpectedly (e.g. illness or doctor’s appointment) please telephone the school first thing in the morning of the first day of absence. It is helpful at this time if the duration of the absence is also given.

If a pupil is absent for three consecutive days without explanation, Guidance staff will make contact with the parent or carer in order to seek clarification and ensure our records are updated accordingly.

When a pupil returns to school from absence, regardless of any previous contact, they must always bring a parental note explaining the reason for absence. This must be handed to the child’s Tutor Teacher during Registration on their first morning back. This note must be signed, dated and cover all days when the child was absent.

### Appointments

Regular appointments with Doctors or Dentists must be made out with school time. Should this not be possible pupils should bring an appointment letter or a note from their parent / carer the day before and hand it in to the school office or to their Tutor. A permission slip will then be issued to the pupil allowing them to be released from class.

## THE CURRICULUM

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Our Curriculum in Charleston Academy is divided into eight areas. This allows learning to be organised in such a way that it remains broad and balanced but also provides opportunities for pupils to personalise their learning as they follow flexible pathways from S1 through to S6.

This means pupils can specialise and choose subjects to study in greater depth, particularly in the senior school in S4, S5 and S6.

Within the eight curriculum areas are a range of subject and faculty departments. Importantly, each subject department is led by a Principal Teacher / Faculty Head who oversees the development of the curriculum; is responsible for learning, teaching, and assessment within their subject area; and who is responsible for overall quality assurance in their department.

Increasingly, staff in each subject area work together, or sometimes out with their subject completely, delivering a broader curriculum that might include enterprise, citizenship and sustainable development.

All subject departments and teachers have an important responsibility to deliver Literacy and Numeracy Skills as well as the promotion of Health and Well-Being. Literacy and Numeracy are the responsibility of all staff as the more competent children become in these the better access they have to the rest of the curriculum.

### Literacy and Numeracy

Literacy is not just about reading and writing. It includes listening and talking, developing interpersonal and team-working skills, and developing appropriate skills in the use of language. Literacy skills are developed across all eight curriculum areas. Pupils are taught in English and study French and Gaelic too. Mandarin is offered as part of our wider curriculum.

Numeracy is about working with numbers in its broadest sense. It includes solving problems and understanding numbers, working with money, time and measurement.

Plans are also underway to develop a Numeracy Recovery programme and work is currently ongoing involving Charleston Academy staff to develop a suitable programme.

## S1 to S3: A Broad General Education

In S1 and S2 pupils study 17 subjects of between one and four units each:

English	Geography	Technologies	Personal
Maths	History	Home Economics	Development
Sciences	Art	Digital Literacy	RMPS
Languages	Music	PE	

Towards the end of S2 pupils will begin to develop increased competence and aptitude in certain subjects. Therefore, while continuing with a Broad General Education, we allow a degree of personalisation and choice for pupils as they enter S3. This allows pupils to reduce the overall number of subjects they study in S3 to 10.

All pupils study English and Maths, covering two of the eight curriculum areas. Pupils are then free to choose at least one subject from each of the remaining six curriculum areas, plus a further three subjects from any area. The eight curriculum areas are:

- ✿ Expressive arts
- ✿ Health and wellbeing
- ✿ Languages
- ✿ Mathematics
- ✿ Religious and moral education
- ✿ Sciences
- ✿ Social studies
- ✿ Technologies

All pupils continue to study PSE, PE and RME as part of a core entitlement.

## S4 - S6: The Senior Phase

In line with Highland Council policy, all pupils entering S4 study a maximum of six subjects during the first year of the qualifications phase of our Curriculum. The level of qualification taken will be determined by previous attainment. Pupils can and will begin to cover the work for these six subjects during S3. For this reason we strongly encourage pupils to continue six of the subjects they choose in S3. At present, pupils can take qualifications at National 4 or National 5.

In S4, all qualifications up to and including National 4 are awarded on passing class-based Unit assessments. There is no final SQA Examination. Qualifications at National 5 and above (Higher and Advanced Higher) continue to be awarded as an overall final examination or assessment.

## S5 and Post 16 Education

All S5 pupils must study five subjects, across each of the five column choices available. Each sub qualifications subject or qualification taken in S5/6 will be allocated five units per week. The remaining five units will consist of 2 units relating to Health and Wellbeing / Citizenship on a rotation, PSE (1) This allows all senior pupils to receive regular weekly contact with a member of the guidance team or other staff to track and monitor progress, advise on study skills, as well as providing mentoring and coaching as required.

In S6, pupils will continue to develop and extend their range of qualifications. Subjects at Advanced Higher, Higher and National 5 will continue to be available. Additionally, options for courses at Inverness College, UHI, the Scholar Programme (through Heriot Watt University) and Open University Courses are also available.

**Please see the Curriculum for Excellence and Subject Pages on our website for up-to-date information about our developing curriculum and details about individual subjects offered at Charleston Academy.**

## Parental Consultation & Information Evenings

At each point in your child's transition through our curriculum, parents and carers are invited to Parent Information Evenings where detailed information about the transition process is provided and questions answered. The dates for these are published on our website calendar. However, please do not hesitate to contact the school should you have any questions in relation to our curriculum and the progression pathways available to your child.

## Core Subjects

Throughout their time at Charleston Academy all pupils will take Core Subjects of Personal and Social Education (PSE), Physical Education (PE), and Religious & Moral Education\* (RME).

- ✿ PSE deals with social issues relating to alcohol awareness and abuse, drug awareness and abuse, bullying, sex education as well as focussing on the personal development of our young people and assisting them to make the right choices at transitions. Our programme also provides the opportunity to explore career and further education opportunities, application forms, interviews as well as study and motivational skills.
- ✿ In PE pupils will learn about the benefits of regular, enjoyable exercise for their own personal well-being. Pupils will experience a variety of activities which will assist them develop skills of cooperation, team-work and tolerance of others. The activities offered are reviewed regularly and include both individual and team activities.
- ✿ RME encourages pupils to develop an awareness and appreciation of the individual. In RME pupils are encouraged to develop an understanding of the meaning, value and purpose of life. This involves both an exploration of beliefs and values and the study of how such beliefs and values are expressed. A key focus will be the many branches of the Christian faith but our programme also seeks to develop an understanding of other world religions and of value systems which lie outside religious traditions.

\* *The Education (Scotland) Act 1980 allows any parent to request that their child “be withdrawn from any religious subjects or religious observation”. Any parent wishing to do this on the grounds of belief must write to the Rector to request this. However, withdrawal from RME is rare at Charleston Academy as our curriculum is designed to enhance our own school values which do not have a denominational basis, promoting an ethos of respect and tolerance of others of all faiths or none.*

## The Wider Curriculum

We offer an unparalleled range of extra and wider curriculum opportunities at Charleston Academy. All of our activities are open to every pupil. We encourage pupils to consider participating in at least one activity each session. Most activities meet at lunchtime, some meet after school, and many involve participation and competition at local, national, and also international level.

The full range of activities currently on offer is listed on our website. These activities are taken by staff and other volunteers or parents. The range of activities we can offer will vary due to staff changes. Some of the activities currently on offer include.

Athletics  
Basketball  
Climbing

Creative Writing  
Debating  
Skiing

Fitness  
Football  
Hockey

Science Club  
Scripture Union  
Shinty

Additionally, pupils have the opportunity to take part in the Duke of Edinburgh’s Award Scheme and to achieve accreditation for this.

## Trips and Visits

Each year pupils have the opportunity to take part in a number of trips or visits further afield. Recent or planned trips include Sweden, Botswana, South Africa, Belgium, the USA, France, Spain, Switzerland and Peru. Information about these is on our website.

Pupils in S1 to S3 have experienced a suspended timetable for two days in June when our Annual Activities Days take place. During these days pupils are given the opportunity to try out a range of activities that cannot normally be offered in school.

Participation in Activities Days gives pupils a fabulous opportunity to try out an activity they may have had little or no prior experience of. However, of more importance to the general ethos of our Activities Days is the opportunity pupils have to work with their peers across different year groups and our teachers in an environment that is very different from the classroom. The value of the school community getting to know one another in this way cannot be under-estimated and is one of the main reasons why we consider Activities Days to be a valuable and worthwhile addition to the curriculum.

## Sponsored Walk & Payment for Activities

The range of activities on offer for all pupils are very costly to the school. Our bi-annual **Sponsored Walk** allows us to raise a significant sum of money for our School Fund and we encourage all pupils to raise as much as is reasonable in sponsorship. This Fund supports all extra-curricular activities and our Activities Days to some extent. However, due to the nature of competitions across Scotland, the increasing cost of fuel and coach hire, we do find it necessary to also levy a small charge for pupils travelling out with the immediate vicinity of the school. Details of these costs are available on our website.

Additionally, individual pupils who are successful in certain sporting categories at a Scottish, national or even international level may be eligible for grants or bursaries specifically available to support sporting endeavours. Details of these are available from your child's Guidance teacher.

## DRESS CODE

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At Charleston Academy we believe it is important for all of our young people to follow our policy on school dress at all times. By wearing dress code pupils show that they identify with the school and that they accept and strive to reach the standards that we expect of everyone. We want pupils at Charleston Academy to be proud of the skills and abilities they are developing and to show it by wearing the school dress code.

All pupils must wear a shirt and a school tie (provided free) at all times in school. Prefects must wear the school blazer. Any pupil representing Charleston Academy or participating in an event out of school must always be in full school dress code.

Grants are available from Highland Council for eligible families to purchase dress code items. The application form is on our website.

### Why do we have a Dress Code?

Our dress-code sets the correct tone for the working day. It contributes to the settled, orderly atmosphere essential for effective learning and teaching.

Our clear dress code removes the pressure on parents to buy expensive designer clothes for their children to wear to school.

Members of our community, whether shopkeepers, parents, the police, or members of the public can identify pupils as young people from Charleston Academy.

### What is Our Dress Code?

Our dress code is a shirt and a tie.

## Inappropriate Dress

The following items are not permitted at any time:

- ✿ Anything displaying advertising, slogans or logos
- ✿ Blue denim or jeans of any
- ✿ description tracksuit trousers and
- ✿ tops football strips / scarves
- ✿ branded wear items

## PE Kit

Our PE Department require that all pupils bring separate clothes for PE (shorts and T shirt for example) at all times. There is no formal PE kit required. It is unhygienic to wear school clothes for PE. Additionally, some PE lessons are outside and if clothes get wet or mucky pupils will need to change for their next class. Pupils participating in competitions out with school may have to wear a specific kit / colours though.

## Other Subjects

Other subjects at Charleston Academy quite rightly have high expectations about what is acceptable or not in classes. In Home Economics pupils will be expected to wear an apron or chefs jacket when they are participating in cookery lessons.

In our Technical Department and in Science, Health and Safety is paramount. Pupils may not be permitted to take part if their clothes or items of clothes present a safety risk (e.g. polyester tracksuits or tops, long scarves etc).

## BEHAVIOUR

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The school Framework for Learning system is designed to support young people in their learning. A key condition for learning to take place is a safe and ordered environment. When a pupil disrupts a class they are interfering with their own learning and the learning of the class. Disruptive behaviour has a negative impact on the class. The teacher has a right to teach and children have the right to learn. Staff at all levels will assist pupils to understand what appropriate behaviour is.

All staff at Charleston Academy promote the schools' values at every available opportunity, by example and directly where appropriate, and are encouraged to lead by example in promoting good behaviour and cooperation with the school expectations.

## The Behaviour System

### Framework for Learning

Charleston Academy aims to always be about better:

- Relationships
- Learning
- Behaviour

**Positive behaviour is recognised as being promoted by the school ethos and values.**

**Positive relationships are central to that.**

**Positive / High expectations**

All staff can benefit from reflection on existing practice and training to further enhance their skills. We want Charleston Academy to be the right environment for learning where youngsters feel safe and secure.

In session 2019 – 20 we will be tackling bullying as part of that.

We recognise that only by constructively working with parents / carers can we get the best outcome for children.

We recognise that Highland have given guidance around this in line with national guidance:

[https://www.highland.gov.uk/downloads/file/20086/ppr\\_framework\\_and\\_guidance](https://www.highland.gov.uk/downloads/file/20086/ppr_framework_and_guidance)

At Charleston we aspire to always:

- Respect others - be kind.
- Work hard.
- Challenge ourselves.

What this means in the school and the community? Learning is our core business. We are a welcoming school where every child is known. We value hard work though understand that learning is not always easy. We recognise and value when members of our school community work hard to overcome adversity.

We aim to equip all young people with the values, skills and experiences to meet the challenges of the world – for employment, training, Further and Higher Education.

**However, there are times where as a school we need to take appropriate action to manage behaviour that undermines learning. Learning as stated is our core business and we need to support youngsters with their learning.**

### **Supporting Learning**

Effective and targeted use of praise and the modelling of acceptable and desired behaviour within the classroom and corridors is the responsibility of all staff.

However, when pupils do not follow the rules they must know exactly what will happen to them.

### Rules

**Arrive to class on time**

**Follow the instructions of all staff at all times**

**Mutual Respect**

**Phones only permitted at break and lunch**

**Use ICT responsibly**

**The rules are fundamental to the policy and must be displayed clearly in every room.**

**Staff must regularly teach and explain the rules to all pupils.**

**Pupils must know exactly when they are breaking the rules.**

**Rules must be applied consistently and fairly.**

**Classroom:** When a pupil does not comply with the classroom rules there are a number of sanctions which should be used before a pupil is sent to partner department.

- Stage 1: Name on board or on paper & verbal warning (there should be a specified area on the board / or on paper. This makes the pupil aware and gives him/her time to abide by the rules)
- Stage 2: One tick. The pupil should move seats (where possible) and stay behind for a maximum of two minutes to discuss their behaviour. Recorded on seems a Classroom de-merit.
- Stage 3: Two ticks. Pupil sent to partner department with email to transfer teacher to stay until the end of the period.

## PUPIL SUPPORT

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All pupils are assigned to one of our four Houses and will remain as part of that House for the duration of their time at Charleston Academy. Each House is led by a Principal Teacher of Guidance who works in collaboration with the Senior Management Team. Additionally, each Support for Learning Teacher also works as part of the House, as do Tutors.

Depute Rector, Mr Russell McFee is the member of the Senior Management team who oversees all aspects of Pupil Support at Charleston Academy.

### Guidance Teachers

Each Guidance teacher has a caseload of almost 200 pupils and where possible brothers and sisters are allocated to the same House. Our Guidance teachers are the first point of contact between home and school, and for legal purposes is the “*Named Person*” responsible for your child in school. Pupils will meet their Guidance teacher when they are still in Primary school and our Guidance teachers oversee the whole transition process from Primary 7 into S1 and at other times such as choosing subjects or obtaining references.

Guidance teachers also see many pupils in their House once per week in PSE lessons. Guidance teachers are also responsible for monitoring and tracking the progress and achievements of all pupils in their House.

Registration each day is taken by a Tutor. Teams of Tutors work with each Guidance teacher on a House basis and Guidance teachers and the Senior Management Team visit Tutor classes to monitor attendance, late coming, behaviour monitoring and achievements on a regular basis. These also form some of the themes at our regular House Assemblies.

Guidance teachers will act as the main link between home and school and should be the first point of contact when parents contact the school about their child.

During each session Guidance teachers fulfil several important roles:

- ✿ Maintains pupil personal records
- ✿ Provides curriculum advice and pastoral support as required
- ✿ Gives advice at important transition points in school
- ✿ Oversees and contributes to references for work, college, or University places
- ✿ Liaises with other agencies beyond school when required
- ✿ Tracks and monitors progress, attainment and wider achievement within and beyond school
- ✿ Support for pupils leaving school, including career guidance, financial advice, further education, post 16+ learning choices.

## Transition from Primary School

We operate an extensive and supportive transition programme for all pupils entering S1 from one of our associated primary schools. This includes visits from Maths and English teachers to Primary 7 classes in autumn. This is followed up between January and April when our Guidance Team and Support for Learning teachers visit each school where they will meet Primary 7 pupils, their class teachers and have conversations with them and the head teacher about how best to support each child moving into S1 in August. In May / June, each Primary 7 pupil will visit Charleston Academy for two school days for an induction programme. At the same time a Parental Information evening is held for all P7 parents.

At the start of the summer holidays P7 pupils can, if they wish to, participate in our four day Summer Transition Programme. This is coordinated by our Youth Development Officer and allows P7 pupils from different primary schools to get to know one another better while also focusing on building confidence, self-esteem, and resilience. Normally around 80+ pupils are able to participate.

## Additional Support Needs

Mr Richard Smith leads our Support for Learning department as Principal Teachers. As well as four Guidance teachers, pupils requiring additional support for learning will be allocated to one of four Support for Learning teachers. Each of our ASN teachers is assigned to one of our four Houses.

The support teachers monitor the progress of pupils formally recognised as having special educational needs. The needs of such pupils are generally catered for within the normal pattern of courses but with specialist advice and support as required via Tutorials and if required, a child's plan may be put in place to outline an action plan to help organise, monitor and regularly review a child's progress.

Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for child's plans at:

<http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning/>

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with the Guidance or their child's Additional Support for Learning teacher.

A Children's Services Worker is based at the school and:

- works in collaboration with the support team in school
- works to support families in their own communities
- works with individual pupils and small groups - offering a further level of support

## Extended Support Team

Our Extended Pupil Support Team is made up of staff from a wide range of other partner organisations, including Social Work, High Life Highland and NHS Highland. Some of these professionals are based predominantly at Charleston Academy, others cover a wider area that includes most of our Associated Primary Schools.

- ✿ Liz Watson (School Nurse, Children's Services, NHS Highland)
- ✿ Gillian Clark (Skills Development Scotland)
- ✿ Yvonne Ross (Skills Development Scotland)
- ✿ Susan Blackmore (Active Schools Coordinator, High Life Highland)
- ✿ Dagmar Barrowman (Active Schools Coordinator, High Life Highland)
- ✿ Moira Calder (Practice Lead School Years, Social Work)
- ✿ Carrie Yavuz (Educational Psychologist, Care & Learning)
- ✿ Aimee Stewart (Primary Mental Healthcare Worker, NHS Highland)
- ✿ Yvonne Johnston (Children's Services Worker, Social Work)
- ✿ Rachel Broomfield (Children's Services Worker, Social Work)
- ✿ Vacancy (Community Paediatrician, NHS Highland)
- ✿ Louise Rose (Youth Development Officer, Highlife Highland)
- ✿ Nikki Mowat (Youth Development Officer, Highlife Highland)
- ✿ PC Alan MacLennan (Youth Coordinator, Police Scotland)
- ✿

## Careers Advice

During their time at Charleston Academy all pupils will participate in a planned programme of careers education delivered by a range of people including PSE teachers, our school librarian and representatives from Skills Development Scotland. At key stages such as option choice decision-making, most staff will be involved in making recommendations or giving general advice. We rely on the good links between home and school to ensure that through open dialogue, the most appropriate decisions for individual pupils are arrived at.

There have recently been significant changes in the operation of Skills Development Scotland in terms of working in schools and the overall emphasis is now on career planning. The strategic aim of Skills Development Scotland is to equip individuals with the skills to make well-informed, realistic career decisions throughout their working lives. Specialist careers staff can offer services in various ways that will allow the pupil flexibility while helping Careers to differentiate levels of service according to need:

- ✿ high priority pupils are those identified as not likely to make a smooth transition from school to further/higher education, training or employment.
- ✿ medium priority are those not at risk but nevertheless requiring career planning support;
- ✿ low priority are pupils able to self-help.

The Careers Team can also be contacted by parents or pupils via the school office or through our Guidance team.

## INCLUSION AND EQUALITY

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Inclusion and Equality are National Priorities in Scottish Education. Schools must endeavour to ensure structures are in place to allow every young person the opportunity to reach their full potential, no matter their ethnic background, their gender or disability.

**This means that as a school we must ensure our practices and policies aim to eliminate unlawful discrimination, advance equality of opportunity and promote good relations. We must ensure we do not discriminate against any of the following ‘protected characteristics’: age; disability; race; religion or belief; sex; lesbian, gay, bisexual or transgender; gender reassignment; pregnancy and maternity.**

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)

### Bullying

Bullying exists in all schools yet we recognise that it can have a detrimental and long-lasting impact on young people’s lives. At Charleston Academy we will challenge behaviour and attitudes which lead to bullying so that all young people understand that bullying and discrimination are unacceptable in any form.

**Bullying and discrimination on grounds of social circumstances, gender, race, religion, cultural beliefs, disability, or sexual orientation are unacceptable and not tolerated at Charleston Academy. When incidents of bullying and discrimination do arise we follow Highland Council’s Anti-Bullying Policy to ensure a consistent and fair approach is taken in all circumstances. A copy of the Highland Council policy is available on our website.**

All staff are alert to any signs of bullying that may take place during the school day. This may be at social times, during class time, or before or after school. Increasingly however, bullying now takes place online through social media. This is known as cyber-bullying. Bullying is addressed in PSE lessons and by guidance staff at other times of the year. Bullying, and particularly cyber-bullying, are also the focus of Year Group Assemblies at least once each session.

Staff will refer any pupil suspected of being either a perpetrator or victim of bullying to Guidance or the Year Head. Staff are aware of the subversive nature of bullying that can sometimes start or take place in classes, often as a follow up to issues out of school. This is particularly the case in regard to cyber bullying. Bullying will not be tolerated in the school.

## Pupil Voice

Acknowledging and taking account of the views and opinions, suggestions and misgivings of all of our pupils is essential in promoting a positive ethos and to fully embed our Values. Recognising and taking account of the views of our pupils is essential if we are to be able continually emphasise an ethos of challenge, encouragement and enjoyment.

Because we want pupils to realise their full potential in every aspect of school life we stress the importance of a purposeful, working atmosphere, where pupils can feel safe and secure, we must work in partnership with parents and the wider community. This is done through the Parent Council. We have many informal partnerships with groups of pupils across all aspects of school life, but the formal bit is done through the **Pupil Council** and its associated **Year Group Committees**.

## Year Group Committees

At the start of each session all Tutor / Registration groups elect a class representative. These class representatives then come together as individual year group committees. We have five Year Group Committees representing S1 through to S5. S6 are represented by the Lead Prefect Team, and specifically the House Captains. All candidates for Year Group Committees are vetted by SMT and senior staff.

Once formed, Year Group Committees are able to co-opt a member of staff onto their committee to act as an adviser and supporter at their meetings. Under the guidance of Depute Rector Miss Macpherson the Year Group Committees set their own agenda. However, they are guided in this by ongoing feedback to SMT and staff about important issues and there will be a regular focus on items that concern each particular year group. S1 might look at the P7-S1 Transition arrangements for example. S2 might focus on short courses and homework issues.

## Pupil Council

Each Year Group Committee will elect or nominate two pupils to serve for one year on the Pupil Council. This means the Pupil Council will have at least 12 members. This consists of two pupils from each year group from S1 through to S5.

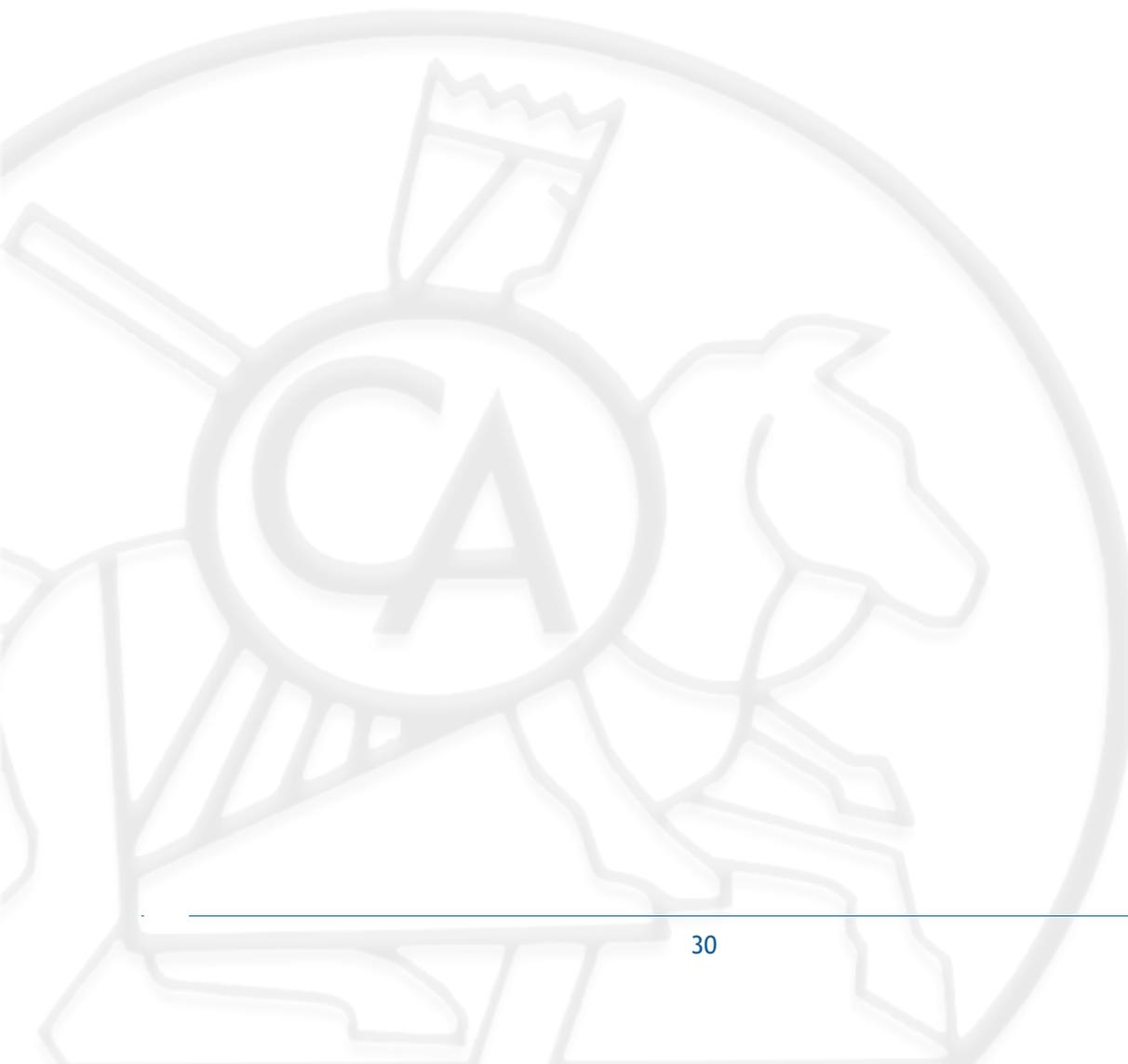
## Highland Youth Voice

Charleston Academy fully supports Highland Youth Voice, the youth parliament for the Highlands. This is an elected body of up to 100 members. 70 represent schools and up to 30 represent local Youth Forums. At Charleston Academy, we presently nominate our members of the Highland Youth Voice from our Pupil Council members. However, it is possible to have direct elections for our HYV representatives and when this is done, the HYV members will then automatically be granted membership of the Pupil Council if they are not also already members of that.

## Assemblies

Assemblies are held at the start of each school day. Pupils will either attend along with their Year Group or will be part of a larger assembly that involves their whole House Group from S1 to S6. Year Assemblies are led by the Rector or Depute Rectors overseeing each year group. Positive messages reinforcing our ethos, values and vision are the focus of these assemblies.

Throughout each session we have reflective assemblies that involve guest speakers. These guests include members of the local faith communities and others. Although parents have the right to withdraw pupils from these assemblies, we try to ensure that these assemblies provide opportunities for periods of reflection on areas of respect, acceptance, understanding and tolerance of others which fit closely with our core values as a school. These assemblies therefore support our non-denominational status as a school which supports pupils from across all faiths and none.



## Child Protection

We all have a duty to ensure that children's rights are protected under the UN Convention of Human Rights. All children have a right to be protected. Children may be in need of protection when their basic needs are not being met, in a manner appropriate to their age and stage of development, and they will be at risk through avoidable acts of commission or omission on the part of their parent(s), sibling(s), or a carer.

There are five categories of child abuse that all staff at Charleston Academy have been trained to be aware of and alert to:

- ✿ Physical Injury
- ✿ Sexual Abuse
- ✿ Non-organic Failure to Thrive
- ✿ Emotional Abuse
- ✿ Physical Neglect

## Child Protection Officer

When any member of school staff suspects abuse has occurred or is likely to occur they must notify the Child Protection Officer. At Charleston Academy the designated person is Mr Russell McFee (Depute Rector). In her absence any other member of the Senior Management Team should be informed. If, following discussion, concerns remain then the designated person will contact the senior social worker/team manager (presently Ms Gillian Forest) from the local social work services office.

The Child Protection Officer will ensure that:

- ✿ referrals have been passed to senior social worker/team manager,
- ✿ they attend and contribute to Case Conferences and Reviews, and
- ✿ the senior social worker/team manager is made aware of anything that may affect case conference recommendations.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and Highland Council have clear guidelines stating that this is a priority for Education Service staff.

More information about Child Protection Procedures within Highland can be obtained from the Child Protection Development Officer, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness IV3 8NN - Telephone 01599 566305 - Fax 01463 713237. The policy is also published on the Council website – [www.highland.gov.uk](http://www.highland.gov.uk).

Members of the public who have concerns about a child's safety or well being are encouraged to contact the school. We will pass on any concerns to Social Work.

## Library

The best learning takes place when pupils discover and use knowledge for themselves. So we are very fortunate at Charleston Academy to have a large and well-resourced library that is available to all pupils and staff. Our Library resources provide a broad range of support to subject departments that includes books, audio-visual media, and ICT access.

Our school library is operated by Highlife Highland.

## Buddy System

Pupils act as “buddies” to new S1 pupils while they settle into the routines of secondary school. Our buddies meet the new S1 during their P7 visit in June and assist them for the first few weeks in August as they settle in. Buddies and our Senior Prefects work closely with Guidance staff, providing a listening ear and helping solve any problems that arise, particularly in the first few weeks and months.

A number of seniors also work closely with younger pupils as they learn in paired reading programmes, or in other subject areas. All these activities are clearly helpful as S1 pupils settle in, but they also provide very useful learning opportunities for senior pupils too.

## Listen Well Scheme

We are working in partnership with the charity Listen Well to provide additional support in the form of an Active Listening Service for all pupils. S6 pupils have applied and have been interviewed ahead of their training as Active Listeners. They provide the service for all pupils. The service does not involve counselling as such but is based on models of Active Listening. The senior students listen to younger pupils, relay their understanding of the problem or issue so that it can be clarified clearly. The senior pupils will then act closely with guidance staff if further resolution to the “problem” or issue needs to be undertaken. More information about this programme is available on our website as it rolls out.

## Prefects

In S6 pupils have the opportunity to apply to be prefects. The appointment process is designed to be fair and consistent. We have no set number of prefects and each year between 40 and 60 may be appointed on merit.

Pupils applying to be prefects will be expected to demonstrate the potential to lead, motivate and inspire others. They will have supported the school policies with regard to behaviour and dress code and will be role models to younger pupils.

Our Lead Prefect Team consists of our House Captains. Additionally we appoint five Lead Prefects.

## Lockers

Due to restriction on space within Charleston Academy we are not able to provide a locker for every pupil. However, around 300 are available for the duration of the session for a small fee and a returnable deposit.

## Educational Maintenance Allowance (EMA)

An EMA is a weekly payment for pupils who are planning to stay on at school after their leaving age and whose parents' income is below a set threshold. They must complete a learning agreement at school for a minimum of 21 learning hours per week. Further information on full eligibility criteria and application forms can be obtained from the school or at:

[www.highland.gov.uk/learninghere/grantsandallowances/ema/](http://www.highland.gov.uk/learninghere/grantsandallowances/ema/)

## Employment of Children

The law is quite clear about the employment of children.

- ✿ No child under the age of 13 may be employed (except by their parents, and under certain conditions).
- ✿ Between the ages of 13 and 15, a child must have a work permit. These are available from guidance teachers.
- ✿ The conditions of the work permit allow a child to work for a maximum of 2 hours on a school day and only between 7.00 – 8.30 am and between 3.45 – 7.00 pm.
- ✿ If paid work interferes with the child's schooling, or if a pupil truants from school, the permit can be revoked.
- ✿ It is illegal for any pupil to work on a school day if he or she is absent from school

Charleston Academy fully supports the right of pupils to undertake part-time work. However we must ensure that this does not interfere with school work or homework. On many occasions the school engages in dialogue with local employers to ensure working hours do not impact on pupils at important times in their academic careers - e.g. at exam time.

# ATTAINMENT AND ACHIEVEMENT

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## Learning and Teaching

At Charleston Academy we embrace the Highland Council's Learning Teaching and Assessment policy which wholeheartedly endorses the educational purposes of Curriculum for Excellence. We aim to develop ourselves and those we teach as:

- ✿ **Successful Learners**
- ✿ **Confident Individuals**
- ✿ **Responsible Citizens**
- ✿ **Effective Contributors**

No learner can be fully effective if he or she feels unhappy or troubled or insecure. It is the responsibility of the school community – school staff, pupils, parents and carers, professionals from partner agencies and others in the local community – to work together to ensure that each learner feels **safe, healthy, achieving, nurtured, active, respected, responsible** and **included**. We believe that all staff at Charleston Academy have an essential role in this process, working with others in the school community to create the right conditions for effective learning.

Young people's ideas about what makes a successful teacher (or any adult working with young people in school) focus on personal qualities:

- ✿ **Aspirational** - genuinely believe that all learners can succeed
- ✿ **Assertive** - decisive and confident, firm but fair
- ✿ **Encouraging** - positive, supportive, welcome genuine error as an opportunity to learn
- ✿ **Enthusiastic** - believe in what they are teaching and enjoy the job
- ✿ **Humorous** - show humour naturally and put learners at ease
- ✿ **Open** - prepared to challenge their own thinking and admit they may be wrong
- ✿ **Respectful** - genuinely like young people, care about them, listen to them, enjoy their company and do not disrespect them individually or collectively.

The key principals which inform learning and teaching at Charleston Academy are

- ✿ **Engagement** - Learners need motivation. They should have a significant reason for engaging in the learning process and positive feelings about involvement.
- ✿ **Participation** - Learners need to participate in the learning process. They should be active and take as much responsibility as possible for their own learning.
- ✿ **Dialogue** - Learners need to communicate through verbal and/or multi-sensory dialogue.
- ✿ **Thinking** - Learners need to think. This thinking should be critical and creative, robust and flexible in order that all may understand and achieve their potential whatever the context.

## Assessment and Reporting

At Charleston Academy we know that effective assessment informs and supports the learning and teaching process, helping to raise attainment and achievement. We expect all teachers (including other adults working in the school) and pupils to understand and take appropriate account of the three main types of assessment:

**Assessment for learning** is essentially formative. It is the process of seeking and interpreting evidence so that learners, parents/carers and teachers can decide, through high quality dialogue, where the learners are in their learning, where they need to go next and how best to get there.

**Assessment as learning** is essentially evaluative. It is about using assessment to learn how to learn and thus encourage the development of our learners. In effective assessment as learning, learners through self and peer assessment identify and reflect about their own evidence of learning.

**Assessment of learning** is essentially summative. It is about measuring, analysing and reporting performance. Effective assessment of learning provides information about individual skills and knowledge leading to awards and qualifications which are passports to opportunities in life, work and education.

Assessment of pupils at Charleston Academy is on-going using the three forms of assessment outlined above. Reporting of our assessments and evaluations of young people's learning takes place through formal subject reports and Parents' Evenings. These are held roughly six months apart as pupils progress through S1 to S6. Other information is shared at transition points and individual subjects teacher, department, guidance staff and Year Heads will always contact parents if there are concerns or issues relating to learning and progress.

## Homework

Homework should be seen as a regular part of every-day school work as opposed to an add-on or optional extra. It is equally and sometimes more important than work done in school.

Homework can consist of written work, learning information, research projects, investigations and finishing off class work. We expect and encourage all pupils to get into the good habit of reviewing and consolidating their learning in school by going over it regularly at home.

We expect teachers to give pupils advance warning of all formal homework and to set aside ample time during lessons to issue and explain the homework and allow all pupils to record it in their planner. All pupils must complete formal homework. If a young person is not able to demonstrate the responsibility of undertaking their homework at home and to the standard required then their teacher will arrange time at lunchtime or after school to allow them to complete it instead.

## Qualifications

In Scotland the Scottish Qualifications Authority is the award body for most school examinations. We offer qualification from National 1 to National 5 and then at Higher and Advanced Higher. Full details of the range and type of qualification available to pupils at Charleston Academy to study are outlined in detail in the Qualifications section of our website.

## Commendation and Achievement Awards

Before our young people leave school with hard-earned qualifications, we have our own internal way of recognising and promoting attainment and achievement. This is under review.

## Awards Ceremonies and Graduation

We celebrate the achievements of all of our young people at our annual Awards Ceremonies (S1 to S5) and Graduation (for S6).

- ✿ At Awards Ceremonies we celebrate the most notable Achievements of our pupils and **Charleston Achievement** certificates are given to pupils in recognition of notable achievements out with the classroom environment.

- ✿ Our Graduation Ceremony marks the completion of our young people's secondary education. In meeting this important milestone we believe it is important to recognise the hard work of all young people leaving school at this stage. Therefore, as young people complete S6 they attend a formal Graduation Ceremony to which their parents are invited.

As well as Charleston Achievements and Commendation Awards being celebrated, all young people also receive a graduation certificate and an acknowledgement of the journey and pathway they are about to take as they leave school.

## CATERING SERVICES

We have an excellent and well attended canteen which is amongst the busiest in Highland. Around 500 pupils use our canteen and cafe regularly every week.

Working within appropriate Health Promotion guidelines about the nutritional balance and quality of meals prepared as well as the ingredients used, we have a relaxed and informal atmosphere in the canteen where pupils can sit with their friends, whether they be having a full meal, a snack or indeed a packed lunch. We believe that meal times should be a social time where pupils can get together to relax and enjoy their food in each others company.

Our catering staff also operate our cafe in the Community Centre. This serves a slightly different range of food, including snacks, soup, sandwiches, tray-bakes and hot and cold drinks. While the canteen is only open at interval and lunchtime, our cafe is open from 8:15am each morning to serve a hot breakfast (bacon rolls, toast, cereals, bagels and pancakes etc) and during the school day when it is open to senior pupils, staff and members of the community.

All food and drink served in the canteen and cafe must fully meet the requirements of the Schools, Scotland (Health Promotion & Nutrition) Act 2007. Charleston Academy is working towards achieving full accreditation from the Soil Association for Food for Life Catering. This means our canteen and cafe offer, healthy, nutritionally balanced menus that meet the following criteria:

- over 75% of dishes are freshly prepared each day
- free range eggs
- local farm assured meat
- seasonal menus
- nutrition and strict hygiene training for all cooks
- weekly nutritionally balanced menus
- no hydrogenated fats
- no GM products

Parents may be entitled to free school meals for their children. Application forms for free school meals are available from the school office and on the school website. Eligible parents are encouraged to take advantage of this facility.

**Take-away food and drinks bought locally are not permitted to be brought into school** as they do not meet the legal requirements for health promotion and nutrition. Caffeine energy drinks are banned outright in school and our local shop-keeper works in partnership with us to ensure these are not bought by pupils.

The canteen and cafe operate a cashless catering system. Pupils have a PIN and can top up their accounts in school with cash, cheque or online at home. Entitlement to free school meals will also be credited on the card.

**Please see the Canteen section on our school website where daily menus and costs are published or to download application forms for special dietary requirements. The latest information about free school meals and our cashless catering system is also on the website.**

*We strongly encourage all parents and carers to support the school by encouraging their child to use our canteen or cafe.*

## USE OF ICT AND DATA PROTECTION

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### Acceptable Use Policy

Highland Council has an Acceptable Use Policy (see Appendix 3) which every user must agree to abide by when they log on to any ICT device in school. The current policy was introduced in 2014 to take account of the variety of devices now available in school and the fact that pupils now access resources for school at home and on other devices. The Council's ICT officers worked with pupils, parents and staff from Charleston Academy to adapt and finalise the current policy in collaboration with young people from Charleston Academy and our parents. The outcome is the policy which came into effect in 2014 and applies in all schools.

Pupils are introduced to the Acceptable Use Policy at Assemblies and are reminded of it at regular intervals.

In addition to the actual policy, a guide for all parents and staff is also available in the Policies Section of our website.

### Computers in School

Use of the internet at home and in school is now an accepted part of daily life. At Charleston Academy we encourage safe and responsible use of online resources which are filtered to prevent access to inappropriate content. Pupils are also made aware that network administrators can access and monitor individual accounts to ensure that our systems are being used responsibly. However, due to the extensive nature of material on the internet it is impossible to guarantee that all inappropriate content is filtered out. Pupils must therefore take responsibility for their own search terms and should report anything deemed inappropriate to staff.

While Social Media sites such as Facebook and Twitter used to be banned in schools, we take the view that it is partly our responsibility, in partnership with parents and pupils, to educate our young people on the necessity of developing a safe and responsible online social presence for themselves. The school uses Facebook, Twitter and other Social Media and individual subject departments now encourage pupils to engage in online social interaction through services such as Twitter to help with access to resources, homework and revision.

All pupils are personally responsible for their online and network activity in school. They must never share their password with anyone else or allow another pupil to use a computer that they are logged on to. Any pupil found to be using our ICT services inappropriately may be banned from future access.

In March 2019 pupils in the school were issued with chromebooks. A specific user / parental agreement exists for these.

## Data Storage

As pupils progress through school their network storage on our school servers can become full. All pupils are allocated 500MB of storage space and this is backed up regularly ensuring documents are not lost. However, pupils are responsible for managing their own network storage and are strongly encouraged to make a personal back-up of any important files. When a pupil leaves Charleston Academy their network storage will be deleted. In some subjects (Art, Photography, Product Design etc) pupils will gather very large files that are beyond the capacity of the school network. In such circumstances pupils will be encouraged to use their Glow email account which has cloud based storage or to use a third party cloud based service such as Apple iCloud, Google Drive, DropBox or Microsoft OneDrive, all of which can be accessed in school.

**The school cannot be responsible or held liable for the loss, corruption or damage to files that pupils store on our network.**

## Data Protection

Charleston Academy, Highland Council and the Scottish Government collect data about pupils which is held electronically. This data includes date of birth, post-codes, free-school meal entitlement, additional support needs, national identity and ethnicity. This data is checked by the Scottish Government in an annual school census each September and parents have the right to opt for “non-disclosed” for some information. Like all schools Charleston Academy gathers and stores any data in accordance with the Data Protection Act (1998) and is bound by recent legislation relating to the storage of confidential information.

## Mobile Phones

Charleston Academy encourages pupils to use their mobile phones in a responsible and respectful way. We encourage pupils to use Smartphones (Apps) as and when required in class.

Our policy for pupils states:

- ✿ It is acceptable to have a mobile phone in school.
- ✿ Mobiles must not be used in class time in corridors, or between units.  
It is acceptable to use mobile phones outside at interval and at lunchtime.
- ✿ It is also acceptable to use mobiles inside the canteen, the hall and the foyer provided this is done discreetly
- ✿ Taking photographs or videos of other pupils or staff is always unacceptable; unless it is related to schoolwork and you have permission from your teacher.
- ✿ Portable music players (iPods, etc) can be used discreetly only at interval and lunchtimes unless you have permission from your teacher.
- ✿ Earphones and cables must be put away and remain out of sight at all other times unless you have permission from your teacher.

## School Photographs

All pupils have their photograph taken at the start of each session. The photo is used for our management information system and the operation of our cashless catering system (the photo acts as an ID check along with a PIN), the school Library and Highlife Highland (Young Scot Cards and National Entitlement Cards).

Tempest take these photos which parents can also choose to purchase if they wish. As part of our drive to improve attainment and achievement we regularly celebrate and acknowledge the success and achievements of pupils and groups of pupils in school, at assemblies and via our website. At the start of each session we write to all parents (as part of the school census) and seek your consent for the use of these photos. We request that you write to us if you wish to withdraw your consent for this. In joining us to celebrate and acknowledge the achievements of our pupils, most parents and pupils are very happy to allow these photos and others to be used.

## Photography and Videos at School Events

Most parents are very keen to take a photo or video of their child performing or participating in a school event. We take a very pragmatic approach to this and allow parents to do so provided it does not interfere with the production or performance or distract members of the audience or performers. Sometimes we may have to compile a list of all parents who use audio-visual equipment. For some performances which are subject to copyright or performing rights legislation we cannot allow photos or videos to be taken. If you are in any doubt about these arrangements, please discuss the matter with a member of the Senior Management Team in advance.

## Access to Pupil Records

The School Pupil Records (Scotland) Regulations 1990 allows all parents the right to access records (with certain specific exceptions) held by the Authority in relation to their child. Parents should make an application to the Area Education Manager.

## 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 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.**

## HEALTH CARE IN SCHOOL

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### Community Health Services

As part of the wider support available to pupils and their families a Community Paediatrician and School Nurse work with our Pupil Support Team at Charleston Academy. Both will see pupils who have on-going health problems that affect their physical, emotional and mental well-being.

In addition, our School Nurse also oversees the Immunisation and Health Screening Programmes. This consists of the following:

- ✿ BCG immunisations - S1
- ✿ Tetanus, Diphtheria and polio immunisations - S2/3 at age 14
- ✿ Meningitis C - as required
- ✿ HPV - girls only at various times

### Illness and First Aid

Any pupil who reports feeling unwell or requires first aid will be sent by their teacher, accompanied if required, to the school office where they will be assessed by a member of staff. At interval or lunchtime pupils should refer to the office themselves. The school does not formally operate a sick-bay or medical room. If pupils are not well enough to return to classes, parents will be contacted to take the pupil home. If First Aid is required, this will be administered and parents contacted / consulted as to the next steps. This may involve spending some time out of class before returning to a normal timetable, or it may require the pupil to be collected and taken home. In the most serious situations, the pupil may need to be transferred to A & E. When possible, a member of staff will assist with the transfer to A & E or an ambulance may have to be called. Parents will be contacted and would be expected to meet school staff at A & E as soon as possible, as school staff will not be able to stay with the pupil in hospital. For this reason, it is vital that emergency contact numbers are kept up to date at all times.

On no account should an unwell pupil leave the school without first referring to the school office.

## Medicines

Where medicines are required by pupils during the school day, then our office staff will be able to keep these securely and assist with their administration when required. This includes medicines such as inhalers, antibiotics or other prescribed medicines. The office require that these medicines be clearly labelled with the pupil's name, dosage and interval required. This applies to all medicines, including over-the-counter medicines such as paracetamol or antihistamines.

Any medication to be administered in school should be clearly marked with the pupil's name, should be brought to school by the parent/guardian and handed in to the school office. It is the parent/guardian's responsibility to ensure that the medication is not out of date, that there is sufficient quantity in school, that it is renewed as necessary and that any unused supplies are uplifted for disposal. The school must be advised in writing by the parent/guardian of any alteration to the prescribed dosage of medication.

Parents and carers may consider their children to be responsible enough to carry and administer their own medication. In this event the school must be given full written details of the condition or illness from which the child suffers along with written details of the medication to be taken and the self administration routine.

The school must be informed in writing if a child is subject to any known allergic reaction e.g. to foodstuffs which the child may come into contact with in the course of the school day.

## SCHOOL TRAVEL

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Most pupils walk to school. We strongly encourage the use of footpaths and underpasses but, if pupils must cross the road, they should use the pedestrian crossings on General Booth Road.

### Buses

Pupils living outside Inverness travel to and from school by bus. Our Stewards and senior staff supervise pupils disembarking and boarding buses at the bus turning circle each day.

Senior pupils on each bus route act as “Bus Monitors”. They ensure pupils wear seat-belts, are respectful and well-behaved. They will report any misdemeanours to the Senior Management Team immediately if there is an incident in the morning and by phone or at the start of the next day if there is an incident on the journey home.

As safety on school buses is paramount any pupil misbehaving on school transport will be severely dealt with. This can, in serious situations, result in a bus ban for a period of time or indefinitely. In such circumstances parents will then have to make their own arrangements to transport their child to school.

All bus pupils will be issued with an application form for a bus pass and passes will be issued shortly after the beginning of each session. Bus passes should be carried at all times. If pupils miss their bus home, they should go to the school office immediately, where arrangements can be made to get them home safely. Pupils must not set out to find their own way home.

### Car Park

**The school car park must not be used as a drop off point for pupils. As over 120 staff work on our school campus, our car-park is extremely busy between 8:30am & 9:00am and after 3:30pm. Only parents who are required to come into school or are attending a meeting should park in the car-park.**

Parents should instead use the Turning Circle and designated Drop Off Zone on Charleston View. Pupils should not stand alone in the car park or at the roadside in the evenings waiting for parents. Parents collecting pupils at 3:35pm should park behind the buses in the bus turning circle or at the car park at Charleston Shops.

### Cycling to School

We encourage cycling to school if it is safe to do so. We work with Velocity to promote safe routes and responsible cycling to school. At the start of S1 each session pupils will be invited to take-part in a series of workshops, skills sessions, and safety lessons in order to promote safer cycling to school. Velocity also support us in running longer cycle trips to promote cycling confidence amongst pupils. Two secure bike sheds are available at the front of the school, one for staff and one for pupils. These are locked during the school day but pupils must ensure their own bike is locked up inside too.

## WINTER WEATHER

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At any time of Adverse Weather, the final decision about whether a pupil attends school when we are otherwise open rests with their parent(s) or carer(s).

At times of adverse weather the safety of pupils and all staff is our prime consideration. However it is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. In the event that adverse weather forces either the full or partial closure of the school we will put the following arrangements in place, in the order listed. Therefore please check our website and the school information line first.

### Our School Website

The front page of our website will be updated with information relating to weather conditions and any decision to close, partially close, or delay the start of the school day. We would like to anticipate that this will be done before 7am but please appreciate that in times of adverse weather the situation can change during the early part of the morning.

### Our Text Service

We will aim to send a text to parents, pupils and staff as soon as possible in the case of school closures.

### School Information Line

**0800 564 22 72 (PIN: 041720)**

The telephone information service will be updated as early as possible on the morning concerned. At other times a generic message is left to indicate normal opening.

### Other Sources

Details of all Highland school closures may also be available on the Council's School Closure Website ([www.highland.gov.uk/schoolclosures](http://www.highland.gov.uk/schoolclosures)). Moray Firth Radio also broadcast the information that is published on the Highland Council site. However, the council website cannot be updated as early as our own school website or our twitter/Facebook pages. Information won't appear on the council page or be broadcast on MFR until after 7am and will be limited. We cannot guarantee the accuracy or specific detail of the information passed on by third parties.

## School Transport Providers

School transport contractors and drivers have the discretion to cancel or delay journeys to school if particular road conditions are deemed unsafe. During adverse weather pupils should not wait at a pick up point for more than 20 minutes. When a contractor cancels a service on a particular route due to severe weather or dangerous road conditions please don't assume that a return service at the end of the day will operate if the school is otherwise open. Our main contractor, D&E Coaches, update their Facebook page regularly (and often daily in winter) with information about school bus services.

## Delayed Opening Time

We may decide given particular circumstances to delay the start of the school day. This allows all pupils and staff more time to get to school safely in the event of bad weather. However, pupils arriving before the postponed start time will be supervised centrally in school and will not be allowed to leave after their arrival. Any decision to close the school will be made as early as possible. When weather conditions deteriorate after it is estimated that the majority of pupils and staff are already on their way to school, for safety reasons it is more likely that the school will remain open to ensure their safe arrival, with the conditions then reviewed as necessary during the day.

**At all times of the year it is very important that parents do not enter the school car park in the morning to drop off their child. Please use the turning circle at Charleston View.**

## LEAVING SCHOOL

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Pupils must remain at school until they reach the age of sixteen and may then leave on the following authorised dates:

- ✦ Pupils who reach the age of 16 by 30<sup>th</sup> September of any year, may leave school on 31<sup>st</sup> May of the same year.
- ✦ Pupils who reach the age of 16 between 1<sup>st</sup> October and the last day of February (inclusive) may leave school at Christmas in that school year.

At this stage our Guidance staff work very closely with Skills Development Scotland (SDS) to ensure that all pupils leaving school have a positive “onward destination”, usually within education or further education, but which might also include Modern Apprenticeships or Work. This arrangement is discussed and agreed with the pupil, their parent or carer and their guidance teacher before being signed off.

Prior to leaving Charleston Academy pupils should collect a ‘Leavers Form’ from the Office and have it signed by all their teachers, their Guidance teacher and their Year Head or the Rector. The completed form should be handed in to the Office.

## MORE INFORMATION

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More information is available on our comprehensive and self-maintained website which also has a powerful built-in search facility. This Prospectus is available on our website and will be updated as required. The latest version will always be online. Additionally, several other important documents can be found on our website: our Standards and Quality and our School Improvement Plan. We also publish Quality Assurance documents on our website. These include Education Scotland Reports about Charleston Academy and Highland Council reports on the school and its associated primary schools. We also provide links to documents from the SQA, Education Scotland, the National Parent Forum of Scotland and other organisations.

[www.charlestonacademy.co.uk](http://www.charlestonacademy.co.uk)

Please do not hesitate to contact us at anytime if you are require information that you cannot find on our website or on the pages of this prospectus.

## COMPLAINTS

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Most concerns and difficulties are resolved quickly and easily through informal discussion and meetings with guidance staff or the Senior Management Team.

If your child's guidance teacher or Year Head cannot resolve the issue to your satisfaction, then you may make an official complaint to the Rector. While this can be done by phone initially, official complaints must be put in writing by letter or email. The Rector will agree a timescale with you that will allow the complaint to be investigated fully and to report his findings to you, usually through another meeting. This will be followed up in writing. At this point the Area Education Manager will also be informed of the complaint and outcome.

At any time you may also complain directly to the South Area Care and Learning Manager who will then work in partnership with the school in order to resolve the matter.

### **SOUTH (Inverness, Badenoch, Strathspey & Nairn)**

**Area Care and Learning Manager** – Fiona Shearer  
Area ASN Officer - Veronica MacKay  
Quality Improvement Officer - May Beaton

Headquarters  
Glenurquhart Road  
INVERNESS  
IV3 5NX

T: 01463 702074  
F: 01463 711177

## APPENDIX 1: SAFE AND RESPONSIBLE USE OF ICT

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The bullet points below have been designed to help you get the most out of the technology that is available to you. They provide helpful tips and guidance for everyday life as well as setting out the expectations for using the ICT equipment in school.

### 1. Be Secure

- ✿ I will keep passwords to myself and not share them with anyone, even my close friends.
- ✿ I will always log out and log off my account on any the device that I am using.
- ✿ I will always lock my computer when I walk away from the screen (even for a short while).

### 2. Be Respectful

- ✿ I will always be polite and use appropriate language.
- ✿ I will not access, create, store or distribute files that could be thought of as offensive, indecent or cause hurt or upset to anyone.
- ✿ I will not look at anyone else's files without their permission.
- ✿ I know that bullying by the use of text, multimedia messaging, email or on social sites is unacceptable and may lead to very serious consequences.

### 3. Be Safe

- ✿ I will not share my personal information or other people's (home address, phone number etc.)
- ✿ I will be wary of emails that ask me for any personal information.
- ✿ I will check with an adult about anything I see that concerns me or report it to a teacher.
- ✿ I will not put any personal details about other people into emails, posts, comments or updates.
- ✿ I will never meet up with anyone offline that I have only met online without a parent/carer or trusted adult.

### 4. Be Responsible

- ✿ I will think carefully about the places I go online and keep focussed when on learning tasks. I will take good care of the ICT equipment I use. I understand that if I am irresponsible in my use of ICT, I may lose my access to it.
- ✿ I understand that I may be able to use my own device or mobile phone in school only at agreed times. If I use it in class without permission, my device may be temporarily confiscated and my parent / carer informed.

### 5. Be Legal

- ✿ I will only copy / upload / publish / distribute materials that are appropriate.
- ✿ I will only take images or video of other pupils, friends or staff with their full knowledge and permission.
- ✿ I will not copy / upload / publish / distribute images or videos of others without their permission.
- ✿ I know that I should not copy materials, music, videos or pictures from the internet and use them in my own work unless they are copyright free.
- ✿ I will remember that anything I do can be traced back to me including my browsing history and content that I may copy / upload / publish or distribute.

**ICT stands for Information, Communication Technologies. This includes the wireless network, internet, email, computer, laptop, tablet, or other electronic devices.**

## APPENDIX 2: ADDITIONAL SUPPORT NEEDS ACT 2009

### Legal information

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 it comes into force on 14 November 2010.

Full details of the 2009 Additional Support for Learning Act are available at: [www.legislation.gov.uk/asp/2009/7/contents](http://www.legislation.gov.uk/asp/2009/7/contents). The information below is provided as a summary.

### What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.

- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents. Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website. There is a section about placing requests that states that parents of children with additional
- support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools (whether the child has a CSP or not) will
- be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP. The Act extends the reasons that a parent or young person can make a referral (called a
- reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local

authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.

- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

If you have any questions about the 2009 Act please contact the Enquire Helpline on 0845 123 2303 or by email on [info@enquire.org.uk](mailto:info@enquire.org.uk)

These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527: [www.enquire.org.uk/](http://www.enquire.org.uk/)

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

**Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.**





