

Boddam School

Handbook

2017/18



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Introduction to Boddam 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 excellent 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

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

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 146 in total, which includes 24 pupils in our ELCC (Early Learning and Childcare Centre/Nursery). Our ELCC includes four Extended Provision places and five places for two-year olds.

Boddam Primary School has one, non-class committed, Head Teacher, six 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 five Early Years Practitioners. We also have an Additional Support for Learning Teacher in school two days per week and five 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

ELCC	
Morning Session	08.45 – 11.55am
Afternoon Session	12.20 – 3.30pm

P1 – P7	
09.00 – 15.00	School Day
10.30 – 10.45am	Break Time
12.15 – 13.00	Lunch Time

Our Staff Team

Head Teacher – Mrs Turnbull

Principal Teacher – Mrs McKeitch

Early Learning and Childcare Centre (ELCC) Staff:

Lead Practitioner – Miss Davies

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

P1 Teachers – Mrs McKeitch and Mrs Masson

P2/3 Teacher – Mrs Rucroft

P3/4 Teacher – Mrs Parley

P4/5 Teachers – Mrs Coxon and Mrs Cordiner

P5/6 Teacher – Miss Campbell

P7 Teacher – Miss Stephen

McCrone Teacher – Mrs Hutchison

Additional Support for Learning (ASL) Teacher – Mrs McCombie

Music Teacher – Mrs Pert

Pupil Support Assistants (PSAs):

Mrs James, Mrs Wood, Mrs Cowie, Mrs Cruickshank and Miss Davidson

School Administrator – Mrs Deeming (Mondays, Wednesdays and Fridays)

Clerical Assistant– Mrs Youngman (Tuesdays and Thursdays)

Janitor – Mrs Taylor

Catering Staff – Mrs Shewan, Mrs Summers and Mrs Inglis

Cleaners – Mrs Yule and Mrs Burnette

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. We use Class Dojo, an online behaviour management system, to support us with this. Children each have their own 'Dojo' monster (avatar) and they 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 Boddam 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. Therefore we will 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 also 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.

Our curriculum at Boddam School is ever-evolving to ensure we are providing the best possible standard of Education for our learners. Currently, our curriculum is organised by grouping (or bundling) appropriate experiences and outcomes together. Staff then work together to agree contexts for learning for delivery of these experiences and outcomes. Some examples of contexts this year are my world/my world of work, enterprise and weather.

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. Some examples of extra-curricular activities that are, or have been, on offer include Boddam School choir, Scripture Union, games club, homework club, school newsletter group and football, as well as a variety of activities run by Active Schools, such as Zumba, gymnastics and dodgeball.

1 1+2 Approach to Language Learning in Aberdeenshire

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 Boddam School, the first foreign language will be French. This language will be learned from P1 through to S3 in Peterhead Academy. This is in line with all other schools in the Peterhead cluster.

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.

2 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/>

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://education.gov.scot/nationalqualifications/>

Assessment and Reporting

Pupils move through the curriculum at their own pace. Assessment will focus on **how well** and **how much** pupils are learning and not just how quickly they move through all the experiences and outcomes.

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. There are four main ways in which pupils will be assessed in the **Broad General phase (pre-school – S3)**:

‘**SAY**’ where a pupil may have presented to the class or teacher.

‘**WRITE**’ where a pupil may have some written evidence e.g. end of unit/topic.

‘**MAKE**’ where a pupil may have created a model or poster.

‘**DO**’ where pupils may act out a scenario or conduct a class vote.

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. Assessment can take many forms including observation, sampling of work, presentations, portfolios, performance, self & peer assessment as well as tests.

From August 2017, new national standardised assessments are being introduced as part of the National Improvement Framework, where every child in P1, P4, P7 and S3 will undertake assessments covering aspects of reading, writing and working with numbers over the course of the school year.

Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. To help teachers judge how well children are doing and plan next steps in their learning. For more information please go to:

<http://www.gov.scot/Resource/0051/00510590.pdf>

Throughout this time, parents will receive regular updates through **TRACKING Reports** along with an **ANNUAL Report** and the opportunity to **meet informally and formally with** teachers and support staff.

Pupils have responsibility for maintaining their **pupil profile** which involves them pulling together their strengths, achievements both inside and outside of school to help them understand what they are learning and support planning for future learning. This is done via ‘Student Story’ on Class Dojo in our school.

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.

*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>

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/or 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 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 who will support them during their transition and throughout their time 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 two 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 'Choices for Life' Projects, sports festivals and curricular challenges (maths day etc.).

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 three 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.

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 'house activities'. 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>

3 Admissions

Nursery Admissions.

All parents should submit an application form for their child, to the nursery of their choice during the admissions period. 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/>

4 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>

If you live Out of Zone, parents have the right to request that their child attends a school in another 'zone' if they wish (without giving any particular reason) and Aberdeenshire Council will, where possible, agree to this request. Please follow the link for more info:

<http://aberdeenshire.gov.uk/media/14818/out-of-zone-placing-request-policy-final-updated.pdf>

<http://aberdeenshire.gov.uk/media/14819/electronic-placing-request-application-form-aug16.pdf>

5 Skills for Learning, Life and Work / Developing Young Workforce

As part of the curriculum, pupils will work towards developing the key employability skills, those being **communication, teamwork, problem-solving, computer literacy and customer service**.

All pupils will have an opportunity to experience meeting and talking with employers, further education and training providers. Pupils in secondary will also have an opportunity for a work experience placement.

Further information for parents can be found on the DYW Website:

<http://dywaberdeenshire.org/>

Support for Children and Young People

6 Getting it Right for Every Child

Getting It Right FEC 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.

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 Boddam School to feel happy, safe and supported to fulfil their potential.

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. 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 parent/carer 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.

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

<http://www.girfec-aberdeenshire.org/for-parents-carers/what-is-the-named-person/>

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

8 Educational Psychology

Educational psychologists are trained to work in collaboration with school staff, parents and other professionals to help children and young people to achieve their full potential. They use psychological skills and knowledge to improve the learning and wellbeing of all children and young people and offer schools a range of services including consultation, assessment, intervention, research, project work as well as support for staff's professional learning and development.

<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/>

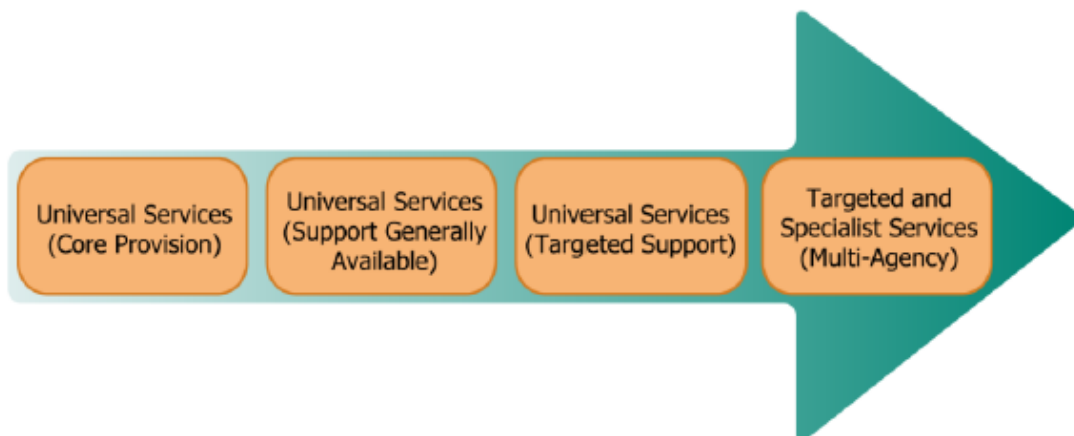
10 Support for Learning

There are times when pupils may experience challenges with their schoolwork. This can be for a variety of reasons including specific learning difficulties, challenges with specific subjects, general learning difficulties or a period of absence.

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 with the main aims of identifying and assessing (with others) barriers to learning, and in partnership with appropriate practitioners and parents, address these needs through a relevant curriculum. **Pupil Support Assistants (PSA)** assist teachers in promoting achievement and raising the standards of pupil attainment and provide general 'hands-on' 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 need or risk identified. These children may require a level of targeted support, coordinated on a single or multi-agency basis through a Child's Plan.

Where a child or young person needs one or more targeted interventions, the benefit of a Child's Plan will be discussed with them and their parents/carers. An assessment would identify any affected wellbeing indicators (Safe, Healthy, Active, Nurtured,

Achieving, Resected, Responsible, Included), looking at both strengths and pressures in the child's situation, and fully involving the family in 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 help to co-ordinate and manage any Child's Plan.

Information is available on the Aberdeenshire Getting It Right Website:

<http://www.girfec-aberdeenshire.org/for-parents-carers/>

12 Child Protection

Child Protection is everyone's responsibility. Protecting children and young people is the responsibility of every member of the community.

Within Boddam 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 refer the child to Social Work, the Police or the Children's Reporter. Here at Boddam School, the designated officer is Emma Turnbull.

Remember – if you suspect abuse, do not rely on someone else to notice.

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

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

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



Parent & Carer Involvement

Here at Boddam School, we recognise that parents are the main educators and most influential people in a child's life and as such, we strive to work with you as partners to support your child's learning. To do this we aim to work with you in a number of ways.

Parental engagement and feedback from children and young people who use services is seen as key to their development and creating relationships of trust, based on transparency, inclusion and respect, is the basis of positive working relationships with children, young people and their families. This includes recognition and awareness of differing cultures and backgrounds, which may have an impact on, or be important to a child or young person's situation.

Aberdeenshire Parents Charter. These are a series of expectations that state our commitment to a way of working with you that places the following as priorities: welcome & care; value and include; communication and working in partnership.

Assessment and Planning

The Getting It Right approach and Children and Young Person (Scotland) Act 2014 means the views of children, young people and their families, are seen as central to any assessment of wellbeing, and when drawing up a Child's Plan.

14 Our Parent Forum & Working with you as partners

The Parent Forum is a collective name for every parent, carer or guardian at the school. As part of our forum we want to work together to give children and young people every opportunity to be successful and increase attainment. For that to work well, we have summarised how we aim to do this:

15 Communication.

The school uses a range of approaches to share information and enable insight into what your child is learning and how they are progressing. These include:

- Class Dojo – this is our biggest communication tool. When joining Boddam School, you will be provided with a sign-in code for your child's account.
- Social Media - please see FaceBook information at the beginning of this handbook.
- Newsletters – these are distributed once per term, alongside 'dates for your diary' detailing important upcoming events.
- Open learning sessions – 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.
- 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.

- Parents/carers appointments 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.
- Reports are written on a termly basis. 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.
- Your child's story on Dojo contains regular updates about their learning and achievements. You are invited to like and comment on these.

The school calendar highlights planned opportunities where we welcome parents and carers into school for events and opportunities to talk about their child's progress, wellbeing and behaviour. This is distributed in August/September and in January.

16 Parenting

Working with you we aim to make advice and information available which helps create home environments to support children and young people's learning by providing guidance along with support programmes or events where you have the opportunity to learn together with your child.

17 Volunteering

There are many opportunities for parents to support learning in school by giving up some time to maybe share the skills and knowledge they have; support children and young people in the classroom; support or lead extra-curricular activities or indeed more direct support with specific skills (paired reading as an example). To do this please go to:

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

18 Learning at Home

We provide materials and resources to support homework or materials for you to work with your child to further develop key skills at home. Homework is distributed on a Tuesday, to be completed for the following Monday and focuses on key skills that have been covered in class for spelling, reading and Numeracy.

19 Decision-making and Developing Services

Reflecting our vision, values and aims, the school has a range of priorities that we work to improve on each year which are explained in our School Improvement Plan (SIP). To take forward some of those priorities we need parents' views, ideas, opinions along with creating the opportunity to draw upon parents skills and strengths. To enable this we have a series of working groups/focus groups which any interested parent is invited to be part of. We also regularly consult on key issues using a range of tools such as questionnaires.

Our Parent Council, which is a nominated group of parents that represent the views of the parent forum, works with us to ensure we understand how to most effectively involve parents in their children's learning and to support the school with our improvements. Contact the Parent Council Chairperson, Stephanie Smith, or Mrs Turnbull for more information about getting involved in the Parent Council or email: boddamparentcouncil@yahoo.co.uk

20 Collaborating with the Community

Boddam School and our staff strive to work with the 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 Mrs Turnbull.

School Policies and Useful Information

All Aberdeenshire Council Education policies can be found here:

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

21 Attendance

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 Dojo 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

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.

22 Holidays during term time.

The Scottish Government has deemed that holidays taken during term time 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 Boddam School Dress Code

We encourage all pupils to wear school uniform at Boddam School. Wearing a uniform reminds children that they are part of our whole school team. School uniform consists of school sweatshirt with school logo, white polo shirt, dark school skirt or trousers and dark school shoes with sensible soles (no high heels).

Children will go out to play in all weathers (as each provides them with different experiences). Please ensure they are appropriately dressed for the weather at all times and have appropriate outdoor clothing such as a waterproof jacket, hat, scarf, gloves etc. and watertight shoes.

PE kits should consist of a 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, they will need to have surgical tape placed over them.

All clothing brought to school should have your child's name on it so that it can be easily identified.

24 Clothing Grants

Some families may be entitled to a school clothing grant of £50 per year. More information about this can be found at:

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

25 Transport

The Council provides free transport to all children who live over two miles walking distance from school, in the case of primary school children, and three miles for secondary school pupils. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport. Contact your school for more details.

26 Early Years Transport

Transport to early year's 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.

27 Privilege Transport

Pupils who live within two miles of primary school or three miles of secondary school may be able to travel on school transport at a charge. Where spare seats are available on a school transport route parents/carers can apply for a privilege place for their child by downloading an application form. The application form includes information on prices and payment methods for privilege passes. Discounts are available for pupils entitled to Free School Meals, and to families with 3 or more children travelling to the same school. For further information click on the link below or contact the school.

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

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. Head teachers will advise parents and carers using the following communication tool:

- Class Dojo

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

North East Community Radio

FM 97.1 - 106.4

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 021350. 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 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.

32 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.

- Primary 1-3 pupils are provided with school meals free of charge.
- Primary 4- S6 pupils are currently charged £2.20 for a school meal 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:

<http://www.aberdeenshire.gov.uk/schools/meals/online-payment-for-school-meals-and-other-school-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.

33 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).
- 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 our Medication Policy here:

<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.

34 Exclusion

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the Authority exclusion policy will apply. For further information on exclusions contact the school or go to:

http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf

35 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.

36 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. In Boddam School, some children currently receive tuition for violin and clarinet.

For further information go to:

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

37 Comments, Compliment & Complaints

To reflect our commitment to working with you, it is imperative that if you have any concerns these are shared and discussed with us as a school. We work hard to make sure you feel listened to as parents or carers, and find many difficulties can be easily resolved through the opportunity for direct discussion. However if you are dissatisfied about our action or lack of action, or about the standard of service provided by us, you can submit a complaint.

To explain our complaints service and how the process works please go to:

<http://publications.aberdeenshire.gov.uk/dataset/072f6c0d-955a-4f4c-a228-568e30884391/resource/52439609-98b5-45eb-b1e6-0d418371ba27/download/full-complaints-procedure-customerv6.pdf>

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at:

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

38 Support for parents/carers

For more information on Support and Advocacy contact:

Enquire, Princess House
5 Shandwick Place
Edinburgh EH2 4RG
Helpline: 0845 123 23 03
Email: info@enquire.org.uk
Website: www.enquire.org.uk

For local advocacy contact:

Advocacy North East
Thainstone Business Centre
Inverurie
Aberdeenshire
AB51 5TB
Tel: 01467 622674

Scottish Independent Advocacy Alliance can be reached at:

Website: <https://www.siaa.org.uk/>

Independent Mediation Services

This service is free and involves an independent third party who helps to resolve disagreements between education authority and parents or young people. A local independent mediation service can be accessed at:

Children 1st
Fraserburgh Business Centre
South Harbour Road
Fraserburgh
Aberdeenshire, AB43 8TN
Tel no 01346 585341
Fax no 01346 512810
Email aberdeenshire@children1st.org.uk

Additionally, information for the Scottish Child Law Centre can be found at:

www.sclc.org.uk

39 Insurance

No insurance is held by Aberdeenshire Education & Children's Service that automatically compensates school pupils for personal accident, whether an accident occurs within or outwith the boundary of the school. Insurance of this nature, e.g. personal accident, life, private medical, is seen as a parental responsibility. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

Aberdeenshire Education & Children's Services does hold 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 Claim Handlers and compensation is dealt with on a strictly legal liability basis.

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. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

It may be necessary to provide supervision for primary children on school premises before or after normal school hours if their early arrival or late departure is due to the timing of official school transport. 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.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

40 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, curtailment and change of itinerary (along with other sundry benefits) etc. for worldwide trips and adventurous activities (including winter sports).

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. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school. In addition to this policy, Aberdeenshire Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).

41 Data we hold and what we do with it

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. This has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

42 How Does Aberdeenshire Council Hold and Store Pupil Data

Aberdeenshire Council use a system called SEEMIS which is used in all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil's record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

43 Parental Access to Records

SAR - Subject Access Request information

Subject 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 1998. An SAR 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/for-the-public/personal-information/>

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 ScotXed

If you have any concerns about the national ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

45 Information Sharing

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

46 Freedom of Information

The law gives everybody a right to access all recorded information held by the council. This is called Freedom of Information or FOI. Anyone can use this right, and information can only be withheld where Freedom of Information (Scotland) Act 2002 (FOISA) expressly permits it.

Appendix

School Improvement Plan

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

Members of Parental Groups

Parent Council

Chair Person – Stephanie Smith

Treasurer – Mandy Pearce

Events Coordinator – Susie Campbell

Statistics for Attainment

All primary schools can use the following link that takes you to the Scottish Government data for all school CfE Attainment.

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels201516/Dashboard1>

Parents can then find their school in the box on the right.

School Holidays

Please find a link to the annual holiday calendar:

<http://aberdeenshire.gov.uk/media/16718/school-holiday-planner-2015-2020-updated-003.pdf>