



From mountain to sea

Catterline School

Handbook

2017/18



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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: Mrs Melanie Fowler	Telephone Number: 01569 750307
School Name: Catterline School	Address: Catterline School, Catterline, Stonehaven, AB39 2UL
Telephone Number: 01569 750307	School Email: catterline.sch@aberdeenshire.gov.uk
Parent Council Email: cspg@catterline.org	School Website Address: catterline.aberdeenshire.sch.uk

Adverse weather and emergency closure

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

Information Line 0370 054 4999 **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 42 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.

The Inclusive and Nurturing Ethos

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 a very inclusive culture. It is clearly understood that it is everyone's right to feel safe, valued and included. In a recent whole-school school survey 96% of pupils reported they felt safe and cared for in the school and the playground.

The Engagement of all Staff, Pupils and Partners in Improving 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. 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 football, badminton and gardening clubs, helping on school trips and assisting in the preparation of resources. During sessions 2015/2016 and 2016/2017, a parent volunteer upskilled a member of staff and our Primary 6/7 pupils in using a Raspberry-Pi to write codes. We were delighted to hear our code was being uplinked by the European Space Agency to the International Space Station and we were named one of four winners in the UK and one of twenty-four winners across Europe.

Catterline School also continues to benefit from the support of parents whose children previously attended the school. We have volunteers who continue to coach at our Badminton Club and assist on residential trips, and another parent, who organises the Catterline Tour de France, a fund-raising bike ride for local charities, and who encourages our pupils to participate. Over the last three school sessions, participation in the community event has increased, with the percentage of families taking part rising in that duration by 14%, with 36% of the school's families taking part in 2016/2017. We enjoy the support of an active Parent Group, where meetings in session 2016/2017 were attended, on average, by 46% of families at the school.

The School Day

9.00 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 Karen Forbes, Class Teacher, Primary 4/5, Mondays, Tuesdays & Wednesdays

Ms Jane Turner, Class Teacher, Primary 4/5, Wednesdays, Thursdays & Fridays

Mrs Moira Reith, Class Teacher, Primary 6/7, Mondays & Tuesdays

Mrs Lisa Taylor, Class Teacher, Primary 6/7, Wednesdays, Thursdays & Fridays

Mrs Shona Gray, Additional Support for Learning Teacher, Wednesday mornings

Mrs Moira Smith, Core Teacher, Tuesdays

Mr Blair Cargill, Music Tutor, Piano, Monday 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

Miss Racheal Shead, Pupil Support Assistant, Wednesdays, Thursdays & Fridays

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

Mrs Catherine Morrison, Admin Support Assistant, Mondays & Tuesdays

Mrs Mary Strachan, School Cook

Ms, Anne Bain, Catering Assistant

Ms Sarah Main, School Cleaner

Mr Richard Kalitski, Janitor, (2 hours per week)

Our Vision, Values and School Ethos

Ethos

The positive ethos in the school is the foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking into account the needs and interests of our pupils. Children's opinions and ideas are listened to and valued, through our Rights Respecting School, Junior Road Safety Officers, ECO, and Health committees. Children are encouraged to be involved in developing the work of the school and thus have a positive impact on school improvements. We take pride in the fact that Catterline School is a happy and industrious school, where a mutual sense of trust, respect and shared values and aims permeates all that we do.

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

At Catterline School our overarching aim is to be a fully inclusive learning community where our learners experience and develop the skills, attitudes and attributes needed to become responsible, respectful and independent young people. To facilitate the learning that will enable our pupils to develop in this way, we develop perseverance and resilience, nurturing the emotional, physical and mental health and wellbeing of all. We encourage our learners to try new things, to have aspirations, to develop a committed approach to learning where exploration, curiosity and critical and creative thinking is encouraged. We have high expectations of our learners, striving for all to be the best they can be and to flourish and shine, by aiming for the highest standards of individual achievement in work, life and play. 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)

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. Our school values also 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, shine and be:

Self-Aware
Healthy
Inclusive
Nurturing
Enthusiastic

Our aspiration is for all to reach their full potential, become equipped with the skills and confidence needed to embrace the world in which we live and therefore become 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.
-

Curriculum

Within Catterline 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.

Development of Spiritual, Moral, Social and Cultural Values

The Development of Pupils' Values

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents. Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school 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/equality-anddiversity/>

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.

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. badminton coaching, football coaching, 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 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 Catterline School the first foreign language will be French. This language will be learned from Primary 1 in Catterline School through to Secondary 3 in Mackie Academy. For further information please go to www.aberdeenshire.gov.uk

If you would like your child to access Gaelic Medium Education and they have not yet started to attend a primary school you can make a request for an assessment of need for Gaelic Medium Primary Education, (GMPE). For more information, please go to: <http://aberdeenshire.gov.uk/schools/information/gaelic-in-schools/>

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

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:

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://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 – Secondary 3)**:

‘**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 Primary 1, 4, 7 and Secondary 3 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, (please see school calendar in APPENDIX).

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.

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 children 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 our 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.

Please 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 Primary 1 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. Please 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 please 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 for Every Child 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 Catterline 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 Catterline School, the Named Person for your child/young person is:
Mrs Melanie Fowler, Head Teacher.

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/>

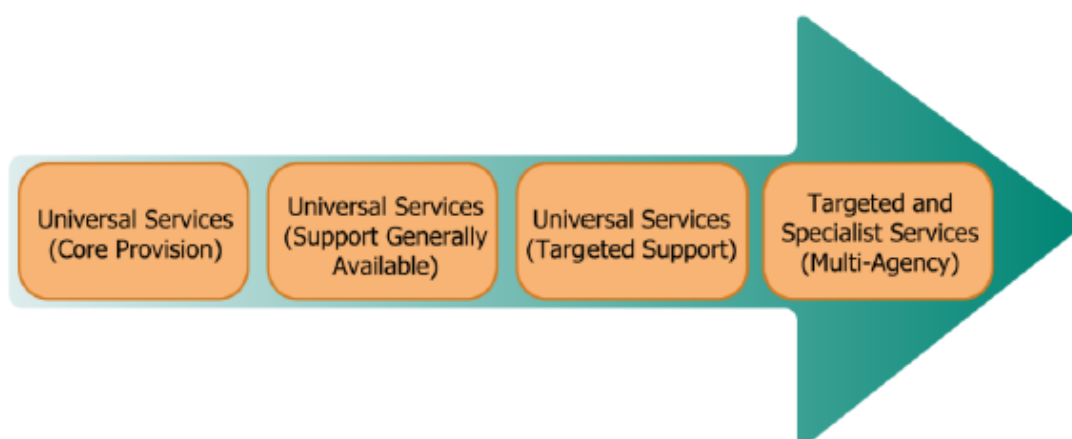
10 Support for Learning

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's)**, 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, in order to ensure a secure and safe environment for all.

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 coordinate 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 Catterline 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 Catterline School the designated officer is:

Mrs Melanie Fowler, Head Teacher.

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, please contact your Children & Families local Social Work office.

Evenings & Weekends, please 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 Catterline 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

This comprises of 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:

- 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 reporting calendar highlights planned opportunities where we welcome parents & carers into school for events and opportunities to talk about their child's progress, achievements, wellbeing and behaviour.

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 Head Teacher.

18 Learning at Home

We provide materials and resources to support either homework or materials for you to work with your child to develop key skills at home. For explanation of this please ask about our homework policy.

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, The Catterline School Parent Group, (CSPG)**, is a nominated group of parents that represent the views of the parent forum. The group work 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. Please contact the CSPG Chairperson, Mrs Laura voor de Poorte, or the Head Teacher, Mrs Melanie Fowler, for more information about getting involved in the Parent Council.

20 Collaborating with the Community

Catterline School 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 the Head Teacher, Mrs Melanie Fowler.

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

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 the 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 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 Catterline School 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 or royal blue 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 the school.

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. The school requests that football team tops and designer garments are kept for home use as these can cause disagreements amongst the pupils.

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.

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 £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 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

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 **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 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**, please go to:

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

For information about **school meals and menus**, please 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 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 wellbeing.

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 Primary 1 and Primary 7 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 please 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 Catterline School some pupils currently receive tuition in piano and violin.

For further information please go to:

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

37 (S) Education Maintenance Allowance

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

38 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/>

39 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: <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

40 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.

41 School Off-Site Excursion Insurance

Aberdeenshire Council has in place a School Excursion Insurance policy, whereby both pupils and teachers are covered for offsite activities / trips both within the UK and abroad, (offsite meaning off the school premises). The policy covers medical expenses, loss of baggage, cancellation, 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).

42 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.

43 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.

44 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>

45 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.

46 Information Sharing

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

47 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

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:

- Continuous Improvement – The Responsibility of All
- Standardised Assessment
- Further Developing Improved Approaches to Reporting
- Further Embedding the 1 + 2 Approach to Modern Languages
- Building the Curriculum
- Tracking Attainment and Achievement across all Curricular Areas
- Pupil Voice.

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

Committee Members of Catterline School Parent Group (CSPG)

Mrs Laura voor de Poorte – Chairperson
 Mrs Nichola Wicks – Secretary
 Mrs Sarah Grassick – Treasurer

Stats for Attainment

Information regarding attainment at Catterline School, can be accessed at the following address:

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

School Calendar, Events & Holidays

Term 1

Monday 21 st August 2017	In-Service Day 1, staff only
Tuesday 22 nd August 2017	Pupils back to school
Tuesday 5 th September 2017	C.S.P.G. Meeting, 7 pm
Wednesday 13 th September 2017	Primary 1 Curriculum Evening, 7 pm
Saturday 16 th September 2017	Catterline Bike Ride – Le Tour de Catterline
Saturday 23 rd September 2017	Messy Church
Tuesday 26 th September 2017	MacMillan Coffee Morning, 10 am – 12 Noon
Friday 29 th September 2017	P 4/5 Trip to Duthie Park
Friday 13 th October 2017	Last day of Term 1, for pupils and staff

Term 2

Monday 30 th October 2017	First day of Term 2 for pupils and staff
Tuesday 31 st October 2017	School Photographer
Friday 3 rd November 2017	Pupil Progress Reports out to Parents/Carers
Saturday 4 th November 2017	Messy Church
Monday 6 th November 2017	Bags2School collection, 9 am
Tuesday 7 th November 2017	C.S.P.G. Meeting, 7 pm.
Saturday 11 th November 2017	Family Portraits session at Les Black's studio – organised by C.S.P.G
Monday 13 th November 2017	In-Service Day 2, staff only
Tuesday 14 th November 2017	In-Service Day 3, staff only
Wednesday 15 th November 2017	Parent/Teacher Consultations
Saturday 2 nd December 2017	CSPG Christmas Fayre
Saturday 9 th December 2017	Messy Church

Wednesday 13 th December 2017	Christmas Show, 1:30 pm and 7:00 pm
Friday 15 th December 2017	School Christmas Lunch
Monday 18 th December 2017	Primary 1/2/3 Christmas Party, 1:30 pm
Wednesday 20 th December 2017	Primary 4/5 and Primary 6/7 Christmas Party,
Friday 22 nd December 2017	Christmas Service, 11 am
Friday 22 nd December 2017	Last day of Term 3 for pupils and staff

Term 3

Monday 8 th January 2018	First day of Term 3 for pupils and staff
Thursday 8 th February 2018	Occasional Day Holiday for pupils and staff
Friday 9 th February 2018	Occasional Day Holiday for pupils and staff
Monday 12 th February 2018	Mid-Term Holiday
Tuesday 13 th February 2018	In-Service Day 4, staff only
Wednesday 14 th February 2018	In-Service Day 5, staff only
Friday 23 rd February 2018	Pupil Progress Reports out to Parents/Carers
Thursday 29 th March 2018	Last day of Term 3 for pupils and staff

Term 4

Monday 16 th April 2018	First day of Term 4 for pupils and staff Primary 6 & 7 pupils leaving for Dalguise
Monday 7 th May 2018	May Day Holiday for pupils and staff
Friday 18 th May 2018	Pupil Progress Reports out to Parents/Carers
Friday 8 th June 2018	Sports' Day, 1:30 pm
Friday 6 th July 2018	Last day of Term 4 for pupils and staff

Please also find a link to the annual holiday calendar at:

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

Assessment Calendar

The Scottish Government is introducing national standardised assessments in aspects of reading, writing and numeracy, for all children in Primaries 1, 4, and 7. At Primaries 3 and 5 pupils will continue to undertake INCAS standardised assessments. The results from the standardised assessments will 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 new national standardised assessments and the INCAS assessments will provide an excellent source of evidence for teachers to use when assessing children's progress. 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
S1 MIDYIS	04/09/2017 – 13/10/2017
P5 INCAs	30/10/2017 – 08/12/2017
S3 SNSA	13/11/2017 - 20/12/2017
P7 SNSA	08/01/2018 - 16/02/2018
P3 INCAs	05/02/2018 – 16/03/2018
P4 SNSA	19/02/2018 - 29/03/2018
P1 SNSA	16/04/2018 - 25/05/2018

Planning of Learning

Stage	Year	Terms 1 & 2	Term 3	Term 4
Early Stages	1 2017 - 2018	Pirates	People Who Help Us	In the Garden
	2 2018 - 2019	The Mister Men and / or Fairy Land	On the Farm	The Seashore
	3 2019 - 2020	Toys and Granny's Attic	Night and Day and /or The Owl who was Afraid of the Dark	Our Brilliant Bodies!

Stage	Year	Terms 1 & 2	Term 3	Term 4
Middle Stages	1 2017 - 2018	The Rain Forest	Charlie and the Chocolate Factory	Romans
	2 2018 - 2019	Amazing Animals! And / or Pets	The Magical Mearns	Fabulous Food!
	3 2019 - 2020	Blood, Guts and Gore!	Space	Castles

Stage	Year	Terms 1 & 2	Term 3	Term 4
Upper Stages	1 2017 -2018	The Victorians	A Night at the Oscars	Extreme Environments
	2 2018 -2019	Europe and Food and Health	Oil and Energy	The Titanic
	3 2019 -2020	World War 2 and Judaism	China	Pollution and Conservation

I have included above our Social Studies three year rolling programme of study. Should you have an area of expertise in any of these aspects and would like to contribute to the children's learning, please get in touch with your child's Class Teacher..

For further information regarding programmes of study undertaken 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

Map of Catchment Area

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

