



**From mountain to sea**

# Kemnay Academy

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## Handbook 2023/24

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All information in this handbook is correct as of November 2023

# Introduction to Kemnay Academy

I am delighted to welcome you to this year's Kemnay Academy Handbook. The continued success and happiness of any school depends upon the partnership and combined commitment of all staff, pupils, parents/carers, and support agencies. I encourage you to become fully involved in the life and work of our Academy and to make the most of the opportunities available.

This Handbook is intended to provide you with important reference information on Kemnay Academy. It supports an extensive programme for new pupils that helps them settle into their new school. I hope you find it informative and interesting. Whilst the information it contains is based on national legislation, I would welcome any feedback on it and details of any other information you feel it would be useful to include.

We aim to maximise each individual's achievement by building on previous experience. I wish each pupil every success during his or her time with us.

Yours faithfully

Lizbeth Paul

Head Teacher

## School Contact Details

Head Teacher	Mrs Lizbeth Paul MA (Hons)
School Name	Kemnay Academy
Address	Bremner Way, Kemnay, Aberdeenshire, AB51 5FW
Telephone Number	01467 533660
Website	<a href="https://sites.google.com/as.glow.scot/kemnayacademy">https://sites.google.com/as.glow.scot/kemnayacademy</a>
School Email	<a href="mailto:kemnay.aca@aberdeenshire.gov.uk">kemnay.aca@aberdeenshire.gov.uk</a>
Parent Council Email	<a href="mailto:kemnay.acaparentcouncil@yahoo.co.uk">kemnay.acaparentcouncil@yahoo.co.uk</a>

## Adverse weather and emergency closure

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

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Kemnay Academy is a non-denominational school with a role of 960 pupils. The school serves a catchment area of Kemnay, Kintore and the surrounding rural area.

Our Academy is a comprehensive, six-year purpose-built community school. We enjoy a very pleasant location with an open outlook over the River Don and surrounding countryside. We are part of the Kemnay Children's Services Network (CSN) and are proud of the inclusive culture that we foster. The Academy was opened in 1982, serving the communities of Kemnay, Kintore and the surrounding rural area. We also serve Kinellar (Blackburn). Each is a dormitory settlement for Aberdeen and the unique economy of Aberdeen influences the nature of our catchment. Our 5 cluster primary schools are Alehousewells, Kemnay, Kinellar, Kintore and Midmill. Some pupils from outwith the catchment also choose to attend Kemnay Academy. Over two thirds of our pupils are transported to school.

The Academy's pupil roll is anticipated to continue to rise following further housing developments in the catchment area. We have a projected growing roll. Aberdeenshire Council undertook a major extension and refurbishment of the school building and facilities in 2015. This included new teaching areas and improved Health and Wellbeing resources. We currently offer a variety of extra-curricular activities and support learners across a breadth of areas. We pride ourselves on the broad, balanced curriculum we offer with good opportunity to achieve National Qualifications in the Senior Phase. We are outward looking with good links to business and industry partners. The school currently works with The Wood Foundation and the 'Excelerate' programme to enhance opportunities for Kemnay learners.

In line with Aberdeenshire Council policy, we have fully implemented a faculty-based, curriculum management structure. Faculty Heads lead in the areas of English and Literacy, Mathematics and Numeracy, Science, Humanities incorporating Modern Languages, Health and Well-being, Performing Arts, Art Design and Technology and ICT & Enterprise. There are currently 5 Principal Teachers of Guidance supporting pupils in 5 House groups. The school is supported with a wide range of support staff and a Business Services Manager who all contribute to the overall school delivery. We support pupils with a wide range of special educational needs but do not designate a base. We have an inclusive approach in which pupils with Additional Support Needs are integrated into classes or are taught within an alternative setting depending on individual needs. Additional Support for Learners is managed on a cluster basis. We work on a multi-agency basis to address pupil need.

Devolved budgets are managed in accordance with authority guidelines in order to support planned improvements in the school.

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## **The school day**

The School Day starts at 08.40hrs and ends at 15.15hrs. The day is divided into six 50/55 minute periods. Lunchtimes are split with different timings for Junior and Senior Phase.

08.40hrs – 09.35hrs	Period 1
09.35hrs – 10.25hrs	Period 2
10.25hrs – 10.40hrs	Interval
10.40hrs – 11.00hrs	Universal Pupil Support
11.00hrs – 11.55hrs	Period 3
11.55hrs – 12.45hrs	Lunch (S1-S3) / P4 (S4-S6)
12.45hrs – 13.35hrs	P4 (S1-S3) / Lunch (S4-S6)
13.35hrs – 14.25hrs	Period 5
14.25hrs – 15.15hrs	Period 6
15.15hrs	End of School Day

## **The Kemnay Academy staff team.**

All details of current staff are to be found on the school website  
<https://sites.google.com/as.glow.scot/kemnayacademy>

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# Our Vision, Values and School Ethos

Kemnay Academy aims to ensure the highest quality learning experience for all. Our vision is to promote and celebrate the following.

## **Excellence and Aspiration**

We have high expectations that every learner will aspire to be “the best you can be” at Kemnay Academy. Our school supports all learners in personalising an appropriate and ambitious curriculum to allow every young person to develop and achieve.

## **Responsibility and Respect**

As a school we promote both responsible citizenship within school and across our wider community. We are clear about our responsibilities as Kemnay Academy citizens. All our pupils are encouraged to support an outward looking culture. We aim to cultivate a mutual culture of respect, social justice and equality and reflect this in all our actions. At Kemnay Academy we encourage learning for a sustainable world. We are inclusive and respect the differences of others.

## **Success and Determination**

Success is achievable with hard work, commitment and determination. Throughout the learner journey, pupils at Kemnay Academy are developing resilience. We value achievement and celebrate it. As a school community we recognise and acknowledge success across all our curriculum areas and throughout the wider life of the school.

The Aims and Values of Kemnay Academy arise from, and are consistent with, A Curriculum for Excellence and Aberdeenshire’s 3-18 Curriculum Framework. Pupils/Parents were fully consulted and involved in the identification and promotion of our values.

## **Behaviour and Learning**

Good behaviour is a vital part of an effective school. Kemnay Academy aspires to be a school in which all staff and partners model behaviour which promotes and supports the wellbeing of all young people. We are developing a behaviour approach which will help to secure positive relationships and behaviour and one which all staff and partners will take responsibility for implementing. Effective behaviour management supports and promotes effective learning.

Generally, behaviour in Kemnay Academy is good, with very few incidents of misbehaviour. The Scottish Government’s publication “better relationships, better

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learning, better behaviour” (March 2013) states that learning communities which focus on social and emotional wellbeing and creating a positive school ethos based on mutual respect and trust have the most positive impact. Therefore, the school’s Behaviour and Learning Policy has been developed in line with the actions identified as national priorities, namely:

- to provide a behaviour and learning framework that supports a focus on positive relationships and conduct;
- to develop a shared understanding of wellbeing and everybody’s responsibility to promote and support it;
- to ensure children’s rights are considered within all aspects of the life of the school;
- to ensure that members of the whole school community work together to support the development of relationships within a positive ethos and culture;
- to engage parents and carers as partners in ensuring the consistency of approach to promoting positive relationships and behaviour between home and the learning environment.

### **Restorative Practice**

In order to ensure positive behaviour management, therefore, it is our objective that all staff will be trained in Restorative Practices and our long-term ambition is that all situations will be dealt with in a restorative way to highlight the responsibility of all parties to encourage a positive way forward. Restorative Practice is an approach to offending and inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

### **Merits and Consequences**

Inevitably, however, there will be times when teachers have to respond to unwanted or inappropriate behaviour and it is important that these responses are consistent across the school. For that to happen, our practice is based on some key principles:

- actively seeking out positive behaviour and rewarding it consistently impacts on ethos, attitude and attainment;
  - with unwanted behaviour, the lowest response possible should be used by staff to discourage escalation;
  - giving pupils a second chance allows pupils to prove that they made a mistake and want to move on;
  - being prepared to accept that “getting it right for every child” can necessitate treating some pupils differently;
  - all adults are role models for young people, so when teachers and school staff model the type of behaviour they wish pupils to have, pupils respond positively;
  - schools have to make clear what their behaviour expectations are and teach in the patterns of behaviour which are acceptable.
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Therefore, the promotion of positive pupil behaviour is reinforced through our Better Behaviour, Better Learning procedures.

### **Consequences System**

Consequences are a necessary feature of discipline and behaviour management. In our behaviour management we endeavour to make clear connections between behaviour and the outcomes that follow from rights, rules, and responsibilities that have been ignored or abused. We want our young people to learn that all behaviour has consequential outcomes (positive and negative) and that these outcomes relate to how the rights of others are affected by one's behaviour.

### **Merit System**

Kemnay Academy's Merit System provides a means by which achievement and improvement in behaviour and learning can be recognised and rewarded. The school currently promotes merits based on the school values. Teachers are encouraged to make use of this in the classroom and wider school. Praise Postcards are also a feature of the merit system. The school also hosts an annual awards ceremony to celebrate learner success.

### **Anti-Bullying**

While seeking to promote a positive climate within the school it is recognised that bullying is a potential problem in schools as in other areas of life. Our Anti-Bullying procedures and strategies set out to pre-empt and deal quickly with any incidents of bullying. In social education classes, assemblies and subject classes all pupils are made aware of the school's position on bullying. Pupils are encouraged to speak to a member of staff to report any incidents of bullying, either to themselves or to others, and it will be dealt with and appropriately recorded. Pupil advice on anti-bullying is shared across the school.

Any parent who thinks her/his child is being bullied should contact her/his Guidance Teacher or a member of the Senior Leadership Team.

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# Curriculum

Within our school, we aim to provide a curriculum that is both inclusive and ambitious for all – a curriculum which is both academically challenging as well as providing opportunities to develop skills for learning, life and work.

Our curriculum will be based around the four capacities of Curriculum for Excellence – to ensure our pupils are successful learners, confident individuals, effective contributors, and responsible citizens. Our curriculum will also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence, and relevance. We will therefore, have a curriculum which we will adapt continuously over time to meet the needs of our pupils.

Following the principles of Curriculum for Excellence, achievement of children and young people is celebrated in its broadest sense. This means looking beyond formally assessed learning, to recognise activities like volunteering and participation in arts, sports, and community-based programmes. This approach complements the nurturing and aspirational outcomes of Getting It Right for Every Child, and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools, and Closing the Gap. Further information on the school's approach to Curriculum for Excellence including information for parents, can be found on the school website at:

<https://sites.google.com/as.glow.scot/kemnayaacademy>

## Curricular Areas

- **Literacy and English Language:** Listening, Talking Reading, and Writing.
  - **Numeracy and Mathematics:** Number, Money and Measure, Information Handling, Shape, Position and Movement.
  - **Health & Wellbeing:** Mental, emotional, social, and physical wellbeing, Physical education, activity and sport, Food and health, Substance misuse, Relationships, sexual health and parenthood.
  - **Social Studies:** People, past events and societies, People, place and environment, People, society, economy, and business.
  - **Sciences:** Planet Earth, Forces, electricity and waves, Biological Systems, Materials, Topical Sciences.
  - **Technologies:** Technological developments in society, Business technology skills and knowledge, Computing science, Food and textiles, Craft, design, engineering, and graphics.
  - **Expressive Arts:** Music, Drama, Art and Design and Dance.
  - **Religious and Moral Education:** Christianity, World Religions, Development of beliefs and values.
  - **Modern Languages:** French and Spanish
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## Curriculum Design

Our curriculum is designed based on the following 7 principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

## Developing Young Workforce

Developing the Young Workforce (DYW) is the Scottish Government's Youth Employment strategy to better prepare young people for the world of work.

[Developing the Young Workforce](#) is embedded in [Scotland's Curriculum](#) and along with the Curriculum for Excellence and [Getting it Right for Every Child \(GIRFEC\)](#) it is one the three main building blocks underpinning Scotland's education offer for children and young people.

The [DYW Aberdeenshire](#) priorities are as follows:

- Development of the **DYW Curriculum** offer including embedding the [Career Education Standard](#) Entitlements 3-18 and the further development of BGE pathways and Foundation Apprenticeships in the senior phase.
- **Skills Development** – embedding skills for learning, life and work (**Metaskills**) and skills profiling
- **Partnership** Development, including partnership with employers
- Support for **Equalities**

As part of the 3-18 curriculum, pupils will develop [skills for learning, life, and work](#) and [Skills 4.0](#) and [Metaskills](#). Throughout their time in school, from Early Years onwards, all pupils will have an opportunity to engage with employers, through experiences like workplace visits, career talks, employability events and courses, work experience and curriculum based activities. They will also have the opportunity to learn about further and higher education as well as different career pathways into employment.

In S4-6, pupils will be given the opportunity to study for vocational qualifications, including Foundation Apprenticeships, alongside the more traditional qualifications.

Further information for parents on Foundation Apprenticeships can be found [here](#)

## Curricular Levels

### Early

The pre-school years and P1, or later for some.

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<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third and Fourth</b>	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all the fourth level outcomes.

## **Development of Spiritual, Moral, Social and Cultural Values**

### **The Development of Pupils' Values**

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at [www.aberdeenshire.gov.uk/about/equality.asp](http://www.aberdeenshire.gov.uk/about/equality.asp)

## **RELIGIOUS & MORAL EDUCATION AND SCHOOL ASSEMBLIES**

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum.

Kemnay Academy is a non-denominational school, which aims to develop in pupils a code of morality, a civic awareness and an appreciation of the spiritual dimension of life. In Religious & Moral Education classes pupils develop an understanding of the main world religions, common values, and the personal exploration of meaning and belief. The Personal and Social Education programme also contributes to the moral education of pupils.

Assemblies are held for each year group. The assemblies are shared by the Head Teacher, Depute Head Teachers, Students and School Chaplains. They aim to

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present matters of interest from a whole school, community, national and international perspective.

Assemblies are planned around our whole school Universal Pupil Support Programme.

Religious observance is inter-denominational and led jointly by the School Chaplains during the session.

The School Chaplain is:

Rev Neil Meyer                      Kintore Parish Church

The Chaplain is available to students and staff and their families for pastoral care and can be contacted through the School Office.

Parents wishing to exercise their right to withdraw their child from Religious and Moral Education should contact the Rector so that acceptable alternative arrangements can be made.

## **RELATIONSHIPS / SEXUAL HEALTH**

The following Aberdeenshire Council information guidance is followed by the Academy in providing appropriate learning experiences with regard to relationships, sexual health and parenthood which is part of the health and wellbeing curriculum.

Sex education can be defined as a lifelong process whereby children and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework.

(Sex Education in Scottish Schools: Effective Consultation with Parents and Carers, Scottish Executive & Learning and Teaching Scotland 2001).

Children learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media: magazines, books, TV, video games and movies.

Throughout S1-S6 pupils will revisit the key learning themes of Sexual Health and Relationship Education in PSE. Included in this are:

- Physical development – e.g., menstruation, reproductive parts
- Sexual behaviour
- Contraception and safer sex
- Sexually transmitted infections
- Sexuality and gender
- Internet safety

The Academy encourages parents to view the teaching and resource materials and to discuss any concerns.

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In some exceptional circumstances, parents or carers may prefer to deal with their child's relationship and sexual health education themselves. This should be discussed with the Rector or designated member of staff so that appropriate alternative arrangements can be made.

For further information about specific resources or programmes of work please contact the Academy.

More information on the school's curriculum plan can be found on our website.

## **DRUGS EDUCATION/SUBSTANCE MISUSE**

### **The Aims of Substance Misuse Education**

When planning for Substance Misuse Education within the curriculum, it is important to reflect on the guidance outlined in Aberdeenshire's Curriculum Framework 3-18. Within the rationale of this policy, the key elements of successful Substance Misuse Education provision are addressed directly within the advice for supporting children and young people in becoming successful learners, confident individuals, effective contributors and responsible citizens.

An effective Substance Misuse Education programme should aim to:

- Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.
- Provide opportunities for pupils to develop beliefs, attitudes and values about drugs.
- Enable pupils to develop the skills necessary to make healthy, informed choices and informed decisions about drugs, including resistance to peer pressure or influence.
- Link with other components of personal, social and health education to develop life skills and promote access to positive, health-promoting lifestyles.

At Kemnay Academy programmes of study are arranged in compliance with this guidance. For further information on learning and teaching of substance misuse education, please contact the school.

### **Extra-Curricular Activities**

The school offers a wide range of activities both inside & outside of the school day.

These include (although they can vary):

Football (BGE/Senior Phase)

Music (various bands)

Netball (BGE/Senior)

Rugby (boys/girls)

Drama club

Lego club (Library)

Drop in (Pupil Support Team)

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Volleyball (BGE/Senior)

Multi sports club

Space club (Library)

Gardening Club

## **1+2 Language Learning**

The Scottish Government policy 'Language Learning in Scotland: A 1+2 Approach' is now embedded in our curriculum. Children are growing up in a multilingual world and to allow them to take their place as global citizens, they need to be able to communicate in many settings. This approach entitles every child and young person to learn two languages at school in addition to their mother tongue language.

In our School the first foreign language will be French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school)

If you would like your child to access Gaelic Medium Education and they have not yet started to attend a primary school you can make a request for an assessment of need for Gaelic Medium Primary Education (GMPE). For more information, please go to:

<http://aberdeenshire.gov.uk/schools/information/gaelic-in-schools/>

The parent or carer of any child or young person can make a request for their child to attend to any school which offers GMPE. This will enable your child to be taught by specialist staff. As there are currently no schools in Aberdeenshire which have GME provision learners are transported to school in Aberdeen City.

## **Further Information**

Further information on the school's approach to Curriculum for Excellence including information for parents, can be found on the school website at:

<https://sites.google.com/as.glow.scot/kemnayacademy>

More general information on Curriculum for Excellence and the new Qualifications can be found by clicking on the hyperlinks below.

## **Policy for Scottish Education:**

<https://education.gov.scot/about-education-scotland/policies-and-information/education-policy-and-legislation/>

## **Early Learning & Childcare:**

<https://education.gov.scot/learning-in-scotland/sector/early-learning-and-childcare-elc/>

## **Broad General Education (Pre school – S3):**

<https://education.gov.scot/parentzone/curriculum-in-scotland/broad-general-education/>

## **Senior Phase and beyond (S4 – 16+):**

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<https://education.gov.scot/scottish-education-system/senior-phase-and-beyond>

**National Qualifications:**

<https://www.sqa.org.uk/sqa/58062.3806.html?pMenuID=5605>

# Assessment and Reporting

Pupils move through the curriculum at their own pace. A wide range of assessment techniques are used in school depending on what is being assessed and the reason for the assessment e.g.

- Observation of what the pupils “say”, “write” and “do”.
- Homework
- Self and peer assessments
- Marking of class work and other individual/class assessments
- Ongoing tracking and monitoring procedures in school
- Scottish National Standardised Assessments (P1, P4, P7 and S3)

Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place and will track the skills that your child or young person is developing.

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. As part of assessment, each year children and young people in P1, P4, P7 and S3 will participate in the Scottish National Standardised Assessments (SNSA). These national assessments are completed online and provide teachers with immediate feedback on each child or young person’s progress in literacy and numeracy. Children and young people do not have to prepare or revise for the assessments, which take place as part of normal learning and teaching. The assessments do not have any pass/fail mark and the results are used to help teachers plan the next steps in learning for each child/young person. Further information on SNSA is available at

<https://www.gov.scot/publications/scottish-national-standardised-assessments-purpose-and-use/>

The results of children’s achievements are discussed with them regularly so that they are involved in taking responsibility for their own learning. This may take the form of oral discussion and/or written comment. In this way, it is hoped to assist the pupil identify what has been learned and the next steps to their learning. Children regularly set targets in their work.

Parents will be informed of progress:

- through pupil profiles/learning logs
- through parent consultation evenings and other meetings
- through curriculum/learning events/parent workshops
- by the annual school report
- Individual Education Plans and associated documents

Parents and carers are encouraged to contact the school at other times throughout the year to discuss their child’s progress.

Secondary schools: Assessment & Reporting in the Senior Phase (S4-S6)

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In the Senior Phase pupils embark on the National Qualifications.

As pupils enter this phase, they are set an aspirational target grade for each subject they are studying. This forms the basis for learning conversations between staff and pupils to discuss progress and identify next steps. This is shared with parents/carers through TRACKING Reports.

Further Information on Assessment, Reporting & Profiling can be found on Parentzone:

<https://education.gov.scot/parentzone/curriculum-in-scotland/assessment-in-the-senior-phase/>

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# Transitions (Moving On)

Kemnay Academy and its associated cluster Primary Schools aim to make the transfer from primary to secondary school as smooth as possible.

A coordinated approach is taken to ensure that all the necessary information about pupils is passed on to the Academy and shared with the relevant Principal Teacher of Guidance and the Principal Teacher of Additional Support for Learning. Principal Teachers of Guidance will then meet with Primary 7 pupils in the primary schools ahead of their visit to the Academy.

In 2023-24, Primary 7 pupils will participate in transition activities across the year and spend 3 days in June in the Academy where they meet their new classmates and teachers and follow their timetable. During these days pupils also meet their UPS Teachers and their Guidance Teacher. This visit removes many of their anxieties concerning starting a new school. Here are some of the comments that were made by our current S1 pupils since starting in August:

“I really like Maths and Techy”

“I enjoyed making new friends”

“I know my timetable by heart”

“I really enjoy having more of a routine and I have become more independent”

For parents of Primary 7 pupils, there are usually a number of in-school events to support transition, including an open day to see how the school works. This is followed by Parent Information Evenings across the school term.

For parents of pupils with additional support needs, the move to Kemnay Academy can bring particular anxieties. A member of the Additional Support for Learning Department and the Depute Head for Pupil Support will attend transition meetings with primary staff and parents/carers to ensure the Academy have a very detailed picture of the young person and to ensure the correct supports are being put in place. An additional extended transition programme is also offered to those young people who we feel may benefit from some additional visits to the academy and the opportunity to establish some earlier relationships. This programme involves members of the Additional Support for Learning Team. Parents will be informed if this is being offered to their child through the transition meeting process and information will be shared with them directly. They will also be invited to attend a parent session as part of this programme either virtually or in person.

Visit Parentzone for more information about transitions:

<https://education.gov.scot/parentzone/my-child/transitions>

## 1 Admissions

To view the school catchment area for your address, go to:

<https://aberdeenshire.gov.uk/schools/school-info/admissions/school-zones/>

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## **2 Placing requests & School Zones**

For all advice and information on placing requests and guidance on school catchment/zones go to:

<http://aberdeenshire.gov.uk/schools/information/choosing-a-school>

Your child would normally attend a school within the school catchment area (zone) close to where you live. However, you can request that your child attends a school in another zone (out of zone). Please follow the links for more info:

[Out Of Zone Placing Request Policy & Procedures](#)

## **3 (S) Skills Development Scotland**

**Skills Development Scotland (SDS) is Scotland's careers service.**

**Qualified SDS Careers Advisers work in schools and careers centres across the whole of Scotland. The SDS Careers Adviser in our school is Angus Hutcheon Mon/Tue and Lisa O'Brian Wed/Thu/Fri. Contact with the Careers Adviser should be done through the school.**

**Careers Advisers will meet with young people to help them make decisions about their future career pathway. Alongside other school staff, Careers Advisers are involved in supporting young people through subject choice at relevant stages in their education. This may involve working with individuals one to one, or with groups or classes. Young people can continue to access support from advisers when they leave school, through the Career Centres in Peterhead, Inverurie and Aberdeen.**

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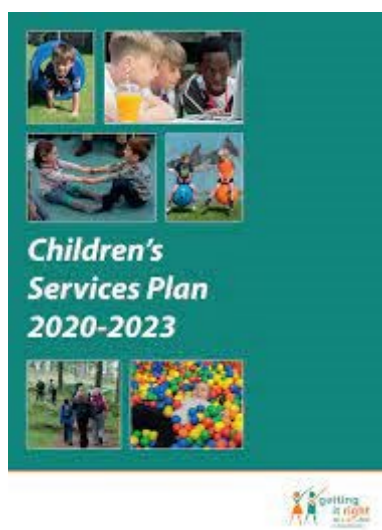


# Support for Children and Young People

## 4 Getting it Right for Every Child

Getting It Right for Every Child (GIRFEC) is the national policy approach in Scotland which aims to support the wellbeing of all children and young people, by offering the right help, at the right time, from the right people. Certain aspects of this policy have been placed in law by the Children and Young People (Scotland) Act 2014.

Aberdeenshire's Children's Services Planning Partners are strongly committed to fully embedding the Getting it Right for Every Child approach. This shared commitment is expressed through the vision statement of Aberdeenshire's Children's Services Plan, which Aberdeenshire's Schools play a key part in delivering:



Its vision is that:

***‘Our commitment to Aberdeenshire’s children and young people, is to provide them with the right support, in the right place, at the right time.***

***In helping them reach their individual potential and goals, we will work together to make Aberdeenshire the best place in Scotland to grow up’***

You can find out more about our Children's Services Plan at:

<http://www.girfec-aberdeenshire.org/who-we-are/our-childrens-services-plan/>

## 5 Wellbeing

The Getting it Right approach is reflected in agreed local processes for assessing need and planning support for individual children and young people. In Aberdeenshire, we have a strong ethos of partnership working, with a shared sense of professional accountability for improving the wellbeing of children, young people and families.

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Getting it Right for Every Child (GIRFEC) is about safeguarding, supporting and promoting children and young people's wellbeing, and ensuring support is provided if and when this is needed. GIRFEC is:

- Child-centred
- Holistic
- Accessible and responsive
- Joined up
- Rights-based

The concept of Wellbeing is at the heart of the GIRFEC approach and is defined in Part 18 (s96) of the Children & Young People (Scotland) Act 2014, through eight Wellbeing Indicators. These Wellbeing Indicators reflect the Scottish Government's aspiration for all Scotland's children and young people to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

These 8 Wellbeing Indicators need to be met in order for children and young people to grow and develop into confident individuals, effective contributors, successful learners and responsible citizens.



Within Kemnay Academy, all staff are vigilant to the needs of our young people. Pupils are taught about the eight wellbeing indicators and are regularly asked to consider how they feel about each of these aspects of their lives. Where any concerns arise in school, this is raised with the child's Guidance Teacher. The Guidance Teacher will then make contact with parents and carers to discuss these concerns and agree an action plan to move things forward. Depending on the nature of the concern, this may be done via the telephone or email, or parents/ carers may be invited in to meet with school staff to discuss the concerns in more detail. In some circumstances it may be necessary to contact other support services or agencies who can provide some additional support for a young person. This will all be done in partnership with the young person and their parent/carer.

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If a young person themselves, or if a parent/carer has any concerns about their child, they should raise this with the child's Guidance teacher in the first instance. They will then look to respond to this concern in a timely and appropriate manner as outlined above.

<b>House</b>	<b>Guidance Teacher</b>
Bennachie	Ms D Donaldson
Caskieben	Mrs G Newton
Don	Miss L Fox (Acting)
Fetternear	Mrs K Robertson
Tuach	Mrs C Pringle (Acting)

## 6 Children's Rights

Every child/young person has rights in addition to human rights. These are called Children's Rights, and they're written in the United Nations Convention on the Rights of the Child. They outline what children need to give them the best chance of growing up happy, healthy and safe. Adults such as parents, schools, councils and governments have a responsibility to make sure that children access their rights.

The United Nations Convention on the Rights of the Child is a statement of children's rights. It has 54 articles that cover all areas of a child's life and it sets out the political, civil, economic, social and cultural rights that all children are entitled to.

Scotland is in the process of incorporating the UNCRC into Scots Law. This will ensure that rights are binding rather than guiding and all levels of government must apply the rights in legislation, policy and practice.

Children and young people are learning about these rights in school and some schools take part in The Rights Respecting Schools programme, a UNICEF accredited programme to support schools in developing rights based practice as part of the school ethos.

In our schools we will:

- Raise awareness of Children's Rights, and how rights can be accessed
- Ensure Children's Rights are provided and protected by the adults who support our children and young people
- Provide a variety of opportunities for children and young people to get involved in decision-making
- Make sure children and young people's views influence how we develop services
- Support children and young people to express their views
- Listen to and act on children and young people's views on what we do well, and what we could do differently

More information for parents on Children's Rights can be found here

[Parent Club Children's Rights leaflet.pdf](#)

Aberdeenshire Council has endorsed a Children and Young People's Charter. You can find out more about Children's Rights and opportunities for participation at:

<http://www.girfec-aberdeenshire.org/home/children-and-young-people/>

## 7 The Named Person

Prevention and early-intervention are seen as key to the Getting It Right approach in achieving positive outcomes for children and young people. By providing support at an early stage, most difficulties can be prevented from escalating.

One way the Scottish Government has decided this should be taken forward, is by making a Named Person available to every child and young person in Scotland. From birth to prior to starting school, the Named Person Service is provided by your Health Visitor. The Education Service provides the Named Person Service for all children on entry to Primary One, until aged 18 (or beyond where a young person remains at secondary school). In Aberdeenshire the Named Person will be either the Primary Head Teacher or Deputy Head Teacher and in Secondary School, the Named Person will be that young person's allocated Principal Teacher of Guidance (with a few exceptional circumstances).

The purpose of the Named Person role is to make sure children, young people and parents have confidence that they can access help or support no matter where they live or what age the child is. Acting as a central point of contact, the Named Person can help children, young people or parents/carers get the support they need, if and when they need it.

The Named Person can help by:

- Providing advice, information, or support
- Helping a child, young person, or to access a service or support
- Discussing or raising a wellbeing concern about a child or young person.
- Being a key contact point for other professionals if wellbeing needs are identified for a child or young person.

There is no obligation for children and young people or parents to accept any offer of advice or support from the Named Person. Non-engagement with a Named Person is not in itself a cause for concern. The Named Person Services is currently delivered on a national policy basis.

For more information you can contact your child or young person's Named person directly, or go to:

<https://www.gov.scot/policies/girfec/named-person/>

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## 8 The Child's Plan

The *Getting It Right* approach makes sure children and young people are provided with a range of support, which is proportionate and put in place to meet assessed need. This is reflected in Aberdeenshire's staged approach to assessment and planning for individual children and young people, shown below.

- Universal Services (Core Provision)
- Universal Services (Support Generally Available)
- Universal Services (Targeted Support) Targeted and Specialist Services (Multi-Agency)



For a small minority of children or young people, there might be higher levels of wellbeing need or risk identified. These children may require a level of targeted support, which needs to be coordinated on a single or multi-agency basis through a Child's Plan.

Where a child or young person needs one or more targeted supports, the benefit of a Child's Plan will be discussed with them and their parents/carers. An assessment using the National Practice Model (My World Triangle/Resilience Matrix) would help to identify any wellbeing needs (*Safe, Healthy, Active, Nurtured, Achieving, Resected, Responsible, Included*), and highlights strengths and pressures in the child's situation. Families are fully involved as key partners in these discussions.

The Child's Plan will outline what action will be taken by the child, their family and professionals, and detail how these supports aim to help improve the child or young person's Wellbeing and overcome any difficulties.

A Lead Professional will be identified to co-ordinate and manage any Child's Plan.

Information is available on the Aberdeenshire *Getting It Right for Every Child* Website:

<http://www.girfec-aberdeenshire.org/>

## 9 Educational Psychology

The Educational Psychology Service (EPS) provides a service across Aberdeenshire from the early years to school leaving age. Educational Psychologists work with

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children, young people, parents and carers, educational staff, local authority colleagues and a wide range of other professionals including health professions, social work, early years partner providers and post school training and education providers.

When there are concerns about a child or young person's learning or wellbeing, an Educational Psychologist can support others to assess needs and problem solve their way through potentially difficult and complex situations. Consultation with people who know the child best forms the basis of Educational Psychology assessment. The purpose is to explore and understand the concern and support people to come up with solutions that will work in that particular context. More information about Consultation can be found on the Educational Psychology Service website:

<https://blogs.glowscotland.org.uk/as/aberdeenshireeps/about-us/>

The website also has a range of helpful resources available for all parents:

<https://blogs.glowscotland.org.uk/as/aberdeenshireeps/parent-information/>

## 10 Enhanced Provision & Community Resource Hubs

Aberdeenshire Council is committed to supporting children and young children to be educated in local schools through providing the right support in the right place at the right time. By enhanced provision we mean that a local primary and secondary school has an enhanced level of resources, such as access to a sensory room and life skills area; and support for learning staff who have an enhanced level of expertise to meet a range of needs.

Further enhancement is available through the community resource hub, for a small minority of children with severe and complex needs, who regardless of chronological age are making very small steps in learning and are at the early levels of learning.

The enhanced provision centres and community resource hubs can offer outreach support to mainstream schools, short term assessment placements and flexibility (e.g. blended places).

For more information on all our resources and policies go to:

<http://asn-aberdeenshire.org/>

## 11 Support for Learning

At times in their lives all children may require support for learning for a range of reasons. Some children may need a lot of support all the way through school. Others may need only a small amount for a short time.

A child is said to have additional support needs if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age. Reasons for requiring support might include:

- Missing school because of an illness or long-term condition
  - Having a physical disability
  - Being a young carer
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- Communication difficulties
- Being particularly able
- Changing school a lot
- Being looked after or in care
- Difficulty in controlling behaviour
- Having a difficult family situation
- Suffering a bereavement

**Social and emotional factors** Each school cluster has an allocation of Teachers of Additional Support for Learning (ASL) who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary. In partnership with school staff, parents and other professionals (if appropriate), they identify barriers to learning, assess children's needs and support learning and teaching through a relevant curriculum.

**Pupil Support Assistants (PSAs)** assist teachers in promoting achievement and raising the standards of pupil attainment. They provide general support in relation to the needs of the class and individuals' care, health and wellbeing and safety and to promote a secure and safe environment.

## 12 Child Protection

### National Guidance for Child Protection Scotland 2021

Child protection is the responsibility of all who work with children and families regardless of whether or not they come into direct contact with children. All workers must be fully informed of their responsibilities in respect of keeping children safe. All services working with children, young people and families are expected to identify and consider the wellbeing of children and to share concerns appropriately.

### **Equal Protection from Assault (Scotland) Act 2019.**

This was introduced on 7 November 2020 and all who work with children have a crucial role in implementing the Act. Instances of reasonable chastisement are now classified as an offence of assault and will be shared with the police.

Within our School we have a designated member of staff appointed to be responsible for Child Protection matters. If there is the possibility that a child could be at risk, the school is required to follow the Child Protection Procedures laid out for Education.

This may mean that the child is referred to Social Work, the Police or the Children's Reporter. In our school the designated staff are Mrs A Rankin (DHT Pupil Support) and Mrs L Paul (HT).

Remember – if you suspect a child is at risk, do not rely on someone else to notice.

If you would like to speak to someone, seek help or pass on information or concerns:

You can speak to designated staff in our school

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Social Work Monday to Friday during office hours contact your Children & Families local [Social Work Office](#)

Evenings & Weekends call the Out of Hours Service on 03456 08 12 06

Police Emergency 999, Non-Emergency 101

Signs of abuse can range from poor personal hygiene and hunger to unexplained injuries or self-harm.

If a young person tells you they are being abused:

- stay calm and listen to them
- never promise to keep it a secret – tell them you must let someone else know
- remind them that they are not to blame and are doing the right thing
- report it, but leave any investigation to child protection agencies

Protecting Aberdeenshire's children and young people is everyone's business, go to:

<http://www.girfec-aberdeenshire.org/child-protection/>

## **13 Further Information on Support for Children and Young People**

The following websites may be useful:

### **Getting It Right for Every Child (GIRFEC)**

<http://www.girfec-aberdeenshire.org/>

### **Aberdeenshire Council**

<http://www.aberdeenshire.gov.uk/schools/additional-support-needs/>

### **Support for All**

<https://young.scot/campaigns/ayefeel/>

### **Enquire – National Parent Information Service and Helpline**

<http://enquire.org.uk/>

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# Parent & Carer Involvement and Engagement

*The term “parents” refers to anyone with parental responsibilities and others who care for or look after children or young people.*

Both globally and nationally it is recognised that parents are the single most important influence on their children's development, learning and achievement. The involvement and engagement of parents in their children's learning is recognised as a key element in raising attainment, through support, help and encouragement given at home and whilst at school.

## 14 Parental Involvement and Engagement Strategy

The Parental Involvement and Engagement Strategy 2023-2026 demonstrates the commitment by Aberdeenshire Council to improve the quality and the extent of all parents' involvement in their child's learning and the important role they play in their child's education.

The plan sets out a vision for parental involvement and engagement for the next three years and covers a journey that a child takes from pre-birth to age 18. It highlights the leadership of those who make the difference day in and day out.

If you would like to read the Aberdeenshire Parental Involvement and Engagement strategy it can be found on Aberdeenshire Council's website here

<http://publications.aberdeenshire.gov.uk/dataset/parental-involvement-and-engagement-strategy-and-action-plan/resource/02c6596e-8cba-42c7-b28a-ee64086ea42>

## 15 Parental Engagement

Parental engagement is about parents' and families' interaction with their child's learning. It can take place in the home, at school or in the community: where it takes place is not important. The important thing is the quality of the parent's engagement with their child's learning, the positive impact that it can have and the interaction and mutual development that can occur as a result of that interaction.

## 16 Communication

The school uses a range of approaches to share information about your child's learning and progress. These include:

- Use of Groupcall to text and email
  - School Website: <https://sites.google.com/as.glow.scot/kemnayacademy>
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Our website includes up-to-date information, including all newsletters and recent letters to parents.

- Social Media: Facebook and Twitter
- Newsletters are published. They highlight pupil achievement and offer advice to parents and carers.
- Parent Information Evenings
- Events: Concerts, performances
- Open days/mornings/afternoons

Where contact details have been provided, all contacts identified as “parent contacts” will receive the information being sent.

The school calendar highlights planned opportunities where we welcome you into school for events, and opportunities to talk about your child’s progress, wellbeing, and behaviour (see Further Information).

## 17 ParentsPortal.scot

### parentsportal.scot

In support of Aberdeenshire Council’s ambition to offer more digital services to its residents, Aberdeenshire primary and secondary schools are rolling out a new national online service called **parentsportal.scot**. This is designed to replace the paper ‘schoolbag run’, giving a child’s registered contacts access to a range of school-related online services, 24 hours a day, 7 days a week.

At the heart of the system, is a secure account through **mygov.scot**, which is referred to as ‘**My Account**’ or ‘**MyAberdeenshire**’ account. ‘MyAberdeenshire’ is already used to allow parents/carers to make online payments or receive notifications if a school closes unexpectedly. **Parentsportal.scot** and ‘**MyAberdeenshire**’/**mygov.scot** will work together, making this a convenient one-stop-shop, to access all Aberdeenshire digital services.

Initially, **parentsportal.scot** will allow parents/carers to see basic information about your child(ren)’s school and twitter account as well as:-

- make a link to your child(ren)
- complete the annual data check process electronically (child’s main contact only)
- update their own as well as your child(ren)’s details at any time
- to register and access for online school meal payments using one sign in (iPayImpact)

**How do I sign up?** - If you **already have a myAberdeenshire account** to pay for school meals through iPayImpact, you can sign up using the same sign in details at <https://parentsportal.scot/home/> You **do not need** to register or set up a new **mygov.scot** account.

If you do not have a myAberdeenshire/mygov.scot account or are looking for more information and videos on how to access to **parentsportal.scot**, please go to <https://www.aberdeenshire.gov.uk/schools/school-info/parents-portal/>

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## 18 Learning at Home

Learning at home is the learning which happens in the home, outdoors or in the community. Your home is a great place to support learning. Your child can try out new activities or practice familiar learning, at home and in their wider community.

At our school we provide materials for you to work with your child to develop key skills at home. For explanation of this please go to our homework policy

<https://sites.google.com/as.glow.scot/kemnayacademy>

## 19 Parent Forum and Parent Council

The Parent Forum is a collective name for all parents, carers, and guardians in the school.

The **Kemnay Academy Parent Council** is a group of parents selected by the Parent Forum to represent the views of all parents, carers, and guardians in the school. The Parent Council works with the school to support learning and teaching, school improvement and parental and community engagement.

Contact the Parent Council Chairperson **James Martin** or Head Teacher, Mrs Lizbeth Paul, for more information about getting involved in the Parent Council or email: [kemnay.acaparentcouncil@yahoo.co.uk](mailto:kemnay.acaparentcouncil@yahoo.co.uk)

## 20 Parents and School Improvement

Our school has a range of priorities that we work on each year which are explained in our School Improvement Plan (SIP). Parents often have helpful and creative ideas about how to improve their child's school and what can be done to improve the quality of children's learning. In our school we will consult with parents in a number of ways. These may include:

- working groups/focus groups which any interested parent is invited to be part of
- questionnaires and surveys
- consultation with the Parent Council

## 21 Volunteering in school

There are many opportunities for you to support learning in school. These may include:

- volunteering to share the skills and knowledge you have
- supporting children and young people in the classroom
- supporting or lead extra-curricular activities
- directly supporting with specific skills (paired reading for example)

More detail about this can be found using the link below:

<http://jobs.aberdeenshire.gov.uk/volunteer-with-us/> or contact your Head teacher.

## 22 Collaborating with the Community

We work with many local organisations, community groups and businesses to ensure our children and young people benefit from further resources, experiences, and

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opportunities. If you are interested in working with the school, please contact the Headteacher

## **23 Addressing Concerns & Complaints**

Aberdeenshire Council recognises the vital role that parents play in supporting their child's learning and is committed to fostering positive relationships with parents. No matter how strong partnerships are, or how good our policies are, sometimes things can still go wrong and there may be occasions where parents wish to express unhappiness or dissatisfaction with council services, policies, or staff behaviour.

<http://aberdeenshire.gov.uk/contact-us/have-your-say/have-your-say-guide/>

When a complaint is made it must be handled in accordance with the Complaints Handling Procedure which provides two opportunities to resolve issues internally. In order to maintain positive relationships, it is usually better for all if parental concerns or complaints can be resolved at school/ early years setting level as quickly as possible.

If a concern or complaint cannot be resolved at frontline resolution (Stage 1) then it will progress to Investigation (Stage 2) and a detailed investigation into the matter will be carried out. Complaints that are complex, serious, or high risk and require detailed, lengthy investigation may be dealt with at the Investigation Stage from the outset.

Once the two internal stages of the Complaints Handling procedure have been exhausted, the complainant must be directed to the Scottish Public Services Ombudsman (SPSO) to carry out an independent external review of the process. The SPSO is the final stage of the complaint procedure.

Once the SPSO reaches a decision they may contact the council with recommendations for improvement and will provide dates by which the recommendations must be implemented. The council is required to report back to the SPSO and evidence that the required action has been taken.

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# School Policies and Useful Information

School Policies such as the Homework Policy; Promoting Positive Relationships; our Mobile Phone etc. are published on the school website and can be found by clicking the parents tab at the top. Please go to:

<https://sites.google.com/as.glow.scot/kemnayacademy>

All Aberdeenshire Council Education policies can be found here:

<http://www.aberdeenshire.gov.uk/council-and-democracy/about-us/service-structure/education-and-childrens-services-policy-framework/>

## 24 Attendance

### Late for School

We believe that attending school on time each day is an important preparation for later life. All pupils are expected to report in good time for school and classes.

Any pupil arriving late to school must report to the school. This will be dealt with in line with school attendance policy.

A pupil with a dental or other medical appointment during school hours should bring a note to advise to her/his register teacher/school office in advance. Parents are asked to telephone/email any details of an absence in advance of any appointment. If at all possible, parents are requested to make such appointments out with school hours so that a pupil does not miss out on schoolwork.

### Attendance and Absence Procedures

Parents are responsible for ensuring that their children attend the Academy on a regular basis and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school except whilst on school transport where Aberdeenshire Council has clear guidelines about pupil safety.

Regular and punctual attendance is linked closely to achievement and Academy staff aim to work with parents to ensure that children can reach their full potential. The Academy is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

### Unplanned Absences

It is important to note that if a child does not arrive at the Academy and there is no reasonable explanation provided for her/his absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and the Academy cannot be over-emphasised.

Parents are asked to assist Academy Staff in the manner detailed below:

- If your child is unable to attend through illness/other reason please telephone the Academy between 8:00am and 9:00 am on the first day of her/his absence.
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- If your child is home for lunch and becomes unwell at lunchtime making them unable to return in the afternoon please telephone the Academy before the beginning of the afternoon session to inform a member of staff.
- When you contact the Academy it would be helpful if an indication could be given as to the child's expected length of absence.
- On your child's return a note should be provided explaining the reason for absence and confirming the periods of absence. The note should be signed and dated.

#### Steps for Parents:

- Keep the Academy up to date with your telephone number, including mobile phone if you have one, and other details for emergency contacts.
- Be responsible for the safety and well-being of your child/children whilst they are not in school.
- Inform the Academy of any prearranged absence, e.g., attendance at a hospital appointment or other unavoidable event, prior to the absence-taking place.
- Inform the Academy of your child's absence by 9.00am on the morning of the first day of absence. For afternoon sessions, inform the school no later than half an hour into the afternoon session.
- Respond promptly to contact from the school.
- Provide written confirmation of absence as soon as possible.

You will note that where contact cannot be established in relation to an unexplained absence, schools may inform other relevant services, e.g., social work and /or police.

#### **Planned Absences**

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend, e.g., sporting events or music exams.

- Under normal circumstances we do not send work home in the case of absence.
- For medical or dental appointments the teacher should be informed beforehand in writing. Children should always be collected and returned by an adult on these occasions. As far as possible such appointments should take place out with the school day.

#### **Illness or Accident During the School Day**

All parents/carers should be aware that specific school staff attend to first aid. First Aid provision in school is provided by a Nursing Assistant. The First Aid provision in school is designed to deal with routine medical and first aid matters. Should a young person be injured during the school day, every effort will be made to attend to this. If the injury is believed to be serious or requiring further treatment, arrangements will be made to have the child treated at the local Health Centre. Alternatively, an ambulance will be requested. Parents will be informed and consulted.

**If your child is ill in the morning, it is important that they are kept at home, as the school has few facilities to accommodate sick children.**

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**Illness:** If a pupil becomes ill during the school day, a first aider will be called. A decision will then be taken to either keep the pupil in school or to arrange, after consultation with parents, for the pupil to be sent home.

The school follows the Aberdeenshire Attendance Policy:

<http://publications.aberdeenshire.gov.uk/dataset/council-policies-education/resource/4d0b8f53-24d8-4638-b084-17fe885d11d4>

Procedures for following up on pupil absence are based on the Education (Scotland) Act 1980 which requires by law that parents/carers ensure that children attend school regularly. The Home/School Liaison Officer has a key role to play, providing a vital link.

## 25 Holidays during term time.

The Scottish Government has deemed that holidays taken during term time for primary and secondary children should be recorded as unauthorised absence unless there are special, exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must inform the Head Teacher. This will be recorded as unauthorised absence though there may at times be exceptional family circumstances previously discussed with the Head Teacher. Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child's education. For annual holiday dates for Aberdeenshire schools please see the section at the back of this book, contact the school office or go to:

<https://online.aberdeenshire.gov.uk/schooltermdates>

## 26 Dress Code

Pupils in Kemnay Academy are expected to wear the following items to school:

Black sweatshirt or V-neck sweaters for all and cardigans (girls) each with the Academy badge.

All pupils will have the option of wearing a shirt/blouse and tie or polo shirt.

Black skirt or trousers (not jeans or leggings)

Black shoes or black trainers.

S1- S3 White polo shirt with school badge

PE T-shirts with the school badge are also available

S4 White shirt/blouse with school tie

S5/6 White shirt/blouse with senior school tie

Pupils, parents and staff were involved in choosing the current dress code and the items have been selected so that pupils clearly identify with the school.

Please also consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit.

Please note the wearing of denim clothing is not permitted.

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Suppliers:

Branded Kemnay Academy school wear is available to purchase from “School wear made easy” email: [colin@schoolwearmadeeasy.com](mailto:colin@schoolwearmadeeasy.com)

School ties can be purchased from the school office.

Parents should note their responsibility to ensure all clothing and belongings brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from that of others.

## 27 Clothing Grants

Some families may be entitled to a school clothing grant per eligible child per financial year. More information about this can be found at:

<http://www.aberdeenshire.gov.uk/schools/parents-carers/assistance/school-clothing-grants/>

## 28 Transport

To qualify for Home-to-School Transport, Primary school pupils must reside more than 2 miles from and attend their zoned school whilst Secondary school pupils must reside more than 3 miles from and attend their zoned school.

These distances are the shortest available route from the pupil's house to the school gate and can take into account main roads (including dual carriageways), tracks and paths. Pupils will be assigned a collection point, in villages and towns and where safe to do so, pupils may have to walk up to 1 mile to the nearest collection point. Pupils who reside in rural locations are usually collected at the nearest adopted road to them (track end or roadside). School transport vehicles will not use private unadopted roads or tracks. It is the parent's responsibility to escort the pupil to and from their collection point. Application forms (Form PTU100) are completed by the school.

## 29 Privilege Transport

Transport provision is also made available for pupils who are not ordinarily entitled to transport. Privilege transport is provided on school transport services subject to spare seating capacity. There are 3 types of privileged transport available.

### **In-zone Privileged transport**

Pupils who attend their zoned school but are under the qualifying mileage can apply for In-zone privilege transport. If there is suitable seating capacity available and an existing route then the application should be approved, if there is not and there is a safe walking route available to the pupil, then it may be rejected. Please also note that if seating capacity is needed for a pupil who is entitled to school transport, In-zone Privilege pupils may be given written notice and removed from transport.

### **In-Zone Privilege Transport – Safety**

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Pupils who attend their zoned school but do not qualify due to their residence being under the qualifying mileage can apply for In-zone privilege transport. If there is no safe walking route available to the pupil, they are guaranteed a seat on transport by applying for an In-zone Privilege pass. A pupil who is guaranteed in-zone privilege transport would not be removed to make room for a pupil who is entitled to school transport.

### **Out of Zone Privilege Transport**

There is no transport entitlement to pupils who attend a school which they are not zoned for. Pupils may apply for Out of Zone Privilege transport; pupils are required to meet the nearest available school transport vehicle to them, and it is the parent's responsibility to bring the pupil to the nearest collection point. Out of Zone Privilege transport pupils may be removed, with written notice, at any time for In-Zone Privilege and Entitled transport pupils. Processing of any new Out of Zone applications received prior to the start of the new term in August does not usually begin until late September. This ensures that all entitled pupils have been allocated and there is a true indication of the remaining available seats. Please have alternative arrangements in place for the start of term and in the event the application is refused.

Applications can be made by contacting your child's school. For further information, see the Council website.

<https://www.aberdeenshire.gov.uk/roads-and-travel/school-transport/>

or contact [school.transport@aberdeenshire.gov.uk](mailto:school.transport@aberdeenshire.gov.uk)

### **Local Bus/Registered School Bus Services**

Some services operate as registered bus services. These operate on a fare paying basis and pupils will be required to pay a fare to the driver or purchase a season ticket for travel. National Entitlement cards (NEC) can also be used on these services (Young Persons' -Under 22s Free Bus Travel Scheme)

## **30 Early Learning & Childcare Transport**

Transport to early learning and childcare settings will not be provided by Aberdeenshire Council.

## **31 Special Schools and Enhanced Provision**

Aberdeenshire Council may provide free transport where necessary for pupils with additional support needs who access enhanced provision or community resource hub level support. In certain cases, it will be appropriate for pupils to make their own way to school by public transport and where this is authorised, bus passes are issued. Where a pupil's address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Local Authority will consult with the Community Child Health Service before deciding if free transport should be provided.

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## 32 School Closure & Other Emergencies

Head Teachers decide if and when schools should close due to bad weather or another emergency. In bad weather they will decide this after receiving information about local weather conditions. This decision can be made during any time, day or night. These guidelines outline the procedures for dealing with school closures during bad weather or other emergencies.

### **If children are at school...**

**School transport contractors** have been told not to allow children to walk home alone from drop-off points under any circumstances during extreme weather conditions. If you can't meet or arrange for your child to be met, the school transport will return them to school or another place of safety.

**Public service vehicles** – drivers of these vehicles follow a specified route and keep to timetables – they cannot make special arrangements.

If your child attends a Secondary School, because of the large number of pupils in Secondary Schools, parents will be contacted via text/email to inform them of closure.

If you are concerned about local weather condition, contact the school. You may wish to collect your child yourself and are free to do so provided you make arrangements with the school.

### **Before the start of the school day...**

During bad weather some staff may not be able to get to school or bus routes may not be safe to travel on – so the school may have to close. Headteachers will advise parents and carers using the following communication tools:

Outwith school hours, your local radio station is a good place to find out information on school closures. The following radio stations receive updated information every 30 mins from our website:

- **Northsound 1**  
FM 96.9
- **Northsound 2**  
MW 1035 kHz
- **BBC Radio Scotland**  
FM 92.4 - 94.7MW 810 kHz
- **Moray Firth Radio**  
FM 97.4 MW 1107 kHz
- **Waves Radio**  
FM 101.2
- **Original 106 FM**

### **Twitter**

<http://twitter.com/aberdeenshire>

### **Aberdeenshire Council Website**

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

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You also have the option to sign up to receive email alerts when your school(s) updates their closure status:

<https://online.aberdeenshire.gov.uk/myAberdeenshire/>

### 33 Storm Addresses

When there has been severe snowstorm during the day it may be prudent for pupils who live some distance from the normal bus routes not to attempt to reach their homes but to spend the night in alternative accommodation nearer school. It is the parent's responsibility to inform school about any pupils who may be at risk in such situations and to provide the name and address of a relative or friend who is willing to provide overnight accommodation.

### 34 Change of address and Parental Contact Details

To enable us to make easy contact with parents, the school would appreciate if any changes of address, telephone number or circumstances is amended via your parentsportal.scot account (see Menu section 'Your Account') or notified in writing to the School Office. It is also important that the school has details of an Emergency Contact should it prove impossible to get in touch with parents in the event of an emergency.

### 35 Anti-bullying Guidance

#### What is Bullying?

Aberdeenshire Council Education and Children's Services define bullying as the following:

**Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real). Bullying behaviour can be persistent and/or intentional, but often it is neither.**

**Bullying can be verbal, physical, mental/emotional, or cyber and is behaviour and impact. It can be intentional or unintentional, direct or indirect, persistent, or a one-off incident. The impact is on a person's ability to feel in control of themselves.**

**Bullying can be verbal, physical, emotional, or cyber. It can be intentional or unintentional, direct or indirect, persistent, or a one-off incident. People who experience bullying behaviour feel vulnerable and/or socially isolated.**

#### What will the school do about it?

Schools should promote consistency of response to instances of bullying behaviour using a 6-step approach. They will:

1. Record the Incident
  2. Speak to the individuals involved having frank and honest dialogue
  3. Speak to parents
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- 4.Utilise Restorative approaches
- 5.Monitor the situation
- 6.Review and increase response accordingly

More information can be found in our School's anti-bullying guidance at

<http://publications.aberdeenshire.gov.uk/dataset/b9bb8c35-50b7-401e-a7e3-30833f69cc73/resource/8d5ff96d-775f-4516-9f6b-c15ce425f407/download/cusersspellascdocumentsecs-002-anti-bullying-policy-2018.pdf>.

## 36 School Meals

### Secondary School Lunches

**Our academies offer a breakfast, morning break and lunch service. This is very different from the service in our Primary schools and is popular with Academy pupils.**

**We also provide an online pre-order system (Fusion) that works alongside our normal counter service. Academy pupils can order their lunch straight from their mobile device and then pick it up from a designated collection point at lunchtime. Fusion Mobile also allows pupils to check their balance. To place an order funds must be available on their account.**

### Secondary school prices

**To view the available options and their prices see the link below.**

**View the**

- <https://www.aberdeenshire.gov.uk/media/27407/secondarypupilpricelist.pdf>

There are many benefits of having lunch at the Academy:

- A delicious and varied menu offering great value
- Choice of main courses each day
- A varied range of snacks and hand held options
- A range of sandwiches, salads and fresh fruit are available

**Additional information regarding Secondary school meals can be obtained via this link**

<https://www.aberdeenshire.gov.uk/schools/school-info/meals/secondary-school-meals/>

**Online payments system**

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**We are encouraging parents/carers to register for online school payments to eliminate handling of cash. Parentsportal.scot is the recommended way to register to access all school payments including school meals.**

**Parentsportal.scot is securely linked to a myAberdeenshire account and to register follow this link**

**<https://www.aberdeenshire.gov.uk/schools/school-info/parents-portal/>**

**Please ensure there are always sufficient funds on your child's account prior to sending them for school meals. There is a formal debt recovery process for accounts that fall into debt.**

**If you are having difficulty making payments, please contact the school office as we are here to support families and will do whatever we can to assist you.**

### **Free School Meals Information**

**Am I entitled to free school meals?**

**Click on the link to find information that explains the free school entitlement and how to go about it.**

**<https://www.aberdeenshire.gov.uk/schools/school-info/assistance/free-school-meals/>**

**If you have difficulties obtaining access to free school meals, please speak with your school and we will work together to provide assistance.**

**If you require any further information regarding School Catering send a message to this email address - [schoolmeals@aberdeenshire.gov.uk](mailto:schoolmeals@aberdeenshire.gov.uk).**

## **37 Healthcare & Medical**

Every child's health and welfare is very important to the school. Parents who have any concerns should let school know by telephoning or writing in. Alternatively, parents can inform the Health Visitor or their own GP. Parents are requested to let the school know of any hospital appointments.

Parents/carers are requested to keep children at home for 24-48 hours if the child has diarrhoea, flu-like symptoms or is clearly unwell.

Always seeks a GP's advice before sending a child back to school. Please remember that other children can be vulnerable to infection.

The school is fortunate to have a nurse in attendance to undertake Health Interviews and provide advice on health matters for pupils. The school doctor will play a vital role in monitoring a child's health and well-being.

Although our medical staff provide help and advice as appropriate, all pupils must be registered with a doctor in general practice who should be consulted about health matters as they arise. Parents should provide us with the name and telephone number of their child's doctor and an up-to-date emergency contact for themselves in case it becomes necessary for a child to be sent home during school hours because of illness.

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Aberdeenshire Community Dental Service inspect P1 and P7 children in schools as part of the National Dental Inspection Programme. Written parental consent is not required for dental inspections, but parents will be informed in writing approximately one week before the inspection date.

**(S) Immunisation against Diphtheria, Tetanus and Poliomyelitis is provided for all pupils during the third year. If a pupil is unable to keep the school appointment, parents are advised to request immunisation from their own doctor.**

**HPV Immunisation to protect against cervical cancer is offered to all girls in S2. This is a series of 3 injections over a six-month period commencing in September each year. A catch-up programme is also in place for girls who miss any of their injections.**

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short term, perhaps finishing a course of medication to combat an infection.

Other pupils have medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having health care needs. Most children with health care needs can attend school regularly and, with some support from the school can access most school activities. However, school staff may need to take extra care in supervising some activities to ensure that pupils are not put at risk.

Planning formats may include either:

- Individual Pupil Protocol (IPP) (Med form 7).
- Health Care Plan written by Health professionals for very specific medical needs.

A risk assessment should also be completed.

The above can help schools to identify the necessary safety measures to support pupils with medical needs and ensure that they and others are not put at risk.

Please find the link below to our policy and guidance: Supporting Children and Young People with Healthcare needs and managing medicines in Educational Establishments

<https://asn-aberdeenshire.org/policies-and-guidance/>

Sunscreen - As children are outdoors for learning and for play, parents should apply this prior to sending children to school or nursery. School staff do not supply, nor do they apply, sunscreen creams.

If your child has long term medical conditions such as asthma or diabetes, which may require on-going support, this should be fully discussed with the school. In certain cases specific training of staff about a child's treatment may need to be given. In addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis.

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## 38 Exclusion

The foundation for schools, learning establishments and education authorities is a whole school ethos of prevention, early intervention and support against a background which promotes positive relationships, learning and behaviour. Where pupils who display behaviour, whereby attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there, and where other forms of support have proved unsuccessful, the Authority exclusion policy may apply. For further information on exclusions contact the school or go to:

<http://publications.aberdeenshire.gov.uk/dataset/council-policies-education/resource/9e393d1a-2113-44c8-afb6-a517f2d495b6>

## 39 Educational Visits

We offer various educational visits during the school year. We believe that 'hands on' experiences greatly enhance a child's education, while also helping to make the necessary links between learning in school and life outwith school. Staff members and parent volunteers provide supervision to standards laid down by Aberdeenshire Education & Children's Services. We give parents as much notification as possible regarding visits their children will participate in.

There are grants available through the Aberdeenshire Educational Trust to help with the cost of school trips. For further information go to:

<https://www.aberdeenshire.gov.uk/benefits-and-grants/educational-grants/>

## 40 Instrumental Tuition

From Primary 4 onwards, tuition is available for a range of musical instruments. Most disciplines are taught in the secondary schools however not all disciplines are available in primary schools due to limited resources. Orchestral string instruments are not normally available to beginners at secondary level. Tuition is subject to availability.

As of August 2021, we are unable to offer tuition on more than one instrument to pupils.

### Music tuition fees

Scottish Government Ministers and COSLA leaders agreed to the removal of fees for the academic years 2021/22 and 2022/23 which has been supported by funding from the Scottish Government to allow existing levels of provision to be maintained.

Funding for 2023/24 has been confirmed by the Scottish Government, therefore there will be no fees for instrumental tuition during this academic session.

<https://aberdeenshire.gov.uk/schools/music-lessons/youth-music-sessions/>

Aberdeenshire Youth Music Sessions (AYMS) provide ensemble music-making opportunities for children outside of the school day.

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For further information go to:

<http://aberdeenshire.gov.uk/schools/ims/>

## **41 (S) Education Maintenance Allowance**

**An Educational Maintenance Allowance (EMA) is a weekly payment paid directly to young people from low income families to enable them to stay on in further education at school or college after they reach statutory school leaving age. This is funded by the Scottish Executive. Further information on EMA's and how to apply can be found here:**

**<https://www.aberdeenshire.gov.uk/schools/school-info/assistance/ema/>**

## **42 Public Liability Insurance**

Aberdeenshire Council holds third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claims Handling Agents and compensation is dealt with on a strict legal liability basis. This means that there is no automatic compensation, the Council must be found negligent in order for any compensation to be offered by our Insurers and / or Claims Handling Agents.

Whilst the school will exercise reasonable care for pupils' property, it is inevitable that property will be lost or damaged from time to time. Pupils' property which is worn or brought to school or left in bags/cloakrooms is at their own risk. This includes but is not restricted to personal items such as jewellery, phones/tablets watches and bicycles. Aberdeenshire Council cannot accept responsibility for loss or damage unless caused by negligence of the school or staff.

## **43 School Off Site Excursion Insurance**

Aberdeenshire Council has in place a School Excursion Insurance policy, whereby both pupils and teachers are covered for offsite activities / trips both within the UK and abroad (offsite meaning off the school premises). The policy covers medical expenses, loss of baggage, cancellation (as specified in the policy) , curtailment and change of itinerary (along with other sundry benefits) etc. for worldwide trips and adventurous activities (including winter sports), subject to policy terms and conditions being met.

If personal items such as jewellery, phones/tablets, watches etc. are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee.

Personal / individual cover is seen as a parental responsibility and it is your decision as to whether you feel it is appropriate to obtain this.

Where trips are booked and have subsequently to be cancelled because of any Covid related event then insurance will not be valid. This will of course be reviewed periodically.

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**Please be advised, however, that the Duty of Care aspect below is not insurance related:**

### **Duty of Care**

The Authority has a duty of care in respect of pupils in its charge during school hours and as such must take reasonable steps to ensure the safety of all primary and secondary pupils. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

## **44 Data we hold and what we do with it.**

The UK's Data Protection Act (DPA) 2018 enacted the EU GDPR's requirements into UK law and, with effect from 1 January 2021, the DPPEC (Data Protection, Privacy and Electronic Communications (Amendments etc) (EU Exit)) Regulations 2019 amended the DPA 2018 and merged it with the requirements of the EU GDPR to form a new, UK-specific data protection regime that works in a UK context after Brexit as part of the DPA 2018 and is known as the 'UK GDPR'.

Aberdeenshire Council is committed to full compliance with these regulations. When you are asked for information by Education & Children's Services, we will tell you why we are collecting the information, how long we will hold it and the legal basis for gathering this information. A Privacy Notice has been issued to all schools relating to the information we hold on yourself and your child/ward.

## **45 The information we collect from you**

Aberdeenshire Council collects personal data and information about your child in order to provide your child with a school education.

We will normally only share information (other than in child protection situations) in order to provide services for your child as part of his/her school education. We collect special category data about your child and process this because it is in the substantial public interest.

The information held by Aberdeenshire Council is used to assess, plan, coordinate, deliver, and quality assure the education services to your child. The Council does not use an automated process for making decisions about your child or the services required; decisions are made with you. We will keep this information for a period of 5 years from the maximum school leaving age of your child, as required to by The Pupils' Educational Records (Scotland) Regulations 2003, unless we have a legal responsibility to keep the information for a longer period of time.

## **46 Your Data, Your Rights**

You have legal rights about the way the Council handles and uses your data. More information about all of the rights you have is available on our website at:

<https://www.aberdeenshire.gov.uk/online/legal-notices/data-protection/>

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Alternatively, you can contact the Council's Data Protection Officer by emailing [DataProtection@aberdeenshire.gov.uk](mailto:DataProtection@aberdeenshire.gov.uk) or in writing to: The Data Protection Officer, Town House, 34 Low Street, Banff, AB45 1AY.

You also have the right to make a complaint to the Information Commissioner's Office, ([www.ico.org.uk](http://www.ico.org.uk)). They are the body responsible for making sure organisations like the Council handle your data lawfully.

The Council is required, where it is the data controller, to act in a transparent manner by providing information to individuals about how it will collect and use their personal data. Privacy Notices are an essential part of complying with this requirement. The Privacy Notice must provide information to individuals in a concise, transparent, intelligible, and easily accessible way and must be written in clear and plain language. All Education & Children's Services Privacy notices are available on our website at:  
<http://publications.aberdeenshire.gov.uk/dataset/education-privacy-notices>.

## **47 Parental Access to Records**

Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 2018. An Access Request is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at:

<https://ico.org.uk/your-data-matters/>

The Pupils' Educational Records (Scotland) Regulations 2003 means that you can get access to your child's records. Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly or can be found at:

<https://education.gov.scot/parentzone/my-school/general-school-information/my-childs-record/>

## **48 Information Sharing**

In terms of effective communication, including sharing relevant and proportionate information, where appropriate, Aberdeenshire Council in accordance with the Data Protection Act 2018 and Human Rights Act 1998 adheres to this as part of our current routine practice.

## **49 ScotXed**

ScotXed is a term used to represent the Scottish Government's Education Analytical Services, which is part of the Scottish Government's Learning Directorate.

ScotXed have legal powers to request data with regards all children and young people being educated in Scotland's schools, with the information collected about pupils and staff in schools used to help to improve education across Scotland. They do not collect the names of your child/children and they do not receive any contact

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details the school may have for you (e.g. telephone number, email address), and no information is published or made publicly available that would allow your child/children to be identified. More information on what and why they need data about your child/children, along with how they collect and store it is available in their Education Statistics Privacy Notices for parents and carers:

<https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>

If you have any concerns around the national ScotXed data collections, you can:

- Contact the Scottish Government's data protection officer, [DataProtectionOfficer@gov.scot](mailto:DataProtectionOfficer@gov.scot), or
  - The Head of Education Analytical Services, Mick Wilson, [mick.wilson@gov.scot](mailto:mick.wilson@gov.scot), or
  - You can write to them at Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ.
  - Alternatively, complaints may be raised with the Information Commissioners Office at [casework@ico.org.uk](mailto:casework@ico.org.uk).
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# Further Information

The links below take you to the most up to date information on these topics.

## School Improvement Plan

<https://sites.google.com/as.glow.scot/kemnayacademy>

## Members of Parental Groups

## Stats for Attainment

The Scottish Government have developed a “School information dashboard” that provides a range of statistical information about each publicly funded school in Scotland. This includes school attainment information about Curriculum for Excellence Levels Achieved and attainment in National Qualifications.

The dashboards can be consulted

<https://education.gov.scot/parentzone/>

## School Events Calendar & Holidays

### **Term 2**

- 30 October 2023 - Term 2 start
- 16 November 2023 to 17 November 2023 - In-Service Day
- 22 December 2023 - Term 2 end
- 25 December 2023 to 5 January 2024 - Christmas Holiday

### **Term 3**

- 8 January 2024 - Term 3 start
- 12 February 2024 - Midterm Holiday
- 13 February 2024 to 14 February 2024 - In-Service Day
- 28 March 2024 - Term 3 end
- 29 March 2024 to 12 April 2024 - Spring Holiday

### **Term 4**

- 15 April 2024 - Term 4 start
  - 6 May 2024 - May Day Holiday
  - 5 July 2024 - Term 4 end
  - 8 July 2024 to 16 August 2024 - Summer Holiday
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### **Assessment Calendar**

<https://sites.google.com/as.glow.scot/kemnayacademy>

### **Year/Termly Plan of Learning**

<https://sites.google.com/as.glow.scot/kemnayacademy>

### **Aberdeenshire Council School Holiday Calendar**

<https://www.aberdeenshire.gov.uk/schools/school-info/school-term-dates/>

### **Map of Catchment Area**

<https://gis.aberdeenshire.gov.uk/maps/map.aspx?geolocate=true&resolution=2&initialDialog=localKnowledgeDialog>

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