

MARR COLLEGE



HANDBOOK

Session 2015/2016

**Dundonald Road
Troon
KA10 7AB**

 **01292 690022**

marr.mail@south-ayrshire.gov.uk

CONTENTS

SECTION A	General School Information.....	1
	1. Head Teacher Welcome Statement.....	1
	2. School Ethos, Aims and Values	2
	3. School Information	
	• Name	
	• Address	
	• Email Address	
	• Website	
	• Denominational Status	
	• Accommodation and Capacity	
	• House Structure	
	• Catchment Map and Area	
	4. Associated Primaries.....	4
	5. School Staff	5
	6. Management Team	6
	7. Guidance Team	7
	8. The School Day & School Year	8
SECTION B	Teaching and Learning	10
	1. Curriculum for Excellence	10
	2. The Core Curriculum	11
	3. Opportunities for Wider Achievement	13
	4. School Improvement	13
	5. Support for Pupils (Additional Support Needs)	14
	6. Psychological Services.....	15
	7. Getting It Right for Every Child (GIRFEC)	16
	8. Child Protection	17
	9. Planning for Progression (Transitions).....	17
	10. Religious and Moral Education	17
	11. Sensitive Aspects of Learning	17
	12. Equal Opportunities and Inclusion.....	17
	13. Health and Wellbeing (including School Disciplinary Policy)	17
	14. Pupil Council	17
SECTION C	Home / School / Community	19
	1. Parental Involvement and Home School Links	19
	2. Parents as Partners – Parent Council and Parent Forum.....	20
	3. Choosing a School.....	21
	4. Attendance	22
	5. Routine and Expected Visits Outwith the School	23
	6. Transferring Educational Data about Pupils	23
	7. School Uniform Policy.....	24
	8. Parental Complaints Procedure	24
	9. Public Private Partnership (PPP) Programme	24
SECTION D	Care and Welfare	25
	1. School Meals and Free School Meal Information	25
	2. Footwear and Clothing Grant Information	25
	3. Educational Maintenance Allowance	26
	4. Transport Guide to Parents	26
	5. Insurance	27
	6. Valuable Items	28
	7. Use of Mobile Phones.....	28
	8. Health and Medical Information	28
	9. Data Protection Act	29
	10. Freedom of Information (Scotland) Act 2002	29
	11. Helpful addresses and websites (Appendix A).....	30

SECTION A – GENERAL SCHOOL INFORMATION

1. Introduction by Head Teacher

Thank you for your interest in Marr College. This handbook will provide the essential information that will guide you as your son or daughter embarks on their secondary education at Marr.

My goal is to ensure that this and future generations of Marr students maintain the high standards that have gone before, to embrace all that is progressive in learning and teaching, and to strive for excellence. The culture by which we lead our daily school lives is reflected in the school's values, 'Motivation, Ambition, Respect and Responsibility'. The vision and values of Marr College are fully presented later in the handbook and outline what is important in our school community.

Pride, confidence and success in our school comes from students, parents/carers and staff having a shared understanding of what we are trying to achieve. The teaching staff will demand a high level of participation and effort from all students. We value your involvement in the education of your child, and I am a strong advocate of positive relationships between home and school in supporting our young people in their learning.

Together, I believe that we can motivate our young people to aspire to be their best, and to work towards the highest attainment and achievement at Marr College. I invite you to come on this partnership journey.

Good luck in your future at Marr, and remember, once Purple and Gold always Purple and Gold.

Mrs Elaine McGregor-Sloman
Head Teacher

2. *Statement of School Aims and Values*

Vision

Our school will work to provide a safe, supportive and challenging environment for all to learn. We will provide opportunities for all individuals to achieve success develop self-confidence and contribute responsibly to an ever-changing world.

Marr College – aiming for 'Ambition and Excellence for All'

Values

In Marr College we value:

- **Motivation**
- **Ambition**
- **Respect**
- **Responsibility**

Aims

1. We aim to create a positive school ethos that promotes inclusion and equality by:
 - creating a climate where students and staff have a strong sense of belonging and feel valued
 - promoting positive relationships between staff and students
 - promoting positive behaviour via praise, encouragement, rewards and incentives
 - providing appropriate support to individual students
2. We aim to raise attainment by:
 - promoting an ethos of achievement
 - ensuring that learning and teaching is at the heart of all our activities
 - raising standards of achievement in the core skills of literacy, numeracy and health & wellbeing.
 - providing young people with the essential skills and aspirations necessary to prosper in a fast changing and technological society
 - helping meet the needs and aspirations of all learners by offering a variety of stimulating and enjoyable learning opportunities
 - motivating students and encouraging them to take responsibility for their own learning
 - developing an integrated programme of ICT to support learning across the curriculum
 - monitoring and tracking student attainment and achievement closely; and reporting to and liaising with parents on progress
 - involving all staff in developing and improving the quality of learning and teaching
3. We aim to promote achievement in the broadest sense by:
 - enriching learning through the experience of cultural and sporting activities
 - encouraging creativity, ambition and enterprise
4. We aim to assist our student's personal and social development and to teach them the values and responsibilities of citizenship in a democratic society by:
 - promoting social competence and encouraging students to act in a responsible manner as in the Rights Respecting School agenda.
 - raising self-esteem and self-reliance and teaching students to respect themselves and other people
 - providing appropriate personal and social education and a range of extra-curricular activities

5. We aim to promote an effective partnership that links home, school and community by:

- keeping parents/carers fully informed by reports, meetings, newsletters etc.
- actively involving parents/carers in their children's education
- supporting the work of the Parent Council
- working in collaboration with external agencies to meet the needs of individual students
- promoting participation in activities in the local community
- preparing young people for lifelong learning and the world of work

6. We aim to develop an effective framework for learning by:

- striving to achieve an attractive, stimulating and safe school environment that is conducive to learning and teaching
- supporting and encouraging student self-discipline
- striving to achieve an open system of management
- providing a quality programme of career review and staff development activities to reflect the changing needs of the world of education
- ensuring that quality assurance and quality improvement are built in to all our activities

3. School Information

Name	Marr College
Address	Dundonald Road, Troon KA10 7AB
Telephone Number	01292 690022
Email address	marr.mail@south-ayrshire.gov.uk
Website	www.marr.sayr.sch.uk
Head Teacher	Mrs E McGregor-Sloman (contactable via school email address).
Denominational status	Non-denominational
Accommodation and capacity	Permanent Capacity – 1177 (including temporary accommodation - 1360)
Catchment area	Details of the school catchment area and street names are available for inspection at the school and parents/carers can also access them on the Council's website at www.south-ayrshire.gov.uk . Catchment map and area (available from the School Management Section, Children and Community, County Buildings, Wellington Square, Ayr, KA7 1DR).

4. Associated Primaries

Address	Head Teacher	Telephone Number
Barassie Primary Burnfoot Avenue, Troon	L Clarkson	01292 690072
Dundonald Primary Castle Drive, Dundonald	H Cooke	01563 690075
Muirhead Primary Buchan Road, Troon	J Stefani	01292 690033
Struthers Primary Staffin Road, Troon	J Houston	01292 690073
St Patrick's Primary Academy Street, Troon	M Maltby	01292 690070
Troon Primary Barassie Street, Troon	C Hornby	01292 690069

5. School Staff

Head Teacher: Mrs E McGregor-Sloman

Depute Head Teachers: Mr J Allison, Mrs R Anderson, Mr G Hobson, Mr N McLean (Acting), Mrs G McTaggart

<p><u>GUIDANCE</u> Darley - Mrs J Cooper & Miss K Walker (0.4 acting SSDT) Fullarton - Mr R Cameron Lothian - Mr Higgins Portland - Mr K Blair Wellbeck - Mrs A Shannon</p> <p><u>ART</u> Mrs J Haig (PT) Ms E Gilbertson</p> <p><u>BIOLOGY</u> Mrs J Morrison (PT) Mrs J Cooper (PTG) Ms C Jones</p> <p><u>BUSINESS EDUCATION</u> Mrs J McFetridge (PT) Ms L Sharpe Mrs M Thomson Miss S Wyllie</p> <p><u>CHEMISTRY</u> Ms S Donnelly (PT) Mr R Cameron (PTG) Ms J Jeffers Ms J McGrouther Ms L Penny</p> <p><u>COMPUTING</u> Mr N McLean (PT and Acting 0.4 DHT) Mr A Simpson (Acting 0.4 PT) Mrs R Anderson (DHT)</p> <p><u>DESIGN & TECHNOLOGY</u> Mr F Kellett (PT) Mr J Allison (DHT) Mr R Connell Mr S McNeill (Acting PT Business & Community) Mr W Quigg</p>	<p><u>ENGLISH</u> Ms S Law (PT) Mrs V Crammond Ms R Drauz-Brown Ms L Gilmour Mrs M Gunn Mr C Hendrie Ms C Robertson Ms C Wilson</p> <p><u>FOOD & TEXTILE TECHNOLOGY</u> Mrs M Porter (PT) Mrs F McGill Mrs J Smith</p> <p><u>GEOGRAPHY</u> Mr K O'Donnell (PT) Mr D Marshall Mr I Ross Mrs A Shannon (PTG)</p> <p><u>HISTORY/MODERN STUDIES</u> Mr D Morton (PT) Mrs L MacKenzie Mr S Harris Mr C Moncrieff</p> <p><u>MATHEMATICS</u> Miss F McCue (PT) Mr V Barraclough Mr K Blair (PTG) Mr J Campbell Ms A Mendy Mrs A Jarvie Mr C McPhee Mrs G McTaggart (DHT)</p> <p><u>MODERN LANGUAGES</u> Ms S Gall (PT) Miss L Francis Mr G Hobson (DHT) Ms M Georget Mrs V Mancini</p> <p><u>MUSIC</u> Mr N Sinclair (PT) Ms K Walker</p> <p><u>PHYSICAL EDUCATION</u> Mr C McPike (PT) Mrs B Dawson Mr S Manning Mrs J Maxwell Mr R McLaughlin</p>	<p><u>PHYSICS</u> Dr I Spencer (PT) Mr G Robertson Mr T Strachan Mr J Higgins (PTG)</p> <p><u>RELIGIOUS EDUCATION</u> Mrs L Cleland (PT) Ms N Pringle</p> <p><u>SUPPORT FOR LEARNERS</u> Ms F Young (PT) Mrs B Dawson Ms M Elliot Mrs C Mitchell</p> <p><u>ADMINISTRATION TEAM LEADER</u> Mrs V Rodgers (0.5)</p> <p><u>ADMINISTRATIVE ASSISTANTS</u> Miss L Gilchrist (Senior) Mrs A Downie Mrs A Jess Mrs K Copeland Ms J Vane Ms Y Smith Mrs J Bruce</p> <p><u>JANITORS</u> Miss C Mullen Mr A McMillan Mr D McWhinnie</p> <p><u>LIBRARIAN</u> Mrs C Owens</p> <p><u>SCHOOL ASSISTANTS</u> Mrs K Barrie Mr D Drinnan Mrs L Duncan Mrs S Habashi Mrs T McIntyre Mrs J Scott Ms F Strachan</p> <p><u>TECHNICIANS</u> Mr A Rountree (Senior & Science) Mr A Ferguson (Technical) Mr J Hill (ICT) Mrs J Meredith (Science)</p> <p><u>CAMPUS POLICE OFFICER</u> PC Harrower</p>
---	--	---






6. Management Team - Senior

Head Teacher: Mrs E McGregor-Sloman

Depute Head Teachers: Mr J Allison, Mrs R Anderson, Mr G Hobson, Mr N McLean (Acting), Mrs G McTaggart

Head Teacher

<p>Mrs E McGregor-Sloman MARR COLLEGE</p>

Depute Head Teachers				
				
<p>Mr J Allison (Head of DARLEY)</p>	<p>Mrs R Anderson (Head of FULLARTON)</p>	<p>Mr G Hobson (Head of WELBECK)</p>	<p>*Mr N McLean (0.4 Acting)</p>	<p>Mrs G McTaggart (Head of LOTHIAN and PORTLAND)</p>

*Mr N McLean, Principal Teacher of Computing Science, is Acting Depute Head Teacher on a Monday and Friday for Mrs Anderson.

Principal Teachers

Principal Teachers - Subjects			
			
Mrs J Haig Art & Design	Mrs J Morrison Biology	Mrs J McFetridge Business Education	Mrs S Donnelly Chemistry
			
Mr A Simpson Computing Science (0.4 Acting)	Mr F Kellet Design and Technology	Ms S Law English	Mrs M Porter Food & Textile Technology
			
Mr K O'Donnell Geography	Mr D Morton History	Mrs F McCue Mathematics	Ms S Gall Modern Languages
			
Mr N Sinclair Music	Mr C McPike Physical Education	Dr I Spencer Physics	Mrs L Cleland Religious & Moral Education

7. Student Support and Development Team

The Student Support & Development is responsible for the support of students and in matters related to Health and Wellbeing, curriculum, Additional Support Needs and transition.

There are eight Principal Teachers of the Student Support & Development Team. Their job is to help students with their personal transition to secondary education and adolescence, to support and get to know students as individuals by means of one-to-one interviews and small group interviews, to teach Personal & Social Education (PSE) and review target and option choices with each student. In addition, students are encouraged to self-refer if any problem arises.

The school is divided vertically into six guidance groups. Students are therefore in the care of the same Student Support & Development Team teacher as they progress through the school. Wherever possible, the same Student Support & Development Team teacher will deal with younger brothers and sisters.

The Guidance Team is also responsible for careers advice, links with universities, colleges, employers, student interviews with careers advisers and is in a position to assist parents and carers and their child with concerns pertaining to behaviour, academic performance and choice of school course and future career.

Should any problem arise regarding any aspect of the young person's progress, please contact the school to arrange an appointment to meet with the Student Support & Development Team Teacher. Any discussion will remain confidential if you wish.

The Team also includes 2.1 teachers of Additional Support Needs and 9 school assistants who work within South Ayrshire Council's staged intervention framework to support young people with Additional Support Needs.

Student Support and Development Team			
			
Mrs J Cooper DARLEY	Miss K Walker DARLEY (0.4 Acting)	Mr R Cameron FULLARTON	Mr S McNeill Student Support
			
Mr J Higgins LOTHIAN	Mr K Blair PORTLAND	Mrs A Shannon WELBECK	Mr S McNeill Business & Community Links

8. The School Day and School Year 2015 – 2016

School Day

All students should be in school and ready to work at 8.45 a.m.

	Period1 8.45 - 9.35am	Period 2 9.35 – 10.25 am	Interval 10.25 – 10.40 am	Period 3 10.40 – 11.30 am	Period 4 11.30 – 12.20 pm	Period 5/Lunch 12.20 – 1.10 pm	Period 5/Lunch 1.10 – 2.00 pm	Period 6 2.00 – 2.50 pm	Period 7 2.50 – 3.40 pm
Monday							Lunch		
Tuesday							Lunch		
Wednesday							Lunch		
Thursday						Lunch			
Friday						Lunch			

- Year group assemblies take place every Wednesday Period 3 rotationally during Tutor-Time.
- All letters/information will be issued through Tutor Time.

SOUTH AYRSHIRE COUNCIL
Educational Services
Approved School Holiday Arrangements – 2015/2016

Term		Break	Dates of Attendance	Cumulative Holiday Total	Cumulative Working Days	
First	Mid Term	Teachers (In-service)	Mon	17 Aug 2015	1	86
		Teachers (In-service)	Tues	18 Aug 2015	2	
		Pupils return	Wed	19 Aug 2015	7	
		<i>local holiday</i>	Fri	18 Sept 2015		
		<i>local holiday</i>	Mon	21 Sept 2015		
		Close	Fri	9 Oct 2015		
		Teachers (In-service)	Mon	19 Oct 2015		
		Re-open (Pupils)	Tues	20 Oct 2015		
		Close	Wed	23 Dec 2015		
		Re-open	Thurs	7 Jan 2016	17	
Close	Thurs	11 Feb 2016	18			
<i>local holiday</i>	Fri	12 Feb 2016	19			
<i>local holiday</i>	Mon	15 Feb 2016	21			
Teachers (In-service)	Tues	16 Feb 2016				
Re-open (Pupils)	Wed	17 Feb 2016				
Close	Thurs	24 Mar 2016				
Re-open	Tues	29 Mar 2016				
Close	Fri	1 Apr 2016				
Third	May Day	Re-open	Mon	18 Apr 2016	31	195
		Teachers (In-service)	Thurs	5 May 2016	32	
		<i>local holiday</i>	Fri	27 May 2016	33	
		Re-open (Pupils)	Mon	30 May 2016	66	
		Close	Tues	31 May 2016		
			Wed	29 Jun 2016		
Session 2016/17		Teachers (In-service)	Tues	16 Aug 2016		
		Teachers (In-service)	Wed	17 Aug 2016		
		Pupils return	Thu	18 Aug 2016		

NB Good Friday: 25th March 2016

Pupil's attendance will be 190 days after deducting 5 in-service days.

SECTION B – TEACHING AND LEARNING

1. Curriculum for Excellence

Curriculum for Excellence is now entering another phase of implementation across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parent/carers across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

Every child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy, numeracy** and health & wellbeing – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of **assessing progress** and ensuring children achieve their potential. Our well regarded Access, Highers and Advanced Highers will be updated and we will begin the teaching for the new National 4 and 5 examinations. All will take account of and support the new approaches to learning and teaching.

There is personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that is needed. There will be a new emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

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

2. *The Core Curriculum*

Links with our Associated Primary Schools

The Government's Curriculum for Excellence (CfE) 3-18 initiative encourages schools to look on the education of students in this range as a continuum, rather than a system divided between nursery, primary and secondary schools. To meet the requirements of CfE there are close links between Marr College and our associated primary schools.

Cluster meetings of Head Teacher and Depute Head teachers are scheduled and there is regular staff contact throughout the session. Curricular Development in past years has seen primary and secondary colleagues collaborate in creating programmes of work, which will link the study experienced in primary school with the curriculum studied at Marr College.

Primary to Secondary Transition

Before S1 students arrive in Marr College, secondary staff and primary staff will have met to discuss your child. It is important at this stage to ensure continuity of educational and personal provision. The SSdT, the Depute Head Teacher for primary to secondary transition and Head Teacher are all involved with our primary colleagues. In addition, a programme of meetings for parent/carers of primary 7 students will take place both in Marr College and individual primary schools.

Similarly, all students coming to Marr College will meet and know staff from the school before they arrive here in August. In December P7 are invited to a walk round of the school to familiarise themselves with the layout of the school and in May they are invited to a one day event, where they can participate in team-building activities. In June, students are allocated the class they will enter in August and spend two days at Marr College following their timetable, meeting new teachers, classmates and S6 Buddies. The extra confidence gained is an undoubted advantage when they face their 'first day' in August.

The Broad General Education (BGE)

The S1 – 3 Experience

All students in S1, 2 & 3 follow a broad general education covering the eight curricular areas: science, languages, mathematics, social studies, expressive arts, health & wellbeing, religious & moral education and technology. These curricular areas are delivered through a wide range of subjects including English, Mathematics, Science, French, History, Geography, Modern Studies, Home Economics, Design & Technology, Art & Design, Music, Physical Education, Religious Education, Information and Communication Technology, Reflective Learning for Students and Personal & Social Education.

Making Learning Choices – S3

In February of S2, students are given the opportunity to specialise in a number of subjects to further their learning. To support these choices, students will gather information and advice through Personal & Social Education lessons, information evenings for parents/carers and interviews for students by the Student Support and Development Team. Detailed help is given by guidance and class teachers about course choices and decisions depending on the individual student's progress, interest and career aspirations. Further information on all of our learning options is available through our school website under the heading "Learning Options 2015/16".

As well as a broad general education covering the eight curricular areas, students will choose a skills option to enhance their educational experience. Examples include: Fitness, PC Passport and Duke of Edinburgh Award (Bronze). In addition, a number of inter-disciplinary activities, opportunities for personal achievement and learning related to the life of the school enhance students' learning and enjoyment of Marr College.

Students in S3 will continue with Curriculum for Excellence and will study up to 11 Learning Options, a John Muir Explorer award, a skills option, as well as a Core Curriculum of RME, PSE, PE and Tutor Time.

All subjects will follow the Experiences and Outcomes at Third and Fourth Level, making natural progression into the New Qualifications at National 3, 4 & 5 in S4 and beyond.

The Senior Phase**The S4 - 6 Experience**

The Senior Phase directly follows the Broad General Education and takes place in the final stages of compulsory education. The key focus of the Senior Phase is improving attainment and achievement of all. All students in S4, 5 and 6 follow a senior phase model to allow them to experience greater depth, breadth and choice in their learning. The Senior Phase is designed to build on achievements in the BGE; promote the highest levels of attainment; provide a range of flexible progression pathways within and beyond the Senior Phase to meet the needs of all learners with a strong focus on the skills for life, learning and work.

In the Senior Phase all young people can expect the entitlements to be delivered, whatever their individual aspirations and needs, wherever their learning takes place. The Senior Phase provides a variety of opportunities for all young people including the option to study a specific course at Ayrshire College or indeed at one or our partner schools within the South Ayrshire Campus. As part of the Senior Phase, young people in our school may learn together in classes across year groups.

The Learning Options Process

In February of S3, our students will be given the opportunity to experience further personalisation and choice in their learning by specialising in a range of subjects in S4. All students will continue with a Core Curriculum consisting of: Mathematics; English; Physical Education; RMPS and personal support through Tutor Time. In addition, students will choose 4 Learning Options which will each be studied for 5 periods at SCQF levels 3, 4 and 5.

Again to support these choices, students will gather information and advice through Personal & Social Education lessons, information evenings for parents/carers and interviews for students by the guidance team. Detailed help is given by guidance and class teachers about course choices and decisions depending on the individual student's progress, interest and career aspirations. Further information on course content is available on our school website. All students in S4 will embark on their Senior Phase of Curriculum for Excellence studying up to 6 national Qualifications at SCQF levels 3, 4, and 5. These courses show natural progression from the work completed in S3 and offer a variety of opportunities for progression in the senior school.

In February of S4, our students will be given the opportunity to experience further breadth and depth in their learning by further specialising in a range of subjects in S5. All students will continue with a Core Curriculum consisting of Physical Education; PSE and RMPS through Tutor Time. In addition, students will choose 6 Learning Options which will each be studied for 5 periods at SCQF levels 3, 4, 5 and 6 with opportunities for experiencing wider achievement options such as Sports Leadership Awards, College Options and a work experience programme.

In February of S5, our students will be given the opportunity to experience further breadth and depth in their learning by further specialising in a range of subjects in S6. All students will continue with a Core Curriculum consisting of PSE and Tutor Time. In addition, students will choose a minimum of 5 Learning Options which will each be studied for 5 periods at SCQF levels 3, 4, 5, 6 and 7 with opportunities for experiencing wider achievement options such as Sports Leadership Awards, College Options, Young Applicants in Schools Scheme (YASS) and a Work Experience Programme.

Some students may choose to leave school at the end of fifth year to go into employment, college or university. Assistance with each of these options is given through Guidance and Skills Development Scotland.

A full and comprehensive guide to our Learning options for both the Broad General Education and Senior Phase can be found in our website under "Learning Options 2015/16"

In fifth and sixth year financial assistance may be available from South Ayrshire Council through an Education Maintenance Allowance (EMA). See Section D, Care & Welfare, Part 4 of this handbook for details.

3. *Extra-Curricular Activities*

Marr College is extremely proud of the wide range of extra-curricular activities available to students reflecting the willingness and dedication of many members of staff.

Extra-curricular activities include the following:

- Art
- Athletics
- Badminton
- Basketball
- Computer Club
- Chess Club
- Debating
- Drop In Club
- Football
- Golf
- Hockey
- Netball
- Rugby
- Science Club
- Skiing
- Tennis
- Theatre Outings
- Volleyball
- Writers' Club

4. *Home Learning Policy*

Home Learning and independent study are important to successful learning. It is to be expected that students who have good study habits and complete their home learning, as well as working hard in class go on to achieve academic success. The amount and type of home learning set by teachers will vary from year to year. We expect regular appropriate meaningful and challenging home learning should be undertaken by all students, regardless of age or ability.

Home Learning is work that takes place outside formal classroom teaching, is primarily the responsibility of the student and is part of curricular objection. Some exercises may be set to reinforce what has been learned in class; on other occasions students may benefit from researching materials in books, guided reading in books, newspapers, magazines and websites. All students are issued with a Home Learning Diary/Study Planner. Students must use these planners to record their home learning assignments and plan their studies. Parent/Carers are invited to check their child's study planner and are able to comment in it. Parent/Carers may access a copy of the school policy on home learning on the school website.

'Learning experiences (both in class and out of class) should be imaginative, creative, stimulating and challenging. They should engage and involve all learners of all abilities and build on prior learning. Through monitoring and tracking home learning, students and teachers can then discuss strengths and next steps helping students feel safe, successful and confident' (Education Scotland, Journey to Excellence, Learning as personal development).

Marr College believes that regular, meaningful, appropriate and challenging home learning should be undertaken by all students, regardless of age or ability for the following reasons:

- to promote self-reliance, self-discipline, self-confidence and to encourage students to participate with responsibility in their own learning.
- to maximise student learning potential and develop independent learning and research skills.
- to allow consolidation of work and skills learned in class
- to prepare for future classwork
- to train students in study skills – e.g. planning/prioritising tasks to match time available and to develop study habits and self-discipline

- to encourage students to make use of the library and other resources at home
- to strengthen the liaison between home and school, and involve parents in students' work

Home learning is work that takes place outwith formal classroom teaching and is primarily the responsibility of the learner.

It is essential that all staff and parents regularly monitor the completion of home learning and that students know that failure to complete home learning will be acted upon. Through tutor time and through timetabled classes, information on home learning including deadlines will be checked on a weekly basis, and parents should also check and sign student planners each week.

5. Assessment and Reporting

Assessment

An essential feature of all students learning experience is the regular assessment of their progress. The purpose of assessment is:

- to create an agenda for discussion between learners and those teaching them about their next steps for learning
- to identify students' strengths and areas for improvement
- to encourage students to learn and apply themselves to their work
- to help the teacher to examine critically the quality of the learning process
- to form part of the target-setting, action planning and review process introduced to students through personal support
- to ensure students in the Senior Phase meet the criteria for SQA unit accreditation

Methods of assessment

Assessment will be varied and will include summative and formative feedback throughout the session. In S4-S6 there will be formal examination diets: Prelims in January and SQA examination for April to June.

Reports

Reporting allows information to be shared and exchanged between students, parents and staff. "The focus of reporting is to support and improve learning, recognising the individual needs of each learner." (BTC5)

Reports issued by departments will list the skills being taught and report to students and parents on the extent to which each student has mastered these skills.

Reports will also give details of an individual's strengths and areas for development in each subject as well as, where appropriate, performance in standardised assessments. This ensures parents have a clear indication of their child's progress through the experiences and outcomes of the Curriculum for Excellence programme and current National Qualifications.

Reporting comprises of a number of activities including written reports, parents' consultations meetings and on-going discussion. Dates for reports are as follows:

S1	Verbal Feedback to Parents Written Feedback to Parents	November April
S2	Verbal Feedback to Parents Written Feedback to Parents	January December
S3	Verbal Feedback to Parents Written Feedback to Parents	October January
S4	Verbal Feedback to Parents Written Feedback to Parents	February October
S5/6	Verbal Feedback to Parents Written Feedback to Parents	February December

6. *Additional Support Needs*

Additional Support Needs

It is widely recognised that all students need support to help meet and exceed their potential. The main sources of support are school staff who through good practice, are able to meet a diverse range of needs. With good teaching, and the provision of an appropriately differentiated curriculum, most students can maximise their potential without the provision of any additional support.

However, a student, at some time in their school career may need support that is different from that provided generally to other students to help them overcome a barrier to their learning. All students with Additional Support Needs are entitled to differentiated support for learning to ensure they learn and achieve their potential.

The school works within South Ayrshire Council's staged intervention framework to identify and meet the needs of students with Additional Support Needs.

Accessibility Strategy

The school has a duty to ensure that all our students have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our building to address the needs of students with physical and sensory impairment, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents/carers who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide feedback for parent/carers.

To a large extent, the layout of Marr College has been adapted to meet the needs of young people with physical impairments. Ramps, handrails and special needs toilet accommodation have been installed.

Currently there is a lift in the Old Building only.

For any areas of the school inaccessible to individual students, the curriculum can be refined to comply with the young person's needs.

Staff at Marr College have undertaken appropriate staff development activities in the areas of inclusion and disability awareness raising.

7. *Planning for Progression*

Secondary schools have a curriculum framework for all young people from S1 to S6:

- Broad General Education (S1 – 3)
- Senior Phase (S4 -6)

8. *Religious, Moral & Philosophical Studies (RMPS)*

Religious Education:

- Makes a distinctive contribution to the curriculum in helping students towards a consistent set of beliefs, values, attitudes and practices
- Is concerned with the spiritual growth of the student
- Encourages students to become aware of a wide range of religious interpretations
- Fosters attitudes of open enquiry and awareness of prejudice

At Marr our students in S1 - 3 have weekly timetabled lessons in our RMPS department. The students in S4 -6 follow a programme of core RMPS throughout the year and can also opt to continue with courses in Religious & Moral Education and/or Philosophy at National 5 and Higher Level.

Assemblies are conducted by the SLT and our School Chaplains, each of whom are associated with a particular year group, in the Assembly Hall. Our assemblies take place during tutor time and year groups have a rolling cycle. Our Chaplain team are very enthusiastic and engaging with our students, the team also regularly hold counselling sessions during lunchtime for students. Any parents/carer wishing to withdraw their child from such religious observance should contact the Head Teacher stating such objections.

Parents/carers from religions other than Christianity may request that their children be permitted to be absent from schools in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the student noted as an authorised absentee in the register.

9. *Equal Opportunities and Inclusion*

All children and young people are treated equally at Marr College and are entitled to participate fully in the learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination. No-one should be made to feel unimportant or inferior and all students have the right to a caring and safe environment.

In Marr College we seek to develop the full potential of all students, to raise their personal aspirations, improve their access to further and higher education and the labour market to provide for themselves an enhanced quality of life.

To ensure that all students, regardless of gender, race or academic ability are equally well placed to take advantage of the educational experience and opportunities offered we ensure:

- all students are treated equally in curriculum choice, careers advice, discipline procedures and access to resources
- all students have opportunities to consider differences and similarities between individuals and cultures through religious and personal & social education
- careers education uses suitable subjects for careers for both sexes
- guidance staff and teachers support all students set realistic future goals and educational targets
- a comprehensive work experience programme for students in fourth year
- student councils represent the views of students who are encouraged to raise concerns
- the needs of students are met through effective differentiation and improved assessment techniques
- transition arrangements between primary and secondary as well as option choice procedures are well established to ensure continuity
- SQA arrangements ensure some students who receive special consideration are well established
- school has provision for students with physical disabilities – wheelchair access, a lift and ramps
- provision for vulnerable students through inter-agency cooperation and joint advice with a well-

established support team

- attendance and punctuality of each student is monitored and strenuous efforts are made to address complex issues involved with truancy
- anti-bullying ethos is promoted through Year Group Assemblies, PSE lessons, S6 mentoring programme, drop-in clubs and further opportunities for young people to access support
- all allegations of bullying are investigated and with the support of parents/carers we challenge bullying behaviour
- students are encouraged to communicate any concerns they have personally to the Guidance Teacher or any teacher
- parents/carers are encouraged to share concerns at an early stage

Through the above the school seeks to ensure equality of opportunity and social justice are vigorously pursued.

Information regarding curriculum and support matters may be obtained from the relevant member of the SSdT. Concerns on careers advice should be directed through the school careers adviser.

10. Health and Well Being (including behaviour management)

Health and Wellbeing

Learning in health and wellbeing ensures that students develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future.

All students should feel happy, safe, respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, social areas and the wider school community.

The positive development of good discipline and the value of school rules should be emphasised. Procedures for behaviour management and support are set out, whilst the need for parent/carer co-operation should be stressed.

In Marr college we expect very high standards of behaviour and we have agreed a code of conduct with our students to help maintain good order so that effective learning and teaching may take place.

School policy on discipline or promoting positive behaviour is based very firmly on Marr College values:

- **Motivation**
- **Ambition**
- **Respect**
- **Responsibility**

Behaviour Management

In dealing with repeated misbehaviour, the support of parents/carers is vital. Should a pattern of misconduct emerge, parents/carers will be invited to come and discuss the situation with a member of staff.

Marr College has a clear stance on bullying. It is unacceptable and we take firm action against it. Bullying strikes at the very values of what Marr College stands for and cannot be tolerated. Students are encouraged to communicate any concerns to SSdT staff and any parent/carer who believes his/her child is being bullied should contact us immediately, confident that the matter will be dealt with fairly and sensitively.

SECTION C – HOME/SCHOOL/COMMUNITY

1. Attendance

Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child of 'school age' to ensure that their child attends school regularly. Attendance is recorded electronically at the beginning of every lesson.

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child/young person's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent/carer (truancy) or excluded from school.

Family Holiday Not Authorised By The School

The majority of family holidays taken during term time will be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events
- Where a parent/carer's employment is of a nature where school holiday leave cannot be accommodated (eg. armed service or emergency services)

A family holiday classified under the 'authorised absence' category should not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parent/carer difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Extended Leave With Parent/Carer Consent

Where most family holidays will be recorded as unauthorised absence (see below), extended leave with parent/carer consent will not be considered the same as a family holiday. Extended leave with parent/carer consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parent/carer placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Advice to Parent/Carers

Schools will now follow-up all instances of student non-attendance in order to accurately record the reason for absence using the above coding system. **It would be extremely helpful in this regard, if parents/carers contact school at the beginning and end of the absence period** – indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised. **Global texts will be sent to the main contact around 10.30am on the first day of absence. Therefore, if you know your child will be absent please contact the school as early as possible.**

2. Transferring Educational Data About Students

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

Why do we need your data?

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

Data policy

Information about students' education is collected through our statistical surveys in partnership between OECD - Organisation for Economic Co-operation and Development, 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 students 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 students can or would be made publicly available by Scottish Government.

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including HM Inspectorate of Education, Skills Development Scotland the SQA and OECD. On occasion, in order to help meet our aim of improving our education system we may make individual data available to partners and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times students' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the national statistics office, at statistics.enquiries@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Further information

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at

<https://www.scotxed.net/ScotXed%20Website%20FAQ/ScotXed%20Website%20FAQ.aspx>

3. School Uniform Policy

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of ethnicity or gender. Any proposals will be the subject of widespread consultation with Parents/carers and students. **Against this background it should be noted that it is the policy of the Children and Community Committee not to insist on students wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.**

There are forms of dress, which are unacceptable in school, such as items of clothing which:

- potentially, encourage faction (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, are made from flammable material for example shell suits, in practical classes
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco
- could be used to inflict damage on other students or be used by others to do so

Parents/carers receiving **income support, family credit, housing benefit or council tax rebates** will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents/carers in different circumstances is at the discretion of the Director of Educational Services. Information and application forms may be obtained from schools, libraries, area offices and from Children & Community, County Buildings, Ayr.

The Council is concerned at the level of claims being received regarding the loss of students' clothing and/or personal belongings. Parents/carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents/carers should note that the Council does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

The following guidelines are provided to inform students, parents/carers and school staff of the standard of dress expected of all students attending Marr College. We would expect all students to comply with the school dress code:

The following items of clothing are deemed to be desirable modes of dress for learning:

- Marr College blazer
- Marr College sweatshirt
- Marr College polo shirt
- White shirt and school tie
- Black or grey trousers or skirt (of a reasonable length)
- Black, flat shoes that have the toes covered. Training shoes are not acceptable for normal school wear

For Physical Education and Games, the minimum following kit is required:

- Shorts (dark)
- Marr College PE T-Shirt (available to order from school office)
- Sports socks (white)
- Training shoes

It is **unacceptable** to wear:

- Football colours
- Denims
- Branded clothing
- Revealing clothing
- Hats or hoods within the school building

4. *Home/School Links*

The support of parents/carers is vital to the success of Marr College. We believe, therefore, that we should do everything possible to provide parents/carers regularly with information and opportunities to visit the school to learn of matters that relate to their child's education.

Contact with parents/carers takes many forms including:

- Email marr.mail@south-ayrshire.gov.uk
- Information Evenings
- Meetings to discuss students' progress
- Parent Council
- Questionnaires/Surveys
- Students' reports
- Telephone or individual interviews
- Text messaging
- Website www.marr.sayr.sch.uk

Summary of Consultation Meetings

Parents/carers of Primary 7	- March & June
Parents/carers of S1	- November (opportunities in September and May)
Parents/carers of S2	- January (opportunities in February)
Parents/carers of S3	- October
Parents/carers of S4	- February
Parents/carers of S5 & S6	- February

Parents/carers are also invited to get in touch with us about any matter concerning their child's education.

The first contact should be with the Principal Teacher of Student Development (Guidance)

All Principal Teachers (Student Development & Subject) have a heavy teaching commitment and will not be disturbed during teaching time. A telephone message will be passed to the Principal Teacher concerned and he/she will telephone and do their best to resolve any matters of concern to parents/carers. This may be via telephone conversation or by arranging an appointment at a suitable time.

5. *Choosing a School*

Under the placing request arrangements parents/carers have the right to choose a school other than the catchment school for their area. This is known as a placing request and application forms can be obtained from the school office or the Children & Community, County Buildings, Wellington Square, Ayr, telephone 0300 123 0900.

Unfortunately it is not possible to guarantee that a placing request will be successful, but parents/carers will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form.

You should be aware that if you decide to make a placing request your child would no longer be automatically considered for a place in their catchment school.

6. Parent Council and Parent Forum

The Scottish Schools (Parental Involvement) Act 2006 has brought into being a new way of working with parents/carers by modernising and strengthening the framework for supporting parental involvement in school. This law is concerned with improving parents'/carers' involvement in their child's education and in the life of the school and has led to the establishment of Parent Forums and Parent Councils in primary, secondary, special and nursery schools. Every parent/carer with a child at school is automatically a member of the school Parent Forum. The Parent Council is a representative group composed of parents/carers, Head Teacher, and co-opted members.

The Parent Council has a range of functions which fall broadly within the following areas:

- Supporting the school in its work with students
- Representing the view of parent/carers
- Promoting contact between the school, parents/carers, students, providers of nursery education and the community.
- Reporting to the Parent Forum

At Marr College, the Parent Council is now established and consists of approximately 22 parents/carers and other co-opted members.

Office Bearers are as follows:

Chairperson - Duncan Beckwith (c/o Marr College) Secretary - Katy Purdie (c/o Marr College)
 Vice Chair - Angela Malcolm (c/o Marr College) Treasurer - **Margaret Dalziel (c/o Marr College)**

Meetings are held once a month at 7.30 pm in Marr College Library. If interested in joining please contact any of the office bearers.

7. Student Voice

Consultation with students about their views on their school environment and their learning is crucial to school improvement. Giving young people a 'voice' as partners in the process of school improvement leads to more effective learning organisations. Curriculum for Excellence and the promotion of citizenship provides the ideal framework to give young people the opportunity to exercise their rights and responsibilities within Marr College.

This session the school and cluster primary schools will launch the teaching of the 'United Nations Convention on the Rights of the Child', (UNCRC) www.unicef.org/rightsite, with the requirement that adults take children's views into account when making decisions that affect them.

The Student Council is a means of ensuring that young people develop positive attitudes and an opportunity to take part in 'real life' decision making within their school setting.

Our Student Council has been in existence at Marr College for a number of years and this will continue in the new session and will lead by primarily by our S6 students.

8. Development of Building – Schools for the Future

Marr College is currently undergoing a design process for a new building and refurbishment of the old school. It is estimated that the new design Marr College will be complete by 2017/18, although some facilities will be available before then.

9. Parent/Carer Service Enquiries Procedures

If you have any comments or service enquiries, please contact the school by email

Marr.Mail@south-ayrshire.gov.uk

- The school operates a 48 hour response time in order that initial investigations can be carried out
- The information will be passed to the Guidance Teacher in charge of your child's well being
- If the issue is not resolved, please ask for the matter to be raised with the Depute Head Teacher responsible for your child's House
- Should any issue remain unresolved the Head Teacher will take up the matter
- Please refrain from turning up at school without an appointment

You are entitled to take up the issue under South Ayrshire's 'Listening to You Policy'.

Please contact County Buildings, Wellington Square, Ayr. KA7 1DR

SECTION D – CARE AND WELFARE

1. Child Protection

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children safe and well by:

- Helping them learn about their personal safety
- Being a trusted adult who children and young people may turn to for help, and who will take them seriously
- Identifying when children and young people may need help
- Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being

The school has a Child Protection Coordinator who will coordinate the school's response to concerns for children and young people's safety and well-being. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and well-being of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Coordinator or another member of staff.

2. School Meals and Free School Meal Information

The Dining Hall operates an excellent cafeteria service which utilises a cashless catering system. Students are supplied with a smart card and can 'charge up' their cards on a regular basis.

Students with special dietary requirements can be accommodated if prior notice is given to the school.

Entitled to a free midday meal are:

- Children of parents/carers receiving Income Support, Job Seekers Allowance (Income Based) Child Tax Credit only (where income is less than **£16010***) and child tax credit and working tax credit (where income is less than **£6420***) are entitled to a free midday meal.
- Children of parents/carers receiving any element of Employment and Support Allowance
- Children of parents/carers receiving support under part VI of the Immigration and Asylum Act 1999.

Information and application forms for free school meals may be obtained from schools and from Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 0300 123 0900.

*These values are revised annually

3. Footwear and Clothing Grant Information

Students whose parents/carers are in receipt of either Income Support/Income Based Pension Credit, Income Based Jobseekers Allowance, Child Tax Credit only or Support under part V1 of the Immigration and Asylum Act 1999 may be entitled to a Footwear and Clothing Grant and a Free School Meal.

Students whose parents/carers are in receipt of Housing Benefit and/or Council Tax Benefit and/or Child Tax Credit and Working Tax Credit may be entitled to the Clothing Grant only.

Information and application forms may be obtained from schools and from Children & Community, County Buildings, Wellington Square, Ayr, KA7 1DR.

4 Education Maintenance Allowance

Students who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the student and the authority and students must have 100% attendance.

The Scottish Government are currently reviewing the provision of Education Maintenance Allowances and funding has been guaranteed until June 2016. Further information will be made available to students following the review.

Information regarding qualifying criteria is available from www.south-ayrshire.gov.uk/ema and is summarised below for your information.

Students who are over 16 years of age before 30 September 2015 may be eligible for an EMA from the beginning of the school term and should submit their application no later than 30 September 2015. Applications received after this date will only be eligible to be paid from the week the application is received.

Students who are 16 between 1 October 2015 and 29 February 2016 may be eligible for an EMA from January 2016.

Eligibility for an EMA is assessed on household income for the period April 2014 to March 2015.

The income thresholds for the EMA Programme for Academic year 2015-2016 are:

Income	No of dependent children in the household	Award
£0 - £20,351	1	£30
£0 - £22,403	2+	£30

It would be helpful if students/parents could submit their application and additional documentation to South Ayrshire Council, Educational Services, Pupil Services, County Buildings, Wellington Square, Ayr, KA7 1DR as soon as possible to ensure that payments can be made as early as possible next session.

5. *Transport Guide for Parents/Carers*

In law it is the parent/carer's responsibility to ensure that the children attend school and make suitable travel arrangements for them. However where children live more than a specified walking distance from their catchment school the Council will assist with school travel by making available free school transport for all or part of the journey.

South Ayrshire Council has a policy of providing free transport to all secondary students who live more than **three miles** from their local school by the recognised shortest walking route. Parents/carers who consider they are eligible for free school transport should obtain an application form from the school or Children and Community, County Buildings, Wellington Square, AYR KA7 1DR Tel – 0300 123 0900. These forms should be completed and returned before the end of February for those students beginning school in August to enable the appropriate arrangements to be made.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should in the first instance contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at school.transport@SPT.co.uk.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for students to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

Children who have Additional Support Needs and/or particular medical conditions may also be entitled to free school transport. The school can advise you on how to access this support.

Where free transport is provided it may be necessary for students to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see above paragraph). It is the parent/carer's responsibility to ensure that their child/young person arrives at the pick-up point in time. It is also the parent/carer's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

The education authority does not provide transport for those students in receipt of a placing request.

Privileged Seats

Students who are not entitled to free school transport may on occasion apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents/carers can make an application for a privileged seat by submitting a letter to Children and Community, County Buildings, Wellington Square, AYR KA7 1DR at any time during the year. Parents/carers should note that privileged seats are not available on local service contracts and are allocated during October. Privileged seats can be withdrawn if an entitled student requires transport and cease at the end of each school session.

6. *Insurance*

South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612264.

7. Valuable items

The council is concerned at the level of claims being received regarding the loss of students' clothing/and or personal belongings. Parents/carers are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents/carers should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

8. Use of mobile phones

At Marr College, we recognise that for a variety of reasons, parents/carers issue their children with mobile phones. The school policy states that it is acceptable for students to carry phones. Mobile phones must not be used in classrooms and should be switched off during lessons.

In school, we occasionally come across misuse of telephones e.g. not switched off in classroom, students being photographed or videoed against their wishes or using text messaging as a bullying mechanism. In such instances, mobile phones will be confiscated by the Depute Head Teacher, batteries removed and the phone made available for collection at the end of the school day by the parent/carer only. In addition the Campus Cop will be informed.

The SQA has very stringent rules with regards mobile phones with them not being permitted in the Examination Room. Contravention of this rule culminates in the errant student receiving no award in the exam being attempted on that particular day.

Marr College accepts no responsibility for mobile phones that go missing on the school premises.

9. Health and Medical Information

The school should be informed of any special condition affecting a student if it is likely to cause concern during the normal school day.

Illness In School

Parents/carers are asked to supply information as to how they can be contacted in an emergency.

In the event of illness or injury involving a student, the student must report to the General Office in the first instance. If necessary the student will be examined by a First Aid Officer. On their recommendation parents/carers will be contacted at the earliest opportunity and asked to collect their child from school.

In an emergency situation only, the school may arrange to transport a sick child if it is certain that a responsible adult is at home.

Health Promotion and Nutrition

Children and young people need the right balance of food and nutrients to develop and grow. Healthy Eating is about getting that balance right and all our menus are nutritionally analysed to meet the Scottish Government Schools (Health & Nutrition) (Scotland) Act 2007 and promote key messages to improve diet to positively influence current and future health.

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 build on the achievements of Hungry for Success by establishing standards for all food and drink in schools.

The focus is on getting the balance right and helping students make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement.

We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school.

Further guidance can be found at:

<http://www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf>

The SQA has very stringent rules with regards mobile phones with them not being permitted in the Examination Room. Contravention of this rule culminates in the errant student receiving no award in the exam being attempted on that particular day.

Marr College accepts no responsibility for mobile phones that go missing on the school premises.

10. Data Protection Act

Information on students and parents/carers may be used for teaching, registration, assessment and other administrative duties. This information may be shared with the Health Board, Scottish Government, Skills Development Scotland and OECD for statistical, operational and analysis purposes. The information is protected by the Data Protection Act 1998 (as amended) and may only be disclosed where it is legal to do so. For further information please contact the school.

11. Freedom of Information (Scotland) Act 2002

The Freedom of information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service
- Factual information or decision-making
- The reason for decisions made by it.

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 1 January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

12. Helpful Addresses

Organisation	Address	Telephone Number
South Ayrshire Council Care, Learning & Wellbeing	County Buildings, Wellington Square, Ayr KA7 1DR	0300 123 0900
Useful website addresses	www.south-ayrshire.gov.uk www.educationscotland.gov.uk www.sqa.org.uk	

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:-

- a) before the commencement or during the course of the school year in question*
- b) in relation to subsequent school years.*