



From mountain to sea

Catterline School

Handbook
2018 - 2019



Contents

Introduction to Catterline School	4
Our School Vision, Values, Aims and Ethos	7
Curriculum	9
1 1+2 Approach to Language Learning in Aberdeenshire	11
2 Further Information	12
Assessment and Reporting	13
Transitions (Moving On)	15
3 Admissions	16
4 Placing Requests & School Zones	16
5 Developing the Young Workforce	17
Support for Children and Young People	18
6 Getting it Right for Every Child	18
7 The Named Person	18
8 Educational Psychology	19
9 Enhanced Provision & Community Resource Hubs	20
10 Support for Learning	20
11 The Child's Plan	21
12 Child Protection	21
13 Further Information on Support for Children and Young People	22
Parent & Carer Involvement and Engagement	23
14 Parental Involvement	23
15 Parental Engagement	23
16 Communication	23
17 Learning at Home	24
18 Parent Forum and Parent Council	24
19 Parents and School Improvement	24
20 Volunteering in School	24
21 Collaborating with the Community	25
School Policies and Useful Information	26
22 Attendance	26
23 Holidays during Term Time	27
24 Catterline School's Dress Code	28

25	Clothing Grants	28
26	Transport	29
27	Privilege Transport	29
28	Early Years' Transport	29
29	Special Schools and Enhanced Provision	29
30	School Closure & Other Emergencies	29
31	Storm Addresses	31
32	Change of Address and Parental Contact Details	31
33	Anti-Bullying Guidance	31
34	School Meals	32
35	Healthcare & Medical	32
36	Exclusion	34
37	Educational Visits	34
38	Instrumental Tuition	34
39	Comments, Compliments & Complaints	34
40	Support for Parents/Carers	35
41	Public Liability Insurance	35
42	School Off-Site Excursion Insurance	35
43	Data we hold and what we do with it	36
44	The information we collect from you	36
45	Your Data, Your Rights	37
46	Legal Basis for Processing	37
47	Parental Access to Records	37
48	ScotXed	37
49	Information Sharing	37
Appendix		38
	School Improvement Plan	38
	Committee Members of Catterline School Parent Group, (CSPG)	38
	Statistics for Attainment	39
	School Events Calendar & Holidays	39
	Map of Catchment Area	41

All information in this handbook is correct as of 30th November 2018

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 750307
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 37 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 football, badminton and gardening 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, where meetings in session 2017/2018 were attended, on average, by 40% 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 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 Shona Gray, Additional Support for Learning Teacher, Wednesdays

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

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

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 Mary Strachan, School Cook

Ms Sarah Main, School Cleaner

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

Our School Vision, Values, Aims and 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)

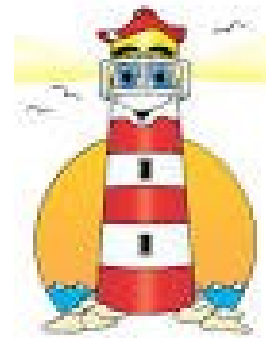
The School Values

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.
-

- 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. In a recent whole-school school survey 96% of pupils reported they felt safe and cared for in the school and the playground.

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/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.

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 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 at 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 school's approach to Curriculum for Excellence including information for parents, will 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. 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 Primary 1, Primary 4, Primary 7 and Secondary 3 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:

- through pupil profiles/learning logs
- through parent consultation evenings and other meetings
- through curriculum/learning events/parent workshops
- through open afternoons/evenings
- Spring, Summer and Autumn pupil progress reports
- Individual Education Plans and associated documents.

Parents and carers are welcome 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>

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. Go to:

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

4 Placing Requests & School Zones

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

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

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

<https://aberdeenshire.gov.uk/media/22768/out-of-zone-placing-request-policy-may-18.pdf>

<https://aberdeenshire.gov.uk/media/14819/electronic-placing-request-application-form-aug18.pdf>

5 Developing the Young Workforce

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

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

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

In Secondary 4 - 6, pupils will be given the opportunity to study for vocational qualifications alongside the more traditional qualifications.

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

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

Support for Children and Young People

6 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.

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.

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>

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 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:
Melanie Fowler, Head Teacher

8 Educational Psychology

The Educational Psychology Service, (EPS), provides a service across Aberdeenshire from pre-birth to 24 years old. We work with children, young people, families, educational staff, local authority colleagues and a wide range of other professionals including health professions, social work, early years partner providers and post school training and education providers.

When there are concerns about a child or young person's learning or wellbeing, an Educational Psychologist can support others to problem solve their way through potentially difficult and complex situations. Consultation with people who know the child best forms the basis of Educational Psychology assessment. Its purpose is to explore and understand the concern and support people to come up with solutions that will work in that particular context.

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

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

9 Enhanced Provision & Community Resource Hubs

Aberdeenshire Council is committed to supporting children and young children to be educated in local schools through providing the right support in the right place at the right time. By enhanced provision we mean that a local primary and secondary school has an enhanced level of resources, such as access to a sensory room and life skills area; and support for learning staff who have an enhanced level of expertise to meet a range of needs.

Further enhancement is available through the community resource hub, for a small minority of children with severe and complex needs, who regardless of chronological age are making very small steps in learning and are at the early levels of learning. The enhanced provision centres and community resource hubs can offer outreach support to mainstream schools, short term assessment placements, flexibility (e.g. blended places) and access to a variety of therapies.

For more information on our resources and policies please go to:

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

10 Support for Learning

At times in their lives all children may require support for learning for a range of reasons. Some children may need a lot of support all the way through school. Others may need only a small amount for a short time.

A child is said to have additional support needs if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age. Reasons for requiring support might include:

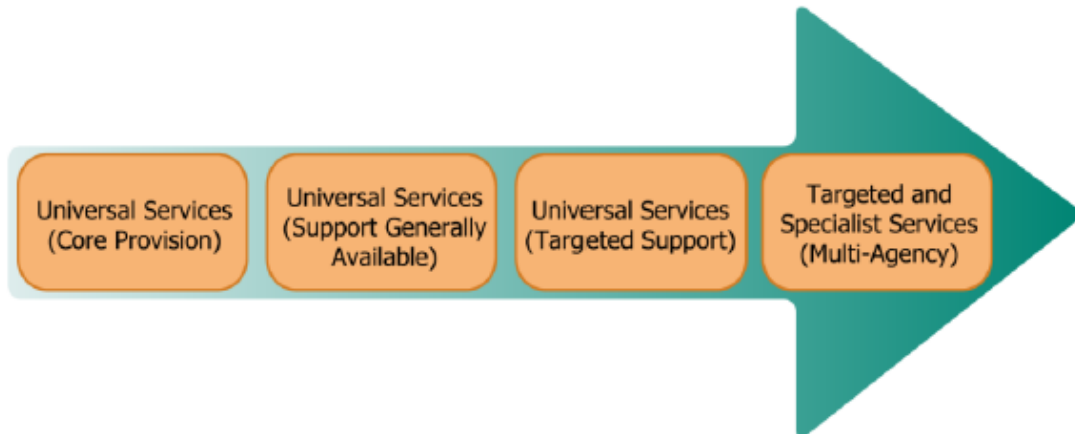
- Missing school because of an illness or long-term condition
- Having a physical disability
- Being a young carer
- Communication difficulties
- Being particularly able
- Changing school often
- Being looked after or in care
- Difficulty in controlling behaviour
- Having a difficult family situation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

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, Respected, Responsible, Included), looking at both strengths and pressures in the child's situation, and fully involving the family in discussions.

The Child's Plan will outline what action will be taken by the child, their family and professionals, and detail how these supports aim to help improve the child or young person's Wellbeing and overcome any difficulties.

A Lead Professional will help to co-ordinate and manage any Child's Plan.

Information is available on the Aberdeenshire Getting It Right Website:

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

12 Child Protection

Child protection is the responsibility of all who work with children and families regardless of whether or not they come into direct contact with children. All workers must be fully informed of their responsibilities in respect of keeping children safe. All services working with children, young people and families are expected to identify and consider the wellbeing of children and to share concerns appropriately.

Within 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 follow the Child Protection Procedures laid out for Education.

This may mean that the child is referred to Social Work, the Police or the Children's Reporter. Here at Catterline School the designated officer is:

Mrs 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:

Social Work Monday to Friday during office hours contact your Children & Families local Social Work Office

Evenings & Weekends call the Out of Hours Service on 03456 08 12 06

Police Emergency 999, Non-Emergency 101

Signs of abuse can range from poor personal hygiene and hunger to unexplained injuries or self-harm.

If a young person tells you that 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 and Engagement

In Catterline School we recognise 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.

14 Parental Involvement

Parental involvement describes the ways in which parents can get involved in the life and work of the school. Parental involvement includes parental representation in the development of policies, improvement plans and key decisions. It can include involvement in the life and work of the school. Parental involvement can also include help with homework and on-going, two-way communication between home and school.

15 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.

16 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.

17 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 Catterline School we provide materials for you to work with your child to develop key skills at home.

18 Parent Forum and Parent Council

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

The Catterline School Parent Group, (CSPG), is a group of parents selected by the Parent Forum to represent the views of all parents, carers and guardians in the school. The Parent Council works with the school to support learning and teaching, school improvement and parental and community engagement.

Should you wish further information about getting involved in the Parent Council. Please contact the Head Teacher, Mrs Melanie Fowler or Mr Steven Wilson, Chairperson, session 2018/2019. Mrs Fowler can be emailed on melanie.fowler@aberdeenshire.gov.uk or contacted via phone on 01569 750307. Mr Wilson can be emailed on cspg@caterline.org .

19 Parents and School Improvement

Catterline 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. At Catterline school we will consult with parents in a number of ways. These may include:

- working groups/focus groups which any interested parent is invited to be part of questionnaires and surveys
- consultation with the Parent Council.

20 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.
<http://jobs.aberdeenshire.gov.uk/volunteer-with-us/> or contact your Head teacher.

21 Collaborating with the Community

Catterline School 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



School Policies and Useful Information

School policies such as the Numeracy Policy and the Child Protection Policy will be published on the school website and will 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/>

22 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.

23 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/>

24 Catterline School's 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 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. 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 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.

25 Clothing Grants

Some families may be entitled to a school clothing grant of £100 per year. More information about this can be found at:

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

26 Transport

In order to qualify for free Home-to-School Transport, Primary school pupils must reside more than 2 miles from and attend their zoned school whilst Secondary school pupils must reside more than 3 miles from and attend their zoned school.

These distances are the shortest available route from the pupil's house to the school gate and can take into account main roads (including dual carriageways), tracks and paths. Application forms for free transport, Form PTU100 can be obtained from the school office.

27 Privilege Transport

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

As School Transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport, Privilege Pupils are required to meet the bus on the existing bus route. 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

28 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.

29 Special Schools and Enhanced Provision

Aberdeenshire Council may provide free transport where necessary for pupils who attend a school with enhanced provision proposed by the Authority. In certain cases, pupils may be encouraged to make their own way to school by public transport, and where this is authorised, bus passes are issued. Where a pupil's address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Authority will take advice from the Community Child Health Service before deciding if free transport should be provided

30 School Closure & Other Emergencies

Head Teachers decide, if and when, schools should close due to bad weather or another emergency. In bad weather they will decide this after receiving information about local weather conditions. This decision can be made during any time, day or

night. These guidelines outline the procedures for dealing with school closures during bad weather or other emergencies.

If children are at school...

School transport contractors have been told not to allow children to walk home alone from drop-off points under any circumstances during extreme weather conditions. If you can't meet or arrange for your child to be met, the school transport will return them to a designated location.

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, please 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:

Out with 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.

31 Storm Addresses

When there has been severe snow storm during the day it may be prudent for pupils who live some distance from the normal bus routes not to attempt to reach their homes but to spend the night in alternative accommodation nearer school. It is the parents' responsibility to inform school about any pupils who may be at risk in such situations and to provide the name and address of a relative or friend who is willing to provide overnight accommodation.

32 Change of Address and Parental Contact Details

To enable us to make easy contact with parents, the school would appreciate if any changes of address, telephone number or circumstances is notified in writing to the School Office. It is also important that the school has details of an Emergency Contact should it prove impossible to get in touch with parents in the event of an emergency.

33 Anti-Bullying Guidance

What is Bullying?

Aberdeenshire Council Education and Children's Services define bullying as the following: Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real). Bullying behaviour can be persistent and/or intentional, but often it is neither.

Bullying can be verbal, physical, mental/emotional or cyber and is behaviour and impact. It can be intentional or unintentional, direct or indirect, persistent, or a one-off incident. The impact is on a person's ability to feel in control of themselves. 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

More information can be found in Catterline School's anti-bullying guidance at

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

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

The document above has been updated in line with “Respect for All: The National Approach to Anti-bullying for Scotland’s Children and Young People”.

<https://www.gov.scot/Resource/0052/00527674.pdf>

34 School Meals

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

Primary 1 - 3 pupils are provided with school meals free of charge.

Primary 4 – Secondary 6 pupils are currently charged £2.30 for a school meal unless they qualify for Free School Meals.

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

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

For information about school meals and menus 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:

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

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

35 Healthcare & Medical

Every child’s health and welfare is very important to the school. Parents who have any concerns should let school know by telephoning or writing in. Alternatively, parents can inform the Health Visitor or their own GP. Parents are requested to let the school know of any hospital appointments.

Parents/carers are requested to keep children at home for 24 - 48 hours if the child has diarrhoea, flu-like symptoms or is clearly unwell.

Always seeks a GP's advice before sending a child back to school. Please remember that other children can be vulnerable to infection.

The school is fortunate to have a school nurse available to us and the other schools in the Stonehaven network 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 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.

36 Exclusion

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

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

37 Educational Visits

We offer various educational visits during the course of the school year. We believe that 'hands on' experiences greatly enhance a child's education, while also helping to make the necessary links between learning in school and life out with 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 regarding visits their children will participate in.

38 Instrumental Tuition

From Primary 4 onwards, tuition is available for a range of musical instruments. All disciplines are taught in the secondary schools however not all disciplines are available in primary schools due to limited resources. Orchestral string instruments are not normally available to beginners at secondary level. Tuition is subject to availability. For further information please go to:

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

39 Comments, Compliments & 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/>

40 Support for Parents/Carers

For more information on Support and Advocacy contact:

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

For local advocacy contact:

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

Scottish Independent Advocacy Alliance can be reached at:

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

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

www.sclc.org.uk

41 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.

42 School Off-Site Excursion Insurance

Aberdeenshire Council has in place a School Excursion Insurance policy, whereby both pupils and teachers are covered for offsite activities / trips both within the UK and abroad, (offsite meaning off the school premises). The policy covers medical expenses, loss of baggage, cancellation, (as specified in the policy), curtailment and change of itinerary, (along with other sundry benefits), etc. for worldwide trips and adventurous activities, (including winter sports), subject to policy terms and conditions being met.

If personal items such as jewellery, phones/tablets, watches etc. are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee. 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.

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

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.

43 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.

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.

44 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.

45 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/>. 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.

46 Legal Basis for Processing

The Council, as an Education Authority, is legally required to deliver an education to your child under the terms of the Education (Scotland) Act 1980 as amended.

47 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>

48 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.

49 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.

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:

- Visible Learning
- Collaborative Approaches to Self-Evaluation
- Standardised Assessment
- Further Embedding the 1 + 2 Approach to Modern Languages
- Building the Curriculum
- Tracking Wider Learner Achievement

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 Julia Leitch – Vice Chairperson

Ms Alison Brown – Secretary

Mrs Rebecca Shannan - Treasurer

Statistics for Attainment

Attainment at Catterline School is consistently high across the school. 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 Events Calendar & Holidays

Term 1

Monday 20 th August 2018	In-Service Day 1, Staff Only
Tuesday 21 st August 2018	Pupils back to School
Friday 12 th October 2018	Last Day of Term 1 for Pupils & Staff

Term 2

Monday 29 th October 2018	First Day of Term 2 for Pupils & staff
Friday 2 nd November 2018	Pupil Progress Reports out to Parents/Carers
Friday 2 nd November 2018	CSPG Halloween Disco for Pupils
Tuesday 6 th November 2018	Catterline School Parent Group meeting
Thursday 8 th November 2018	P 1/2/3 Trip to House of Dun
Monday 12 th November 2018	In-Service Day 2, Staff Only
Tuesday 13 th November 2018	In-Service Day 3, Staff Only
Wednesday 14 th November 2018	Parent/Teacher consultations
Tuesday 27 th November 2018	Bags-to-School collection
Tuesday 27 th November 2018	Flu vaccinations for Pupils
Tuesday 11 th December 2018	Christmas Show
Friday 14 th December 2018	Christmas Lunch
Friday 14 th December 2018	CSPG Bingo Night for Families
Monday 17 th December 2018	Primary 1/2/3 Christmas Party
Tuesday 18 th December 2018	Primary 4/5 & Primary 6/7 Christmas Party
Friday 21 st December 2018	Last Day of Term 2 for Pupils & Staff

Term 3

Monday 7 th January 2019	First Day of Term 3 for Pupils & Staff
Thursday 7 th February 2019	Occasional Day Holiday for Pupils & Staff
Friday 8 th February 2019	Occasional Day Holiday for Pupils & Staff

Monday 11 th February 2019	Mid-Term Holiday
Tuesday 12 th February 2019	In-Service Day 4, Staff Only
Wednesday 13 th February 2019	In-Service Day 5, Staff Only
Friday 29 th March 2019	Last Day of Term 3 for Pupils & Staff

Term 4

Monday 15 th April 2019	First Day of Term 4 for Pupils & Staff
Friday 19 th April 2019	Good Friday
Monday 6 th May 2019	May Day Holiday
Friday 5 th July 2019	Last Day of Term 4 for Pupils & Staff

Please also find a link to the annual holiday calendar:

<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. 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 national standardised assessments will 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, 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

Planning 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.

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

3

