



From mountain to sea

# Boddam School

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Handbook  
2019/20

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All information in this handbook is correct as of October 2019

# Introduction to Boddam School

Welcome to Boddam Primary School.

As Head Teacher, I would like to whole-heartedly welcome you and your family to Boddam School and community. This handbook will provide you with comprehensive information, however, we welcome you to visit us and have a tour, during which we can get to know you and your family and you can get to know our school and our fantastic pupils and staff.

The happy and caring ethos in our school is regularly commented upon by visitors, as well as the standard of pupil behaviour and the dedication of the staff team. We are on a journey to become a high-performing education provider. Our focus is on continuous improvement and providing children and families with the best possible service and we welcome feedback, at any time, on how we can improve.

We look forward to working in partnership with you,

Emma Turnbull

Head Teacher

## School Contact Details

**Emma Turnbull**

**01779 403675**

**Boddam School**

<http://boddam.aberdeenshire.sch.uk/>

13 Russell Street

(our website is currently undergoing updates, please bear with us)

Boddam

[boddam.sch@aberdeenshire.gov.uk](mailto:boddam.sch@aberdeenshire.gov.uk)

Aberdeenshire

AB42 3NG

Find us on FaceBook – ‘Boddam Primary School and Nursery’. Our profile picture is the school logo.

## Parent Council Contact Details

boddamparentcouncil@yahoo.co.uk

FaceBook – ‘Boddam Parent Council’.

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## Adverse weather and emergency closure

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

Information Line 0370 054 4999 School PIN: 021350 (Please do not use this line to leave messages for the school.)

## Background Information

Boddam School is situated in the village of Boddam, on the North East coast of Scotland. The village is located 29 miles north of Aberdeen and 3 miles south of Peterhead. Boddam School is non-denominational and the catchment area is the village of Boddam and the surrounding rural area. Our current roll is 138 in total, which includes 14 pupils in our ELCC (Early Learning and Childcare Centre/Nursery).

Boddam Primary School has one, non-class committed, Head Teacher, five full-time members of teaching staff (including one Principal Teacher), four part-time members of teaching staff, an Early Years Lead Practitioner and a further four Early Years Practitioners. We also have an Additional Support for Learning Teacher in school two days per week and eight part-time Pupil Support Assistants. Specialist Teachers help with the delivery of subject areas such as music. We are also supported by a part-time administrator, a part-time clerical assistant and a part-time janitor. In addition to this, our Active Schools Coordinator provides a range of active and sporting activities for the children to take part in.

Boddam School is part of the Peterhead Community Schools' Network and, on leaving Boddam Primary School, our pupils transfer to Peterhead Academy.

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

## The school day

<b>ELCC</b>	
Session	08.45 – 11.55am

<b>P1 – P7</b>	
9.00am – 3.00pm	School Day
10.30 – 10.45am	Break Time
12.15 – 1.00pm	Lunch Time

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## **Our Staff Team**

Head Teacher – Mrs Turnbull

Principal Teacher – Mrs McKeitch

Acting Principal Teacher – Mrs Rucroft

Early Learning and Childcare Centre (ELCC) Staff:

Lead Practitioner – Miss Davies

Practitioners – Mrs Alexander, Mrs Grant, Mrs McWhinnie and Mrs Valdor

Teaching Staff:

P1/2 Teachers – Mrs Rucroft and Mrs Masson

P2/3 Teacher – Miss Gardiner

P3/4 Teacher – Miss Hamilton

P4/5 Teachers – Mrs Coxon and Miss Campbell

P5/6 Teachers – Mrs Parley and Mrs Hutchison

P6/7 Teacher – Mr Burton

McCrone Teachers – Miss Campbell, Mrs Hutchison and Mrs Parley

Additional Support for Learning (ASL) Teacher – Miss Campbell

Pupil Support Assistants (PSAs):

Mrs Cowie, Ms Duncan, Mrs Gilmartin, Mrs James, Mrs Noble, Mrs Smith, Mrs Wetherly and Mrs Whitelaw

School Administrator – Mrs Deeming (Monday, Wednesday and Friday)

Clerical Assistant – Mrs Youngman (Tuesday and Thursday)

Janitor – Mrs Taylor

Catering Staff – Miss Anderson, Mrs Emslie, and Mrs Paterson

Cleaners – Mrs Burnett and Mrs Yule

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# Our Vision, Values and School Ethos

Our **vision** is to create a **welcoming, fun and caring** environment where our **friendly, respectful, honest** and **happy** pupils are **treated equally** and **motivated to learn** by our **kind, helpful, inspiring** and **supportive** staff.



## Our Curriculum Aims

Through engaging and inspiring learning experiences, that are tailored to meet the needs of all of our learners, we equip our children with the skills required to thrive in an ever-changing society.

On completion of their Primary Education at Boddam School, learners will:

- > have developed their skills and attributes within the four capacities – successful learners, confident individuals, responsible citizens and effective contributors
- > set high standards for themselves, be resilient and have a growth mindset
- > value wisdom, justice, compassion and integrity
- > celebrate diversity and demonstrate the ability to work effectively with others; recognising that everyone has different strengths
- > value the power of learning
- > strive to continually grow and develop as a learner, as a future employee and as a person
- > be proud of their achievements and of their school
- > have enjoyed their time at Boddam School and leave with happy memories, confidence and determination to succeed!



Teamwork  
Honesty  
Respect  
Equity  
Aspirations  
Determination

## Behaviour Management

At Boddam School, we take our responsibility for equipping children with the skills and attitudes required to thrive in society very seriously. We therefore have a whole school approach to behaviour management that promotes and encourages positive behaviours and deters undesirable behaviours. Children are awarded points for a range of positive behaviours. These points, and their percentage of positive behaviour, are taken into consideration when agreeing treats and additional activities.

Each class also identifies a 'Vision and Values' champion each week; a pupil who has demonstrated particular commitment to upholding our school values and supporting us to achieve our vision. This commitment is recognised and celebrated in our weekly assembly. Please find overleaf, our code of conduct staged intervention for managing undesirable behaviour.

## Code of Conduct Staged Intervention

Behaviour expectations are shared and agreed with pupils at whole school and class level, e.g. through class charters/expectations, conversations, assemblies etc.	
Step 1	Pupil receives a reminder of the behaviour expectations, i.e. reinforcement of the school and class charters, issuing of positive Dojo points to pupils displaying agreed behaviours.
Step 2	Pupil receives their first warning for inappropriate behaviour and a reminder of how to correct this. e.g. "please remember to put your hand up rather than interrupting".
Step 3	Pupils receives their second warning for inappropriate behaviour and is supported to correct this through a restorative conversation.
Step 4	Pupil is issued with a 'Needs Work' Dojo point.
Step 5	If the pupil continues to display inappropriate behaviour, they will be issued with another step 2, 3 and then 4. A maximum of 2 'Needs Work' Dojo points will be issued per 'incident' or 'behaviour'. If the pupil continues to display inappropriate behaviour after 2 'Needs Work' Dojo points they will progress to Step 6.
Step 6	Pupil forfeits ten minutes of their 'Dojo Time'. Dojo Time is a weekly reward for positive behaviour (formerly known as 'Golden Time').
Step 7	Pupil forfeits a break time outside. Although the pupil is still entitled to a break from work, this will be indoors. Parents/Carers will be informed that their child has forfeited a break time.
Step 8	Pupil forfeits a lunch break outside. Although the pupil is still entitled to a break from work, this will be indoors. Parents/Carers will be informed that their child has forfeited a lunch break.
Step 9	Pupil's Parents/Carers are invited in to school for a meeting with the Class Teacher – to discuss the pupil's inappropriate behaviour. At this stage, a further behaviour intervention may be created to further support the pupil in effectively managing their behaviour e.g. daily communication with parents/carers, a referral to the in-school social skills group or another agency, i.e. The Educational Psychology Service.
Step 10	Pupil's Parents/Carers are invited in to school for a meeting with the Class Teacher and the Head Teacher – to discuss the pupil's inappropriate behaviour. At this stage, a further behaviour intervention may be created to further support the pupil in effectively managing their behaviour e.g. daily communication with parents/carers, a referral to the in-school social skills group or another agency, i.e. The Educational Psychology Service.
Step 11	Warning of exclusion
Step 12	Exclusion

This staged intervention has been designed to give pupils as much support as possible to correct inappropriate behaviour. Although these interventions are numbered steps 1-12, a step (or steps) can be missed out completely depending on the severity of the inappropriate behaviour.

# 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: <http://boddam.aberdeenshire.sch.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 and German
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## 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 the 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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## ***Development of Spiritual, Moral, Social and Cultural 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.*

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

There are many extra-curricular opportunities on offer at Boddam School. These vary from term to term depending on staff availability and activities being run elsewhere in the community or Peterhead. Extra-curricular activities currently available are Boddam School Choir, Scripture Union, British Sign Language, Craft Club, Drama Club, as well as a variety of activities run by Active Schools.

## **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 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). For more information go to <http://aberdeenshire.gov.uk/schools/>

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

<http://boddam.aberdeenshire.sch.uk/> (our website is currently undergoing updates, please bear with us)

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

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**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)

In the Senior Phase pupils embark on the National Qualifications.

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## 14 |Assessment and Reporting

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)

We understand that times of transition can cause some anxiety for children and their families, especially the transition into ELCC/Nursery, into P1 and from P7 to S1. Please find below a brief outline of the processes we use to support our children and families during these times and make transitions as smooth as possible.

## Transitioning Into Nursery

Before joining our ELCC, parents/carers are invited to attend an induction session at the school. During this induction session, myself and Miss Davies (our Early Years Lead Practitioner) will discuss with you key information about our setting. You and your child are also invited to attend a 'stay and play' session in the setting. This is an opportunity for you and your child to get to know the ELCC staff and share information about your child with them e.g. medical or additional needs. The staff will support you to complete a care plan so there is consistency between home and our ELCC when caring for your child.

Your child will be assigned a 'key worker' who will be responsible for overseeing their progress. If you have any queries/concerns or wish to discuss your child's progress or wellbeing, their key worker will be your first point of contact.

Most children settle into our ELCC very quickly but we recognise that all children are different and this may be a longer process for some. In the case that your child is finding it difficult to settle, we suggest a 'scaffold' approach to their sessions. This can either be you staying with them for a period of time during their session, gradually reducing the amount of time you stay, or it can be the child staying at a session for a short period of time and gradually lengthening this, or a combination of both. Please do not be worried if your child is finding it difficult to settle, we will work with you to overcome this.

## Transitioning into P1

In June, before your child begins P1 in August, parents/carers are invited to an induction session with myself, the P1 teacher and key partners that we work with to support children in our school; such as the Educational Psychologist and School Nurse (dependent on availability). During this session, I will discuss with you key information about the school and the process for your child beginning with us. Any partners in attendance will describe the role they play in supporting your child's development.

Parents/carers are also provided with a 'what to organise for your child starting P1' sheet, an induction booklet for you and your child to read and fill-in and a bag of activities to complete over the summer.

If your child attends our ELCC, they will be familiar with the P1 classroom, as they visit this throughout the year. They will also enjoy joint play times and break times with the current P1 class.

Around May/June time, the P1 teacher, where possible, will meet with the Early Years Lead Practitioner for whichever Nursery your child attends to discuss their needs. Where possible, they will also visit your child.

During term 4, your child will be assigned a buddy (a P6 who will be in P7 when your child is in P1) who will support them during their transition and throughout their time

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in P1. If possible, your child's buddy will also visit them in their nursery setting to spend some time with them and get to know them.

Most children will visit the P1 classroom twice in June to spend time with their new teacher and classmates. Some children will require a higher number of visits as part of their transition package (due to anxiety, additional needs etc). When children begin in August, they will have a period of 2 weeks during which they will attend for the morning only, before beginning full-time.

Their P7 buddy will support them during breaks and lunchtimes as they settle into school life.

If your child is finding the transition into P1 challenging, we will work with you to decide on strategies and measures to support them as much as possible.

### **Transitioning from P7 to S1**

After seven years in a Primary School, the transition to Secondary School often causes worry for pupils and parents/carers. There is a programme of transition activities in place to alleviate as much of this worry as possible.

P7 pupils have the opportunity to meet with other P7s from within the Peterhead Cluster throughout their final year through a variety of activities such as sports festivals, curricular challenges (maths day etc.) and planned transition activities.

Prefects at Peterhead Academy have also arranged additional transition activities in recent years. These activities include 'taster' sessions of art, P.E., technical etc. These sessions have been held after school and allow the pupils to meet some of the teachers they will be working with, as well as become familiar with the classrooms/areas they will be learning in.

In term 3 or 4 of the P7 year, a guidance teacher (or teachers) will visit to introduce themselves to the class and explain the role guidance teachers have in the Academy, as well as share general information. Where possible, an English, Maths and P.E. teacher will also visit to deliver a lesson to the class and get to know them better. The P7s also attend the Academy for 3 induction days in June.

Information in regards to curricular levels and needs are shared between the school and Peterhead Academy. In cases where a child has additional support needs or is particularly anxious about moving to the Academy, further support measures are included as part of their transition package. Some of these may include a referral for enhanced transition (includes additional visits to the Academy) and/or attendance of Academy Additional Support for Learning (ASL) teacher(s) and guidance teacher(s) at school review/MAAP meetings taking place throughout the year.

Peterhead Academy also offer a parents/carers information session which all parents/carers are welcome to attend. This is also an opportunity for parents/carers to ask questions and meet some of the Academy staff, including the Head Teacher, Mrs Sellers.

Where children are transitioning to a different secondary school (subject to a successful placing request), we accommodate and support their transition procedures as much as possible.

### **Transitioning Between Stages/Classes**

This can also be a worrying time for children, especially as they are often moving into a new classroom with a new teacher and, sometimes, with new classmates. There are procedures in place to ease these transitions also.

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Our teachers plan learning programmes as a team and are all involved in agreeing standards and expectations throughout the school. This ensures smooth learning and curriculum transitions.

Teachers also have a 'hand-over' meeting during which they discuss the needs of each child and their learning journey.

Furthermore, pupils have a 'moving up' day where they visit their new classroom and new teacher (where possible).

Parents/carers are given a 'For My Child's New Teacher' sheet to fill in. This is an opportunity to share key information about your child.

Throughout the year, classes work together on joint projects and children participate in 'Pupil Voice Groups'. This supports them in getting to know a range of children and staff members. Staff members also interact with, and get to know, pupils across the school throughout the year.

For pupils with additional needs, transition meetings are arranged towards the end of the year to agree support procedures for the transition into their next class.

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/>

## 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>

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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](#)

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# Support for Children and Young People

## 3 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/>

## 4 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 our school to feel happy, safe and supported to fulfil their potential.

## 5 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/>

## 6 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.

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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/>

The Named Person for your child/young person is Emma Turnbull (Head Teacher).  
The Named Person for ELCC children is their health visitor.

## 7 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.

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/>

## 8 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

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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/>

## 9 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:

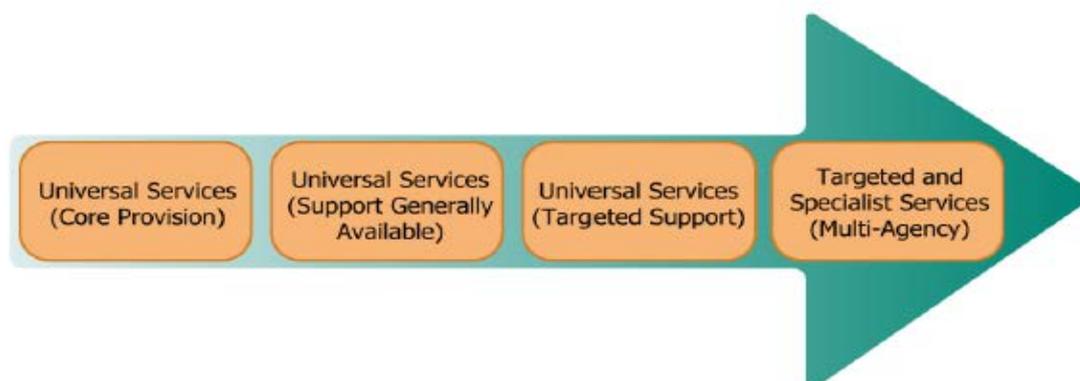
- Missing school because of an illness or long-term condition
- Having a physical disability
- Being a young carer
- Communication difficulties
- Being particularly able
- Changing school a lot
- Being looked after or in care
- Difficulty in controlling behaviour
- Having a difficult family situation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

## 10 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/>

## 11 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. In our school the designated officer is Emma Turnbull (Head Teacher).

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.

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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/>

## **12 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>

## 13 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.

## 14 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:** this is our biggest communication tool. When joining Boddam School, you will be provided with information to register for this service.

**Newsletters:** these are usually distributed once per term.

**Events:** ‘Dates For Your Diary’ detailing important upcoming events will be distributed with the termly newsletter..

**Open days/mornings/afternoons:** in September, you will be invited in for a ‘meet the teacher’ afternoon to meet your child’s new teacher. We have further open learning sessions throughout the year. Individual classes will also invite parents/carers in for any showcases of learning they plan.

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Parents/carers dropping their children at our ELCC have the opportunity on a daily basis to share updates about their child's health and wellbeing and/or learning.

**School reports:** reports are written twice per year. These detail your child's progress and their next steps in learning for Literacy, Numeracy and Health and Wellbeing, as well as provide information on their overall progress, effort and behaviour.

**Parents/carers appointments:** these are arranged twice per year (usually November and May/June) but you are welcome to discuss your child's progress at any time. Please contact your child's class teacher to arrange an appointment.

**Social Media:** please see FaceBook information at the beginning of this handbook.

## 15 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

<http://boddam.aberdeenshire.sch.uk/> (our website is currently undergoing updates, please bear with us)

## 16 Parent Forum and Parent Council

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

The Boddam School 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, Kim Fancourt, or Head teacher for more information about getting involved in the Parent Council or email: [boddamparentcouncil@yahoo.co.uk](mailto:boddamparentcouncil@yahoo.co.uk)

## 17 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
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## 18 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.

## 19 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

## 20 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: <http://boddam.aberdeenshire.sch.uk/> (our website is currently undergoing updates, please bear with us).

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/>

## 21 Attendance

### What pupils need to know:

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:

Absences should be reported to the school office by 9.30am, either by telephone call (leaving a voicemail if there is no answer) or by Groupcall message to the school office account.

If we have not received a reason for your child's absence by then, you will be contacted. If we are unable to reach any of the child's contacts to ascertain their whereabouts, and have concerns, we will pass this on to social work to investigate.

We should be notified on the morning of each day of your child's absence (unless you have previously told us the period of time they will be absent for e.g. they will be absent today and tomorrow).

Any request to remove your child from school e.g. for a long weekend, holiday etc. should be written and handed in to school. You will receive a return letter stating whether the absence is authorised or unauthorised. Authorised absences are only granted in exceptional circumstances. Please see below for further information.

It is important that your child attends school as much as possible to support their progress and development. Each child is subject to attendance and lateness monitoring and interventions are put in place where necessary to support a high level of attendance at school.

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.

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## 22 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/>

## 23 Dress Code

Pupils in our school are expected to wear the following items to school: school sweatshirt with school logo, white polo shirt, dark school skirt or trousers and dark school shoes with sensible soles (no high heels).

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.

**Physical Education: PE Kit** consists of t-shirt, shorts or sports trousers, socks and gym shoes. No jewellery is allowed to be worn and earrings should be removed. If earrings are unable to be removed, parents should provide surgical tape or plasters to be placed over them. Football strips are not allowed.

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

## 24 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/>

## 25 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

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from their collection point Application forms for free transport, Form PTU100 can be obtained from the school office.

## **26 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 give 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.

### **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)

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## 27 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.

## 28 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

## 29 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.

**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 02 1350. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

### **30 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.

### **31 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 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.

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## 32 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

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

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

Copies of this school guidance can also be accessed via the School Office.

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## 33 School Meals

### Primary School Lunches

School lunch is an important aspect of the school day. Not only does it provide children with a nutritionally balanced meal, it embraces their social and personal development.

### How does My Child Choose their Lunch?

First thing in the morning, the children select their meal using the school clever touch. The teacher will remind children about the menu options, but it helps if parents of the younger children have discussed this with them before they arrive.

### Menus

There is a broad variety of choice and children rarely struggle to find something they like. All children are issued with a menu, but you can also check online.

<https://www.aberdeenshire.gov.uk/schools/school-info/meals/primary-and-special-school-meals/>

### Recipes Online

Many of the items on the menu can be made at home. To access the recipes, click on the food item in the online menu and you will be taken to another page to view the ingredients and method for making the item yourself. Parents often comment that their child has enjoyed something unexpected at school. These online recipes also display important allergen and nutritional information.

A daily School Meal menu offers:

- two hot main course choices with accompanying vegetable and carbohydrate choices
- the sandwich platter provides items making it an excellent alternative to a home pack lunch
- soup is available 3 times a week
- pudding choices include fresh fruit and yoghurt daily
- a selection of breads are included with a school lunch meal
- fresh drinking water is freely available with lunch

### My Child has Allergies/ Intolerance

Parents should be aware that they can request dietary assistance for their children if there are medical or religious reasons for doing so. Children who require Medically Prescribed or Modified Diets, with parental/guardian assistance, should be identified during the admission process. Procedures are set in motion to accommodate these diets by a parent/guardian completing Admission Form D available from the school administration office. The School Management Team and the Catering staff will be happy to discuss your requirements.

### Special Events and Celebrations

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The children enjoy eating together and we encourage learning and wellbeing throughout lunchtime. Occasionally we celebrate special dates. The option for a packed lunch still applies but they are encouraged to sit with the school lunches to celebrate the event.

### **How Much does a Primary School Meal Cost?**

£2.50 (June 2019)

### **How do I pay for Lunches?**

Lunches are free for children in P1-3. Lunches P4-7 must be paid for online by accessing the myaberdeenshire portal [www.aberdeenshire.gov.uk/my](http://www.aberdeenshire.gov.uk/my) at the upper right hand corner of the Aberdeenshire Council home page. This is very easy to do online using a mobile phone, iPad or laptop. It is very important to keep this account in credit as failure to do so triggers a time-consuming process for the School and Catering service. We aim to support the wider Authority to be debt free and require your support in this by ensuring you remember to top-up before sending your child for school meals.

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

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

Free school meals leaflet

<https://www.aberdeenshire.gov.uk/media/21463/free-school-meals-information-leaflet.pdf>

Online payments system

[www.aberdeenshire.gov.uk/my](http://www.aberdeenshire.gov.uk/my)

Although you may not have a child in P4-7 we do encourage all parents to set up an account. Information on setting up an account can be found here

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

### **What Happens if I Don't Pay?**

It's understandable that you may not appreciate the additional workload non-payment of lunches can create. Unfortunately, non-payment triggers a notification to our team members alerting them to the fact that there's no credit available. The Catering team may discuss the matter with the Senior Management, and they will work together to resolve the matter. The impact on the Admin Team also impacts on their ability to ensure other essential tasks are carried out.

### **What do I do if I Can't Pay?**

We are here to support families so please let us know if you are unable to pay and we can do whatever we can to assist you. We understand that families lead busy lives meaning lunch payments are forgotten about or not prioritised. If you feel you can't pay, please look at the free school meal leaflet.

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<https://www.aberdeenshire.gov.uk/media/21463/free-school-meals-information-leaflet.pdf>

If this doesn't apply to you, please let us know and we will work together with school and do whatever we can to assist you.

For further information or questions contact your school, school catering team or the Education Catering Service. [primary.meals@aberdeenshire.gov.uk](mailto:primary.meals@aberdeenshire.gov.uk)

### **34 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.

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).
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- 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

<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.

## **35 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)

## **36 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.

## **37 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:

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### **38 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.

### **39 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:

#### **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.

### **40 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

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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.

#### **41 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.

#### **42 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.

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>.

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### 43 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>

### 44 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.

### 45 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 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.
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- Alternatively, complaints may be raised with the Information Commissioners Office at [casework@ico.org.uk](mailto:casework@ico.org.uk).



# Further Information

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

## **School Improvement Plan**

<http://boddam.aberdeenshire.sch.uk/>

## **Members of Parental Groups**

Boddam School Parent Council  
Chair Person – Kim Fancourt  
Treasurer – Margaret Stuart  
Secretaries – Susie Campbell and Emma Wenzel

## **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)

The dashboards can be consulted [here](#)

## **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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