



Dalkeith High School Handbook



CONTENTS

INTRODUCTION

| | |
|--------------------------------|---|
| A Welcome from the Headteacher | 5 |
| The Campus | 6 |
| The School Vision | 7 |
| Our Staff | 8 |

ENROLMENT & TRANSITIONS

| | |
|--|----|
| Enrolment | 14 |
| Primary to Secondary | 16 |
| Supporting Pupils to Positive Post-school Destinations | 18 |
| Education Maintenance Allowance (EMA) | 20 |

PUPIL SUPPORT

| | |
|------------------|----|
| House Teams | 21 |
| Child Protection | 24 |

CURRICULUM

| | |
|-------------------------------|----|
| Our Curriculum | 25 |
| Religious and Moral Education | 26 |
| Music Tuition | 26 |

POLICIES AND PROCEDURES

| | |
|---|----|
| The School Day/The School Year | 27 |
| Attendance and Punctuality | 28 |
| School Uniform | 30 |
| Health and Medical Care | 32 |
| Transport | 33 |
| School Meals and Health and Wellbeing | 34 |
| Health and Safety | 35 |
| Promoting Positive Behaviour | 35 |
| Child Protection, Safeguarding and Wellbeing policy | 37 |
| Anti-bullying | 40 |

| | |
|---|----|
| THE SCHOOL CODE OF CONDUCT | |
| Advice for Pupils | 41 |
| School Code of Conduct – The Code | 42 |
| | |
| ASSESSMENT AND REPORTING | |
| Learning and Teaching and Assessment | 45 |
| Tracking, Monitoring & Reporting | 46 |
| | |
| SCHOOL IMPROVEMENT | |
| Attainment | 47 |
| Achievement | 48 |
| | |
| PUPIL & PARENTAL INVOLVEMENT | |
| Pupil Voice & the Pupil Leadership Team | 49 |
| Parental Involvement | 50 |
| Parent Council | 50 |
| Parent Teacher Association | 51 |
| Keeping in Touch | 51 |
| Extra-Curricular Activities | 51 |
| | |
| FEEDBACK AND COMPLAINTS | |
| Feedback on our service | 54 |
| | |
| FURTHER INFORMATION | |
| Useful Contact Numbers | 54 |
| Useful Websites | 55 |

INTRODUCTION

Welcome to Dalkeith High School.



Welcome to Dalkeith High School's Handbook. The information provided in this handbook not only offers an insight into our school vision and values, but also highlights the wide range of opportunities available to the young people who attend Dalkeith High School.

I took up the post as Head Teacher in August 2022 and I have been overwhelmed by how welcome I have been made to feel, across the entire learning community. I am very proud to be given the opportunity to lead such a great school. It is my hope that we continue to build on the school's strengths but also continue to make improvements in the best interest of our learners.

Dalkeith High School offers all young people a safe and caring environment in which they can develop their academic, creative and personal skills. Ultimately, we are ambitious and aspirational for all of our young people. We strive to ensure they achieve the best possible outcomes and challenge them to consider the endless possibilities open to them, as they consider their career pathways after school.

We are very proud of our school and we would love for you to join us.

We hope that the information provided in this handbook is helpful. However, if you have any further queries about any aspect of the school, please do not hesitate to get in touch.

Yours Sincerely,

Emma Ormerod
Head Teacher

The Campus

Dalkeith High School is a co-educational, non-denominational secondary school, catering for pupils of all ability ranges from S1-S6. Our aim is to provide a challenging and stimulating educational experience matched to the needs of all our young people, in line with Curriculum for Excellence.

Dalkeith High School benefits from being part of the Dalkeith Schools Community Campus. The extensive site is located between Salters Road and the Elphinstone Road, to the east of the town, at the centre of a rapidly expanding area of new housing.

The four schools which form the campus have both discrete accommodations as well as shared facilities, so that each school can retain its own ethos and identity, whilst allowing for many exciting possibilities for our pupils.

All the facilities have been purpose-built. In addition to spacious classrooms, laboratories and kitchens, the campus boasts a drama studio, a recording studio and an extensive library with a careers unit. We are fortunate to have lifts in all teaching blocks, making the whole school accessible to all pupils.

Our PE facilities include a swimming pool, training pool, Jacuzzi, sauna and hydrotherapy pool. We have three full-size games halls which can be partitioned for all indoor sports, or opened out into an international size basketball arena with spectator seating. A dance facility and a fitness suite with the latest equipment are also provided. Outdoors, we have a floodlit astro-turf pitch and three grass pitches for football, rugby and hockey; a floodlit running track and a cricket square. These facilities and their associated changing areas are also made available to the community out with school hours.

Around 90 teaching and non-teaching staff are committed to making Dalkeith High School a safe and welcoming environment for our pupils. The Senior Leadership Team consists of the Headteacher and four Depute Headteachers. Leadership is promoted at all levels and this is very successful in engendering a teamwork approach. This, in turn, has created a hard-working, happy and caring environment.

The school has over 900 pupils. The school serves the Dalkeith and Danderhall areas of Midlothian, as well as the more rural villages to the south-east of the town. The school also attracts a number of placing requests from beyond the catchment.

The School Vision

Dalkeith High School: Enabling all young people to succeed in an inclusive, respectful and stimulating environment

In addition to embracing the traditional school motto of 'Labor Vincit' (Hard Work Prevails), we also use the social media hashtag #DeterminedHappySuccessful to share the achievements of our young people.

All staff and pupils are expected to demonstrate their commitment to four Learner Qualities:

- Responsible
- Resourceful
- Resilient
- Reflective

As part of the Dalkeith High School Centenary celebrations in 2014, the Parent Council gifted funds for the creation of a stained glass window highlighting some of the values of the school:

- Confidence
- Respect
- Fairness
- Honesty
- Success



Our Staff

Senior Leadership Team

All members of the Senior Leadership Team are available for consultation by parents on any matter of concern. The particular responsibilities of the senior staff are set out below to enable parents to contact the appropriate person.

Headteacher: Mrs E. Ormerod

Mrs Ormerod is responsible for assuring the quality of all aspects of educational provision in Dalkeith High School. She will ensure that national and authority policies and initiatives are effectively implemented in a manner that takes account of resources and staff expertise, and that they reflect the specific needs and interests of Dalkeith High School pupils.

Responsibilities include:

- Visions, values and aims
- Attainment and achievement
- School Improvement
- Improvement Planning
- Staffing and recruitment
- Data analysis
- Finance
- Standards and Quality Report
- Professional Review and Development/ Career Long Professional Learning
- Awards Ceremonies
- Partnership with parents/carers
- Associated Schools Group lead
- Balance Time Agreement
- Faculty links: PTC Science, PT Sustainability, PTC Social Studies, PTC Technologies

Depute Headteacher; J. Bones (0.66)

Responsibilities include:

- House Head (Lothian)
- Curriculum
- Literacy across the curriculum
- Numeracy across the curriculum
- Coordination of procedures for personalisation and choice in the BGE
- Coordination of procedures for course choices in the Senior Phase
- Timetable
- Partnership working (curriculum)

- Implementation of recommendations for Developing the Young Workforce
- Faculty Links: PT Mathematics and Numeracy, PT Mathematics and Numeracy

Depute Headteacher, Mrs E. O'Connell

Responsibilities include:

- House Head (Buccleuch)
- Coordination of pupil support/ support for learning
- Restorative approaches
- Child protection
- Care and welfare statutory duties, including legislation
- GIRFEC
- 16+ agenda
- School Leaver Destination Rates
- Improving attendance
- Primary transition
- Partnership working (pupil support)
- PSE programme
- Faculty Links: Pupil Support Leaders (x4), PT Support for Learning

Depute Headteacher, Mr C. Knight

Responsibilities include:

- House Head (Dalhousie)
- National Qualifications
- Health and Wellbeing across the curriculum
- Gathering evidence of school improvement
- Cover and absence management
- Excursions
- School Calendar
- Developing citizenship, including international links
- SQA exam coordination and assessment arrangements
- Prelim exams
- Exam leave arrangements
- Liaison with facilities management
- Health and Safety
- Enhanced Curriculum
- Faculty Links: CL Home Economics, CL Vocational and Enhanced Curriculum, CL Science

Depute Headteacher, Mr S. Gordon

Responsibilities include:

- House Head (Melville)

- Teaching, Learning and Assessment
- Enrolments
- NQTs
- Students
- Parental engagement (meetings)
- Communications strategy
- Coordination and recognition of wider achievement opportunities
- Pupil Voice
- Pupil Leadership Team
- Professional learning opportunities
- CAT testing
- Development of school ICT strategy
- Faculty Links: CL Expressive Arts, CL Humanities, CL PE
- Tracking, monitoring and reporting S1-S6

English

CL: Mr G Johnstone

Miss A Falconer
 Ms D Douglas
 Ms L Howie
 Mrs E McCabe
 Ms K McCole
 Ms A Melian
 Ms B Frith
 Ms N Pay

Expressive Arts

CL: Mrs S Kyle / Mrs E Zielinski

Mr G Pyper
 Mr A Carvel
 Ms R Thomson
 Ms H MacKay

Pupil Support Leader

Mr M Harris (PSL Buccleuch)
 Mrs E Frame (PSL Dalhousie)
 Mrs R Waterhouse (PSL Lothian)
 Mrs S McDermott (PSL Melville)
 Mr C Craig (PSL Melville)
 Mr S Cormack (Nurture)

Home Economics

CL: Mr D Robertson

Ms N Pascolini
Ms A McCue
Ms A Ferguson (Auxiliary)

Humanities

CL: Ms N Riddell

Ms C McDougall
Ms A Taylor
Mr S Wilson
Mr R McGlade

Languages

CL: Ms F Guesnier

Ms C McInnes
Ms S Riffaut
Mr A Zirnheld

Maths

CL: Mrs F Harcourt-Gill

Mr H King
Mr A May
Mr C Stirling
Mr L Gibbs
Ms R Shankland
Mr R Stirling

Physical Education

CL: Ms G Gatti and Mr F
Agnew

Mrs T Wilson
Mr R Cartwright
Mr R Galbraith
Mrs S Wilson

Science

CL: Ms K Mackay

Mrs C Kellagher
Mr A Dale
Mrs E Davidson
Mr C Craig
Ms R Miller
Mrs E Lawson
Ms M MacPherson
Mr D Greenhill (Technician)

Social Studies

CL: Mr H Duncan

Mr C Hamilton
Ms C McDougall
Ms C O'Brien
Ms C Zhang
Ms L McIntosh

Support for Learning

CL: Mrs M Kelly

Ms L Fraser
Mrs A Tait

Learning assistants:

Ms L Dickinson, Mrs J Glodek, Mrs S Jardine,
Ms V Graham, Ms L White, Mrs M Bruce, Mrs
B Edwards (Youth Worker), Mrs A Shields,
Mrs L MacKenzie, Ms E Bell, Mrs S Bauld
and Ms A Coe.

Enhanced Complex Needs Base

CL: Mrs A Sutherland

Mrs K Bayne
Mr A McConnachie
Miss J Munro
Miss A Johnston
Mrs E Henderson
Mr G Peden

Technologies

CL: Mr W Ambrose

Mrs R Kane
Mr W MacGregor
Mr J Tams
Mr D Young
Mr J McNeill (Technician)

**School Administration
Manager:**

Ms R Paxton

Senior Support Assistant:

Mrs A Linton

Support Assistants:

Mrs L Truss
Mrs S Shanks
Mrs L Cranston

Reprographics Assistant:

Mrs J Bain

Librarian:

Mr C Orr

Community Police Officer:

PC C Khindria

At Dalkeith High School, all principal teachers are members of the **Extended Leadership Team (ELT)**, along with the Depute Headteachers and the Headteacher. Meetings of the ELT are chaired by a curriculum leader to encourage ownership of the leadership of the school. In addition, one of the curriculum leaders attends SLT meetings to encourage participation in the evaluation of practice and to inform next steps. These ELT posts are rotated.

ENROLMENT & TRANSITIONS

Enrolment

Dalkeith High School serves the town of Dalkeith and its surrounding communities of Danderhall and Pathhead. The majority of our pupils come from the catchment primary schools of Danderhall, King's Park, Tynewater and Woodburn. There are, however, a number of pupils who live out with the district and who have chosen to attend Dalkeith High School.

All parents of Primary 7 pupils who live in Midlothian and are in attendance at a Midlothian primary school will automatically receive confirmation of the catchment secondary school serving their home by the end of November. No further action is normally required if you want your child to attend the catchment secondary school.

There are four catchment primaries that feed into Dalkeith High School. Contact details are given below:

Tynewater Primary School

Tel: 0131 271 4710

Email: tynewater.ps@midlothian.gov.uk

Head Teacher: Mr Douglas Lawson



Kings Park Primary School

Tel: 0131 271 4610

Email: kingspark.ps@midlothian.gov.uk

Head Teacher: Ms Arlene Limerick



Woodburn Primary School

Tel: 0131 271 4715

Email: woodburn.ps@midlothian.gov.uk

Head Teacher: Miss Laurinda Ramage



Danderhall Primary School

Tel: 0131 271 4585

Email: Danderhall.ps@midlothian.gov.uk

Head Teacher: Mrs Jackie Ramage

Parents of Primary 7 pupils who live out with the catchment areas must apply to:



Fairfield House
Lothian Road
Dalkeith
EH22 3ZG

Email: pupil.placement@midlothian.gov.uk

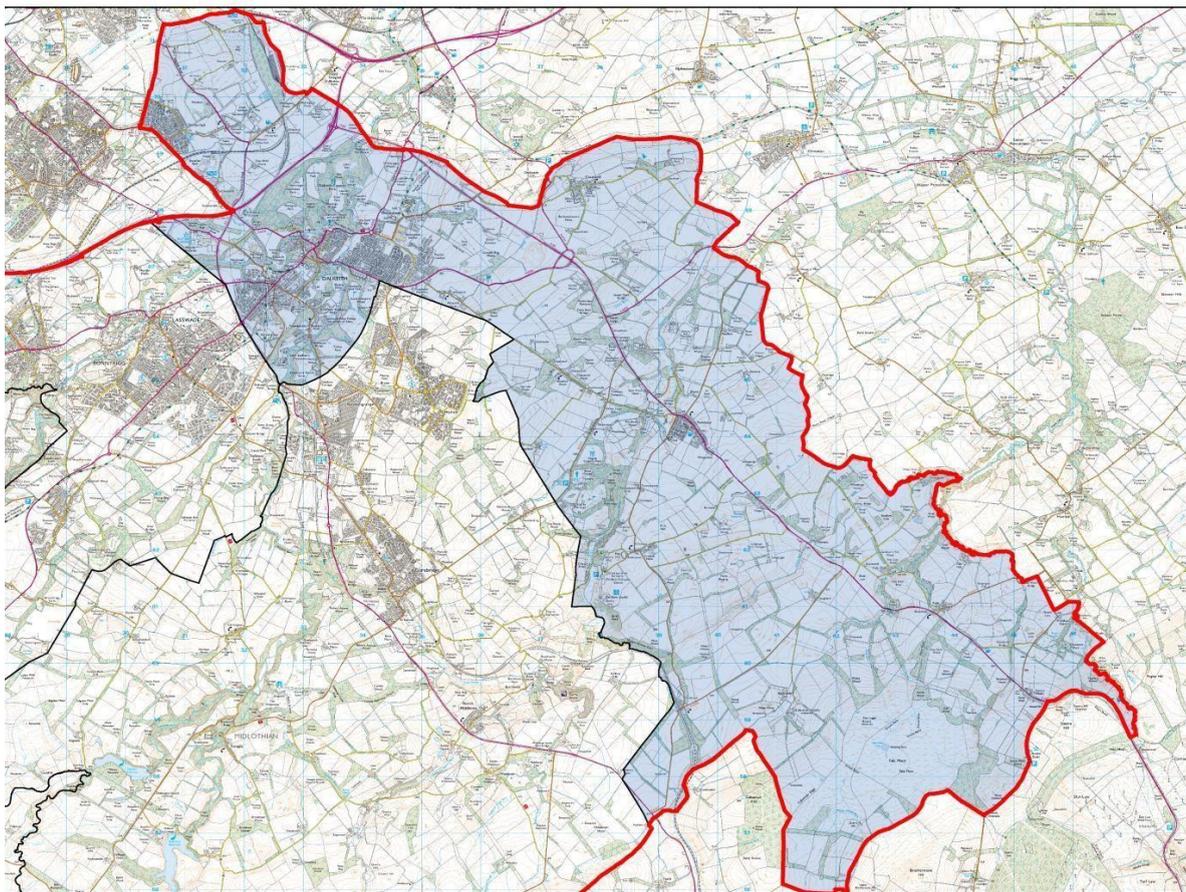
Tel: 0131 271 3733

This is called making a placing request. Placing requests at non-catchment schools must be made by parents/carers in accordance with the instructions on the Midlothian Council website. Placing request information and forms can be found here:

https://www.midlothian.gov.uk/info/879/school_places/145/apply_for_a_noncatchment_school

https://www.midlothian.gov.uk/downloads/download/104/placing_request_forms

In the case of all other pupils, from S1 to S6, whether you live in or out of the catchment area, parents should contact the school and make an appointment to meet Mr S Gordon, Depute Headteacher, to discuss the enrolment of your child.



Primary to Secondary

We are very proud of the links that we have with our associated primary schools. Together we form Dalkeith Associated Schools Group (ASG). Headteachers and depute headteachers meet regularly and formally to discuss curricular issues and to support pupils in their transition from primary to secondary. Teachers from each sector also work together and share information to ensure coherence and progression in the courses that children follow.

For children with additional support needs, an enhanced transition programme exists. Our teachers have considerable experience in providing an inclusive environment for all the young people who come to us.

A comprehensive transition calendar of events is also in place.

What follows will give you an idea of what to expect as your child enters the final year of primary school.

November of P7: P7 Open Evening

Parents and pupils come along to the school to see our work and to view accommodation and facilities first-hand. Senior pupils will be available to direct you around the school and our Head Boy and Head Girl will talk to you about what it has meant to them to be a part of Dalkeith High School.

March of P7: Additional Needs Meeting

Parents of young people with additional support needs are invited to a meeting of professionals. At this meeting an individualised plan will be put in place to support your child.

March of P7: Support for Learning staff visits

Support staff members talk to pupils in their primary environment. Discussion time with Primary 7 teachers will also be organised. From these visits, support staff will gain a clear understanding of the needs of the new intake.

May of P7: Cluster Camp

High school staff join primary colleagues and P7 pupils from across the associated primaries for a week at an outdoor education centre in the Borders. Pupils spend more time with high school staff and further time for joint working and discussion between primary and high school staff is available.

May of P7: Guidance teacher visits

Following on from meeting pupils at Camp, Guidance teachers spend time with pupils in their primary classrooms. Welcome postcards are delivered and there is plenty of time to answer all the questions the young people want to ask.

June of P7: P7 Welcome Meeting

Parents/ carers and pupils visit the school and meet with Guidance teachers and the Senior Leadership Team for specific guidance on the two day visit and on practical matters relating to uniforms, school meals etc.

June of P7: P7 Induction days

Pupils come to the high school for two days. By this stage pupils will know their classes and, therefore, the induction days will be an opportunity to strike up new friendships as well as to catch up with the friends made at Cluster Camp. Pupils will follow their August timetable and in so doing will meet many of the teachers they will be with for the next year. S6 mentors are appointed and these young people perform a crucial role in ensuring that the primary pupils have a successful experience. The mentors will befriend the new pupils; will spend lunchtime with them, and will escort pupils from class to class so that pupils do not have to worry about getting lost. At lunchtime, all Primary 7 pupils will participate in taster clubs so that they leave with an idea of the wealth of extra-curricular activities open to them on return in August.

August of S1: Settling in

Pupils will meet as a class with their Principal Teachers of Guidance first thing on the first day of term and again during the course of the next few days. All teachers have considerable experience in supporting the process of settling in. S6 mentors will continue to work with S1 pupils to support them in finding their way about the school and to be friendly, familiar faces. New S1 pupils will also have a slightly extended lunch break until the September weekend to support them in getting used to the canteen system.

November of S1: S1 Pastoral Evening

Parents/carers and pupils are invited to attend individual appointments with the House Teams to discuss how they are settling into secondary school.



Supporting Pupils to Positive Post-school Destinations

Our aim is to have all young people leave Dalkeith High School and go on to a positive destination in post-school training, learning or work.

Principal Teachers of Guidance and the Senior Leadership Team work with our partners in Skills Development Scotland (SDS) and Lifelong Learning and Employability (LLE). As a result of this, we ensure that our young people move on to a positive destination. Young people at risk of not progressing to a positive destination are reviewed regularly. We also work tirelessly to ensure that all of our young people have at least 5 National Qualifications before they leave school. Most, of course, far exceed this figure. Our 16+ Transition Forums, held in November and May are attended by relevant partner agencies, and an individualised postschool support plan is drawn up for those about whom we have concerns.

Careers Education

Throughout the school years, careers education is an important element of Personal and Social Education lessons. Pupils are encouraged to use the well-stocked careers library and the school's SDS careers officer performs a vital role in the school, offering expert advice to pupils at all stages. A Careers Convention is held annually, with a

range of opportunities being advertised to young people. Further to this, the S3 Planning my Pathways event helps young people entering the Senior Phase to be made aware of the many options open to them when leaving school and to select courses with these options in mind.

Vocational Opportunities

There is a focus on Employability Skills across every year group, and discrete vocational experiences are available throughout S3-S6. S3 learners can exercise personalisation and choice by selecting Enrichment Opportunities such as Sport and Recreation and Construction as part of their S3 Learning Pathway. In the Senior Phase, a wide range of SQA and other accredited courses are available in subjects as diverse as Horticulture and Hairdressing. In addition, learners also have the chance to undertake accredited skills based awards including SQA Employability and SQA Volunteering.

All young people take part in a Work Experience programme in S4 and, where appropriate, extended work placements can be offered throughout the Senior Phase where this best meets learners' needs.

Further and Higher Education

Senior Phase pupils have the chance to attend Skills Scotland Edinburgh, which showcases opportunities such as modern apprenticeships, education, training, employment, and internships.

Prospective applicants for higher education attend the UCAS (Universities and Colleges Application System) conference. A UCAS information evening is held at the school for parents who would like advice on helping their child choose and apply for a university course, and guidance on the funding of the studies. Further support for eligible young people is provided by LEAPS (Lothian Equal Access Partnership Scheme). The aim of LEAPS is to increase the number of young people progressing to higher education in south east Scotland.

S6 curriculum includes the exciting opportunity for the most motivated young people to study Open University courses through the Young Applicants in School Scheme (YASS). This venture provides a bridge between school and full-time university, building confidence and encouraging independent learning. We also ensure that S6 learners have their wider achievement accredited through qualifications such as Scottish Studies, Volunteering and Leadership.

Excellent links also exist with Edinburgh College, so that some pupils in the Senior Phase combine part-time college courses with their school timetable.

For further information on Skills Development Scotland services, please visit

www.sds.co.uk.

Careers Centre
29 Eskbank Road
Dalkeith
EH22 1HJ

Tel: 0131 663 7287

Opening hours: Mon – Fri 9 a.m. – 5 p.m.

Education Maintenance Allowance (EMA) is available to students who will have reached their sixteenth birthday after 1 March and have decided to stay on at school from August in the next academic session. The EMA is a means tested weekly allowance, paid fortnightly into the student's bank account. Payment is dependent on the student attaining full attendance in each week of the payment period. Application packs can be obtained from the school or from the Education and Children's Services Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.

There are two official leaving dates each session. Details are as follows:

Summer Leaving Date

- a pupil whose sixteenth birthday is on or after 1 March but before 31 May can leave school on 31 May
- a pupil whose sixteenth birthday is on or after 31 May but before 1 October can leave on 31 May

Winter Leaving Date

- a pupil whose sixteenth birthday is on or after 1 October but before the first day of the Christmas holiday period can leave school on the first day of the Christmas holidays (or 21 December if earlier)
- a pupil whose sixteenth birthday falls after the winter leaving date but before 1 March can leave school on the first day of the Christmas holidays (or 21 December if earlier)

Pupils who have reached school leaving age can take up full time employment even though they may not have reached their sixteenth birthday. Certain industries may have a minimum age for entry. Pupils of school age cannot take up full time employment. Apprenticeship is considered to be full time employment.

A pupil of school age can be given exemption from school attendance to begin a full time course of Further Education or to take part in an extended work experience placement. Such cases will be considered on their merit depending on the educational needs of the child and in consultation with the pupil's parents and the principal of the Further Education College.

The following is a statement by Midlothian Council regarding the employment of children:

Children under the statutory school leaving age can only be employed within the terms of the Council's bye-laws on the part-time Employment of Children. These bye-laws do not permit the employment of children under 14 years of age, except in specific categories; for those over that age there are limits on the hours and type of employment which are allowed. Parents and employers must both complete an application form for an employment permit before the employment begins.

Further details can be obtained from:

*Education and Children's Services Division
Fairfield House
8 Lothian Road
Dalkeith
EH223Z*

PUPIL SUPPORT

House Teams

Dalkeith High School seeks to create an environment which maximises the opportunities for every pupil to learn and to achieve his or her potential. All teachers have a role to play in ensuring that pupils are cared for and supported.

When pupils enrol at Dalkeith High School they are allocated to a House. The four Houses at Dalkeith High School are:

- Buccleuch
- Dalhousie
- Lothian
- Melville

Where possible, siblings from the same family are allocated to the same House. Each House is led by one of our Depute Headteachers, and each House is supported by a Pupil Support Leader. The details are as follows:

- Buccleuch: Mrs E O'Connell (DHT) and Mr M. Harris (PSL)
- Dalhousie : Mr Knight (DHT) and Mrs E. Frame (PSL)
- Lothian: Ms J. Bones (DHT) and Mrs M. Kelly (CL Support for Learning / House Head)
- Melville. Mr S Gordon (DHT), Mrs S. McDermott (PSL and CL Support for Learning) and Mr C Craig (PSL)

Pupil Support Leaders establish a supportive pastoral relationship with each pupil, offering advice on personal, curricular and vocational issues as young people move through the stages of secondary education. Regular dialogue with the Pupil Support Leaders supports effective target setting and assists young people through the personal learning and profiling process.

Alongside our Pupil Support Leaders is our Support for Learning team, led by the Curriculum Leader of Support for Learning, Mrs Kelly. This team consists of specialist teachers and learning assistants who together provide in-class support, or tutorial sessions, for pupils encountering barriers to successful learning. At the centre of the team's work is the school Support Base where pupils with a variety of additional needs receive individualised help.

How am I involved as a parent?

If you have a concern about your child's learning, behaviour or wellbeing you can contact your child's Pupil Support Leader in the first instance. As appropriate, they may then be supported by the relevant House Head. Many issues can be resolved through telephone conversation but, where appropriate, you may be invited to a Staged Intervention Meeting as the first step in the school's support system.

The aim is always that issues are resolved through partnership working between home and school. It may be necessary to consult our Support for Learning team which addresses barriers to learning for young people, including through SQA examinations. External supports might also be required. At this stage, with parental permission, a referral is made to our Extended Support Team. Social workers, family support workers, education welfare officers, educational psychologists, health professionals and our community police officer assist the school in providing additional support strategies for our young people.

The authority keeps the additional support needs of young people under consideration through the Midlothian Assessment and Planning Staged System (MAPSS) process. The additional support needs are recorded on Seemis, the authority's secure management of information system. Within the context of the Education (Additional Support for Learning) (Scotland) Act 2009, Midlothian operates an 'Education for All' policy.

Parents who wish to request additional needs assessment may do so by contacting the school in the first instance. A request may also be made in writing to:

ASN Officer
Education and Children's Services Division
Fairfield House
8 Lothian Road
Dalkeith

Email: asn.officer@midlothian.gov.uk
Tel: 0131 271 3689

Advice relating to additional support for learning can also be provided by Enquire, who offer independent, confidential advice and information through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Website: www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and factsheets including: 'The Parents' Guide to Additional Support for Learning'.

Child Protection

At Dalkeith High School we take the care, welfare and protection of our young people very seriously. Our Child Protection Policy sets out what we will do if we have reason to believe a child is at risk, either within the home or in the community. The policy is designed to ensure that young people get the help they need, when they need it.

The Child Protection Co-ordinator for the school is **Ms E O'Connell, Depute Headteacher.**

The following is a statement from Midlothian Council:

The Council has a range of duties and responsibilities in relation to the child protection procedures for all pupils which includes having regard for their right to be protected from harm and abuse. The school's duties and responsibilities for this are set out in the Edinburgh and Lothians Child Protection Committee's 'Child Protection Guidelines' which are used by all Midlothian schools and partner agencies.

In circumstances where a school has a significant concern that a child or young person has been, or is at risk of being, harmed or abused, the school is required to pass information to the police, social work department and health colleagues who have a legal duty to investigate further. While we always endeavour to work in an open manner with parents and guardians, there are some circumstances when it may not be appropriate to inform the parent or guardian that a Child Protection referral has been made or that information has been passed on to these agencies. Under these circumstances, the decision as to when and how parents and guardians will be informed is the responsibility of the police, social work and health services as part of their investigation and the school will be informed by these services of the action that they have taken.

CURRICULUM

Our Curriculum

Curriculum for Excellence (CfE) is the curriculum in Scotland which applies to all children and young people aged 3 – 18. CfE was introduced to raise achievement for all. CfE aims to enable all young people to develop the skills, knowledge, and understanding they need to succeed in learning, life and work.

One of the key entitlements of CfE is that all children should receive a rounded education, known as a Broad General Education, from early years through to the end of S3, before moving on to a Senior Phase in S4 to S6 which will include studying for National Qualifications.

The Broad General Education

In Dalkeith High School we ensure that young people have this broad experience across the curriculum areas up to the end of S3. Your child is provided with knowledge and a wide range of skills and exciting experiences that they can draw on as their lives, careers and job opportunities change.

In S1 to S3, CfE means more themed and project learning (often referred to as interdisciplinary learning), as well as wider opportunities to show how skills and knowledge can be used in challenging, different and interesting ways across a full range of subjects. Planned opportunities arise throughout S1 to S3 for young people to follow their interests, and in S3 all young people have the opportunity for personalisation and choice within a curricular area. All young people in S1 and S2 have the chance to engage with Outdoor Education and a health and wellbeing award, and there are Enrichment Opportunities in S3 for those who learn best beyond the traditional classroom.

The Senior Phase

By the end of S3, pupils will have developed the depth of knowledge and understanding, and the skills necessary, to lay the foundations for more specialised learning in the Senior Phase. During S4-6, young people study for 6 different courses to obtain National Qualifications and, where appropriate, other accredited awards.

SQA have developed these qualifications to build on the learning and teaching embedded in Curriculum for Excellence. Most pupils will work towards National Qualifications at the appropriate level: National 3, 4, 5, Higher or Advanced Higher. Pupils will study subjects at a level appropriate to their abilities.

National 3 and 4 are entirely internally assessed, although verification by SQA ensures adherence to national standards. National 5 courses have an external examination plus, in most cases, folio/project-type work externally assessed by SQA. Highers

remain the 'gold standard' in terms of demonstrating academic attainment, and we also have a healthy range of Advanced Higher to challenge those planning to enter higher education.

We encourage our young people to view our Senior Phase as a three year pathway. Our 'stage not age' approach means that, for example, a number of our S4 learners are already tackling Highers in one or more subjects. Equally, S5 or S6 learners can also access courses at National 3-5 Level if this presents the best chance of attainment.

At all stages, a comprehensive advice and information system exists within Dalkeith High School, guiding young people and their parents on which courses to study, and at what level. Presentation in examinations is always conditional on performance throughout the course, and parents / carers will be notified of any progress concerns at key points throughout the year, as outlined in the Tracking, Monitoring and Reporting Calendar on the website. Parents/carers can of course contact the school at any time with any concerns they may have.

Religious and Moral Education

There are core courses in Religious Education from S1 to S4. Young people may also choose to follow additional courses in RMPS (Religious, Moral and Philosophical Studies) as part of their personalisation and choice in S3 or National Qualifications in the Senior Phase.

Assemblies are held on a regular basis throughout the school year. Pupils assemble in year groups or in House groups. Cultural diversity is celebrated during some of these assemblies in order to raise awareness and to promote understanding of world religions.

At Christmas, a joint service is held for S6 pupils and teachers from Dalkeith and St David's high schools.

Parents have the right to withdraw their children from these courses and assemblies if they wish. Any parent wishing to do so should contact the Headteacher in writing so that alternative arrangements can be made.

Music Tuition

We are fortunate that subsidised music tuition is available for young people who show an aptitude for music. Tuition is available from qualified instructors in guitar and the main orchestral instruments.

Pupils are extracted from classes on a rota basis so that class work is not unduly affected.

Those who receive music tuition and those studying Music are involved in various ensembles and performances throughout the year

POLICIES AND PROCEDURES

The School Day / The School Year

BGE (S1/2/3)

Monday to Thursday

| Period | Time | Time allocation |
|--------|-------------------|-----------------|
| 1 | 8.40 – 9.30am | 50 min |
| 2 | 9.30 – 10.20am | 50 min |
| Break | 10.20 – 10.35am | 15 min |
| 3 | 10.35 – 11.25am | 50 min |
| 4 | 11.25am – 12.15pm | 50 min |
| Lunch | 12.15 – 12.55pm | 40 min |
| 5 | 12.55 – 1.45pm | 50 min |
| 6 | 1.45 – 2.35pm | 50 min |
| 7 | 2.35 – 3.25pm | 50 min |

Senior Phase (S4/5/6)

Monday to Thursday

| Period | Time | Time allocation |
|--------|-------------------|-----------------|
| 1 | 8.40 – 9.30am | 50 min |
| 2 | 9.30 – 10.20am | 50 min |
| 3 | 10.20 – 11.10am | 50 min |
| Break | 11.10 – 11.25am | 15 min |
| 4 | 11.25am – 12.15pm | 50 min |
| 5 | 12.15 – 1.05pm | 50 min |
| Lunch | 1.05 – 1.45pm | 40 min |
| 6 | 1.45 – 2.35pm | 50 min |
| 7 | 2.35 – 3.25pm | 50 min |

Friday

| Period | Time | Time allocation |
|--------|-----------------|-----------------|
| 1 | 8.40 – 9.30am | 50 min |
| 2 | 9.30 – 10.20am | 50 min |
| Break | 10.20 – 10.35am | 15 min |
| 3 | 10.35 – 11.25am | 50 min |
| 4 | 11.25 – 12.15pm | 50 min |
| 5 | 12.15 – 1.05pm | 50 min |

Friday

| Period | Time | Time allocation |
|--------|-----------------|-----------------|
| 1 | 8.40 – 9.30am | 50 min |
| 2 | 9.30 – 10.20am | 50 min |
| 3 | 10.20 – 11.10am | 50 min |
| Break | 11.10 – 11.25am | 15 min |
| 4 | 11.25 – 12.15pm | 50 min |
| 5 | 12.15 – 1.05pm | 50 min |

Attendance and punctuality

Dalkeith High School attaches great importance to good attendance and timekeeping. Absence from school, whatever the cause, disrupts learning. We value the partnership and support we have with parents in meeting our high standards in attendance and punctuality.

Dalkeith High School operates an online period registration system. This means that your child's arrival at school in the morning, and attendance at each class of the day is registered by your child's class teachers.

Teaching and learning begins at 8.40 a.m.

Throughout the day your child should move quickly and efficiently between classes to minimise disruption to learning.

If your child arrives late for school:

- a parental note is required
- the note should be given to school office staff on arrival
- the lateness will be recorded online in your child's records

If your child arrives late, but before 10 a.m., you will receive a text alerting you to the late arrival.

School term and holiday dates - 2023/24

Autumn

- Term starts: Wednesday 16 August 2023
- Autumn holiday: Friday 15 September to Monday 18 September 2023 inclusive
- Midterm:
 - All break: Friday 13 October 2023
 - Pupils resume: Tuesday 24 October 2023
- Term ends: Friday 22 December 2023

Spring

- Term starts: Tuesday 9 January 2024
- Midterm:
 - All break: Friday 9 February 2024
 - All resume: Monday 19 February 2024
- Term ends: Thursday 28 March 2024

Summer

- Term starts: Tuesday 16 April 2024
- May Day: Monday 6 May 2024
- Victoria Day: Monday* 20 May 2024
- Term ends: Friday 28 June 2024

Staff development/non-pupil days

- Monday 14, Tuesday 15 August 2023
- Monday 23 October 2023
- Monday 8 January 2024
- Monday 20 May 2024

Pupil Support Leaders monitor attendance and timekeeping, and any concerns are shared with parents. In cases of unsatisfactory attendance, partner agencies may become involved to investigate the issue and offer appropriate support to ensure the young person is attending school. Action thereafter will be according to the statutory responsibilities of the Authority with regard to defaulting parents.

At all times, we will work with parents to nurture good attendance and exemplary time-keeping habits in all our young people.

Absence procedures

Please telephone the school on 0131 654 4701 as early as possible on the day of

absence or before. If this is before 8am, or if the phone lines are particularly busy, you may have to leave a message with your child's name, register class, and a brief reason for the absence. Otherwise, please give the information to the member of the office staff who answers the call. If you can tell us when your child will return to school the office staff will note this information. If the child returns at this time then no further contact is needed. If the return is delayed please telephone again. Dalkeith High School uses 'Truancy Call', a computerised system, to monitor attendance. If parents have not contacted school on the morning of an absence an automatic message will be triggered to alert parents of pupil absence. It is important that pupils arrive on time to all classes to avoid inaccurate truancy calls being made.

Medical and dental appointments

Please try to make medical and dental appointments outwith school hours. When this is not possible, please telephone the school and leave a message with school office staff stating when your child will leave school and when they might be expected to return. Alternatively, a letter of notification may be handed in to the school office.

Holidays

According to Scottish Government guidelines, family holidays during term time are to be recorded as unauthorised absence. We strongly recommend that parents do not arrange term-time holidays, as these disrupt progress in learning. If it is essential that holidays are arranged in term time then you should request permission in writing. The letter should be addressed to the Headteacher.

The SQA examination diet will take place in May and June each year. Some courses with a practical element will complete part of their SQA exams earlier than this. Pupils will be notified in good time of the dates of examinations but parents must not arrange holidays for their children when they have these national examinations. Further to this, most Senior Phase pupils undertake preliminary examinations during January and February and are likely to be engaged in continuous internal assessment activities throughout the year. Consequently, absence during S4-S6 is particularly detrimental to progress and attainment.

School Dress Code

Our drive for excellence in all that we do is reflected in our emphasis on the wearing of school uniform. This promotes equity and encourages a sense of pride in our school community. Care was taken to avoid any direct or indirect discrimination on the grounds of sex, race, age, disability, sexual orientation and religion or belief.



Uniform

Yes:

- School Hoodie / Zip-up (No tie expected)
- Plain Black Jumper / Cardigan (With white shirt & School tie)
- White full length t-shirt / shirt / blouse / polo-shirt
- Plain black jeans / trousers / skirt
- Black trainers (white sole/stripe acceptable) / Black shoes / Black boots

No:

- Non-school logos on t-shirts, cardigans, jumpers
- Baseball caps or hats
- Sports or football tops / tracksuits / joggers
- Blue / Grey / ripped or faded denim
- Cropped tops showing midriff
- Leggings (except with a skirt)
- Coloured trainers, crocs or sliders

DeterminedHappySuccessful

In line with Scottish Government directives, all young people in S1-S6 participate in Physical Education. Appropriate kit is required to take place in PE. Pupils will require:

- Training shoes
- Suitable sports top
- Shorts/ jogging trousers/ leggings
- Socks
- Swimming costume and towel

Assistance with the Provision of Clothing and Footwear

The following is a statement by Midlothian Council:

The Authority operates a scheme of clothing grants to assist parents in ensuring that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of:

- *Income-based Job Seekers Allowance or*
- *Income Support or Child Tax Credit, but not Working Tax Credit (subject to a maximum annual income) or*
- *both maximum Child Tax Credit and maximum Working Tax Credit (subject to a maximum annual income) or*
- *support under Part VI of the Immigration and Asylum Act 1999 will automatically qualify for such a scheme. Other cases will be determined according to the personal circumstances of the family. Parents who wish to apply for the scheme should complete an application form which is available from the school or:*

*Education and Children's Services Division
Fairfield House
8 Lothian Road
Dalkeith
EH22 3ZG*

Health and Medical Care

We have a number of first-aiders in school. We can deal with any minor incident which occurs within the school, but for anything more serious we would normally contact the parent. It is essential, therefore, that your emergency contact details are kept up-to-date. If your child feels unwell during the school day, a member of the office staff will contact you.

Medicines can be kept and administered by the welfare assistant. This can only be done if written permission is given by parents.

Parents are informed of, and their consent sought for, routine immunisation as follows:

- Booster immunisation against tetanus and polio
- HPV for girls.

Should your child's physical or mental health needs change during the course of the school year, please inform your child's Pupil Support Leader. They will ensure that, with appropriate respect for confidentiality, relevant information is shared with your child's class teachers where necessary.

The following is a statement by Midlothian Council:

Though not based in the school, the school nurse is the lead health professional in mainstream schools in Midlothian. School nurses are involved in health promotion and education; prevention of ill health; immunisation; and health surveillance and screening. The school nurse may be helped by a health assistant and may have close working links with community paediatricians. The school nurse reviews the notes of all children in Primary 1 as well as those of all new entrants. A member of the school health team measures growth and tests vision. The school nurse will assess these measurements and results. In addition, at any stage in a young person's school life, the school nurse may review children who are referred by parents, teachers or other health professionals.

If you have concerns about your child's hearing the school can refer him or her to the appropriate specialist directly.

A speech and language therapist can provide assessment and, if necessary, support if you, a teacher, your GP or the school nurse feels that your child may need help with communication.

Any enquiries concerning the provision of dental services should be made to:

Director of the Community Dental Service

*16 Duncan Street
Edinburgh
EH9 1SR Tel: 0131 667 7114*

We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development.

Transport

The following is a statement by Midlothian Council:

The Authority currently pays the travelling expenses of those pupils attending the district school who live more than two miles from that school.

Bus passes are issued where public transport exists and contract transport is arranged where there is no suitable public transport. Where there are vacant seats on contract buses, these may be made available to pupils who are attending the district school and who are not normally entitled to free transport; however, a charge may be made for this service.

Transport costs are also met in the case of any pupil whom the Authority requires to attend a school other than the district school, if the pupil meets the distance qualification. Where appropriate, free travel is provided for pupils receiving special education.

Consideration may also be given to requests for assistance with travel in exceptional circumstances, for example, where the road between home and school is deemed dangerous by the Authority, and where there is no public transport available.

Parents who choose to send their children to a school other than the district school will not receive assistance in relation to travel to and from school.

As St David's High School catchment area incorporates the whole of Midlothian, pupils for whom Dalkeith High School is not the district school may be able to access St David's High School transport. However, this would only be the case if vacant seats were available and would be subject to a fee.

Emergency Closures

In the event of early closures parents will be advised in advance. In cases of emergency closures the school will make arrangements with bus contractors to take children home as quickly as possible. Every effort will be made to contact parents and ensure the safety of children.

In the event of a severe weather warning which may lead to a school closure, information will be posted on the school website and on the public Midlothian Council website. Details will also be given via local radio announcements.

School Meals and Health and Wellbeing

The Campus operates a cashless system, with every pupil given a smart card and a PIN number. The card is used to pay for school meals. Credit can be put on the card using one of several cash machines, or pupils may also insert envelopes containing cash or cheques into 'post boxes' in school. If posted by 8.40 a.m., then cards will be credited by morning break. The cards of pupils entitled to free school meals are automatically credited.

The following is a statement by Midlothian Council:

Under the Education Committee's policy, children in attendance at schools under the management of the Authority are entitled to free school meals if their parents are in receipt of Income Support or Income-based Jobseekers Allowance and Child Tax Credit but not Working Tax Credit (subject to a maximum annual income), both maximum Child Tax Credit and maximum Working Tax Credit (subject to a maximum annual income) or support under Part VI or the Immigration and Asylum Act 1999. Children attending certain special schools where eating skills and the midday meal are part of the educational programme also receive free meals. No other children are eligible for free meals. Further information and application form can be obtained from the school or from:

*Free Meals and Free Clothing Section Education
and Children's Services Division
Fairfield House
8 Lothian
Road Dalkeith
EH22 3ZG*

In line with the principles of Curriculum for Excellence, all staff have responsibility for supporting the physical and emotional health and wellbeing of all young people. Our Personal and Social Education programme (delivered by our PSL teachers) is designed with health promotion in mind. Home Economics classes are delivered throughout the Broad General Education (S1-S3) with a clear focus on healthy eating and nutrition; this can be built on through qualifications in the Senior Phase (S4-6). In addition to core PE provision and certificated courses, young people can also access a wide range of sporting activities and clubs, both at lunchtime and after school. Our annual Sports Day is a popular event that encourages friendly competition between our Houses.



Health and Safety

In our campus premises we have a sophisticated CCTV system which allows us to monitor security more effectively.

We also work closely with the BAM facilities management team, who are responsible for maintenance of our school building.

The following is a statement by Midlothian Council:

The Education and Children's Services Division has prepared policy statements on Health and Safety for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. Schools staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.

Promoting positive behaviour

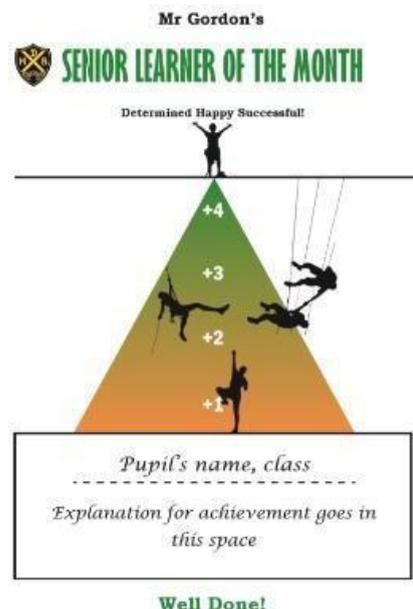
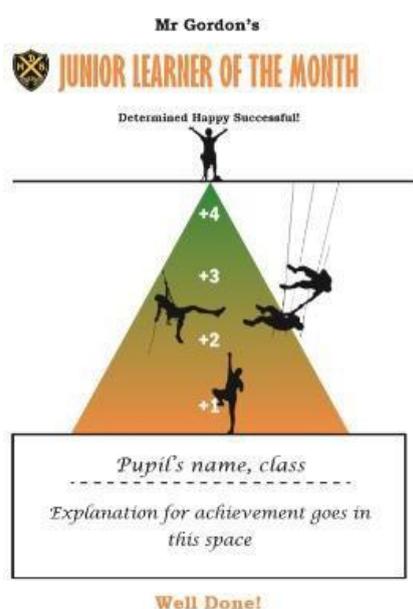
Dalkeith High School aims to develop a harmonious, positive environment where all our young people benefit fully from Curriculum for Excellence. We want our pupils to be safe, included, responsible, respected, active, nurtured, achieving and healthy.

Further to this, we also embrace restorative approaches to behaviour management. We promote positive and mutually respectful relationships between staff and pupils and are solutions focused in dealing with any issues that arise, with pupil voice seen as a crucial part of this process.

Our inclusive approaches to learning and teaching help to ensure positive classroom experiences for all.

Our House Points system promotes achievement and helps to foster a sense of belonging and pride in each House. Pupils are nominated for exceeding expectations, not just in class work, but in any areas that shows them to be a successful learner, an effective contributor, a confident individual, or a responsible citizen. Pupils can also nominate themselves and are encouraged to tell us of their achievements beyond school.

We have introduced Learners of the month for both junior and senior phase pupils. The certificates celebrating this achievement will be on display on each member of staff's classroom door. The Learner and Achiever of the Month will be celebrated at House Assemblies and letters sent home to inform parents/carers.



All pupils are expected to adhere to our Code of Conduct, which is displayed in all classrooms.



Midlothian

Child Protection, Safeguarding and Wellbeing Policy

This policy applies to all staff and volunteers.

We are committed to practice in a way that protects all children and young people and fully adhere to the processes and procedures contained within Edinburgh and Lothian's Inter-Agency Child Protection Procedures 2015

http://emppc.org.uk/file/Child_Protection/Inter-agency_Child_Protection_Procedures_-_Edinburgh_the_Lothians_Oct_2015.pdf

The purpose of this policy is;

- to protect children and young people attending School/Nursery.
- to provide staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection;

Staff at Dalkeith High School believe that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare and wellbeing of all children and young people and to keep them safe.

Legal Framework

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- National Guidance for Child Protection (2014)
http://emppc.org.uk/file/Child_Protection/Scottish_Government_-_National_guidance_for_CP_in_Scotland_2014.pdf
- Inter-agency Child Protection Procedures – Edinburgh and the Lothian's (2015)
http://emppc.org.uk/file/Child_Protection/Inter-agency_Child_Protection_Procedures_-_Edinburgh_the_Lothians_Oct_2015.pdf
- Getting it Right for Every Child Policy
<http://www.gov.scot/Topics/People/Young-People/gettingitright>
- Children and Young People (Scotland) Act 2014
<http://www.legislation.gov.uk/asp/2014/8/contents/enacted>
- National Framework for Child Protection Learning and Development in Scotland (2012)
<http://www.gov.scot/Topics/People/Young-People/protecting/child-protection/national-framework-cp-learning-2012>
- Protection of Vulnerable Groups (Scotland) Act 2007
<http://www.gov.scot/Publications/2011/08/04111811/1>
- United Nations Convention on the Rights of the Child
<http://www.unicef.org.uk/UNICEFs-Work/Our-mission/UN-Convention/>

This policy should be read alongside our policies and procedures on:

- Equalities, Administration of Medication, Attendance, Whistle Blowing and Managing Allegations against staff.

We recognise that:

- The welfare of the child is paramount, as enshrined in The Children (Scotland) Act 1995
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm and abuse.
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and wellbeing.

We will seek to keep children and young people safe by:

- Valuing them, listening to and respecting them
- Appointing a Designated Member of Staff for Safeguarding and Child Protection for the school and also a deputy
- Adopting the processes and procedures contained within Edinburgh and Lothian's Inter-Agency Child Protection Procedures
- Developing and implementing an effective e-safety policy and related procedures
- Providing effective management for staff and volunteers through training, support and quality assurance measures
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Recording and storing information professionally and securely
- Using our procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- Using our procedures to manage any allegations against staff and volunteers appropriately
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- Ensuring that we have effective complaints and whistleblowing measures in place
- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance
- Sharing information about safeguarding and good practice with children, their families, staff and volunteers via leaflets, posters, one to one discussions

Contact details

The Designated Member of staff for Safeguarding and Child Protection at Dalkeith High School is:

Name: Mrs Emma O'Connell

Phone: 0131 654 4701

The Deputy Designated Member of Staff for Safeguarding and Child Protection is:

Name: Mrs Emma Ormerod

Phone: 0131 654 4701

We are committed to reviewing our policy and good practice annually.

This policy was last reviewed on: 1st January 2023

Anti-bullying

Dalkeith High School believes that all our young people have the right to learn in a fully supportive environment. Consequently, bullying - in any form - is unacceptable, and is regarded as a serious offence.

It is made clear to all pupils that bullying is a form of anti-social behaviour, and will not be tolerated. Every pupil will have the opportunity to discuss the issues surrounding bullying within each stage of the PSE programme, and at other points in the wider curriculum where these issues arise naturally. All our staff members will be vigilant in identifying bullying when it occurs, dealing with any crisis, and acting upon and recording incidents.

Instances of bullying will be dealt with quickly, firmly and fairly, and parents will be involved where necessary.

Where can I get further advice and information on issues of bullying?

Details of useful sources of information can be obtained from:

Scottish Anti-bullying Network

Email: abn@mhie.ac.uk

Parentline Scotland is a free confidential and anonymous national helpline for parents. The service is provided by Children 1st and is open Monday, Wednesday, Friday 10 a.m. – 1 p.m.; Tuesday and Thursday 6 p.m. – 9 p.m.; and Saturday and Sunday 2 p.m. – 5 p.m. on 08088002222.

THE SCHOOL CODE OF CONDUCT

Advice for pupils:

What is a code of conduct?

- It is a set of instructions that tells us all how we should behave as members of Dalkeith High School. These instructions cover our activities from the time we leave home in the morning until we arrive home immediately after school. During that time the school is responsible for your safety and wellbeing.

Why do we need a code of conduct?

- We need a code of conduct to ensure that all members of our school community should feel safe and secure as they participate in all the activities of the school.
- We need to treat each other with respect, tolerance and understanding.

How has the content of the Code of Conduct been decided?

- The rules and regulations have been devised by pupils and staff to ensure your safety and wellbeing.
- They have been devised for sensible reasons so that good order prevails.
- They have been written, wherever possible, in positive language to emphasise that they are sensible, logical and practical.
- They have been arranged to take you through a school day

Arriving at School

Pupils should arrive at school **on time** – at least a few minutes before 8.40 a.m. Classes start at 8.40 a.m. Breakfast will be available in the dining hall to purchase from 8.20 a.m.

Pupils should remain outside the school or in the dining hall until the bell rings at 8.40 a.m. When the bell rings pupils should proceed quietly on the left-hand side of the corridor to their period 1 classroom.

Pupils who arrive in school after 8.40 a.m. should report to the School Office, with a note of explanation from parents. A record of late arrival will be kept.

In the Classroom

Pupils should:-

- arrive on time with necessary books and equipment
- enter quietly, stop eating and get ready for work
- remain in seats unless given permission to move
- listen to and follow any instructions the first time given

- raise hand and wait to be asked before speaking
- treat others, their property, and their work with respect

School Code of Conduct – The Code

Rewards:-

- praise from the teacher
- House Points
- Learner of the Month
- Achiever of the Month
- Merits

Sanctions:-

- a verbal warning
- move to another seat
- issuing of a detention and/or
- on-call referral to the Curriculum Leader

The sanctions deployed are in accordance with the severity of the situation. If a pupil is not working appropriately in their classroom they may be asked to undertake work in another room, with another teacher.

Where the safety and good order of the classroom is likely to be compromised, pupils may be removed by a member of the Senior Leadership Team.

Restorative approaches

Where there has been an issue in a classroom, in order to move forwards with learning, pupils have the opportunity to engage in a restorative conversation with the member of staff and pupil who has been affected by their behaviour. This encourages all present to listen to and take into account different perspectives on an incident and agree how difficult situations might be avoided in future.

Corridor Movement

Pupils will leave classrooms in a quiet and orderly fashion when the bell rings for the end of a class. They will move around the school on the left-hand side of the corridor and follow the one-way system at all times.

All pupils should remain in the school when they are going from one classroom to another.

Under no circumstances will pupils eat or drink in the corridors. Pupils who do this will have the articles confiscated. Food and drink must only be consumed in designated areas.

Break and Lunchtime

S1 pupils are not permitted to leave the school grounds at break or lunchtime.

In fine weather pupils in S1 to S4 should use the playground at break and lunchtime, except for access to the toilet or the dining hall. S5 and S6 pupils will be permitted to use the downstairs link areas during lunchtime.

Pupils should remain in Dalkeith High School areas of the campus and under no circumstances should be upstairs in the shared area.

If the weather is wet, or it is snowing, or if it is exceptionally cold, pupils may remain downstairs in the school building

Blocks of toilets and individual toilets are located throughout the school. Pupils should aim to use these at break and lunchtime only and to use the facilities appropriately.

The Dining Hall

The Dining Hall will be open at break for drinks and snacks. Pupils may enter the Dining Hall without queuing outside at break. At lunchtime, pupils with packed lunches; pupils attending lunch clubs; and pupils with pre-ordered meals may enter the Dining Hall without queuing by showing appropriate receipts or passes. All other pupils should line up as instructed.

All litter should be deposited in the bins provided. Cans and bottles should be put in the recycling bins. Pupils who constantly drop litter will not be allowed the privilege of taking their lunch out of the Dining Hall.

Playground

At break and lunchtime pupils should be aware of the following instructions:-

- All pupils will remain within the school grounds during break.

- Pupils may leave the school at lunchtime subject to good behaviour. The privilege will be removed from those who do not meet this condition and parents will be informed. All S1 pupils should remain on campus.

The End of the Day

Pupils should leave the school in an orderly fashion via one of our three paths. Pupils who leave by bus should board in an orderly fashion.

Pupils should not cross the grass and avoid the path that runs alongside Woodburn PS

Other Points to Note

- Pupils may bring their bicycles to school. During the school day, bicycles will be locked securely in the bike shed at the front of the school. Pupils must not ride their bicycles in the playground. Pupils who insist on doing so will not be allowed to bring their bicycles to school.
- Pupils are not allowed to smoke on school premises. This includes the playground as well as the school buildings and buses.
- Pupils should not be involved in fighting. Assault is an offence and all such incidents will be treated accordingly.
- Pupils should not bring to school articles which could cause injury to themselves or others.
- Pupils should not tamper with fire alarms. This is an offence and pupils who do this will be excluded.

ASSESSMENT & REPORTING

Teaching, Learning and Assessment

High quality learning experiences are at the heart of our work. Dalkeith High School consistently aims to:

- Encourage positive attitudes towards learning
- Create a culture of learning and collaboration
- Engage in feedback (teacher to teacher, pupil to pupil, teacher to pupil, pupil to teacher)
- Use data to plan learning and interventions where appropriate
- Develop inspired and passionate teachers who lead learning and encourage pupils to do so, too
- Use systems and process that put the learner at the centre of all we do
- Incorporate the use of digital technology to enhance the learners' experience in the classroom

All of our young people engage in learner conversations with their teachers on a regular basis and are encouraged to be responsible for their own learning. Lessons have clear learning intentions and success criteria and are designed to build skills as well as knowledge.

Teaching and learning is spearheaded by our Leader of Learning (Mr R. McGlade) and the Teaching and Learning Working Group. Our collaborative culture was key throughout the creation of our DHS Lesson Evaluation Toolkit. This is designed to support our teaching and ensure everyone can select classroom strategies that demonstrably work best. It is not a checklist. We use it to support lesson planning, self-evaluation and coaching. Instead of simply listing good features of teaching practice we use in lessons, it should make us think about **how well** we do these things. teaching staff take part in regular Learning Walks, enabling them to share good practice across different departments and faculties. The DHS Lesson Evaluation toolkit can be found on our Google site, as well as other strong examples of resources made accessible to all staff to enhance learning.

<https://sites.google.com/midlothian.education/teaching-and-learning/home>

Teachers at Dalkeith High School use a range of both formative and summative assessment approaches. This means that assessment is part of the everyday activities within the classroom, rather than confined to end of topic or end of year tests.

The assessment of learners in S1-3 is informed by the national benchmarks, which ensures that standards are shared across different sectors, schools and subjects. Most learners undertake Levels 3 and 4 during their Broad General Education, though there are exceptions to this to best meet learners' needs.

The assessment of learners in S4-6 is informed by National Qualifications and subject to verification by SQA and other accrediting bodies. Most National

Qualifications courses involve both internal and external assessment methods.

Our full Learning, Teaching and Assessment policy is available here:

Tracking, Monitoring and Reporting

Learners from S1- S6 receive a Tracking Report twice per year (sent directly home to parents/carers) which is focused on their strengths and targets for learning. These reports are put together taking learners' views into account and also give an update on behaviour, effort and homework.

The school has introduced a whole school Senior Phase Tracking system that captures pupil's progress at crucial times of year. These points in the year are called Attainment Weeks and all CLs will be responsible for updating their faculty specific version through conversations with staff. House Attainment Meetings (PSL and HH) and SLT Attainment Meetings will take place to identify and discuss any interventions that need to be put in place. This approach will streamline the tracking process and ensure that it will effectively meet the needs of all learners. Interventions and actions are recorded in the tracking system and will ensure that SLT and House Teams have a clear overview of each pupil's progress throughout the academic year.

All departments will also have their own systems for tracking progress throughout the year and these feed into whole school data. The House Teams maintain an overview of learners' progress and may invite parents/carers for further discussions should issues arise following updates in the whole school tracking system.

Each year group also has an annual Parents'/Carers' meeting where individual appointments with subject specialists are available.

In addition to this, where required, parents/carers may also receive a Concerns Letter following each Attainment Week throughout the year. These are targeted at young people for whom we have concerns around attendance, work ethic, behaviour, homework, or progress.

Any parents/carers with concerns around their young person's learning should contact the relevant Pupil Support Leader in the first instance.

The Tracking, Monitoring and Reporting calendar for the session is available on the website

(<https://dalkeith.mgfl.net/tracking-monitoring-and-reporting-schedule-2016-17-parent-carer-guide/>)



Learner Qualities

Learners at Dalkeith High School should always strive to be:
Responsible Resourceful Resilient Reflective

Responsible

You can ensure you are responsible by keeping the following in mind:

- Even if it 'wasn't just me' - it was still me!
- The actions and behaviours I can control are my own.
- The teacher can point me in the right direction but I need to get myself there.
- If I've missed a lesson, it's my job to check on the learning I need to catch up with.



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Resourceful

You need to build strategies to be a successful learner. In class, ask yourself the following:

- 'I'm stuck' is just a statement - can I ask the teacher something instead?
- Do I have notes on this that can help me?
- Do I have skills or knowledge from another subject that I can use here?
- Is there some research I can do to help develop my ideas?
- If Plan A isn't working, what might Plan B look like?



Learner Qualities

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Resilient

Try reminding yourself of the following when learning is challenging:

- I want to have a growth mindset. It's not that I can't do this, it's just that I can't do it yet.
- Learning isn't supposed to be easy - If it's easy, I'm probably not learning much!
- Making mistakes is just part of the learning process.
- If I'm in the learning pit, my peers and my teacher can help me, but I also need to help myself.



Learner Qualities

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Reflective

You need to ask yourself the following questions:

- **Where am I now in my learning?**
What were the things I did to help me get to this stage?
- **Where do I want to be?**
- **What steps do I need to take to get there?**
Is there anything preventing me from taking these steps?
If so, how do I deal with this?

SCHOOL IMPROVEMENT

Attainment

Staff, pupils, parents and carers all have a part to play in continuing to raise attainment. Information on attainment in National Qualifications is recorded on Insight, the benchmarking tool provided by the Scottish Government. Points of interest for our school include the following:

- There is a 3 year positive trend in attainment in Literacy and Numeracy
- Our highest attaining pupils are exceeding the attainment of similar candidates in Midlothian and nationally
- There is a particular area of strength in both the numbers of candidates undertaking Advanced Higher and the quality of passes they receive

Pupils at Dalkeith High School have a wide range of courses to choose from, and this personalisation and choice ensures that they are best placed for success in their chosen subjects.

We remain highly ambitious for the attainment of all our young people and continuing to raise attainment as a cornerstone of our Improvement Planning.

Achievement

In addition to academic progress, Dalkeith High School also records and celebrates wider achievement.

Dalkeith High School is very proud of all its achievements. Individually, and in teams, our young people have excelled in the fields of culture, sport and academia. These successes are communicated on a regular basis through the website, our Twitter accounts, and the newsletter shared each term.

Almost all young people take up opportunities for wider achievement. A range of clubs is on offer during the school day and a whole host of extra-curricular activities take place after school and at weekends.

We regularly participate in national programmes such as the Duke of Edinburgh's Award Scheme, Model United Nations and STEM (Science, Technology, Engineering and Maths) challenges. Events such as our Expressive Arts Evening and School Show involve significant numbers of young people sharing their passion for the arts. We also have a strong presence in sporting activities at national and even international level.

The use of House Points to celebrate achievement both in and out of school encourages our pupils to share their success with staff. The recent developments in the House Points system has ensured more opportunities to celebrate success with the introduction of Learner of the Month, Achiever of the Month, Achievement Weeks and further improvements in the use of merits. Each House will have a bulletin board that shows live scores in both merits and achievement slips.

Our Awards Ceremonies for both S1-S3 and S4-6 acknowledge achievement through prizes including Personal Progress Awards, awards for responsible citizens, effective contributors, and confident individuals, as well as successful learners. We have also introduced a #DeterminedHappySuccessful Award for young people who have gone above and beyond expectations.

PUPIL & PARENTAL INVOLVEMENT

Pupil Voice and the Pupil Leadership Team

Just as all parents/carers are automatically a part of the Parent Council, all of our pupils are members of our Pupil Voice Forum. Invitations to monthly meetings are issued on a rolling basis and pupils have the chance to discuss challenging issues such as learning and teaching, the curriculum, and promoting achievement.

Senior Pupils lead these discussions and report back, as appropriate, to the Senior Leadership Team and Parent Council. Minutes of the meeting are shared on the website. Pupil Voice representatives have also been involved in the appointment of school staff and are regularly asked to take part in focus groups to inform policy.

Pupil Voice Forum leaders have also been able to give feedback on the successes of the Forum and potential next steps:

“I know I’ve helped make a difference at DHS because [the teachers] act on what we bring back to them.” (Pupil Voice Forum Leader at Dalkeith High School)

“[Pupil Voice] has allowed us to take on board opinions from a large group of people all over the school, most of whom probably would never have shared their opinions on the issues we discuss without this chance.” (Pupil Voice Forum Leader at Dalkeith High School)

In addition to this, S6 pupils can also take on the role of office bearers:

- Head Boy / Girl
- Deputy Head Boy / Girl
- House Captains
- Prefects

Our office bearers are ambassadors for the school and represent us at both school and community events. Pupils who wish to take on any of these roles must take part in a full application process, including interviews with senior members of staff.

“Five a day”

The 5-a-day programme has been introduced this session to provide an additional means of gathering pupil voice on a range of topics relevant to the life and work of the school.

Five pupils meet with a member of SLT each day to discuss a topic of interest. The topics to be discussed are agreed by SLT at the weekly business meeting.

Names of the 5 pupils are displayed on the screen next to the ballerina at the start of the day. Admin staff are informed of the target group for the coming week on a Thursday and a note is kept of those pupils who have participated in the programme to avoid duplication at a later point in the session.

Points raised by pupils are discussed at the weekly SLT focus meeting and disseminated more widely as appropriate. This is an example of how much we value input from our young people and it's also a reflection of the role they play in ensuring DHS promotes a positive and inclusive ethos.

Parental involvement

Being fully involved in your child's education has many positive consequences. Most importantly, it communicates to the young people the value of learning and provides that extra bit of support they all need at times. For the school, interested parents who are willing to participate in activities and events provide a wider range of skills and experience to draw upon.

Dalkeith High School is fully committed to involving parents in the education of their children. We do this in many ways: parent and carer nights, consultations, encouraging parents to be actively involved in school events and the provision of advice and information on how to directly support learning at home.

Parent Council

The Parent Council is the formal body which represents all parents and carers of pupils at Dalkeith High School. The Scottish Schools (Parental Involvement) Act 2006 makes provision for all parents to be members of the Parent Forum at a school, and to have their views represented to the school, education authority and others, through a representative Parent Council for the school.

The Act aims to help all parents to be:

- involved in their child's education and learning
- welcomed as active participants in the life of the school
- encouraged to express their views on school education generally and work in partnership with the school.

Midlothian Council has developed guidance for Parent Councils, including a support pack to assist with the establishment of a Parent Council.

All meetings of the Parent Council are open to any parent and dates of the meetings will be published in the school newsletters, posted on the school website and app, and advertised on Twitter.

Parent Teacher Association

Our PTA is a less formal body which supports the school at a number of events during the school year. Fund-raising occasions have included quizzes, raffles, bag packing and sponsorship. Through the commitment and dedication of the parents who involve themselves in the wider life of the school, funds are raised annually and donated to the Pupil Voice. These funds are then disbursed in the best interests of our young people.

Contact details for the Chair of the Parent

Council: Caroline Pearson

scottishelements@live.com

Parent Council / PTA Facebook page:

<https://www.facebook.com/DalkeithHighSchoolParentCouncilandPTA/>

Keeping in touch

The school website is a key source of information about many areas of the school's work and can be accessed at:

<http://dalkeith.mgfl.net/>

We also share a great deal of information via our Twitter account

https://twitter.com/official_DHS

Supporting your learner

By searching #DeterminedHappySuccessful, you can see a range of the learning activities that happen in school on a daily basis.

The website also hosts the newsletters we produce once a term. These share the achievements of our young people both in the classroom and beyond. If you would prefer a paper copy of the newsletter, please call the school office (0131 654 4701) and it will be sent to you.

You can email enquiries to the school email address: dalkeith.hs@midlothian.gov.uk

Thereafter, office staff will pass your query to the most appropriate member of staff, or contact you for more information if required.

Pupils from every year group have two reports and one Parents'/Carers' Meeting. However, any concerns at other times can be directed to your child's Guidance

teacher, who will speak with the relevant members of the school community on your behalf and respond to your query in a timely fashion.

The school recognises that homework is an important and necessary part of school life in order to build study habits and reinforce learning. We are moving towards an online system to support parents/carers in being more involved in this element of learning. The introduction of Show My Homework this academic year will improve both pupil and parental engagement in terms of the quality and regularity of homework. This software will allow teachers and parents to track homework and ensure all are aware of the expectations and deadlines set by each subject on a weekly basis. We also have a homework section on the website which has a range of resources to support study at home.

There is no doubt that learning at home reflects and consolidates work done during the school day. We rely greatly on our parents to encourage pupils to:

- discuss homework deadlines they may have
- complete homework on time
- present work neatly
- give quality time to homework

In S1-S3, learners engage in home learning opportunities that support their classes. The amount and nature of the homework may vary from department to department. Pupils may be asked to continue their investigations at home, or do background reading, or to complete some exercises. They should also build in time for regular revision of e.g. Modern Languages vocabulary, Maths problems, or Science terminology.

As pupils move up the school, certificated courses demand that more time be spent on homework and studying. Such individual work plays an important part in encouraging pupils to take responsibility for their own learning and ensures they are as prepared as possible for their course assessments and external examinations. Therefore, Show My Homework will help improve not only the quality of homework but also help raise attainment.

Show My Homework will help keep parents informed of missed deadlines. All staff will be able to communicate with the pupils via the system and departments can highlight issues through the tracking, monitoring and reporting system. Where a significant problem is identified, Pupil Support Leaders will call parents/carers to discuss how we might work together to resolve the issue. Our Home Learning policies for the Broad General Education and the Senior Phase are available on our website.

Supported Study

The school offers pupils the opportunity to attend after-school study. An extensive programme of after-school and lunchtime supported study classes is available.

In addition, for S4 – S6 pupils, special revision courses are run during the Easter holidays to provide young people with additional support prior to SQA National Examinations. We also run a programme of Masterclasses in the days leading up to the exams, which focus on exam techniques. Pupils are strongly advised to take advantage of these additional opportunities, which complement private study.

Wider Achievement activities

Wider achievement activities are a key part of our school community and help to promote, healthy lifestyle, relaxation, and the development of new skills. The range of activities on offer varies from year to year in accordance with pupils' interests but some examples on offer this session have included Junior/Senior Choir, Photography Club, Drama Club, Science Club and Maths Club. A significant number of young people are also involved in the activities that run daily in the PE department and in more sustained extra-curricular programmes such as Duke of Edinburgh and Model United Nations.

The Support for Learning department also runs a club every break and lunchtime to offer a warm and welcoming space for any young people who require it.

Within the school day pupils make visits to places of interest which are associated with their courses. There are also residential exchanges and visits which take place in term time. All of these opportunities enhance the wider learning experiences of our young people.

Recent day trips have included: The Pentlands; Vogrie Country Park; Samye-Ling Buddhist Centre, The Surgeon's Hall, various Edinburgh theatres, Butterfly and Insect World; the Sky Academy.

Pupils have also been involved in residential trips such as Maths Camp and the School Show trip to London, and on foreign trips such as the Jarnac exchange and the New York adventure.

During the last week of the summer term, many staff and pupils are involved in a range of off-site activities including fishing, martial arts, crafts, and hillwalking. These activities are a great opportunity to continue to build the positive relationships that exist between staff and pupils at our school.

Pupils who win the House Points challenge are also able to take part in a day trip to celebrate their success. This year saw S1-3 visit Blair Drummond and S4-6 visit Alton Towers.

FEEDBACK

Feedback on our service

Dalkeith High School works in partnership with all stakeholders: pupils, parents, staff and the community. All parents/ carers at Dalkeith High School are automatically members of the Parent Council

We strive to improve the service we offer at all times and value feedback as a key support to improvement e.g. through Parent Council and Pupil Voice Forums.

Any specific concerns or issues should be raised with us by contacting the school office on 0131 654 4701. You will then be directed to the most appropriate person to deal with your enquiry. This is likely to be your child's Principal Teacher of Guidance or House Head in the first instance.

FURTHER INFORMATION

Useful Contact Numbers

Midlothian Council – 0131 270 7500

Dalkeith Social Work – 0131 271 3860

PAVE – 0131 561 5369

MYPAS – 0131 202 0582

CAMHS Midlothian – 01968 671 330

Dalkeith Careers Office – 0131 663 7287

Community Learning and Development – 0131 270 5775

Dalkeith Library – 0131 663 2083

Pupil Transport (Dundas Buildings) – 0131 654 4701

Useful websites

Dalkeith High School: <http://dalkeith.mgfl.net>

Midlothian Council: <http://www.midlothian.gov.uk>

Parentzone: www.parentzonescotland.gov.uk (parents and carers)

SQA: www.sqa.org.uk (information on qualifications)

Education Scotland: www.educationscotland.gov.uk (information on CfE, standards, inspections)

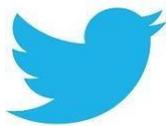
Skills Development Scotland: www.sds.co.uk (careers advice)

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T:0131 654 4701

dalkeith_hs@midlothian.gov.uk



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