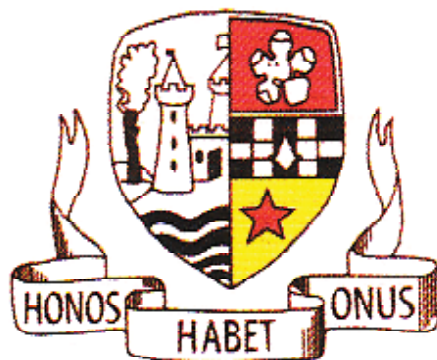




**West Lothian Council
Education Services**

BATHGATE ACADEMY

SCHOOL HANDBOOK



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Section 1

School Information

Bathgate Academy

Edinburgh Road
Bathgate
West Lothian
EH48 1LF

Headteacher: Mr Grant Abbot
Tel: 01506 653725
Website: www.bathgateacademy.org.uk
Council webpage: <http://www.westlothian.gov.uk/sitecontent/schools/BathgateAcademy>
Email: bathgate.ac@wled.org.uk
Parent Council e-mail: ina.meek@wled.org.uk

Present Roll: 901

Bathgate Academy is non denominational and provides for stages S1 – S6.

The school does not provide teaching by means of the Gaelic language as spoken in Scotland.
A secondary aged pupil whose parent wishes him/her to be taught by means of the Gaelic language will be educated at James Gillespies High School in Edinburgh.

Bathgate Academy admits pupils of both sexes.

Procedure for Parental Concerns

Guidance Department

The Guidance Department at Bathgate Academy aims to provide comprehensive curricular, pastoral and vocational support to all students from S1 to S6.

The school operates a House System and has 3 house groups: Lindsay, Simpson and Newland.

All students are allocated to a house group and a Guidance teacher.

The Guidance Team is made up of the following key staff:

Lindsay House:

Mr A Millar, House Leader
Miss A Wilson
Mrs N McGregor

Simpson House:

Mrs Mackinnon, House Leader
Mr J Connelly
Miss C Davidson

Newland House:

Mrs A Canning, House Leader

Mr S Lowe

All students receive one period a week of Personal and Social Education which is taught by their Guidance Teacher. The PSE programme exists to support the personal development of every student as they make their educational journey through school. It aims to provide students with the skills and qualities required to be successful beyond school.

Guidance Teachers are available for students to see to discuss issues affecting their health and well-being, their academic progress or for support in making a positive transition from school into employment, training, college or university.

Parents wishing to speak to their son/daughter's Guidance Teacher should contact the school by phone or see the school website to email directly.

Support for Learning

All children and young people require support to help them learn and develop. The individual need of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely.

We have a whole school approach to learning in that all teachers support the needs of pupils at all levels of ability. This is done in normal classes through consultation and with learning support specialists and teachers working together with pupils in a classroom. We try to ensure that materials and methods are appropriate for all learners. Keeping children in their classes as much as possible has great benefits over the system of withdrawing them. Learning support teachers and assistants can help sort out problems on the spot and children do not miss out on important classroom activities.

The SFL department is fully committed to raising the standard of attainment of all pupils and enabling every pupil to achieve his/her full potential. The department is a resource to staff, pupils and parents, offering advice and assistance where appropriate. It is a whole school responsibility to identify and meet the needs of all of our pupils and to provide appropriate support to ensure that they have access to a curriculum that is:

- Broad, balanced and progressive
- Enables all pupils to work towards their potential at all stages
- Takes account of individual differences
- Enables them to make informed choices about their own future

Class teachers are the key people in meeting pupils' needs. Class teachers have the main responsibility for the education of all pupils. The aim of learning support provision is to assist subject teachers in meeting the diversity of needs.

Pupils in need of additional support are identified in a number of ways:

- At transitions
- Referral from class teachers
- Parents
- Pupil self referral
- Outside agencies

This information is shared with the relevant staff in a number of ways including review meetings, consultation meetings and through the school data base.

Pupil Absence Procedure

Please contact the school by **9.30am** at the latest on the first morning of absence to tell us that your child will not be attending and giving us the reason. With the co-operation of all parents, we can reduce the number of unexplained absences and use our resources most effectively to follow up the small number that remain.

It would also be helpful if when reporting an absence you are able to give the school an idea of the likely length of absence. For example, if your child will be off school for two days we will not have to try to contact you on the second day of absence for an explanation.

Group Call, an automatic telephone system for contacting parents, is now operational in the school. We will use Group Call to help us contact parents quickly if a pupil is absent from school and we do not have an explanation. If we do not have an explanation for a pupil's absence, we will attempt to contact the parent by telephone by **10.00am** at the latest on the first morning of their child's absence.

In order to use the Group Call system, please provide us with a mobile telephone contact number (using the form attached). We can then alert you by text message. If you cannot be, or do not want to be, contacted by mobile phone text message, we will contact you by phone using the other emergency contact numbers you have given.

Keeping contact numbers up to date is a constant task for us in the school as parents move, or change their telephone number. You should inform us immediately when your contact details change, so that we are able to reach you as quickly as possible should we need to.

When you receive an alert from the Group Call system, please respond to the school as soon as possible, and by **10.30am** at the latest. If the school has not received an explanation for a pupil's absence by 10.30am at the latest, a risk assessment will be conducted, and other action to follow up the unexplained absence including the involvement of social workers or the police may be taken.

We hope that improved absence reporting will help increase the safety and well-being of all pupils, but must recognise that it cannot prevent every incident from occurring. We hope you will work closely with us to reduce unexplained absence by following the above procedures. By working together in this way, we can improve the security and well being of pupils at the school.

Please refer to the Attendance at School Policy for further information:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/AttendanceatSchoolwithGuidelines>

Complaints Procedure

The local answer

It is expected that most complaints will be resolved locally with staff of the particular service, eg:

- Head Teacher
- staff dealing with free meals, transport or placing requests in Education at West Lothian Civic Centre, Howden Road South, Livingston EH54 6FF.

Unless there are exceptional circumstances there should be full discussion locally.

You can telephone, write or visit to raise a complaint to the appropriate local senior staff. Every attempt at this local stage will be made to deal appropriately with concerns raised, to provide answers and resolve problems.

A Complaint to Customer Care

If the complaint has not been resolved locally then a complaint can be made to Customer Care. You may telephone, write or visit to raise your concern.

Customer Care, Education & Cultural Services
West Lothian Civic Centre
Howden Road South
Livingston
EH54 6FF
email: customer.service@westlothian.gov.uk

Freephone helpline 0800 328 5143

For further advice please refer to the Comments and Complaints Procedure for Education:
<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/ComplaintsEducationPolicy>

Pupil Placement

West Lothian is divided into catchment areas for primary and secondary schools. Each home address has a catchment denominational school and a catchment non-denominational school, for both primary and secondary education. Although the Council aims to provide enough places for all children in the catchment area at a catchment school, living within a catchment area does not guarantee a child a place at a catchment school. Parents can request a school other than one of their catchment schools. This is known as a 'placing request'. Parents can request that their child go to any primary school in West Lothian regardless of their religion. The council must grant these requests unless there is a legal reason not to.

Secondary School Admission Policy:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/pupilplacementadmissionsecondary>

Section 2

Parental Involvement

All parents and carers who have a child enrolled at Bathgate Academy are automatically a member of what is called the **Parent Forum**. As a member you have:

- a right to advice and information about your child's education at the school
- the opportunity to be more involved with what the school is doing

the opportunity, along with all the other parents to have your views represented through a Parent Council at your school

Bathgate Academy Parent Council is constituted in accordance with the Scottish Schools (Parental Involvement) Act 2006. The Parent Council represents and is accountable to the Parent Forum, which comprises all parents, carers and legal guardians of pupils at Bathgate Academy.

The role of the Parent Council is to:

- Support the school in its work with pupils
- Represent the views of parents and carers
- Encourage links between the school, parents and carers, pupils and the wider community

More information and a copy of minutes from all meetings can be obtained on the school website.

All parents, carers and guardians are encouraged to support their child's learning and work in partnership with the school. Our school website contains a calendar of Parent Consultation Evenings, Information Evenings and other school events at which you can support your child.

Any parent wishing to discuss a particular aspect of their child's progress out with the calendar of Consultation Evenings is invited to contact the relevant Pupil Support Teacher.

For parents of P7 pupils making the transition to S1 at Bathgate Academy the calendar highlights a number of opportunities for parents and pupils to prepare for this transition through the course of the P7 year. These include an Open Evening, Roadshow events held at Associated Primary Schools and induction visits to the Academy for pupils.

At other key transition points, and particularly when curricular choices are being made, all parents are invited to attend a meeting with their child and their Pupil Support Teacher to discuss appropriate pathways for progression.

Section 3

School Ethos

Bathgate Academy Vision Statement

In order to provide a totality of experience for ALL LEARNERS through the:							
Ethos and Life of the school	Curriculum areas and subjects		Interdisciplinary Learning		Opportunities for personal achievement		
Our curriculum will provide the following for ALL LEARNERS:							
Well planned Experiences & Outcomes	A Broad General education S1 –S3	A Senior Phase with study for qualifications	Personal Choice	Progression		Challenge and Enjoyment	
Through a set of LEARNING EXPERIENCES based on:							
Expressive Arts	Health and Well Being	Language	Maths	Religious and Moral Education	Sciences	Social Studies	Technologies
Which develop SKILLS for LEARNING, LIFE and WORK:							
Literacy	Numeracy	Health and Well Being	Confidence and resilience		ICT		
And SUPPORT LEARNERS through ACTIVE approaches which promote:							
Quality learning and teaching	High expectations	Planning for Individual needs	Timely and useful feedback	Recognition of Achievement	Care & Welfare		
Working in PARTNERSHIP with:							
Pupils	Staff	Parents	Other agencies and organisations	The wider community			
So that ALL LEARNERS can be:							
Successful learners	Effective contributors		Responsible citizens		Confident individuals		

School Motto: Honus Habet Onus

The school motto was first noted in 1833 and can be freely translated as '**You have to work for success and pride.**'

Our School Aims

"A school is effective if it promotes progress for all its pupils beyond what would be expected"

- Our school aims to provide education of the highest quality. We will, therefore, pursue the very best provision in all seven key areas of our work; Curriculum, attainment, learning and teaching, support for pupils, ethos, resources and management, leadership and quality assurance
- Our school aims to educate and inspire its pupils to live a positive and successful life. We will concentrate on four aspects of a person's self image, understanding that these must be 'healthy' and 'in balance' if a person is to achieve their potential. These aspects are cognitive, emotional, ethical and physical.
- Our school also aims to transmit values for positive living;
Self respect,
Social awareness
Respect for others.
- The school has a Positive Living ethos and aims to enhance the following four aspects:-
Cognitive Health - what they can learn. Encouraging the adoption a [growth mindset](#) for maximise achievement and encouraging creativity.
Physical Health - how to live a healthy lifestyle by both eating healthily and enjoying exercise
Ethical Health - learning how to make decisions responsibly
Emotional Health - ensuring that all students are able to sustain a positive attitude to life, savouring achievement, establishing and building positive relationships.

We have worked closely with the [Scottish Centre for Confidence and Well-being](#) to ensure that students are aware of how that they can fulfil their potential and develop their self-efficacy.

Celebrating Achievement

Bathgate Academy encourages all our pupils to work hard and do the very best they can. To motivate and encourage pupils, teachers are expected to recognize and praise personal achievement and to pass this information on.

There are a number of different ways pupil achievement is recognized and celebrated. Some of these can be seen below.

Awards Ceremony

The most important and formal event of the year is our annual Awards Ceremony, which takes place every June. This ceremony recognizes and celebrates the academic, sporting and musical achievements of our senior pupils. The Headteacher gives his annual address before our high profile guest speaker

addresses the prize winners and their parents. The event culminates with the presentation of our 2 most important awards to the school's Dux and Proxime Accessit for outstanding achievement in SQA examinations.

Positions of Responsibility

Every year the school nominates and selects pupils to fulfill positions of responsibility within the school. Teachers and pupils nominate candidates for the position of Head Boy/Head Girl. Nominees are interviewed by the Headteacher and Year Head before the candidates are chosen.

There are also elections and interviews for Prefects, House Captains, Buddies and representatives of the Pupil Council

House Assemblies

House Assemblies are organized 6 times a year and celebrate the school and wider achievements of our pupils. The focus is on encouraging positive involvement in school life and celebrating the type of attributes that make them a good citizen.

Achievement Awards

Achievement Awards can be issued by any teacher or member of staff to acknowledge work above what is normally expected. Recognition of this within the classroom is rewarded by giving House points.

Partnerships with denominational bodies

The school chaplaincy team consists of ministers and church members from a variety of local churches. Currently these include the Church of Scotland, the Baptist Church, and the United Reform Church. The chaplains lead assemblies at particular times of the year and provide opportunities for pupils to discuss any issues they may have at other times.

They are also used as a resource in curricular classes when requested. They can be contacted through guidance staff or the BoS link person.

School's role in the community

Bathgate Academy is at the heart of the community it serves. We seek to work actively with other organizations and individuals who can offer a range of services to enable our young people to maximize their chances of success.

As a school we promote positive behaviour and strive to build good relationships as well as a culture of achievement and Endeavour. The school operates a successful house point reward system that is very popular with pupils. We are aiming for a level 2 award from UNICEF for our work on Human Rights. All staff have been trained and continue to develop their skill on working restoratively with youngsters to resolve and prevent conflict.

Section 4

The Curriculum

The subjects and learning opportunities

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.

The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.

The school curriculum at Bathgate Academy fully encapsulates the principles and practices endorsed by the Curriculum for Excellence.

From S1-3 the school offers a broad, general education where each youngster has the opportunity to experience each of the eight curricular areas; Mathematics, Technologies, Expressive Arts, Languages, Science, Religious and Moral Education, Health and Wellbeing and Social Subjects. There is an emphasis on work that links and crosses these disciplinary boundaries particularly in the important areas of literacy, numeracy and health and well being. Opportunities outside the classroom with school clubs, volunteering and work experience are also encouraged as we recognise that the whole pupil experience is important in their development. The school will set out to encourage and develop the skills that are useful for learning, life and work.

In S4-6, our pupils move into the senior phase of Secondary schooling. Youngsters will sit National exams in many different subject areas within a curriculum that offers both breadth and depth at appropriate points. Pupils will also have opportunities to work with Colleges; go on extended work experience and find out about University, as we prepare them for the stages after school. One of our main aims as a school is to prepare our young people for positive, sustained destinations after leaving school.

Pupil choice and parental involvement

As part of the broad, general education Bathgate Academy offers pupils the chance to make a choice of five areas of focus in their third year, together with a choice of an additional language or an elective. Pupils in S2 will have a chance in their PSE classes, as well as in subject areas to be made aware of what choices are available. A course choice handbook will be produced, with youngsters encouraged to take this home and discuss with parents/carers. Parents/carers will be invited into the school to meet with the guidance teacher to inform and make the choice. It is important to note that choices made at this stage will not close off any options for subjects that can be picked in their fourth year.

In S4-5 (the senior phase), our pupils have access to many different subject areas from traditional subjects such as Maths and English to more recent additions such as Logistics and Enterprise and Employability. Again our young people are advised by teachers both in their subject and guidance areas, a handbook is provided for discussion at home, and parents are given an invitation to meet at the school to make the

choices. Advice is given on appropriate levels of study but the overall aim is to provide a ‘free’ choice so that in theory any youngster can pick any subject.

We hope to continue to develop an approach to learning that allows our pupils to understand their strengths and weaknesses, what their interests are, the ways that they learn best and that they use these skills to make the best choices for the future.

For further information regarding the curriculum at national level visit:

<http://www.educationscotland.gov.uk/thecurriculum/>

Further school information:

<http://www.bathgateacademy.info>

Pupil Support and career guidance

The guidance team at school provides many levels of support and help for our pupils. They are the main point of contact within the school for matters relating to your child and are trained in coping with sensitive information. They are there to share personal information with that you feel may be impacting on your child’s education.

The guidance team also provide advice around course choices and future pathways. They can access and provide advice (sometimes working with other agencies e.g. Skills Development Scotland) from everything from qualifications needed for a College course, to where to source finance for a student loan. They provide lessons in Personal and Social Education that look at issues that will affect our pupils as they leave school ranging from internet security to housing.

Section 5

Assessment

Assessment is carried out to see what young people know, understand and are able to do. Assessment is very important to tracking progress, planning next steps, reporting and involving young people and their parents in their learning.

In the Broad General Education, S1 to S3, teachers will use a range of formal and informal ways of assessing progress. Examples of these include

- evidence gathering; written report, photographic or video evidence, piece of work produced
- self and peer assessment; reflecting on their own and others' work and identifying strengths and areas for improvement
- end of topic tests

The Senior Phase, S4-S6, provides learners with the opportunity for specialisation and qualifications. Teachers will continue to use a range of assessment methods to ascertain and describe progress but there will also be the opportunity for learners to be presented for recognised qualifications.

Our procedures for tracking and monitoring progress provides learners with regular opportunities to review learning and set appropriate targets through discussion with their subject teachers.

In addition, Pupil Support staff have a particular role in maintaining an overview of the learning of the pupils in their House group. This involves analysing progress updates from subject teachers and meeting to discuss progress and specific trends or issues with individual students.

At points of transition where curricular choices are to be made Pupil Support staff meet with pupils and their parents to discuss next steps and appropriate progression pathways. This is a valuable opportunity for parents to support and engage with their child's learning.

Section 6

Reporting

The calendar for Tracking, Monitoring and Reporting is as follows:

Year Group	Interim Report	Full Report
S1	October	May
S2		February
S3	December	March
S4-6	October	February

Section 7

Transitions

Transitions and changes are part of everyone's life. The vast majority of children and young people look forward to moving on. However transitions can be challenging and support from parents and school staff can help the transitions go more smoothly.

What can parents do?

It helps children and young people at all transitions if parents:

- talk with them about what is going to happen
- encourage them to ask questions
- encourage them to talk about any concerns they may have
- listen carefully to their concerns and consider sharing them with other relevant people
- help them to become familiar with the new setting and what will be expected of them

P7 to S1 Transition

A programme of events are planned each year to prepare P7 pupils and ensure they feel confident and ready to join Bathgate Academy as an S1 pupil. These include

- opportunities for pupils and parents to visit and become more familiar with Bathgate Academy
- opportunities for pupils and parents to speak to members of the Senior and Extended Management Teams
- opportunities for P7 pupils to meet each other and begin building positive relationships with peers and staff
- the transfer of relevant information between P7 staff and key staff at Bathgate Academy

Parents can best support their child in making the exciting transition to S1 by attending organised events as appropriate and supporting their child in feeling positive about this step.

Teaching and Support staff at Bathgate Academy make use of a range of information provided by P7 staff to aid the transition process and ensure it is smooth and progressive for each young person.

The P7 Profile is prepared by each young person and is their own statement which recognises their best achievements in school, at home and in the community.

Staff have access to these Profiles and they provide a valuable insight into a young person's skills and wider achievements.

Broad General Education to Senior Phase

Pupils follow the broad general education until the end of S3.

Making the transition to the senior phase, which starts at the beginning of S4, involves important choices, including choices of subjects and the courses to be taken as qualifications.

The S3 Profile

As learners prepare to enter the Senior Phase they have a further opportunity to prepare for this transition through a profile.

Completing the profile gives the learner the opportunity to talk about their learning and achievements with parents and others and can challenge, motivate and support all learners.

The profile will provide valuable information about a learner's achievements which can be shared with others to support good transitions when moving from S3 into the senior phase.

Leaving Bathgate Academy

Our students are well supported in planning and preparing for their destinations after school.

Pathways towards Further and Higher Education, Training and Employment are signposted through our PSE programmes and learners have access to a wide range of support and preparation for their chosen pathway from staff in school as well as partner agencies. These partners include

- Skills Development Scotland
- Lothian Equal Access Programme
- UCAS
- West Lothian College
- Local Training providers such as BLES, Sibbald, Ambition Centre for Training
- Voluntary Sector Gateway

Parents can support their child in planning for a positive destination after school by regularly discussing their plans and options with them. Pupil Support staff are available to discuss next steps and pathways with students and their parents at subject choice times and as an eligible leaving date approaches.

Section 8

Support for Pupils

Additional Support Needs

All children and young people require support to help them learn and develop. The individual needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely.

Pupils with additional support needs are identified at Bathgate Academy in a number of ways:

- At transitions information is shared (for example P7 – S1)
- Referral from class teachers
- Parents
- Pupil self referral
- Outside agencies

This information is shared with the relevant staff in a number of ways including review meetings, consultation meetings and the departmental folder on the server.

Bathgate Academy is an inclusive school and we have a whole school approach to learning in that all teachers' support the needs of pupils at all levels of ability. This is done in normal classes through consultation with learning support specialists and teachers working together with pupils in the classroom. Some pupils may work with staff individually or in small groups where appropriate.

At Bathgate Academy we have a Nurture Group and a learning base where small numbers of identified pupils work on a short term basis, depending on need. The ASN department run paired reading at lunchtimes for identified first year pupils. The pupils read with senior pupils. We also run a supervised break and lunch club for vulnerable pupils.

Pupils with additional support needs are provided with Assessment Arrangements for SQA assessments where appropriate.

If you are a parent or carer and would like more information or advice please contact the PTC ASN, Wendy Macdonald at Bathgate Academy.

Enquire are the Scottish advice service for additional support for learning. They are managed by Children in Scotland and funded by the Scottish Government.

They offer independent and impartial advice and information to parents, carers, practitioners, children and young people. The contact details for Enquire are below.

- telephone helpline – 0845 123 2303
- online enquiry service
- email address – info@enquire.org.uk
- website – <http://enquire.org.uk/>

Pastoral care arrangements

Bathgate Academy's Pupil Support framework is built on three Houses; Lindsay House, Newland House and Simpson House. Key staff are associated with each house as follows:

Lindsay	Newland	Simpson
Mr A Millar Ms A Wilson Mrs N McGregor	Mrs A Canning Mr S Lowe	Mrs S Mackinnon Mr J Connelly Ms C Davidson

Pupil Support staff have overall responsibility for the pastoral care and wellbeing of the students allocated to them as well as the tracking and monitoring of progress, attainment and achievement. These staff teach the pupils in their House Group for Personal and Social Education which provides a regular point of contact for the learner as well as a further opportunity for the Pupil Support Teacher to know their pupils well.

They are the main point of contact in the first instance for parents wishing to discuss their child. Parents wishing to speak to their child's Pupil Support Teacher should contact the School Office in the first instance.

Each House also has a Pupil Support Assistant allocated to it. At present this role involves close monitoring of attendance and late coming as well as some pastoral care of students. A restructure of Pupil Support will see this role develop over the course of session 2013-14.

Our partner agencies provide valuable additional and targeted support to some pupils. Both Pupil Support Teachers and Assistants liaise with these agencies to ensure pupils receive appropriate additional support when this is needed.

Partners we work with include:

- Children and Young Person's Team
- Mental Health Link Worker
- Educational Psychologist
- Community Child Health
- West Lothian Drug & Alcohol Service
- Young Carers
- Youth Action Project

Section 9

School Improvement

The main achievements of Bathgate Academy over the last 12 months, can be found in the Standards and Quality Report at www.bathgateacademy.org.uk. Links to pupil achievements can also be found on this website under our 'celebrate' page.

How Bathgate Academy is performing including achievements at SCQF Levels and other awards and leaver destinations, over the past 3 years can be found by visiting

<http://www.educationscotland.gov.uk/scottishschoolsonline/schools/bathgateacademywestlothian.asp>

The plans for future improvement of the school's performance over the next 3 years including the school's plans to involve parents in that future improvement can be found in the School Improvement Plan at www.bathgateacademy.org.uk

Information regarding Bathgate Academy's performance at local level can be found by visiting:
<http://www.westlothian.gov.uk/education/schoolrelateditems/SchoolPerformanceData1>

Information regarding the school's performance at national level can be obtained by accessing:

<http://www.educationscotland.gov.uk/scottishschoolsonline/>

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/index.asp>

Section 9

School Policies and Practical Information

School and authority policies

Details of school policies will be provided on request from the school office. The policies will be accessible on the website in due course.

Education Services policies can be accessed online at:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/?key=1778580>

Hard copies of council policies are available from the school, West Lothian libraries and from the Civic Centre upon request.

Extracurricular activities

Bathgate Academy pupils can take part in a range of clubs and activities. Some examples are provided below:

- Duke of Edinburgh at Bathgate Academy
- Science Club
- Drama Club
- Film/Cinema Club
- School Newspaper

Music Activities

There are several ways you can be involved in bands and ensembles in the Music Department, and you don't need to get instrumental lessons to join in! Below is a list of various groups run.

Vocal Ensemble	School Show	Rhythm & Soul Band	Wind Band
String Ensemble	Folk Group	Percussion Ensemble	Guitar Ensemble
Woodwind Group	Brass Group	Practice Club	Rock Band

Sport Activities:

Badminton Club	Golf	Basketball	Boxercise
U14s Football	Senior Football	Netball	Gymnastics

Pupil Council

Each House will elect a council. Representatives of every class will set on the House Council.

Every House Council will send members to the Pupil Council that meets regularly once a month. S6 pupils chair the Pupil Council and it elects a Minutes Secretary to ensure it runs smoothly. The Pupil

Council can discuss any aspect of school and make recommendations for improvements to the Head Teacher and other senior members of staff. A senior member of staff will usually attend.

For further information please refer to the Developing a Pupil Voice Policy:
<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/pupilvoice>

School Meals

Secondary schools operate a cafeteria style service with healthy choices being made available.

Special dietary requirements will be catered for. Please contact the school on 01506 653725 or local kitchen supervisor Kathleen Henderson on 01506 636324, to discuss your child's requirements.

Please also advise the school immediately should your child have any allergies.

Free School Meals:

Pupils with parents in receipt of either: Income Support Income-Based Jobseeker's Allowance Any Income Related element of Employment & Support Allowance Child Tax Credit (with no working tax credit) and whose annual income is £15,860 or less Working Tax Credit and whose annual income is £6,420 or less are entitled to a free mid-day meal

For further information please refer to the School Meals and Milk Policy:
<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/schmealsmilkpol> , or by contacting Stuart Isbister, Pupil/Student Benefits Officer either by phone on 01506 281952 or by emailing stuart.isbister@westlothian.gov.uk.

School Uniform

All pupils must follow the dress code every day:

- Plain white or black shirt or blouse with school tie
- Plain black trousers or skirt
- Plain back jumper

School ties can be purchased from the school office.

The school's dress code is based on The Dress Code for Schools Policy:
<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/dresscodeforschools>

Clothing Grants:

Families in receipt of Income Support, Income-based Jobseekers' Allowance, Employment and Support Allowance - Income Related or Working Tax Credit (WTC) or Child Tax Credit (CTC) (with an annual income of £15,860 or less) who submit a completed application form automatically receive a clothing grant for each pupil of school age. The current grants are £110 for pupils of secondary school age.

Pupils staying on at school beyond school-leaving age are deemed to have any requirement for assistance with clothing met by way of an Education Maintenance Allowance and are not provided with clothing grants.

Families not in receipt of these specific benefits but in financial hardship may also be assisted depending upon their situation. On receipt of an application in such cases, a report is called for from the Children and Young People Team regarding the families' circumstances. Alternatively, pupils will have the opportunity to be appropriately clothed by being able to access school and sports clothing through a school clothing store. For further information please contact the school on 01506 6563725.

For further information please refer to the School Clothing Grants Policy:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/schclothgrtpol>

School Day

Monday – Thursday

Registration 8.30 – 8.40

Period 1: 8.40 - 9.30

Period 2: 9.30 – 10.20

Period 3: 10.20 – 11.10

Morning Interval

Period 4: 11.25 – 12.15

Period 5: 12.15 – 1.05

Lunchtime

Period 6: 1.50 – 2.40

Period 7: 2.40 – 3.30

Friday

Registration 8.30 – 8.40

Period 1: 8.40 – 9.30

Period 2: 9.30 – 10.20

Morning Interval

Period 3: 10.40 – 11.30

Period 4: 11.30 – 12.20

Term Dates

School term dates and holidays can be accessed online at:

<http://www.westlothian.gov.uk/education/schoolrelateditems/893/860>