



From mountain to sea

Catterline School

Handbook
2019/20



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All information in this handbook is correct as of October 2019

Introduction to Catterline School

Dear Parents/Carers,

Welcome to Catterline School. We take pride in the fact that this is a happy and industrious school where pupils and staff are valued and treated with respect, and where the individual needs of all pupils are effectively met. Because research shows children learn best when home and school work together, we feel it is important for parents to understand the aims and organisation of the school and also to feel part of the school. We are eager to foster a good relationship between home and school, thus enabling every child to derive maximum benefit from his/her education. Our handbook explains what you can expect of the school and what the school expects of you in the way of partnership, help and support. We hope you will find it useful. We look forward to a long and happy association with you and your child(ren) over the forthcoming years. In the meantime, please do not hesitate to contact us should you have any further questions. We will be extremely happy to help.

Melanie Fowler, Head Teacher

School Contact Details

Head Teacher	Melanie Fowler
School name	Catterline School
Address	Catterline, Stonehaven. AB39 2UL
Telephone Number	01569 690500
School Website	catterline.aberdeenshire.sch.uk
School Email	catterline.sch@aberdeenshire.gov.uk
Parent Council Email	cspg@catterline.org

Adverse weather and emergency closure

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

Information Line 0370 054 4999 then 02 1440

(Please do not use this line to leave messages for the school.)

The Context of the School

Catterline School is a non-denominational school, presently with a role of 43 pupils. The catchment area is the village of Catterline and the surrounding rural area. A map showing the school zone/catchment area can be found in the Appendix Section. Devolved budgets are managed in accordance with authority guidelines in order to support planned improvements in the school.

Staff, pupils and parents at Catterline School demonstrate a commitment to continual improvement, all of whom respond well to opportunities to reflect on the work of the school and to make suggestions for school improvement. For example, all have recently worked well together to review the school's vision, motto and values, as well as its approach to improving means of reporting and the quality of learning and teaching. Staff always contribute willingly and effectively in reflective discussions to identify the school's priorities for improvement.

As a result of this, they have a sound awareness of the school's priorities for improvement and understand their responsibilities in implementing these priorities effectively. Staff are highly motivated and committed to Career-Long Professional Learning, (CLPL), to enhance their own practice and maximise impact for learners. The staff are reflective practitioners and able to identify their professional strengths and identify professional learning needs. They engage well with the General Teaching Council's Professional Standards and commit fully to reflective professional dialogue during collegiate discussions and activities.

Parents are very supportive of the school and show a strong commitment to working in partnership with us, for example in running after-school clubs, helping on school trips and assisting in the preparation of resources. Catterline School also continues to benefit from the support of former pupils. We are fortunate to enjoy the support of an active Parent Group.

The School Day

09.00 am - 10.30 am: Class Time
10.30 am - 10.45 am: Morning Break
10.45 am - 12.15 pm: Class Time
12.15 pm - 1.15 pm: Lunch
1.15 pm - 3.15 pm: Class Time

The Staff Team

Mrs Melanie Fowler, Head Teacher, Full-Time

Mrs Karen Tench, Class Teacher, Primary 1/2/3, Full-Time

Mrs Moira Reith, Class Teacher, Primary 4/5, Mondays & Tuesdays

Mrs Lisa Taylor, Class Teacher, Primary 4/5, Wednesdays, Thursdays & Fridays

Mrs Nicola Mentiplay, Class Teacher, Primary 6/7, Mondays & Tuesdays

Ms Jane Turner, Class Teacher, Primary 6/7, Wednesdays, Thursdays & Fridays

Mrs Hannah Foubister, Additional Support for Learning Teacher, Tuesdays

Mrs Moira Smith, Core Teacher, Tuesdays, Wednesdays & Fridays

Mr Bruce Wallace, Brass Tutor, Wednesday mornings, (1 hour per week)

Mrs Sandra Campbell, Music Tutor, Violin, Friday mornings, (1 hour per week)

Mrs Wendy Dalling, Pupil Support Assistant, Mondays, Tuesdays, Thursdays & Friday mornings

Mrs Karen Taylor, Pupil Support Assistant, Wednesdays, Thursdays & Fridays

Miss Amanda Nicholls, School Administrator, Wednesdays, Thursdays & Fridays

Mrs Catherine Morrison, Admin Support Assistant, Mondays & Tuesdays

Mrs Sheila Moir, School Cook

Mr Gary Craig, Janitor, (2 hours per week)

Our Vision, Values and School Ethos

Our School Vision - Be the Best you Can Be - Explore, Dream, Discover, Shine!

At Catterline School, our vision is to work together to be an inclusive and nurturing learning community where we aspire for everyone to be the best they can be. Together, we encourage each other to explore, dream, discover, shine!

We firmly believe that:

“All children have the right to an education that helps develop their personality, talents and abilities to the fullest.”

(United Nation’s Convention on the Rights of the Child, Article 29)

The School Values

We need to be:

S miling
H ealthy
I nclusive
N urturing
E nthusiastic

We need to have:

S elf-Evaluation
H igh expectations
I nquiring minds
N o fear!
E veryone learning



What do we Aim to Achieve for our Pupils?

We aim:

- to ‘Get it Right for Every Child’ by working in partnership with children, parents/carers, other agencies and our local, national and global community to promote learning in an active, relevant and engaging way.
 - to sustain a welcoming, positive ethos which promotes high-quality learning, health, wellbeing and respect for all, where individuals feel secure, nurtured & included and where social & cultural diversity is celebrated.
 - to promote our shared vision, values and aims, establishing a culture of self-evaluation where members of our school community, at all levels, are empowered to reflect, ensuring continuous improvement as we strive for excellence.
 - to engage pupils and staff in high-quality learning that will enable our pupils to develop confidence, perseverance, resilience, and a growth mind-set, nurturing the emotional, physical and mental health and wellbeing of all.
 - to encourage respect for the environment, an understanding of what we can do to protect it and an awareness of sustainability.
 - to inspire our learners to be aspirational, to try new things, to challenge themselves, to be innovative and to develop a committed approach to learning where exploration, independence, curiosity, critical thinking and creative thinking is encouraged.
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- to be a fully inclusive learning community where all learners are inspired to have high expectations and a desire to be the best they can be, becoming responsible, independent and respectful young people, and developing the skills, knowledge and attributes needed to embrace the world in which we live, thereby becoming responsible citizens, effective contributors, successful learners and confident individuals.

Responsible Citizens have:

- respect for others within our community and the wider world, and commit to participate responsibly in political, social, economic and cultural life.
- make informed and responsible choices and decisions, respecting the beliefs and values of others.

Effective Contributors have:

- an enterprising attitude and can engage with others, using their initiative to create and develop ideas collaboratively.
- resilience and self-reliance and can communicate their ideas and opinions in a range of settings.

Successful Learners have:

- enthusiasm, are motivated to learn and determined to reach high standards of achievement.
- an openness to new thinking and ideas.

Confident Individuals have:

- self-respect and secure values and beliefs
- a sense of physical, mental and emotional well-being, and are confident about tackling new challenges.

The Inclusive and Nurturing Ethos

Our school's vision, values and aims enable us to create a climate conducive to learning and underpin all that we do at Catterline School, where we believe it is important learners are offered every opportunity to flourish and shine. Through working in partnership with parents, the local community and support agencies, we forge positive and trusting relationships and therefore a respectful, safe, happy and nurturing learning context, where our learners are inspired to explore, dream, discover and shine.

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Children are patient, caring and very good at including one another, reflecting the nurturing approach of all adults in the school. The school has an inclusive culture. It is clearly understood that it is everyone's right to feel safe, valued and included.

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 therefore have a curriculum which we 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.

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
-

Curriculum Design

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

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

Developing Young Workforce

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

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

Throughout their time in school, from Early Years onwards, all pupils will have an opportunity to engage with employers, through experiences like workplace visits, career talks, employability events and courses, work experience and curriculum based activities. They will also have the opportunity to learn about further and higher education, and the work done by training providers, as well as different career pathways into employment.

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

Further information for parents on Foundation Apprenticeships can be found at <https://www.apprenticeships.scot>

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

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

Curricular Levels

Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	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.

Development of Spiritual, Moral, Social and Cultural Values

The Development of Pupils' Values

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This is undertaken in partnership with parents and takes account of the individual needs of pupils and the views of parents. Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at:
<http://aberdeenshire.gov.uk/jobs-and-careers/employee-benefits/equalityanddiversity/>

Religious and Moral Education

Throughout the school there are opportunities for pupils to learn about aspects of Christianity, other world faiths and to reflect upon their own moral standpoint in relation to world issues. During weekly whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed to supporting the development of its pupils as whole people and as a result, wish to encourage their development in moral, social and cultural terms. The key human aspects of learning are supported by:

- creating an atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
 - promoting social and moral learning through the way in which disciplinary issues are handled.
 - ensuring staff and adults within the school provide positive models for pupils.
 - arranging regular gatherings of the school community and using such occasions to encourage and reinforce the values on which the school is based.
 - enriching the curriculum in all appropriate areas with an emphasis on moral, social and cultural development.
 - providing opportunities within the curriculum to advance personal and social development.
 - providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
 - providing a programme of moral education.
 - taking every opportunity to acknowledge, value and appreciate the various cultures and heritage of our pupils and to encourage them to appreciate and value the cultures and heritage of others including visits by representatives of other beliefs or faiths.
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Mrs Elaine McKibben, Minister at Catterline Community Church, visits school on a monthly basis and supports us in facilitating the Health and Well-Being curriculum, as well as Religious and Moral Education. Parents wishing to exercise their right to withdraw their child from Religious and Moral Education should contact the Head Teacher so that acceptable alternative arrangements can be made.

Relationships, Sexual Health & Parenthood

The following Aberdeenshire Council information guidance is followed by the school in providing appropriate learning experiences with regard to relationships, sexual health and parenthood. This is part of the health and wellbeing curriculum. Sex education can be defined as a lifelong process whereby children and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework. Children learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media. Key learning themes from Primary 1 through to Primary 7 are as follows:

Primary 1 – Primary 4

Friendships and relationships
Carers and people who look after us
Respect and appropriate behaviour
Keeping safe
Similarities and differences
The growing body and body parts, (correct terminology)

Primary 5 – Primary 7

Wide ranging friends and relationships
Health and wellbeing of others
Changing relationships
Respect and appropriate behaviour
Emotional issues
Puberty and personal hygiene
Keeping safe
Giving birth
Looking after a baby
Role of a parent/carer

These areas are not taught in isolation but are included across many areas of the curriculum.

Extra-Curricular Activities

We are fortunate that Catterline School's parents/carers are very supportive of the staff and pupils and we have many volunteers eager to help with our extra-curricular activities. We have an active group of parent helpers who assist with a variety of activities, i.e. Catkins Badminton Club, Catkins Football Club, Catkins Running Club, educational trips and our Gardening Club. We encourage all pupils to participate in any of our extra-curricular activities.

Please do not hesitate to contact the school should you like any further information. If you wish to become involved in any of the activities or have a talent you can share, please let us know. We are always very appreciative of any help offered.

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 Catterline School the first foreign language will be French. This language will be learned from Primary 1 in Catterline School through to Secondary 3 at Mackie Academy. 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:
catterline.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://www.sqa.org.uk/sqa/58062.3806.html?pMenuID=5605>

Assessment and Reporting

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

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

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

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

<https://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
- through pupil progress reports
- 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.

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 transitions at Primary 1 and Secondary 1 stages can be anxious times for parents and pupils. At Catterline School we have arrangements in place to support transitions and these are outlined below.

Transfer to Primary 1

In order to support and ease transition into Primary 1, we arrange a series of induction events/meetings for you and your child. These events are planned to allow you and your child to become familiar with the school building, to meet staff, to meet with the other children, including your child's buddy, and to find out about life in school and what you can do to support your child's transition into Primary 1. The induction process starts in your child's pre-school year, with Primary 1 staff arranging to visit your child in their pre-school setting wherever possible in order to begin to get to know your child. Induction meetings are arranged for parents in May and June in order to share information about starting school and how you can help your child at home. This is also an opportunity for parents to meet their child's teacher and to ask any questions or share any information. At these induction meetings, parents are issued with a range of materials designed to support children's learning at home and parents are asked to complete a range of forms to gather information about, for example, your child's medical needs, contact addresses, additional support needs. Parents are also invited to join their Primary 1 child for a school lunch. Information communicating details of Primary 1 induction arrangements along with dates will be communicated directly to the parents of Prospective Primary 1 pupils around April.

Transfer from Stage to Stage within Catterline School

When pupils transition from one stage of the primary school to the next, i.e. from Primary 3 to Primary 4, we organise visits, so pupils can gain further familiarity with their new class teacher, peers and classroom. Thorough pastoral and curricular notes about the needs of all pupils are passed from teacher to teacher to ensure a smooth transition.

Transfer to Secondary Education

Most children from Catterline School attend Mackie Academy in Stonehaven. (Telephone Number 01569 762071). Catterline School is part of the Stonehaven Community Schools' Network. An induction programme for Primary 7 pupils is in place to help ease the transition into Secondary 1. Primary 7 pupils spend three days at Mackie Academy towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school in January. Parents also have the opportunity to visit Mackie Academy where information will be shared, and questions can be asked. Liaison between Catterline School and Mackie Academy is very good. During the Primary 7 year, pupils have many opportunities to join with Primary 7 pupils from the other Stonehaven schools. Transition art projects, sports festivals, trips, invites to the academy pantomime and other ad hoc activities are arranged for Primary 7 pupils to get together. Information about our Primary 7 pupils is shared with guidance staff at the academy to help support appropriate continuity of education. Parents are welcome to attend these information sharing meetings, especially when additional support has been provided previously.

Mackie Academy staff also visit our pupils in Catterline School where information is shared, and questions can be asked. Where parents opt to send their child to any other secondary school, (following the granting of placing requests), Aberdeenshire School supports any alternative transition arrangements wherever possible. Please note, placing request forms are available from the school.

Please be assured there are always opportunities for parents to meet their child's teacher(s) and the Head Teacher, and to ask any questions or share any information about your child's needs which will help support them through any transition.

Visit Parentzone for more information about transitions:

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

Visit Parentzone for more information about transitions:

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

1 Admissions

Nursery Admissions.

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

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

Primary Admissions

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

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

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

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

2 Placing Requests & School Zones

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

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

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

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

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.

At times, children who need additional help may be experiencing difficult conditions. This may relate to their health, their progress at school or what

is happening in their family or community. A resilience-based approach fits closely with the aim of GIRFEC - to build on the strengths in the child's whole world, always drawing on what the family, community and universal services can offer. At Catterline School, like all Aberdeenshire Schools, we use key questions in Child Protection and GIRFEC to help us obtain the right support at the right time. Further information about Aberdeenshire Council's approach to GIRFEC can be accessed at, <http://www.girfec-aberdeenshire.org>

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 that Aberdeenshire Council takes this 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 Depute Head Teacher and in Secondary School, the Named Person will be that young person's allocated Principal Teacher of Guidance, with a few exceptional circumstances.

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

The Named Person can help by:

- Providing advice, information or support
- Helping a child, young person, or to access a service or support
- Discussing or raising a wellbeing concern about a child or young person.

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

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

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

Here at Catterline School, the Named Person for your child/young person is: Melanie Fowler, Head Teacher.

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 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, (ASfL), 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 staff member is Melanie Fowler, 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 contact:

- The designated staff member in our school, Mrs Melanie Fowler, Head Teacher
- Social Work, Monday to Friday, during office hours contact your Children & Families local Social Work Office at Stonehaven. 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/>

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/>

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.

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-eed64086ea42>

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
 - School Website - catterline.aberdeenshire.sch.uk
 - School Newsletters
 - Events
 - Certificates
 - Open Afternoons
 - Curriculum Meetings
 - Parent and Teacher Consultations
 - Pupil Progress Reports.
-

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

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.

16 Parent Forum and Parent Group

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

The Catterline School Parent Group 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 Group works with the school to support learning and teaching, school improvement and parental and community engagement.

Contact the Parent Group Chairperson, Mr Steven Wilson or the Head Teacher, Mrs Melanie Fowler, for more information about getting involved in the Parent Group or email: kspg@kinneff.org

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 Group.

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 Head Teacher

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.

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: catterline.aberdeenshire.sch.uk

All Aberdeenshire Council Education policies can be found here:

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

21 Attendance

Pupil Attendance and Pupil Absence Procedures

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal actions of adults. It is important that staff and parents continue to work together to develop and improve arrangements for monitoring the care and welfare of all children and young people. With that specific aim in mind, Aberdeenshire Education & Children's Services has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist the staff in the schools which their children attend in the manner described below.

Attendance and Absence Procedures

Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school except whilst on school transport where Aberdeenshire Council has clear guidelines about pupil safety. Absence of pupils travelling on school transport must also be communicated to the bus company or, where known, the bus driver.

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

Planned Absences

As part of Government regulations, we are required to record all absences as, "authorised" or "unauthorised". Authorised absences are due to illness or family bereavement and can also include time off to attend, i.e. sporting events or music exams. Under normal circumstances we do not send work home in the case of absence. For medical or dental appointments, the teacher should be informed beforehand in writing. Children should always be collected and returned by an adult on these occasions. As far as possible, such appointments should take place outwith the school day.

Unplanned Absence

It is important to note that if a child does not arrive at school, and there is no reasonable explanation provided for his/her absence, then members of staff will be required to ascertain the whereabouts for the safety of the individual child. This will involve a phone call to the parent soon after 9:30 am. Repeated calls will be made until the child's whereabouts have been confirmed. If contact cannot be made, the situation will be assessed, and it may be thought necessary to inform the local social work department. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

Parents are asked to assist school staff in the manner detailed below:

- If your child is unable to attend school through illness/other reason please telephone the school between 8:30 am and 9:30 am on each day of his/her absence, or send a signed note via a brother or sister where applicable.
- If your child is home for lunch and becomes unwell at lunchtime, making them unable to return to school in the afternoon, please telephone the school before the beginning of the afternoon session to inform a member of staff.
- When you contact the school, it would be helpful if an indication could be given as to your child's expected length of absence from school.
- On your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

Becoming Unwell at School

When a pupil feels ill at school, he/she should tell his/her class teacher and ask permission to report to the school office. If appropriate, office staff will arrange for the pupil's parents or his/her named emergency contact to collect him/her from school.

What Parents Need to Know:

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 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 at Catterline School are expected to wear the following items to school:

Girls: Black or grey skirt/pinafore
Royal blue school sweatshirt or cardigan, or grey jumper or cardigan
White blouse or white polo shirt.

Boys: Grey or black trousers
Royal blue school sweatshirt or grey jumper
White shirt or white polo shirt.

School sweatshirts, P.E. T-shirts, polo shirts and cardigans are available for purchase from Woodview Embroidery and Print Services, Stonehaven. Please also feel free to contact the school should you require any further information.

Pupils are expected to come to school with a jacket, preferably one with a hood, all year round. In cold weather pupils should wear warm, waterproof outdoor clothes including gloves, scarves and appropriate headwear for outdoor learning experiences/activities and for interval times.

P.E. kit consists of well-fitting gym shoes, T-shirt and shorts. Jogging bottoms and sweatshirts are also permitted, and many pupils opt to wear these for P.E. lessons during colder weather. Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit.

For safety reasons pupils are not allowed to wear jewellery during the P.E. lesson. If your child has pierced ears, please ensure he/she can remove and replace earrings by themselves. Any child wearing earrings, who is unable to do this, will be expected to put surgical tape over the earrings during P.E. lessons. Parents should provide a roll of surgical tape, marked with your child's name, for this purpose. Strappy tops are not permitted, due to health and safety reasons, as they can catch on apparatus. Pupils with long hair are expected to tie this back for P.E. lessons. After each lesson pupils are expected to change out of their kit. We would ask you to provide a drawstring gym bag for your child to keep his/her kit in. This should be clearly labelled with your child's name. Gym bags will be kept on pupils' pegs for easy access. Pupils should keep their gym shoes & gym kit in school throughout the week and take it home on Friday afternoons, so it can be washed and returned to school on Monday mornings. Parents should note their responsibility to ensure all clothing and belongings brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from that of others.

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 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 Privilege Transport

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

In-Zone Privilege Transport – Guaranteed

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

Out-of- Zone Privilege Transport

There is no transport entitlement to pupils who attend a school which they are not zoned for. Pupils may apply for out-of-zone privilege transport; pupils are required to meet the nearest available school transport vehicle to them, and it is the parent's responsibility to bring the pupil to the nearest collection point. Out-of-zone privilege transport pupils may be removed, with written notice, at any-time for in-zone Privilege and entitled transport pupils.

For further information and application forms, please 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

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. Head Teachers 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 - 94.7 MW 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 1440. 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 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. Please contact the Head Teacher to request this. Copies of this school guidance can also be accessed via the School Office.

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

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 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

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.

<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

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).
- 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

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:

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

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 (off-site 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 25th May, 2018. This change to the law gives parents/carers and young people greater control regarding how their personal data is used.

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

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

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 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). 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>.

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, please contact:

- The Data Protection & Information Assets Team at the Scottish Government on dpa@gov.scot
- The Head of Education Analytical Services, Mick Wilson, on at mick.wilson@gov.scot
- Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ.

Alternatively, complaints may be raised with the Information Commissioner's Office at casework@ico.org.uk.

Further Information

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

School Improvement Plan

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and National priorities. These can be summarised as follows:

- To develop excellence and equity
- To embed the principles of GIRFEC (Getting it Right for Every Child)
- To provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information.

This session our Improvement Priorities are:

- Self-Evaluation
- Moderation
- Visible Learning
- Further Embedding the 1 + 2 Approach to Modern Languages
- Science, Technologies, Engineering and Mathematics
- Skills for Learning, Life and Work.

Please contact the school if you would like a copy of our School Improvement Plan.

Committee Members of Catterline School Parent Group, (CSPG)

Mr Steven Wilson - Chairperson
Mrs Laura Gauld - Vice Chairperson
Mrs Nichola Wicks - Secretary
Mr Andrew Boggon - Treasurer

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](#).

School Event Calendar & Holidays

Term 1

Monday 19 th August 2019	In-Service Day 1, Staff Only
Tuesday 20 th August 2019	In-Service Day 2, Staff Only
Wednesday 21 st August 2019	Pupils back to School
Thursday 10 th October 2019	Last Day of Term for Pupils
Friday 11 th October 2019	In-Service Day 3, Staff Only

Term 2

Monday 28 th October 2019	First Day of Term 2 for Pupils & Staff
Monday 18 th November 2019	In-Service Day 4, Staff Only
Tuesday 19 th November 2019	In-Service Day 5, Staff Only
Friday 20 th December 2019	Last Day of Term 2 for Pupils & Staff

Term 3

Monday 6 th January 2020	First Day of Term 3 for Pupils & Staff
Wednesday 12 th February 2020	Occasional Day Holiday for Pupils & Staff
Thursday 13 th February 2020	Occasional Day Holiday for Pupils & Staff
Friday 14 th February 2020	Occasional Day Holiday for Pupils & Staff
Monday 17 th February 2020	Mid Term Holiday
Tuesday 18 th February 2020	In-Service Day 6, Staff Only
Wednesday 19 th February 2020	In-Service Day 7, Staff Only
Friday 3 rd April 2020	Last Day of Term 3 for Pupils & Staff

Term 4

Monday 20 th April 2020	First Day of Term 4 for Pupils & Staff
Friday 8 th May 2020	May Day Holiday
Friday 3 rd July 2020	Last Day of Term 4 for Pupils & Staff

Assessment Calendar

The Scottish Government has introduced national standardised assessments in aspects of reading, writing and numeracy, for all children in Primaries 1, 4, and 7. The results from the standardised assessments provide an additional source of nationally consistent information to inform teachers' professional judgement, both when planning next steps and when considering whether Curriculum for Excellence levels have been achieved. The national standardised assessments provide an additional tool for teachers to use when assessing children's progress, alongside their own professional judgement. It is important to recognise, however, that ongoing assessment is, and will continue to be, a central part of everyday learning. Teachers will continue to draw on the full range of assessment activity when considering children's progress and planning the next steps in their learning. Please see below for the standardised assessment calendar in place across Aberdeenshire schools this session.

Stage	Assessment Window for SNSA Assessments
Secondary 3	October - December
Primary 7	January - February
Primary 4	February - March
Primary 1	April - May

Year/Termly Plan of Learning

For information regarding programmes of learning implemented at Catterline School, please see our school website or contact the school and talk to your child's Class Teacher or the Head Teacher. We will be delighted to hear from you.

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>

The catchment area is the village of Catterline and the surrounding rural area. A map showing the school zone/catchment area is below.

