



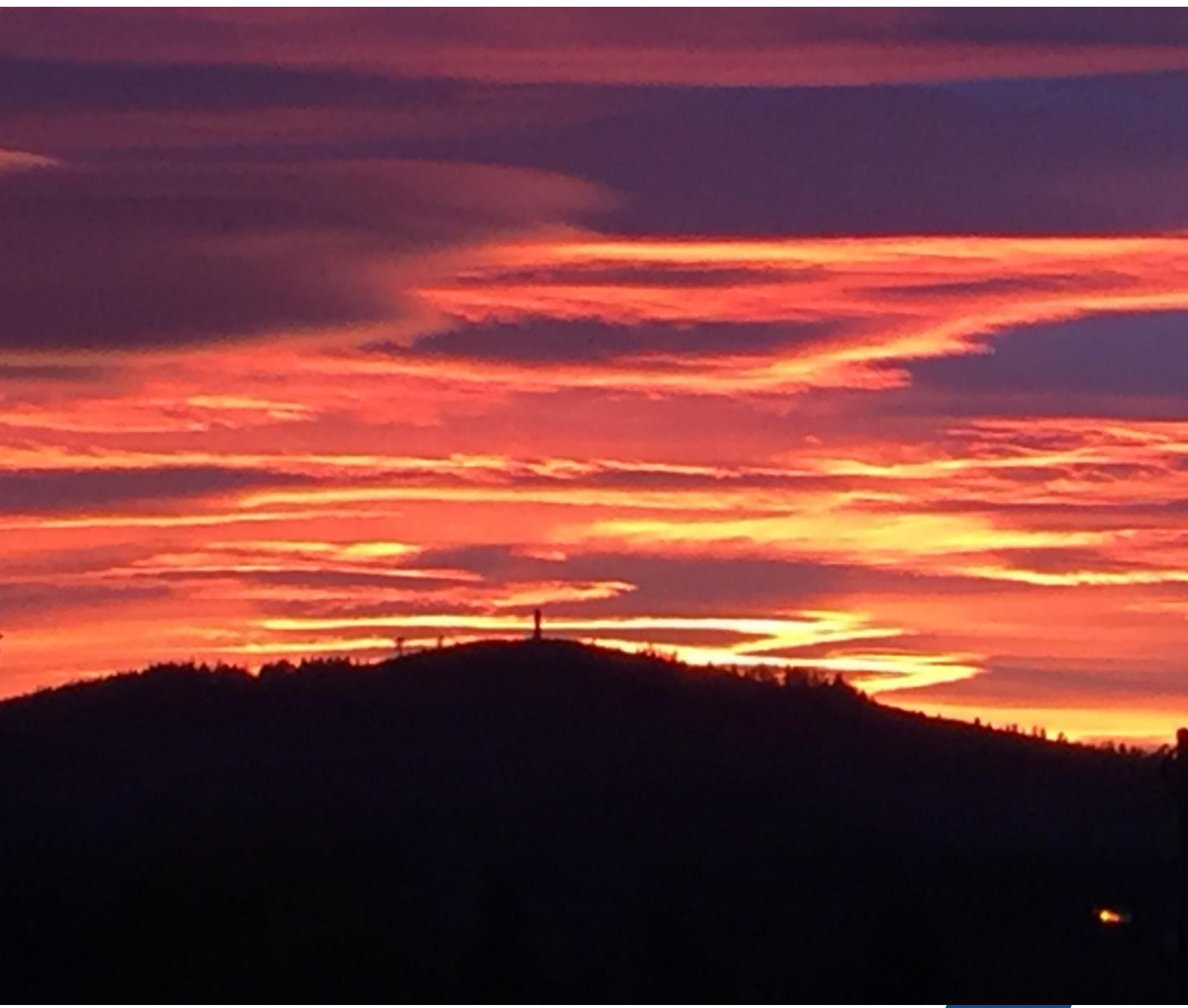
From mountain to sea

# Banchory Academy

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Handbook  
2019/20

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All information in this handbook is correct as of October 2019

# Introduction to Banchory Academy

*Welcome to Banchory Academy. As Rector, it is my pleasure to introduce you to the school. I hope you find the information useful and look forward to welcoming you in the future.*

## School Contact Details

Head Teacher: Mrs Judith Wight	01330 700450
Banchory Academy	01330 700450
Banchory Academy Schoolhill Banchory Kincardineshire AB31 5TQ	<a href="http://www.banchoryacademy.co.uk">www.banchoryacademy.co.uk</a>
School email	<a href="mailto:banchory.aca@aberdeenshire.gov.uk">banchory.aca@aberdeenshire.gov.uk</a>
Parent Council email	<a href="mailto:chair.bapc@gmail.com">chair.bapc@gmail.com</a>

## Adverse weather and emergency closure

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

Information Line 0370 054 4999 **[School Pin 021020]** (Please do not use this line to leave messages for the school.)

**Banchory Academy** is a non-denominational school with a role of 824. The school serves Banchory catchment area. It is about 18 miles west of Aberdeen, near where the Feugh River meets the River Dee. The school's associated primaries are Banchory, Hill of Banchory, Durriss, Drumoak and Crathes.

The school has a very positive ethos and encourages pupils, staff and the local community to participate in a number of different events. Sports are wide and varied with successful teams participating at both local and national levels and individual success at national and world levels.

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Within the Expressive Arts we hold successful and very enjoyable school concerts at Christmas and summer time. There are many opportunities to participate in a number of groups. We also hold very successful Art and Drama evenings.

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

As a school we have strong working relationships with the local community **including** our Parents, Chaplains, Businesses, Rotary and local community

We are committed to build on these relationships to allow opportunities for our young people.

## The school day

**Warning Bell 8.45am (pupils proceed to registration)**

**Assembly/Registration – 8.50-8.55am**

**The day is organised as follows:**

<b>Period 1</b>	<b>8.55-9.50am</b>
<b>Period 2</b>	<b>9.50-10.45am</b>
<b>Interval</b>	<b>10.45-11.05am</b>
<b>Period 3</b>	<b>11.05-12.00 noon</b>
<b>Period 4</b>	<b>12.00-12.55pm</b>
<b>Lunch</b>	<b>12.55-1.55pm</b>
<b>Period 5</b>	<b>1.55-2.50pm</b>
<b>Period 6</b>	<b>2.50-3.40pm</b>



### **Senior Leadership Team**

Mrs Judith Wight	Rector
Mrs Moira Paterson	Depute Rector
Mr Scott Phimister	Depute Rector
Mrs Michelle Skellern	Acting Depute Rector
Mr Roddy MacLean	CSN Support Services Coordinator

### **FACULTIES**

#### **English**

Mrs Lyn Forman, PT  
Mrs Katherine Bews  
Mrs Fiona Burnett  
Mrs Debbie Greenock  
Miss Ashleigh Machin  
Mrs Anna Marie Milligan  
Mr Gerard Urquhart

#### **Expressive Arts**

Mr Andrew Bruce, PT

#### **Art & Design**

Mrs Kimberly Duncan  
Miss Alison Reid  
Mrs Anne-Marie Trudgill  
Mr David Wylie

#### **Drama**

Mrs Darrell Anderson  
Miss Fern Lindsay

#### **Music**

Mrs Louise Meston  
Mrs Fiona Petrie

#### **Music - Instrumental Instructors**

Mr Mathew Brechin	Guitar
Mr Blair Cargill	Piano
Mrs Lisa Farquharson	Woodwind
Mrs Natalie Kilgallen	Cello
Mrs Morag Kelly	Percussion
Mrs Tracey Webster	Violin
Mr Hamish Wood	Brass

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**Home Economics Department**

Mrs Mairi Skinner, PT

Mrs Alison Pirie

**Humanities**

Mr Niall Bentley, PT

**Geography**

Mr Billy Bilsland

Mr Paul Mather

**History**

Mr Eric Duncanson

Mr Jamie Kavanagh

**Modern Studies**

Miss Amy Fraser

Mrs Deborah Stockley

**Religious & Moral Education**

Miss Sarah-Jane Devlin

Dr Michael Marten

Mrs Hannah Topp

**Mathematics**

Miss Fiona Mackay, PT

Mrs Debs Dixon

Mrs Noelle Hall

Mr Niall MacRae

Mrs Islay Stewart

**Modern Languages**

Ms Joanna Ellson, PT

Mrs Claire Burt

Mrs Joanna Groucott

Miss Sophie Hunt

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**Physical Education & Health**

Mr Barry Petrie, PT  
Miss Courtney Duff  
Mrs Brenda Stanger  
Mrs Laura Webster

**Science**

Dr Matthew Skellern, PT

**Biology**

Miss Lorna Eadie  
Mr Matthew Grier  
Mrs Elspeth Matheson

**Chemistry**

Mr Bruce Duncan  
Miss Flora Keppie  
Mr John Parton

**Physics**

Mr Robin Gray  
Mrs Yvonne McLellan  
Mrs Rachel Mather  
Mrs Kate Mauchline

**Technology - Business & Enterprise**

Mrs Lorraine Brand, PT

**Business Studies**

Miss Merlin Cook

**Computer Education**

Mr Scott Leiper

**Technical Education**

Mr Andrew Darragh  
Mrs Laura Will

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## **PUPIL SUPPORT**

### **Guidance**

Mrs Gill Bruce, PT Kerloch  
Mrs Islay Stewart, Acting PT Kerloch  
Ms Eleanor McIlraith, PT Lochton  
Ms Lucy Manning, PT Monearn  
Mr Niall Ritchie, PT Ternan

### **Support for Learners**

Mrs Angie Walker, PT  
Mrs Juliette Gardner  
Mrs Rhona Hartley  
Mrs Pauline Mackinnon  
Mrs Angela McGarvey  
Mrs Lisa Rodger  
Ms Carole Taylor

### **Pupil Support Assistants**

Mrs Michelle Corsar  
Mrs Shelley Hepburn  
Mrs Fiona Hughes  
Mrs Lynne Middler  
Mrs Heather Mullins  
Mrs Laurie Petrie  
Mrs Tanya Sinclair  
Mrs Lucy Tame

### **English as an Additional Language (EAL) Teacher**

Mrs Silvia Fiddes

### **Pupil Support Worker**

Mrs Anna Carey-Miller

### **School Nurse**

Mrs Lynn Halliwell

### **Nursing Assistant/First Aider**

Mrs Corrina Cox

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**Careers Adviser**

Mrs Christine Stidolph

**KEY STAFF**

**Library Resource Centre**

Miss Carol Doig (Network Librarian)

**School Office Staff**

Mrs Sally Walker, Admin Support Officer

Mrs Gayle Davidson, Admin Support Asst

Mrs Elaine Findlay, Admin Assistant

Mrs Linda Gibb, CSN Admin Support Assistant

Mrs Marlene Petrie, Admin Assistant

Mrs Loraine Williams, Admin Support Assistant

**IT/Technical Support Staff**

Mr Adrian Gagalski, IT Analyst

Mr David Laoye, IT Support Analyst

Mrs Debbie Dykes, Whole School Technician

Mr Kenneth Gauld, Technician

Miss Anna Kellas, Technical Assistant

Mrs Catherine Pirie, Technical Assistant

Mrs Isobel Robertson, Science Technician

**Janitors**

Mr Gordon Black, Supervisor

Mr Peter Munro

Mr Jim Ritchie

Mr Kenny Walker

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# Our Vision, Values and School Ethos

## Our School Vision

We aim to be a learning community committed to excellence, where educational experiences and enrichment activities are of the highest quality and are set in a culture of care, commitment and respect. Our pupils should leave school feeling valued, having developed to the full—intellectually, physically, socially, culturally and morally—and be able to take up positive roles in society as responsible citizens.

We aim to achieve this by:

- Creating an environment which is safe, caring, happy and stimulating, and which encourages learners to participate fully in their education
- Providing a broad, balanced and appropriate curriculum which encourages curiosity, imagination, creativity, ambition and a lifelong pursuit of learning, and which serves the needs of the individual, our local community and the wider society
- Ensuring that learning and teaching are effective in order to support and promote high levels of achievement and attainment for all our pupils
- Promoting inclusion, fairness and equality of opportunity in all that we do, and fostering appreciation and understanding of people's differences
- Fostering in all our pupils the sound values necessary to make a positive contribution to our community, both now and in the future, through active and responsible citizenship.

As we move through the twenty-first century, we are preparing our pupils for life in a rapidly changing society and global economy. In Banchory Academy, we build on traditional values to meet future needs of high achievement, versatility and leadership. Our objectives are to raise expectations, seek excellence and build for the future.

“Banchory Academy is a school of opportunity and we feel it strives to do the best for its pupils. Therefore, we are very honoured and proud to be part of this school.”

Former School Captains



# 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 and also provides 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 schools approach to Curriculum for Excellence including information for parents, can be found on the school website at: [www.banchoryacademy.co.uk](http://www.banchoryacademy.co.uk)

## 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, Spanish, German.
-

## Curriculum Design

Our curriculum is designed on the basis of the following 7 principles:

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

## Developing Young Workforce

As part of the curriculum, pupils will develop skills for learning, life and work. More detail about these key skills can be found using the link below:

<https://www.npfs.org.uk/skills-in-a-nutshell/>

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, and the work done by training providers, 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 at <https://www.apprenticeships.scot>

Further information for parents can be found on the Aberdeenshire DYW website:

<http://dywaberdeenshire.org/parents/>

## Curricular Levels

<b>Early</b>	The pre-school years and P1, or later for some.
<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 of the fourth level outcomes.

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# Banchory Academy Curricular Map

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
S1	English				Maths				Science				Social Sciences				Languages				PE		RMPS	PSE	Music	Business Enterprise		HE		Art		Drama
									Various Biology, Chemistry, Physics topics taught across session				Modern Studies, Geography, History Rota																			
S2	English				Maths				Science				Social Sciences				French				PE		Technical	RMPS	PSE	HE	Art		Music		IT	
									Various Biology, Chemistry, Physics topics taught across session				Modern Studies, Geography, History Rota																			
S3	English				Maths				French		Core PE		Core PSE		Core RMPS		Choice 1		Choice 2		Choice 3		Choice 4		Choice 5		Choice 6		Choice 7			
															Any Science		Any Social Subject		Any Expressive Art		Any Technology		These three subjects can be any subject not already chosen which is available (eg extra Sciences can be chosen here)									
S4	English		Maths		Core PE		Core RMPS		Core PSE		Choice 1				Choice 2				Choice 3				Choice 4									
											Encourage these choices from those selected in S3 (but selection will also be based on availability of subject). Pupils can select any 4 subjects																					
S5	Choice 1				Choice 2				Choice 3				Choice 4				Choice 5				Enrichment		Study Skills		Core PSE							
	These choices to be selected from availability on Option Form. Option of Highers, National 5s and National 4s (plus some others)																Choice of Art, Hospitality, Music, PE															
S6	Choice 1				Choice 2				Choice 3				Choice 4				Choice 5				Core PSE		Choice 6									
	These choices to be selected from availability on Option Form. Option of Advanced Highers, Highers, National 5s and National 4s (plus some others)																															

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

In Banchory Academy 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.

### ***Extra-Curricular Activities***

High expectations and the pursuit of excellence underpin the life of our school. Pupils are expected to take an increasing responsibility for their own learning, develop sound study skills and set personal targets to support these aspirations. A regular homework pattern, planned system of assessments and examinations, and accurate monitoring and reporting of pupil progress all contribute to these expectations.

Beyond the classroom, all our pupils participate in a range of extension activities designed to challenge them, both physically and intellectually. The qualities of loyalty, consideration, teamwork and leadership provide a framework for life. We continually strive to push forward the frontiers of learning, engaging with the worlds of enterprise, higher education and civic responsibility.

“Banchory Academy is an extremely supportive school which has allowed me to gain strong qualifications as well as develop my athletics ability”  
(Sixth Year Pupil)

The development of the whole individual is an important part of our ethos, and as such, a wide-ranging programme of enrichment is offered in the school. Besides its traditional curriculum, Banchory Academy proudly places a strong emphasis on the creative arts. Music, Art and Drama provide opportunities for participation at all levels. Pupils are encouraged to develop their interest and talents by performing in concerts and musical events which occur throughout the year. Presentation of visual art is a feature of our school, and pupils' paintings, drawings and sculptures are displayed around the building. For many pupils these creative skills form the basis of their career path—in music and the arts, media and design.

We have a proud tradition of participation and success in individual and team sports, achieving honours at district, national and international levels. Further to timetabled lessons, all pupils are given the opportunity to take part in a wide range of additional sporting activities, whatever their level of skill. We recognise that patterns for a long and healthy life-style are set during these formative adolescent years. We regard it as part of our wider responsibility to encourage and promote positive approaches to adopting healthy life styles.

A multitude of clubs offer an endless programme of wider enrichment. Additionally, a programme of theatre, art gallery and museum trips form a fundamental part of what we offer, along with water sports holidays, residential trips, cultural visits and Activities Week trips to destinations such as France, Ireland, and Spain. A full list of extra-curricular activities is listed annually in a separate leaflet available on the website.

Banchory Academy aims to promote the physical, social, spiritual, mental and emotional health and well-being of all children, young people and staff. We strive to identify and respond to the health needs of the whole school community and work towards meeting those needs. Extra-curricular activities can do much to promote a lively and positive ethos within a school.

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In Banchory Academy we are keen to offer a broad range of extra-curricular opportunities. The present range of activities, available either during the school year or as part of Activities Week includes:

Amnesty International

Art Club

Badminton

Basketball

Book Group Camera Club

Choir

Concert Band, Debating, Drama Club

Flute, Choir, Football, Golf

Guitar Ensemble, Hockey, Mountain Biking, Netball

Orchestra

Public Speaking, Rock Wall,

Science Club, Soul Academy, String Orchestra

Wargaming Club, Woodwind, Yearbook

Young Enterprise



## 1+2 Language Learning

The Scottish Government has introduced a policy 'Language Learning in Scotland: A 1+2 Approach'. 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 Banchory Academy the first foreign language will be French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). For more information go to [www.banchoryacademy.co.uk](http://www.banchoryacademy.co.uk)

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.

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### **Further Information**

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

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

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/scottish-education-system/policy-for-scottish-education>

### **Early Learning & Childcare:**

<https://www.education.gov.scot/scottish-education-system/Early%20learning%20and%20childcare>

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

<https://education.gov.scot/scottish-education-system/Broad%20general%20education>

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

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

### **National Qualifications:**

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

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# 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://standardisedassessment.gov.scot/>

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/learning-in-scotland/assessment-and-achievement>

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# Transitions (Moving On)

An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend 5 days at Banchory Academy between February and June. Information is provided to parents and pupils about the induction process. P7 parents also have the opportunity to visit the Academy where information will be shared and questions can be asked. Information about our P7 pupils is shared with guidance staff at the Academy to help support appropriate continuity of education. Parents are invited to attend these information sharing meetings, especially when additional support has been provided previously. Banchory Academy staff also visit our primaries to share information and answer questions.

*This is also an opportunity for parents to meet their child's teacher/**Guidance Teacher** and to ask any questions or share any information about your child's needs which will help support them through any transition.*

Visit Parentzone for more information about transitions:

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

Visit Parentzone for more information about transitions:

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

## 1 Admissions

### Nursery Admissions.

Early in each calendar year, all parents/carers should complete an application form and submit this to the nursery of their choice. This can be your local school nursery or any other early learning and childcare setting within Aberdeenshire. The application form can be found here:

<http://aberdeenshire.gov.uk/schools/information/early-learning-and-childcare-information/>

### Primary Admissions

New entrants to P1 are enrolled early in the calendar year for entry to school in August. This is for children who will be five on or before the school start date in August. Those that have their fifth birthday between the August start date each year and the end of February the following year, may also be admitted. Go to:

<http://aberdeenshire.gov.uk/schools/information/primary-school-registration/>

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 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 *Christine Stidolph*. 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.

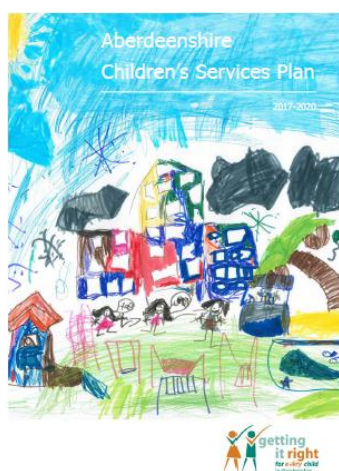
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# Support for Children and Young People

## 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 schools play a key part in delivery of Aberdeenshire's Children's Services Plan.



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

Wellbeing of children and young people sits at the heart of the *Getting it Right for Every Child* approach. Eight Wellbeing Indicators shown below, outline the aspirations for all Scotland's children and young people.



The Getting It Right approach means services will work in partnership with children, young people and their parent/carer(s) and we want every child at Banchory Academy to feel happy, safe and supported to fulfil their potential.

## **Pupil Support team/Guidance**

Each child is allocated to a House and to a register group. This allocation will be based on a number of factors, including siblings already at the school and the advice of the primary school. Each Guidance teacher has responsibility for a House and for overseeing your child's personal, pastoral, social and academic progress. There are currently 4 Houses. Each House is linked to a Guidance teacher.

Kerloch Mrs Bruce / Mrs Stewart (Acting)

Lochton Ms McIlraith

Monearn Miss Manning

Ternan Mr Ritchie

Guidance teachers should be contacted to discuss any concerns and are pleased to discuss progress with parents. The Depute Rectors are also linked to Houses.

Kerloch/Ternan Mr Phimister

Monearn/Lochton Mrs Paterson

## **6 Children's Rights**

The Children and Young People (Scotland) Act 2014 included new law to help make sure children's rights are promoted across Scotland. Children and young people's rights and participation are promoted in lots of different ways by schools in Aberdeenshire.

This means we:

- Raise awareness of Children's Rights, and how rights can be accessed
- Provide 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 (where needed)
- Listen to children and young people's views on what we do well, and what we could do differently

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/>

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## 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.

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/>

*Here at Banchory Academy the Named Person for your child/young person is your child's Guidance Teacher.*

## 8 Educational Psychology

The Educational Psychology Service (EPS) provides a service across Aberdeenshire from pre-birth to 24 years old. We work with children, young people, families, 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.

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When there are concerns about a child or young person's learning or wellbeing, an Educational Psychologist can support others to 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. Its purpose is to explore and understand the concern, and support people to come up with solutions that will work in that particular context.

The EPS also offers a range of services that help improve learning and wellbeing for all children and young people. We do this through action research, development work with schools, training, and contributing to strategic developments.

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

## 9 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, flexibility (e.g. blended places) and access to a variety of therapies.

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

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

## 10 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:

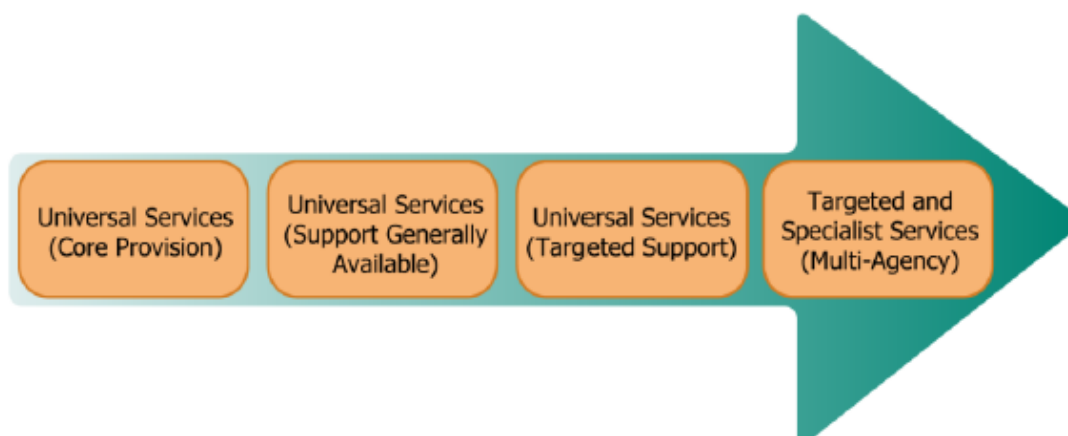
- Missing school because of an illness or long-term condition
  - Having a physical disability
  - Being a young carer
  - Communication difficulties
  - Being particularly able
  - Changing school a lot
  - Being looked after or in care
  - Difficulty in controlling behaviour
  - Having a difficult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

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 ensure a secure and safe environment.

## 11 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.



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/>

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## 12 Child Protection

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.

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. Here at Banchory Academy the designated officers are: Mrs Judith Wight, Rector and Mr Colin Nicoll, Depute Rector.

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

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://www.education.gov.scot/scottish-education-system/Support%20for%20all>

### **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.

**Parental Involvement and Engagement Strategy** The Parental Involvement and Engagement Strategy 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.

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

## 14 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.

## 15 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: [www.banchoryacademy.co.uk](http://www.banchoryacademy.co.uk)

Newsletters: Termly

School reports

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 Appendix).

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## 16 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

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

## 17 Parent Forum and Parent Council

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

The Banchory 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 Mr Scott Newey or Head teacher for more information about getting involved in the Parent Council or email:

[chair.bapc@gmail.com](mailto:chair.bapc@gmail.com)

## 18 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

## 19 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.

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

## 21 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: [www.banchoryacademy.co.uk](http://www.banchoryacademy.co.uk)

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/>

## 22 Attendance

*What pupils need to know:*

**Lateness:** All pupils should arrive at school punctually and be in their register class or at Assembly for the start of the school day. Should a pupil arrive late to school, they must sign in at Reception on their arrival.

**Permission for absence from school:**

Absence can only be authorised, by the school, in certain limited circumstances:

- sickness
- emergency medical/dental treatment
- bereavement
- short-term exceptional domestic circumstances (see below)
- religious observance
- meetings prior to and in court
- meetings in connection with Children's Hearing or Care Review
- wedding of immediate family
- sanctioned absence in relation to children of travelling families
- agreed productions/events

Family holidays cannot be authorised by the school (see below). There are exceptional cases where extended leave with parental consent is allowed. These include:

- extended overseas educational trips not organised by the school
- short-term parental placement abroad
- family returning to country of origin (for exceptional reasons)
- leave in relation to children of travelling people

Exceptional domestic circumstances:

- the period immediately after an accident
  - a period of serious/critical illness to a close relative
  - domestic crisis causing temporary relocation
-

Unauthorised absences include:

- unexplained absences
- truancy (unauthorised absences for any period as a result of action on the part of the pupil, the parents or both) – e.g. to attend a concert etc.
- most family holidays in term time (see below)

Family Holidays: The advice we now have clearly indicates we cannot authorise family holidays taken during term time as a result of:

- cheap flight availability
- availability of desired accommodation
- in response to poor weather during school holidays
- parental difficulty in obtaining leave at other times
- extending/overlapping into the school session at the beginning or end of a term

The only time we can authorise a family holiday is if it is judged to be exceptional circumstances - e.g. following serious illness, bereavement or other traumatic event)

Parental Requests: when parents submit requests in good time, we can advise you, in advance, if an absence will be authorised or not. The advice we have states “where the school’s prior agreement has not been sought, the absence should automatically be classed as unauthorised”

If we are unsure of the whereabouts of a pupil (e.g. a parent has not requested absence) the school is expected to promptly inform the appropriate authorities.

- Requests for absence to be handed to the appropriate register teacher in good time (if possible, at least two weeks before the requested date)
- Reasons for the request to be clearly and fully set out

No pupils should leave the school to go home during the school-day (other than at lunch-time) without permission from us, as, for safety reasons, we have to ensure that there is somebody at home. If pupils feel unwell, they must report to the Reception.

Under no circumstances should pupils telephone their parents themselves. If pupils arrive late or have to leave and return to school during the school day they must sign in and out of school at the school office to record their times of arrival and departure having first been granted permission to do so.

We have no right to stop pupils going home or out of school, including to the local shops, during the lunch-hour. However, we expect them to exhibit a high standard of behaviour whilst in the community.

Pupils who are continually late for school have to pay back the time via the school’s discipline system. Persistent absence can lead to legal proceedings against parents/guardians.

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**If pupils are absent,**

Please contact the school office **before 8.30am** informing the school the reason for the absence. (**School Absence Text Line 07860 029020** is the preferred method). Pupils with dental or other appointments should bring a note or appointment card before the event. All absences require a parental explanation and this includes medical, dental, orthodontic and ophthalmic appointments. Pupils will greatly benefit if they are removed from the school for the duration of the appointment only. Please note that some appointments [e.g. hair appointments] are not acceptable reasons for a pupil to be absent from school. If pupils arrive late or have to leave and return to school during the school day they must sign in and out of school at the school office at reception.

**If you feel ill**, tell your class teacher and ask permission to report to the school office. If appropriate, office staff will arrange for you to be collected from school.

**What parents needs to know:**

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions, where children have been seriously or fatally injured because of the inappropriate or criminal behaviours of adults.

Whilst it should be noted that there has been no such instance occurring within Aberdeenshire it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, Aberdeenshire Education and Children's Services has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist the staff in the schools which their children attend in the manner described below:

The school follows the Aberdeenshire Attendance Policy:

[http://www.aberdeenshire.gov.uk/media/19805/attendance-policy\\_april-2015.pdf](http://www.aberdeenshire.gov.uk/media/19805/attendance-policy_april-2015.pdf)

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.

**23 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:

<http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/>

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## 24 Dress Code

Banchory Academy places great emphasis on school uniform, as we believe it assists in promoting high standards and gives all our pupils a sense of belonging to the same school. It also minimises differences between pupils, which can help significantly in reducing bullying and victimisation of vulnerable young people. We therefore expect pupils to wear the uniform at all times and ask parents to support us in this policy. Details of the uniform requirements for different year groups are shown below.

We have a school uniform in Banchory Academy for the following reasons:

- differences between pupils are reduced, which in turn reduces some of the causes of isolation and bullying;
- the self-esteem of particular groups can be improved;
- the security of the school is improved—it is easy to spot who does and does not belong to the school community;
- pupils can feel a stronger sense of belonging and commitment to the school;
- it creates a sense of pride in the school;
- it projects a positive image of the school in the community;
- it creates a sense of purpose within the school environment.

Pupils at Banchory Academy are expected to wear the following items to school:

### UNIFORM S1 to S4

Boys	Girls
Black School Blazer with logo	Black School Blazer with logo
White shirt with school tie	White shirt with school tie
Maroon v-neck knitwear with school logo	Maroon v-neck knitwear or maroon cardigan with school logo
Smart black trousers	Smart black trousers
Black Shoes/trainers	Black skirt/culottes (to be on or around knee length) Black shoes/trainers

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**UNIFORM - S5**

Boys	Girls
Black School Blazer with logo	Black School Blazer with logo
White shirt with school tie	White shirt with school tie
Black v-neck knitwear with school logo	Black v-neck knitwear or black cardigan with school logo
Smart black trousers	Smart black trousers
Black Shoes/trainers	Black skirt/culottes (to be on or around knee length)
	Black shoes/trainers

**UNIFORM – S6**

Boys	Girls
Black blazer with school logo	Black blazer with school logo
White shirt with S6 school tie	White shirt with S6 school tie
Black v-neck knitwear with school logo	Black v-neck knitwear or black cardigan with school logo
Smart black trousers	Smart black trousers
Black Shoes/trainers	Black skirt/culottes (to be on or around knee length)
	Black shoes/trainers

The uniform is purchased online via the school website.

**Physical Education Uniform**

Pupils are expected to bring a full change of clothing for their P.E. lesson. Whether indoors or outdoors this change of clothing should include – top, bottoms, socks and trainers.

Pupils are expected to wear a PE T-shirt in the appropriate house colour, along with suitable sports clothing such as sweatshirts, shorts, tracksuit bottoms etc. Hooded sweatshirts can be purchased in House colours.

No garments made from Denim material should be worn during P.E. lessons.

No items of jewellery should be worn during P.E. lessons. All body piercing should be removed or covered with a plaster.

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## 25 Clothing Grants

Some families may be entitled to a school clothing grant of £100 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/>

## 26 Transport

In order to qualify for free 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 for free transport, Form PTU100 can be obtained from the school office.

## 27 Privilege Transport

Transport provision is also made available for pupils who are not entitled to free transport. Privilege transport is provided on school transport services subject to spare seating capacity, at a fixed annual charge. Discounts are available for pupils in receipt of the clothing grant, and to families with 3 or more children travelling to the same school. There are 3 types of privileged transport available.

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

Pupils who attend their zoned school but do not qualify for free school transport due to their residence being 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 free school transport, In-zone Privilege pupils may be given written notice and removed from transport.

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

Pupils who attend their zoned school but do not qualify for free school transport 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 and paying the applicable annual charge. A pupil who is guaranteed in-zone privilege transport would not be removed to make room for a pupil who is entitled to free school transport.

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## 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 anytime for In-Zone Privilege and Entitled transport pupils

For further information and application forms, see the Council website.

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

Alternatively, copies of Privilege forms or further information can be requested by emailing: [school.transport@aberdeenshire.gov.uk](mailto:school.transport@aberdeenshire.gov.uk)

## 28 Early Learning & Childcare Transport

Transport to early learning and childcare settings will not be provided by Aberdeenshire Council, unless there are relevant exceptional circumstances. Where there are significant additional support needs, transport may be provided. In such instances this requirement should be discussed with the Head Teacher in conjunction with the Early Years Quality Improvement Manager.

## 29 Special Schools and Enhanced Provision

Aberdeenshire Council may provide free transport where necessary for pupils who attend a school with enhanced provision proposed by the Authority. In certain cases, pupils may be encouraged 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 Authority will take advice from the Community Child Health Service before deciding if free transport should be provided

## 30 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 a designated location.

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**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 Nursery, Primary or Special School, which is to close early, the school will contact you by telephone. If this is not possible the school will contact your named 'emergency contact'. No child will be released from school without contact being made. It is important contact details are current and the people named are available – particularly during bad weather.

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 conditions 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/>

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/>

### **School Information Line**

Tel: 0370 054 4999 then **021020**. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

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### 31 Storm Addresses

When there has been severe snow storm 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 parents 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.

### 32 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 of circumstances is 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.

### 33 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
  4. Utilise Restorative approaches
  5. Monitor the situation
  6. Review and increase response accordingly
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Aberdeenshire Council Education and Children's Services Anti-bullying Policy is due to be reviewed and updated in 2019/20.

More information can be found in our School's anti-bullying guidance at (insert link to school version of policy and guidance below\*). Copies of this school guidance can also be accessed via the School Office.

### **34 School Meals**

It is Aberdeenshire Council policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

S1- S6 pupils are currently charged £2.00 for a main course (£2.85 for a soup, sandwich and drink meal deal) unless they qualify for Free School Meals.

For more information and how to apply for Free School Meals, go to:

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

For information about school meals and menus go to:

<http://www.aberdeenshire.gov.uk/schools/meals/>

Aberdeenshire Council provides an online payment service to pay for school meals.

To register for online payments you will be provided with a reference number by your school for each child. Parents and carers of pupils who qualify for Free School Meals are encouraged to create an account to see meal selection histories and to pay for non-food items such as school trips and activities when that option becomes available.

The first step in accessing the online payment service is to visit Pay facility located on the Aberdeenshire Council web site home page. Alternatively you can register by following the link:

<https://www.aberdeenshire.gov.uk/schools/meals/online-payments/>

Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so. Children who require medically prescribed or modified diets should be identified during the admission process. Parents and Carers are advised to complete Admission Form D which is available from the school administration office.

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## 35 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.

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.

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 are able to 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.

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

<http://asn-aberdeenshire.org/wp-content/uploads/2017/08/Supporting-Children-Managing-Medicines-Educational-Establishments.pdf>

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.

### **36 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://www.aberdeenshire.gov.uk/media/3901/policy\\_disc\\_exclusion.pdf](http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)

### **37 Educational Visits**

We offer various educational visits during the course of 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 with regard to visits their children will participate in.

### **38 Instrumental Tuition**

From Primary 4 onwards, tuition is available for a range of musical instruments. All 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.

For further information go to:

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

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### 39 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:

<http://aberdeenshire.gov.uk/schools/parents-carers/assistance/ema/>

### 40 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 has to 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.

### 41 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.

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

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## **Duty of Care**

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to 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.

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

As you are aware the new General Data Protection Regulations (GDPR (EU) 2016/769 came into force on Friday 25<sup>th</sup> May, 2018. This change to the law gives parents/carers and young people greater control regarding how their personal data is used.

Digital technology has advanced greatly over the years and the Data Protection Act was also updated last year to take this into account and make it fit for purpose (Data Protection Act 2018).

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.

## **43 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.

## **44 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-notice/data-protection/>. Alternatively you can contact the Council's Data Protection Officer by emailing [DataProtection@aberdeenshire.gov.uk](mailto:DataProtection@aberdeenshire.gov.uk) or in writing at: The Data Protection Officer, Town House, 34 Low Street, Banff, AB45 1AY.

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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 data controller under the GDPR 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. There are a number of examples available on <http://publications.aberdeenshire.gov.uk/dataset/education-privacy-notice>.

#### **45 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%20child's%20record>

#### **46 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.

#### **47 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 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

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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 Data Protection & Information Assets team at the Scottish Government on [dpa@gov.scot](mailto:dpa@gov.scot), or
  - The Head of Education Analytical Services, Mick Wilson, on at [mick.wilson@gov.scot](mailto:mick.wilson@gov.scot),
  - 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 update to date information on these topics.

## School Improvement Plan

Banchory Academy Improvement Priorities 2019-20

### **1 LEADERSHIP AND APPROACH TO IMPROVEMENT**

- Getting ready for inspection.
- Continue to support staff to know, understand and use HGIOS 4 as a tool to provide a more systematic and focused theme for reflection using challenge questions. Self-evaluation through the key QI's.

### **2 QUALITY OF CARE AND EDUCATION**

- Review, evaluate and revise the current curriculum model to ensure consistency through a young persons' learning journey. Start to consider a new curriculum model and the implications this will have
- Evaluate assessment across the school to ensure it is integrated within the curriculum
- Continue to look at methods to improve early transition to support pupils from primary to the secondary sector.

### **3 IMPROVING OUTCOMES FOR ALL OUR LEARNERS**

- Review that communication between all involved in supporting our young people is strong and actions are always well planned and complementary. This includes pupils, staff and parents.
  - Re-establish the Health and Wellbeing Group with the introduction of the Wellbeing Award.
  - Evaluate and develop learning and teaching throughout the school to ensure the best outcomes for all our young people. This will be supported by Pivotal Learning (Paul Dix).
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### **Members of Parental Groups**

Banchory Academy Parent Council

Banchory Academy PTA

(Please refer to the school website for contact details)

### **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 (for primary and secondary schools ) and attainment in National Qualifications (for secondary schools).

The dashboards can be consulted [here](#)

### **School Events Calendar & holidays**

Please also find a link to the School Events calendar:

<http://www.banchoryacademy.co.uk/Parents%20calendar%202019-2020.pdf>

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

Please also find a link to the annual holiday calendar:

[https://www.aberdeenshire.gov.uk/media/24344/schoolholidayplanner20\\_2124\\_25web.pdf](https://www.aberdeenshire.gov.uk/media/24344/schoolholidayplanner20_2124_25web.pdf)

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

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

### **Map of catchment area**

[Banchory Academy Catchment Area](#)

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**ASSESSMENT CALENDAR 2019-20**

Subject	Level	Date	Percentage of final mark (%)
Mods	N5	12 <sup>th</sup> , 14 <sup>th</sup> and 15 <sup>th</sup> November 2019 (class time)	20%
Mods	Higher	11 <sup>th</sup> December Periods 5 and 6 2019	27%
History	N5	28 <sup>th</sup> and 29 <sup>th</sup> November 2019 (class time)	20%
History	Higher	18 <sup>th</sup> March Periods 3 and 4 2020	27%
Geography	N5	Mid/Late November – TBC (class time)	20%
Geography	Higher	Early Dec - TBC	27%
RMPS	N5	Friday 13 <sup>th</sup> March – P4 into Lunch (class time)	20%
RMPS	Higher	Friday 20 <sup>th</sup> March Periods 3 and 4	27%
Chemistry	N5	20 <sup>th</sup> February 2020	20%
Chemistry	Higher	3 <sup>rd</sup> October 2019	20%
Biology	N5	9 <sup>th</sup> December 2019	20%
Biology	Higher	25 <sup>th</sup> February 2020	20%
Physics	N5	9 <sup>th</sup> March 2020	20%
Physics	Higher	2 <sup>nd</sup> December 2019	20%
Accounting	Higher	2.5 hours, early March, tbc	33%
Admin and IT	N5	3 hrs, early March, tbc	58%
Bus Man	N5	5 hrs class time/own time late Feb to mid March	25%
Bus Man	Higher	8 hrs class time/own time late Feb to mid March	25%
Computing	N5	8 hrs starting 25 <sup>th</sup> Feb all day out of classes	31%
Computing	Higher	8 hrs starting 3 <sup>rd</sup> March all day out of classes	31%
DM	N5	Class time from 3 <sup>rd</sup> Feb	55%
DM	Higher	Class time from 3 <sup>rd</sup> Feb	53%
Graph Comm	N5	8 hrs class time from 24 <sup>th</sup> Feb	33%
Graph Comm	Higher	8 hrs class time from 24 <sup>th</sup> Feb	36%
Music	All levels	Visiting Specialist (around end Feb -> April)	50%
Drama	All level	Visiting Specialist (around end Feb -> April)	60%

Subject	Level	Date	Percentage of final mark (%)
French	N5	Mon 9 <sup>th</sup> Dec p5 (first draft) Thursday 12 <sup>th</sup> Dec p1 (final draft). Speaking date 26 <sup>th</sup> March	Writing 12.5% Talking 25%
	Higher	Writing Assignment Term 2 dates tbc, Talking exam 2- 13 Mar	
Spanish	N5	Tues 05/11 - Writing Assignment (first draft) Tues 12/11 - Writing Assignment (correction code) Tues 26/11 - Writing Assignment (re-draft) w/c 02/03 and w/c 09/03 - Talking exam	Writing 12.5% Talking 25%
	Higher	Wed 06/11 - Writing Assignment (first draft) Wed 13/11 - Writing Assignment (correction code) Wed 20/11 - Writing Assignment (re-draft) w/c 02/03 and w/c 09/03 - Talking exam	
Practical Cookery	N5	6 <sup>th</sup> March ( Assignment) periods 5&6 20 <sup>th</sup> /27 <sup>th</sup> March (Practical Activity) All day	70% combined