



From mountain to sea

Dales Park School

Handbook
2019/20



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All information in this handbook is correct as of October 2019

Introduction to Dales Park School

Welcome to Dales Park Primary School. We hope that our partnership will be productive and enjoyable and that your child settles quickly with us.

At Dales Park School, we pride ourselves on our friendly, nurturing and inclusive environment where our dedicated staff team strive to ensure we get it right for every child so that all pupils feel special and valued. We hope that your child will enjoy his/her time at Dales Park School as they are encouraged to do their best to learn and develop skills for life.

The education of a child is far too important to be left to a school alone. Parents have a very important part to play too. The school handbook explains what you can expect of the school and indicates what the school expects of you in the way of partnership, help and support.

Aberdeenshire Council School Handbooks are designed to inform parents of as many aspects of life at Dales Park Primary School as we can and has been written in response to 'School Handbook Guidance (Scotland) Regulations 2012.'

We hope you find our handbook clear and informative. Please feel free to contact us with any suggestions for improvements.

Yours sincerely,

Miss Stacey Strachan and Ms Mhairi Sutherland-Thom

Head Teachers (Acting)

School Contact Details

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Sutherland-Thom

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Dales Park School Facebook page:

www.facebook.com/Dales-Park-School-Peterhead-1344043115699622/

Dales Park School Twitter:

https://twitter.com/Dales_Park

Parent Council Email:

dalesparkparentcouncil@hotmail.com

Parent Council Facebook page:

www.facebook.com/Dales-Park-School-Parent-Council-197207587697498/

Adverse weather and emergency closure

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

Information Line 0370 054 4999

Dales Park School PIN: 021570 (Please do not use this line to leave messages for the school.)

Our School

Dales Park School is a non-denominational school with a roll of 292 which includes 64 pupils in the ELCC. The school serves the Peterhead Academy catchment area.

Dales Park School is an open-plan building constructed in 1978, which is situated in the town of Peterhead. The majority of its pupils come from the surrounding housing estate but a number of pupils live out with the school catchment area. Dales Park is part of the Peterhead Community Schools Network and on leaving Dales Park, almost all pupils transfer to Peterhead Academy.

Dales Park is divided into 4 separate teaching areas –

- Early Learning and Childcare Setting (Nursery)
- Primary 1, Primary 1/2
- Primary 2 and Primary 3
- Primary 3/4, Primary 4/5, Primary 5/6, Primary 6 and Primary 7.

There is also a large multi-purpose hall, open plan Dining Area, Green Room, Learning Centre, Therapy Room, Sensory Room, Nurture Hub and Support for Learning area. There are two courtyard areas. One is being developed as a garden area. The other includes a climbing frame and is used by the ELCC and Early Stages for outdoor learning.

Dales Park is the Designated Disabled Access School for the Peterhead area and was upgraded to make it fit for purpose and to accommodate the needs of specific pupils with complex needs.

The extensive playground is mostly grass with several tarred areas, some marked with playground games. The front of the school is used by the ELCC as an outdoor learning area. Bulbs have been planted around the playground and planters are cared for by different pupil groups. A small seating area is available, including benches with wheelchair access. There is also a special sitting area in memory of a former pupil. In the rear playground, a path leads to the adjacent garden allotments where Dales Park School have a very successful and productive allotment which is cared for by different pupil groups.

There are 9 classes in school, as well as the Learning Centre and Early Learning and Childcare Setting.

The Learning Centre (Additional Support Needs Base) caters for a maximum of 10 pupils with a range of additional support needs. They access mainstream classes for the majority of the curriculum with additional support for literacy and numeracy.

The Early Learning and Childcare Setting has two sessions (morning and afternoon) catering for a maximum of 40 pupils in each which includes places for 5 eligible two year olds, 2 extended places and 3 enhanced places. The Early Learning and Childcare Setting has a spacious and stimulating area. It also has access to an enclosed play area at the front of the school and another within a courtyard. A woodland area has also been developed and is used on a regular basis.

Dales Park School has two, non-class committed, Acting Head Teachers, ten full-time class teachers, one part-time class teacher and one full-time NCCT teacher. In the Additional Support Needs team we have two full-time teachers and three part-time teachers. We have two Early Years Lead Practitioners and four Early Years Practitioners in the ELCC. We also have two full-time Pupil Support Assistants, seven part-time Pupil Support Assistants and a part-time Pupil

Support Worker. We are also supported by a part-time administrator, a part-time clerical assistant and a part-time janitor.

Relationships and Partners

We are committed to ensure the needs of all our pupils are well catered for through working extensively with our multi-agency partners in Health, Social Work and Education.

Children with additional support needs are well catered for through Individual Education/Behaviour plans, ably met through teaching staff and non-teaching staff, working extensively with multi agency partners.

The school has a very active Parent Council, who are supportive of school developments and organise many fund-raising events. Parents and Carers are encouraged to become involved in the work of the school through the Parent Council or volunteering within the school.

Pupils are encouraged to voice their views and opinions about the work and improvement of the school through being involved as House Captains, Sports Captains, and Eco Leaders.

After school clubs are run by staff and parents including a Football team, Vocal Group and a lunchtime Choir group.

Links with the community continue to be developed, with visitors leading Assemblies and supporting class work. The Active Sports Coordinator provides a variety of opportunities including after school groups. Community links are a valued part of school life. The school is used for a range of community activities, including after school sports and activity clubs.

HMIe last inspected the school in 2011, with follow up visits in 2012 and 2013.

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

The School Office

The school office is open from 8.45am – 3.15 pm Monday to Friday. The school has an answering machine for leaving messages. All messages are collected at 9.00 am each morning. Where a response is required, we aim to do this as soon as possible. Any visits to the school in person should be made through the main entrance. In line with Aberdeenshire Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge.

Door Security

All schools in Scotland have security doors fitted as standard. This is to ensure the safety of children and staff at work during the school day. Those accessing school premises **MUST** only do so through the security door system and you are reminded that this should be the only access you use when visiting the school. In line with Aberdeenshire Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge. Doors open easily from inside the building to allow for easy exit in an emergency.

The School Day

P1-7

9.00 – 3.00pm	School Day
10.30 – 10.45	Break
12.15 – 1.00pm	Lunch

Early Learning and Childcare Sessions

8.40 – 11.50am	Morning Session
12.20 – 3.30pm	Afternoon Session



Our Staff Team

Head Teacher (Acting)
Head Teacher (Acting)

Ms M Sutherland-Thom
Miss S Strachan

Early Years Lead Practitioners

Mrs F Hepburn
Mrs J Thomas

Early Years Practitioners

Hollie McSeveney
Nicola Forbes
Claire Wilson
Marieanne Melville

Class Teachers

Mrs L Badan
Mrs J Leckie
Mrs M Escobar
Miss E Brown
Miss T Morrice
Miss H Sandison
Mrs L Telford
Mr G Harris
Mrs S Davidson
Mrs S Ramsay
Mrs J Ritchie

Additional Support Needs Teachers

Mrs M Buchan
Mrs J Owen
Mrs W Smith
Mrs H Donaldson
Miss E Borbely
Mrs J Stone
Mrs L Matthews
Mrs B Cork

Pupil Support Assistants

Mrs A Buchan
Mrs J Buchan
Miss B Buchanan
Mrs L Bruce
Mrs S Davidson
Mrs M McDonald
Mrs S Middleton
Mrs S Steele
Ms V Stephen

Pupil Support Worker

Ms V Stephen

**School Administrator
Clerical Assistant**

Mrs T Fraser
Mrs C Lynch

Janitor

Mr P McKenzie

Cleaning Staff

Mrs A Genter
Mrs W Simpson
Mrs A Steele

Kitchen Staff

Ms K Hood
Mrs J Cowe
Miss V Martin
Mrs S Youngson

Our Vision, Values and School Ethos



Our School Values



We can.

Our School Aims

We are currently reviewing our School Aims.

Positive Behaviour Management

At Dales Park School we believe that positive behaviour management is a fundamental component in creating a learning environment which is safe, secure and conducive to the wellbeing of all.

The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important role to play in producing this. We try to teach children to be responsible citizens and make good choices. As a staff, we lead by example and use praise and encouragement to support pupils. We have weekly Celebration Assemblies where we celebrate a wide range of achievements and successes and present pupils with certificates.

The school has a whole school behaviour policy (outlined below) which is followed by all members of staff, however each teacher chooses the most appropriate way to display and reward their class.

At the start of each academic year, the teacher involves his/her class in a discussion about behaviour and rewards. Together they choose some appropriate rewards and how many points need to be earned before they can receive this reward (i.e. 100points = non-uniform day, 150points = no homework for 1 week). When a child earns points, they can save their points up or choose to 'cash in' their points for a reward.

The individual behaviour scheme links to our House system and every point a child earns is also recorded and a point added to that child's house. Once a week the house captains total up points earned for the week and these points are displayed at the weekly assembly.

Children are always encouraged and where possible, positive reinforcement is used, however points can be lost in line with our behaviour management system. Please see the Learning Time Consequences and Social Time Consequences in the Appendix which outline how points will be lost within our behaviour management system.

Curriculum

Within Dales Park school, we aim to provide a curriculum that is both inclusive and ambitious for all – a curriculum which is both academically challenging and also provides opportunities to develop skills for learning, life and work.

Our curriculum will be based around the four capacities of Curriculum for Excellence – to ensure our pupils are successful learners, confident individuals, effective contributors and responsible citizens. Our curriculum will also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence and relevance. We will, therefore have a curriculum which we will adapt continuously over time to meet the needs of our pupils.

Following the principles of Curriculum for Excellence, achievement of children and young people is celebrated in its broadest sense. This means looking beyond formally assessed learning, to recognise activities like volunteering and participation in arts, sports and community-based programmes. This approach complements the nurturing and aspirational outcomes of Getting It Right for Every Child, and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools, and Closing the Gap. Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at: www.dalespark.aberdeenshire.sch.uk

Curricular Areas

- **Literacy and English Language:** Listening, Talking Reading and Writing.
- **Numeracy and Mathematics:** Number, Money and Measure, Information Handling, Shape, Position and Movement.
- **Health & Wellbeing:** Mental, emotional, social and physical wellbeing, Physical education, activity and sport, Food and health, Substance misuse, Relationships, sexual health and parenthood.
- **Social Studies:** People, past events and societies, People, place and environment, People, society, economy and business.
- **Sciences:** Planet Earth, Forces, electricity and waves, Biological Systems, Materials, Topical Sciences.
- **Technologies:** Technological developments in society, Business technology skills and knowledge, Computing science, Food and textiles, Craft, design, engineering and graphics.
- **Expressive Arts:** Music, Drama, Art and Design and Dance.
- **Religious and Moral Education:** Christianity, World Religions, Development of beliefs and values.
- **Modern Languages:** French

Curriculum Design

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

- Challenge and enjoyment
 - Breadth
 - Progression
 - Depth
-

- Personalisation and choice
- Coherence
- Relevance

Developing Young Workforce

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

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

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

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

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

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

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

Curricular Levels

Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.

Development of Spiritual, Moral, Social and Cultural Values

The Development of Pupils' Values

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This 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 have 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 www.aberdeenshire.gov.uk/Equalities/index.asp

Extra-Curricular Activities

At Dales Park School we provide many opportunities for our pupils to participate in a range of extra-curricular activities. We rely upon the goodwill of staff and the support of parents in running these clubs. Information regarding current clubs (including those led by Active Schools) and extra-curricular activities will be communicated throughout the year via school newsletters.

1+2 Language Learning

The Scottish Government has introduced a policy 'Language Learning in Scotland: A 1+2 Approach'. Children are growing up in a multilingual world and to allow them to take their place as global citizens, they need to be able to communicate in many settings. This approach entitles every child and young person to learn two languages at school in addition to their mother tongue language.

In Dales Park School the first foreign language will be French. This language will be learned from P1 through to S3 in Peterhead Academy. For more information go to

If you would like your child to access Gaelic Medium Education and they have not yet started to attend a primary school you can make a request for an assessment of need for Gaelic Medium Primary Education (GMPE). For more information, please go to:

<http://aberdeenshire.gov.uk/schools/information/gaelic-in-schools/>

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

Further Information

Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at: www.dalespark.aberdeenshire.sch.uk

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

Policy for Scottish Education:

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education>

Early Learning & Childcare:

<https://www.education.gov.scot/scottish-education-system/Early%20learning%20and%20childcare>

Broad General Education (Pre school – S3):

<https://education.gov.scot/scottish-education-system/Broad%20general%20education>

Senior Phase and beyond (S4 – 16+):

<https://education.gov.scot/scottish-education-system/senior-phase-and-beyond>

National Qualifications:

<https://www.sqa.org.uk/sqa/58062.3806.html?pMenuID=5605>

Assessment and Reporting

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

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

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

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

<https://standardisedassessment.gov.scot/>

The results of children’s achievements are discussed with them regularly so that they are involved in taking responsibility for their own learning. This may take the form of oral discussion and/or written comment. In this way, it is hoped to assist the pupil identify what has been learned and the next steps to their learning. Children regularly set targets in their work.

Parents will be informed of progress:

- through pupil profiles/learning logs
- through parent consultation evenings and other meetings
- through curriculum/learning events/parent workshops
- by the annual school report
- Individual Education Plans and associated documents

Parents and carers are encouraged to contact the school at other times throughout the year to discuss their child’s progress.

Secondary schools: Assessment & Reporting in the Senior Phase (S4-S6)

In the Senior Phase pupils embark on the National Qualifications.

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, especially at Pre-School, P1 and S1 stages can be anxious times for parents and pupils. At Dales Park School we have arrangements in place to support transitions and these are outlined below.

Early Learning and Childcare Centre (ELCC) Induction

When you have accepted a place at Dales Park ELCC you will be invited to visit the setting with your child to allow you both to become familiar with the setting, to meet staff, to meet with the other children and to find out about school life and what you can do to support your child's transition into Ante Pre/Pre-School. A major part of this process involves parents sharing information about their children's needs and you will be asked to complete a number of forms regarding your child's specific needs. Any other Ante Pre-School setting your child is joining us from may also provide transition information regarding your child.

Children are admitted to the ELCC in small groups when they first start. This helps the children settle in happily, and lets the staff get to know the children.

Transition into Primary 1

As this is another big event in your child's life we try to ensure an easy progression from the ELCC or other partner provider settings into P1.

During the term before your child begins P1 in August, parents/carers are invited to a Parent/Carer Induction session with our Depute Head Teacher. During this session she will discuss with you key information about the school and the process for your child starting P1. Parents/carers are also provided with a 'Welcome to Dales Park School' induction booklet which contains answers to a number of questions frequently asked by new P1 parents/carers.

Following the induction session you and your child will be invited to come to some stay and play sessions in the P1 class areas to allow your child to become familiar with the class environment and staff at the school. At the end of these sessions your child will be provided with an 'All About Me' booklet to take away, complete at home with parents, and return to school during their next visit.

When the whole school has a 'Moving up Day' our new P1 pupils are invited to join in by coming to school for part of an afternoon to meet their P1 teacher (if possible).

If your child attends Dales Park ELCC, they will be familiar with many areas within the school, as they visit this throughout the year. Our ELCC Pre-School pupils enjoy joint break times and assemblies with the whole school so they will also be familiar with many of the pupils and staff.

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

During term 4, your child will be assigned a P6 'buddy' who will support them during their transition and throughout their time in P1. If possible, your child's buddy will also visit them in their nursery setting to spend some time with them and get to know them.

When children begin in August, they will have a period of two weeks during which they will attend for the morning only, before beginning full-time. During this 2 week period, parents are also invited to join their P1 children for a school lunch.

Some children may require additional visits as part of their transition (due to anxiety, additional needs etc.). If your child is finding the transition into P1 challenging, we will work with you to decide on strategies and measures to support them as much as possible.

Information communicating details of P1 induction arrangements, along with dates and times, will be communicated directly to prospective P1 parents at the start of the term before they begin P1.

Once your child has started in P1, parents will be invited to a Numeracy and Mathematics workshop and a Literacy Workshop to help you understand what the teaching and learning of these areas look like in P1.

Class to Class Transitions

Moving to a new class area, with a new teacher and possibly new classmates can be a worrying time for some children but the staff at Dales Park work hard to ensure these transitions are as easy and smooth as possible.

It is highly likely that pupils at Dales Park will be familiar with the majority of our teachers since there are often opportunities to work with teachers other than their own class teacher throughout the year for different learning activities.

Towards the end of term 4 each year, the whole school has a 'Moving up Afternoon' where all pupils move to their new class area to be taught by their next class teacher (if possible).

During term 4 class teachers compile transition notes for the receiving teacher containing information about each pupil's progress, needs, interests and achievements. Teachers also have a 'hand-over' meeting during which they discuss the needs of each child and their learning journey.

Pupils with additional needs may require further support which would be discussed as required with the pupil, parents and any professionals involved.

Primary to Secondary Transition

The transition to Secondary School can be a daunting prospect and often causes worry and anxiety for pupils and parents/carers.

As Dales Park School is part of the Peterhead Children's Services Network, most of our pupils move on to Peterhead Academy.

A transition programme for P7 pupils going into S1 at Peterhead Academy is in place to alleviate as much of the worry as possible. An induction calendar with information about transition events and activities is usually distributed to P7 parents in term 3.

P7 pupils have the opportunity to meet with other P7s from within the Peterhead Cluster during their P7 year when they visit the academy to have their photos taken for their Entitlement cards and spend the rest of the afternoon in a Science lesson.

Prefects at Peterhead Academy also arrange additional transition activities. In recent years these activities have included 'taster' sessions of art, P.E., technical etc. These sessions have been held

after school and allow the pupils to meet some of the teachers they will be working with, as well as become familiar with the classrooms/areas they will be learning in.

In term 3 or 4 of the P7 year, a guidance teacher (or teachers) will visit Dales Park to introduce themselves to the P7's and explain the role of guidance teachers as well as share general information. Where possible, an English, Maths and P.E. teacher will also visit to deliver a lesson to the class and get to know them better.

In June, the P7's attend the Academy for three induction days where they meet their teachers, classmates and follow the timetable set for S1. They are looked after and taken to each of their classes by the Academy prefects.

Information about our P7 pupils is shared with guidance staff at the academy to help support appropriate continuity of education.

Information about curricular levels and needs is shared with Peterhead Academy. In cases where a child has additional support needs or is particularly anxious about moving to the Academy, further support measures can be explored as necessary.

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

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

Visit Parentzone for more information about transitions:

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

1 Admissions

Nursery Admissions.

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

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

Primary Admissions

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

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

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

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

2 Placing requests & School Zones

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

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

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

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

Support for Children and Young People

3 Getting it Right for Every Child

Getting It Right for Every Child (GIRFEC) is the national policy approach in Scotland which aims to support the wellbeing of all children and young people, by offering the right help, at the right time, from the right people. Certain aspects of this policy have been placed in law by the Children and Young People (Scotland) Act 2014.

Aberdeenshire's schools play a key part in delivery of Aberdeenshire's Children's Services Plan.



Its vision is that:

'Our commitment to Aberdeenshire's children and young people, is to provide them with the right support, in the right place, at the right time.'

In helping them reach their individual potential and goals, we will work together to make Aberdeenshire the best place in Scotland to grow up'

You can find out more about our Children's Services Plan at:

<http://www.girfec-aberdeenshire.org/who-we-are/our-childrens-services-plan/>

4 Wellbeing



Wellbeing of children and young people sits at the heart of the *Getting it Right for Every Child* approach. Eight Wellbeing Indicators shown, 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 Dales Park School to feel happy, safe and supported to fulfil their potential.

As a school, we have a good information sharing system in place to ensure we get it right for every child.

5 Children's Rights

The Children and Young People (Scotland) Act 2014 included new law to help make sure children's rights are promoted across Scotland. Children and young people's rights and participation are promoted in lots of different ways by schools in Aberdeenshire.

This means we:

- Raise awareness of Children's Rights, and how rights can be accessed
- Provide opportunities for children and young people to get involved in decision-making
- Make sure children and young people's views influence how we develop services
- Support children and young people to express their views (where needed)
- Listen to children and young people's views on what we do well, and what we could do differently

Aberdeenshire Council has endorsed a Children and Young People's Charter. You can find out more about Children's Rights and opportunities for participation at:

<http://www.girfec-aberdeenshire.org/home/children-and-young-people/>

6 The Named Person

Prevention and early-intervention are seen as key to the Getting It Right approach in achieving positive outcomes for children and young people. By providing support at an early stage, most difficulties can be prevented from escalating.

One way the Scottish Government has decided this should be taken forward, is by making a Named Person available to every child and young person in Scotland. From birth to prior to starting school, the Named Person Service is provided by your Health Visitor. The Education Service provides the Named Person Service for all children on entry to Primary One, until aged 18 (or beyond where a young person remains at secondary school). In Aberdeenshire the Named Person will be either the Primary Head Teacher or Deputy Head Teacher and in Secondary School, the Named Person will be that young person's allocated Principal Teacher of Guidance (with a few exceptional circumstances).

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

The Named Person can help by:

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

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

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

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

The Named Person for your child/young person is Ms Mhairi Sutherland-Thom & Miss Stacey Strachan (Acting Head Teachers). The named person for children in the ELCC is their Health Visitor.

7 Educational Psychology

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

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

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

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

8 Enhanced Provision & Community Resource Hubs

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

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

For more information on all of our resources and policies go to:

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

9 Support for Learning

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

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

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

Each school cluster has an allocation of Teachers of Additional Support for Learning (ASL) who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary. In partnership with school staff, parents and other professionals (if appropriate), they identify barriers to learning, assess children's needs and support learning and teaching through a relevant curriculum.

Pupil Support Assistants (PSAs) assist teachers in promoting achievement and raising the standards of pupil attainment. They provide general support in relation to the needs of the class and individuals' care, health and wellbeing and safety and to ensure a secure and safe environment.

10 The Child's Plan

The *Getting It Right* approach makes sure children and young people are provided with a range of support, which is proportionate and put in place to meet assessed need. This is reflected in Aberdeenshire's staged approach to assessment and planning for individual children and young people, shown below.



For a small minority of children or young people, there might be higher levels of wellbeing need or risk identified. These children may require a level of targeted support, which needs to be coordinated on a single or multi-agency basis through a Child's Plan.

Where a child or young person needs one or more targeted supports, the benefit of a Child's Plan will be discussed with them and their parents/carers. An assessment using the National Practice Model (My World Triangle/Resilience Matrix) would help to identify any wellbeing needs (*Safe, Healthy, Active, Nurtured, Achieving, Resected, Responsible, Included*), and highlights strengths and pressures in the child's situation. Families are fully involved as key partners in these discussions.

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

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

Information is available on the Aberdeenshire *Getting It Right for Every Child* Website:

<http://www.girfec-aberdeenshire.org/>

11 Child Protection

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

Within our School we have a designated member of staff appointed to be responsible for Child Protection matters. If there is the possibility that a child could be at risk, the school is required to follow the Child Protection Procedures laid out for Education.

This may mean that the child is referred to Social Work, the Police or the Children's Reporter. In our school the designated staff are:

Ms Mhairi Sutherland-Thom & Miss Stacey Strachan (Acting Head Teachers).

Remember – if you suspect a child is at risk, do not rely on someone else to notice.

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

You can speak to designated staff in our school

Social Work Monday to Friday during office hours contact your Children & Families local [Social Work Office](#)

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

Police Emergency 999, Non-Emergency 101

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

If a young person tells you they are being abused:

- stay calm and listen to them
-

- never promise to keep it a secret – tell them you must let someone else know
- remind them that they are not to blame and are doing the right thing
- report it, but leave any investigation to child protection agencies

Protecting Aberdeenshire's children and young people is everyone's business, go to:

<http://www.girfec-aberdeenshire.org/child-protection/>

12 Further Information on Support for Children and Young People

The following websites may be useful:

Getting It Right for Every Child (GIRFEC)

<http://www.girfec-aberdeenshire.org/>

Aberdeenshire Council

<http://www.aberdeenshire.gov.uk/schools/additional-support-needs/>

Support for All

<https://www.education.gov.scot/scottish-education-system/Support%20for%20all>

Enquire – National Parent Information Service and Helpline

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

Parent & Carer Involvement and Engagement

The term “parents” refers to anyone with parental responsibilities and others who care for or look after children or young people.

Both globally and nationally it is recognised that parents are the single most important influence on their children’s development, learning and achievement. The involvement and engagement of parents in their children’s learning is recognised as a key element in raising attainment, through support, help and encouragement given at home and whilst at school.

Parental Involvement and Engagement Strategy The Parental Involvement and Engagement Strategy demonstrates the commitment by Aberdeenshire Council to improve the quality and the extent of all parents’ involvement in their child’s learning and the important role they play in their child’s education.

The plan sets out a vision for parental involvement and engagement for the next three years and covers a journey that a child takes from pre-birth to age 18. It highlights the leadership of those who make the difference day in and day out.

<http://publications.aberdeenshire.gov.uk/dataset/parental-involvement-and-engagement-strategy-and-action-plan/resource/02c6596e-8cba-42c7-b28a-eed64086ea42>

13 Parental Engagement

Parental engagement is about parents’ and families’ interaction with their child’s learning. It can take place in the home, at school or in the community: where it takes place is not important. The important thing is the quality of the parent’s engagement with their child’s learning, the positive impact that it can have and the interaction and mutual development that can occur as a result of that interaction.

14 Communication

The school uses a range of approaches to share information about your child’s learning and progress. These include:

- Use of Groupcall to text and email
 - ‘Meet the Teacher’ evenings
 - Parents’ Evenings
 - Facebook
 - Twitter
 - Newsletters
 - Events
 - Curricular evenings
 - Seesaw app
 - Open days/mornings/afternoons
 - Parent workshops
 - Assemblies
-

- Church services
- Homework diaries
- School 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 (see Further Information).

15 Learning at Home

Learning at home is the learning which happens in the home, outdoors or in the community. Your home is a great place to support learning. Your child can try out new activities or practice familiar learning, at home and in their wider community.

At our school we provide materials for you to work with your child to develop key skills at home. Further details can be found in our Homework Policy which has recently been developed.

16 Parent Forum and Parent Council

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

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

Contact the Parent Council Chairperson; Julie Silver, or Head teacher for more information about getting involved in the Parent Council, or email: dalesparkparentcouncil@hotmail.com

17 Parents and School Improvement

Our school has a range of priorities that we work on each year which are explained in our School Improvement Plan (SIP). Parents often have helpful and creative ideas about how to improve their child's school and what can be done to improve the quality of children's learning. In our school we will consult with parents in a number of ways. These may include:

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

18 Volunteering in school

There are many opportunities for you to support learning in school. These may include:

- volunteering to share the skills and knowledge you have
- supporting children and young people in the classroom
- supporting or lead extra-curricular activities
- directly supporting with specific skills (paired reading for example)

More detail about this can be found using the link below:

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

19 Collaborating with the Community

We work with many local organisations, community groups and businesses to ensure our children and young people benefit from further resources, experiences and opportunities. If you are interested in working with the school, please contact the Headteacher

20 Addressing Concerns & Complaints

Aberdeenshire Council recognises the vital role that parents play in supporting their child's learning and is committed to fostering positive relationships with parents. No matter how strong partnerships are, or how good our policies are, sometimes things can still go wrong and there may be occasions where parents wish to express unhappiness or dissatisfaction with council services, policies or staff behaviour.

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

When a complaint is made it must be handled in accordance with the Complaints Handling Procedure which provides two opportunities to resolve issues internally. In order to maintain positive relationships, it is usually better for all if parental concerns or complaints can be resolved at school/ early years setting level as quickly as possible.

If a concern or complaint cannot be resolved at frontline resolution (Stage 1) then it will progress to Investigation (Stage 2) and a detailed investigation into the matter will be carried out. Complaints that are complex, serious or high risk and require detailed, lengthy investigation may be dealt with at the Investigation Stage from the outset.

Once the two internal stages of the Complaints Handling procedure have been exhausted, the complainant must be directed to the Scottish Public Services Ombudsman (SPSO) to carry out an independent external review of the process. The SPSO is the final stage of the complaint procedure.

Once the SPSO reaches a decision they may contact the council with recommendations for improvement and will provide dates by which the recommendations must be implemented. The council is required to report back to the SPSO and evidence that the required action has been taken.

School Policies and Useful Information

School Policies such as the Homework Policy; Promoting Positive Relationships; our Mobile Phone etc. are published on the school website and can be found by clicking the parents tab at the top. Please go to: www.dalespark.aberdeenshire.sch.uk

All Aberdeenshire Council Education policies can be found here:

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

21 Attendance

Children should not arrive at school more than 20mins before the start of the school day. This is the earliest time we expect children to arrive at school as there are no members of staff supervising pupils in the playground before 9.00am. During inclement weather, your child should arrive at school just in time for the start of the school day at 9.00am.

School transport pupils, whose parents have no control of their children's arrival time, will be allowed into the building if the weather is excessively wet or windy. School transport will not drop off pupils more than 20mins before the start of the school day.

Pupils who arrive at school late will need to enter the school through the main door and report to the school office, giving the reason for their late arrival. All late arrivals are recorded and tracked.

During morning and lunch breaks there is a rota for access to the football pitch and other equipment and resources. A member of staff supervises children in the playground during lunch/break times.

If your child has an accident in the playground, he/she will be treated by a first aider. Your child will be given a minor injury slip, which will inform you of the nature of the injury and the treatment given. We will attempt to notify you by telephone of any serious injuries. **(Please ensure that you keep the school updated of any change in your emergency contact details/new mobile phone number.)**

During lunch/break times children will be expected to play outside unless the weather is excessively wet or windy. Children should be sent to school with appropriate outerwear to suit the time of year.

In accordance with Aberdeenshire Council's Health & Safety Policy, children will not be allowed to make ice slides in the playground, nor throw snowballs.

Afternoon Dismissal

At the end of the school day, P1 – P3 pupils who do not go home on school transport should be collected outside the main pupil entrance. P4 – p5/6 pupils will leave the school building via the rear door from the senior teaching area and p6 & p7 pupils will leave the school building via the door beside the staff carpark.

On dismissal, children should not remain on the school premises but should proceed home, unless instructed otherwise by their parents. Should a person normally collecting children from school fail to arrive within a few minutes the child should come back into the school and inform a member of staff. If a parent or person collecting the child anticipates being late in arriving, they should inform the school as soon as possible. If you are unable to collect your child, please ensure your child knows who he/she is going home with and inform the school office.

Attendance

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 behaviours of adults.

Whilst it should be noted that there has been no such instance occurring within Aberdeenshire it is important that staff and parents do not become complacent, and continue to work together to develop and improve upon existing 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 wish to work with parents to ensure that children can reach their full potential. 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.

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 9.30am. 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 8:30am and 9:30 am on the first 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.
-

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 appropriate educational events, such as sporting competitions or music exams.

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 out with the school day.

Under normal circumstances we do not send work home in the case of absence.

Attendance Monitoring

It is the parents'/carers' responsibility to ensure that your child is punctual and attends school as much as possible to support their progress and development. All absences and late arrivals are recorded and monitored and, where necessary, parents/carers will be contacted with a view to improving attendance.

The school follows the Aberdeenshire Attendance Policy:

http://www.aberdeenshire.gov.uk/media/19805/attendance-policy_april-2015.pdf

Procedures for following up on pupil absence are based on the Education (Scotland) Act 1980 which requires by law that parents/carers ensure that children attend school regularly. The Home/School Liaison Officer has a key role to play, providing a vital link.

22 Holidays during term time.

The Scottish Government has deemed that holidays taken during term time for primary and secondary children should be recorded as unauthorised absence unless there are special, exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must inform the Head Teacher. This will be recorded as unauthorised absence, though there may at times be exceptional family circumstances previously discussed with the Head Teacher. Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child's education. For annual holiday dates for Aberdeenshire schools please see the section at the back of this book, contact the school office, or go to:

<http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/>

23 Dress Code

We encourage all pupils to wear school uniform. This helps to instil a sense of pride and team spirit within our school.

School uniform consists of: school sweatshirt with school logo, white polo shirt, dark school skirt or trousers, dark school shoes (children should not wear high heeled shoes as these cause safety concerns). We appreciate your cooperation in support of this.

Sweatshirts and polo shirts with the school logo can be ordered directly from:

- Buchan Embroidery, 36 Merchant Street, Peterhead. Tel: (01779) 480900
- Jazmayme Embroidery, 75 Clerkhill Road, Peterhead. Tel: 01779 478471

Ties are available from:

- George Donald Warehouse, 7 St. Andrews Street, Peterhead.
Tel: 01779 474737

We can also provide 'nearly new/recycled' sweatshirts for parents who would wish to make use of these.

Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit, as children will be outside in most weather.

PE Kit consists of: T shirt which tucks into shorts, standard length shorts, socks and gym shoes (preferably with Velcro or elastic fastening for younger pupils) all kept in a gym bag.

For safety reasons, the wearing of jewellery is actively discouraged in our school and is not permitted during PE lessons. If your child has pierced ears, please ensure he/she can remove and replace earrings by themselves. Any child wearing earrings that cannot do this will be asked to put surgical tape over them for PE lessons and parents should provide a named roll of surgical tape for this purpose. Shoe-string strappy tops are also discouraged for safety reasons as they can catch on gym apparatus and suitable footwear should be provided.

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

All clothing 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. In the event of any clothing or personal items being lost parents can ask to view the lost property.

24 Clothing Grants

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

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

25 Transport

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

These distances are the shortest available route from the pupil's house to the school gate and can take into account main roads (including dual carriageways), tracks and paths. Pupils will be assigned a collection point in villages and towns and, where safe to do so, pupils may have to walk up to 1 mile to the nearest collection point. Pupils who reside in rural locations are usually collected at the nearest adopted road to them (track end or roadside). School transport vehicles will not use private unadopted roads or tracks. It is the parent's responsibility to escort the pupil to and from their collection point. Application forms for free transport, Form PTU100 can be obtained from the school office.

26 Privilege Transport

Transport provision is also made available for pupils who are not entitled to free transport. Privilege transport is provided on school transport services subject to spare seating capacity, at a

fixed annual charge. Discounts are available for pupils in receipt of the clothing grant, and to families with 3 or more children travelling to the same school. There are 3 types of privileged transport available:

In-zone Privileged transport

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

In-Zone Privilege Transport – Guaranteed

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

Out of Zone Privilege Transport

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

For further information and application forms, see the Council website.

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

Alternatively, copies of Privilege forms or further information can be requested by emailing: school.transport@aberdeenshire.gov.uk

27 Early Learning & Childcare Transport

Transport to early learning and childcare settings will not be provided by Aberdeenshire Council, unless there are relevant exceptional circumstances. Where there are significant additional support needs, transport may be provided. In such instances this requirement should be discussed with the Head Teacher in conjunction with the Early Years Quality Improvement Manager.

28 Special Schools and Enhanced Provision

Aberdeenshire Council may provide free transport where necessary for pupils who attend a school with enhanced provision proposed by the Authority. In certain cases, pupils may be encouraged to make their own way to school by public transport, and where this is authorised, bus passes are issued. Where a pupil's address falls in the delineated area of a resourced school, and is within

reasonable walking distance, the Authority will take advice from the Community Child Health Service before deciding if free transport should be provided

29 School Closure & Other Emergencies

Head Teachers decide if and when schools should close due to bad weather or another emergency. In bad weather they will decide this after receiving information about local weather conditions. This decision can be made 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 that you ensure contact details are current and the people named are available – particularly during bad weather.

If your child attends a Secondary School, because of the large number of pupils in Secondary Schools, parents will be contacted via text/email to inform them of closure.

If you are concerned about local weather conditions, contact the school. You may wish to collect your child yourself and are free to do so, provided you make arrangements with the school.

Before the start of the school day...

During bad weather some staff may not be able to get to school, or bus routes may not be safe to travel on – so the school may have to close. Headteachers will advise parents and carers using the following communication tools:

Outwith school hours, your local radio station is a good place to find out information on school closures. The following radio stations receive updated information every 30 mins from our website:

- **Northsound 1**
FM 96.9
- **Northsound 2**
MW 1035 kHz
- **BBC Radio Scotland**
FM 92.4 - 94.7MW 810 kHz
- **Moray Firth Radio**
FM 97.4 MW 1107 kHz
- **Waves Radio**
FM 101.2
- **Original 106 FM**

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

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

You also have the option to sign up to receive email alerts when your school(s) updates their closure status:

<https://online.aberdeenshire.gov.uk/myAberdeenshire/>

School Information Line

Tel: 0370 054 4999 then 021570. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

30 Storm Addresses

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

31 Change of address and Parental Contact Details

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

32 Anti-bullying Guidance

What is Bullying?

Aberdeenshire Council Education and Children's Services define bullying as the following:

Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real). Bullying behaviour can be persistent and/or intentional, but often it is neither.

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

Bullying can be verbal, physical, emotional or cyber. It can be intentional or unintentional, direct or indirect, persistent, or a one off incident. People who experience bullying behaviour feel vulnerable and/or socially isolated.

What will the school do about it?

Schools should promote consistency of response to instances of bullying behaviour using a 6 step approach. They will:

1. Record the Incident
2. Speak to the individuals involved having frank and honest dialogue
3. Speak to parents
4. Utilise Restorative approaches
5. Monitor the situation
6. Review and increase response accordingly

Aberdeenshire Council Education and Children's Services Anti-bullying Policy is due to be reviewed and updated in 2019/20.

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

(insert link to school version of policy and guidance below*). Copies of this school guidance can also be accessed via the School Office.

33 School Meals

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

Lunch Choices

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

Menus

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

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

A daily School Meal menu offers:

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

Allergies/ Intolerance

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

Special Events and Celebrations

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

How much does a Primary School Meal cost?

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

Primary 4- S6 pupils are currently charged £2.50 (June 2019) for a school meal unless they qualify for Free School Meals.

Free School Meals

All P1-P3 pupils currently receive free school meals as standard. Free school meals are also provided to children from families on a low income.

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

<https://www.aberdeenshire.gov.uk/schools/school-info/assistance/free-school-meals/>

How do I pay for Lunches?

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

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 still 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/>

What happens if I don't pay?

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

What do I do if I can't pay?

We are here to support families so please let us know if you are unable to pay and we can do whatever we can to assist you. We understand that families lead busy lives meaning lunch payments are forgotten about or not prioritised. If you feel you can't pay, please look at the information on free school meals (above). If this doesn't apply to you, please let us know and we will work together with school and do whatever we can to assist you.

For further information or questions contact your school, school catering team or the Education Catering Service. primary.meals@aberdeenshire.gov.uk

34 Healthcare & Medical

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

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

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

The school is fortunate to have a nurse in attendance to undertake Health Interviews and provide advice on health matters for pupils. The school doctor will play a vital role in monitoring a child's health and well-being.

Although our associated medical staff can be contacted for advice, all pupils must be registered with a doctor in general practice who should be consulted about health matters as they arise. Parents should provide us with the name and telephone number of their child's doctor and an up-to-date emergency contact for themselves in case it becomes necessary for a child to be sent home during school hours because of illness.

Aberdeenshire Community Dental Service inspect P1 and P7 children in schools as part of the National Dental Inspection Programme. Written parental consent is not required for dental inspections, but parents will be informed in writing approximately one week before the inspection date.

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short term; perhaps finishing a course of medication to combat an infection. If your child has medication that they require to take during school hours, a parent/carer must drop off the appropriate medication at the school office and complete the appropriate medical form (available at the school office). Children should under no circumstances bring any medicine or medical equipment to the school themselves. Medication must be in date and prescription medication must have the child's name and appropriate prescription on the packet. We cannot administer prescription medication which is not clearly prescribed for that child. Any medication

which is out of date must be collected by the child's parent/carer. It is the responsibility of the parent/carer to provide the school with any appropriate medication, to ensure the medication is in date, and to update the school if the child's medical requirements change or are no longer needed.

Some pupils have medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having health care needs. Most children with health care needs are able to attend school regularly and, with some support from the school can access most school activities. However, school staff may

need to take extra care in supervising some activities to ensure that pupils are not put at risk.

Planning formats may include either:

- Individual Pupil Protocol (IPP) (Med form 7).
- Health Care Plan written by Health professionals for very specific medical needs.

A risk assessment should also be completed.

The above can help schools to identify the necessary safety measures to support pupils with medical needs and ensure that they and others are not put at risk.

Please find the link below to our policy and guidance: Supporting Children and Young People with Healthcare needs and managing medicines in Educational Establishments

<http://asn-aberdeenshire.org/wp-content/uploads/2017/08/Supporting-Children-Managing-Medicines-Educational-Establishments.pdf>

Sunscreen - As children are outdoors for learning and for play, parents should apply this prior to sending children to school or nursery. School staff do not supply, nor do they apply, sunscreen creams.

If your child has long term medical conditions such as asthma or diabetes, which may require on-going support, this should be fully discussed with the school. In certain cases specific training of staff about a child's treatment may need to be given. In addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis.

35 Exclusion

The foundation for schools, learning establishments and education authorities is a whole school ethos of prevention, early intervention and support against a background which promotes positive relationships, learning and behaviour. Where pupils who display behaviour, whereby attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there, and where other forms of support have proved unsuccessful, the Authority exclusion policy may apply. For further information on exclusions contact the school or go to:

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

36 Educational Visits

We offer various educational visits during the course of the school year. We believe that 'hands on' experiences greatly enhance a child's education, while also helping to make the necessary links between learning in school and life outwith school. Staff members and parent volunteers provide

supervision to standards laid down by Aberdeenshire Education & Children's Services. We give parents as much notification as possible with regard to visits their children will participate in.

37 Instrumental Tuition

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

For further information go to:

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

38 Public Liability Insurance

Aberdeenshire Council holds third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claims Handling Agents and compensation is dealt with on a strict legal liability basis. This means that there is no automatic compensation, the Council has to be found negligent in order for any compensation to be offered by our Insurers and / or Claims Handling Agents.

Whilst the school will exercise reasonable care for pupils' property, it is inevitable that property will be lost or damaged from time to time. Pupils' property which is worn or brought to school or left in bags/cloakrooms is at their own risk. This includes but is not restricted to personal items such as jewellery, phones/tablets watches and bicycles. Aberdeenshire Council cannot accept responsibility for loss or damage unless caused by negligence of the school or staff.

39 School Off Site Excursion Insurance

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

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

Personal / individual cover is seen as a parental responsibility and it is your decision as to whether you feel it is appropriate to obtain this.

Please be advised, however, that the Duty of Care aspect below is not insurance related:

Duty of Care

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. This general

duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

40 Data we hold and what we do with it.

As you are aware the new General Data Protection Regulations (GDPR (EU) 2016/769 came into force on Friday 25th May 2018. This change to the law gives parents/carers and young people greater control regarding how their personal data is used.

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

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

41 The information we collect from you

Aberdeenshire Council collects personal data and information about your child in order to provide your child with a school education.

We will normally only share information (other than in child protection situations) in order to provide services for your child as part of his/her school education. We collect special category data about your child and process this because it is in the substantial public interest.

The information held by Aberdeenshire Council is used to assess, plan, coordinate, deliver and quality assure the education services to your child. The Council does not use an automated process for making decisions about your child or the services required; decisions are made with you. We will keep this information for a period of 5 years from the maximum school leaving age of your child, as required to by The Pupils' Educational Records (Scotland) Regulations 2003, unless we have a legal responsibility to keep the information for a longer period of time.

42 Your Data, Your Rights

You have legal rights about the way the Council handles and uses your data. More information about all of the rights you have is available on our website at: <https://www.aberdeenshire.gov.uk/online/legal-notice/data-protection/>. Alternatively you can contact the Council's Data Protection Officer by emailing DataProtection@aberdeenshire.gov.uk or in writing at: The Data Protection Officer, Town House, 34 Low Street, Banff, AB45 1AY.

You also have the right to make a complaint to the Information Commissioner's Office, (www.ico.org.uk). They are the body responsible for making sure organisations like the Council handle your data lawfully.

The Council is required where it is data controller under the GDPR to act in a transparent manner by providing information to individuals about how it will collect and use their personal data. Privacy Notices are an essential part of complying with this requirement. The Privacy Notice must provide information to individuals in a concise, transparent, intelligible and easily

accessible way and must be written in clear and plain language. There are a number of examples available on <http://publications.aberdeenshire.gov.uk/dataset/education-privacy-notice>.

43 Parental Access to Records

Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 2018. An Access Request is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at:

<https://ico.org.uk/your-data-matters/>

The Pupils' Educational Records (Scotland) Regulations 2003 means that you can get access to your child's records. Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly or can be found at:

<https://education.gov.scot/parentzone/my-school/general-school-information/My%20child's%20record>

44 Information Sharing

In terms of effective communication, including sharing relevant and proportionate information, where appropriate, Aberdeenshire Council in accordance with the Data Protection Act 2018 and Human Rights Act 1998 adheres to this as part of our current routine practice.

45 ScotXed

ScotXed is a term used to represent the Scottish Government's Education Analytical Services, which is part of the Scottish Government's Learning Directorate.

ScotXed have legal powers to request data with regards all children and young people being educated in Scotland's schools, with the information collected about pupils and staff in schools used to help to improve education across Scotland. They do not collect the names of your child/children and they do not receive any contact details the school may have for you (e.g. telephone number, email address), and no information is published or made publicly available that would allow your child/children to be identified. More information on what and why they need data about your child/children, along with how they collect and store it is available in their Education Statistics Privacy Notices for parents and carers:

<https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>

If you have any concerns around the national ScotXed data collections, you can:

- Contact the Data Protection & Information Assets team at the Scottish Government on dpa@gov.scot, or
 - The Head of Education Analytical Services, Mick Wilson, on at mick.wilson@gov.scot,
-

- You can write to them at Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ.
- Alternatively, complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.

Further Information

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

Members of Parental Groups

Parent Council

Chairperson – Ms Julie Silver

Vice Chair – Ms Loraine Moir

Secretary – Ms Julie Clark/ Ms Marian King

Treasurer – Ms Lauren Stephen

Stats for Attainment

The Scottish Government have developed a “School information dashboard” that provides a range of statistical information about each publicly funded school in Scotland. This includes school attainment information about Curriculum for Excellence Levels Achieved (for primary and secondary schools).

The dashboards can be consulted [here](#)

Aberdeenshire Council School Holiday Calendar

<https://www.aberdeenshire.gov.uk/schools/school-info/school-term-dates/>

Map of catchment area

<https://gis.aberdeenshire.gov.uk/maps/map.aspx?geolocate=true&resolution=2&initialDialog=localKnowledgeDialog>

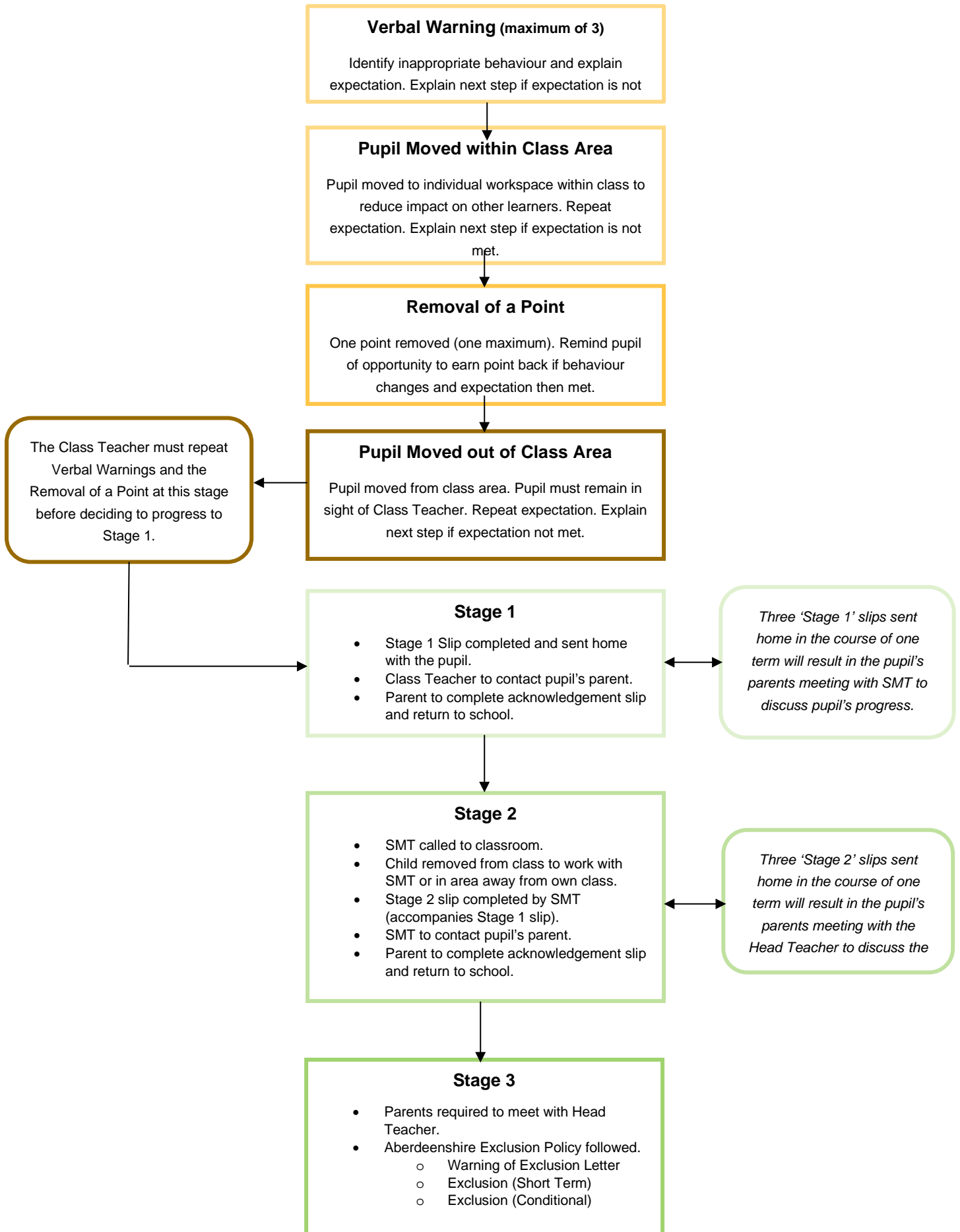
School Events Calendar & holidays

School Events and Holidays				
Wednesday 18 th September 3.15 – 4.15pm	Meet the Teacher Afternoon		Wednesday 11 th December	Christmas Lunch and Christmas Jumper Day
Friday 20 th September 9.00 – 10.00am	Parent Council AGM		Thursday 12 th December 1.30 – 3.00pm & 6.30 – 8.00pm	Whole School Christmas Concert
Tuesday 24 th September – Tuesday 1 st October	Scholastic Book Fair in school		Tuesday 17 th December 1.00 – 3.00pm	Christmas Party for P2 from P1/2, P2 and P3
Monday 30 th September 6.00 – 7.30pm	Literacy Open Evening - more details to follow		Wednesday 18 th December 1.00 – 3.00pm	Christmas Party for P1 and P1 from P1/2
Thursday 10 th October 10.00am Congregational Church	Harvest Church Service - led by P6		To be confirmed	Christmas Party/Celebration for P4-7
Friday 11 th October	In-service Day - school closed to pupils End of term 1		Thursday 19 th December 10.00am Congregational Church	Christmas Church Service - led by P7
Monday 28 th October	Term 2 begins		Friday 20 th December	End of term 2
Thursday 31 st October	Whole School Flu Vaccinations			
Monday 18 th and Tuesday 19 th November	In-Service Days - school closed to pupils		Monday 6 th January 2020	Term 3 begins
Tuesday 19 th November	Rag Bag Collection		Friday 24 th January	Burns Celebration Afternoon
Wednesday 20 th November	Pupil Reports Issued		Monday 10 th February 3.30 – 8.00pm	Parents' Evening

Monday 2 nd December – Thursday 5 th December	Fluoride Varnish		Tuesday 11 th February 3.30 – 6.00pm	Parents' Evening
Friday 6 th December	Whole School Trip to His Majesty's Theatre to see the panto		Friday 14 th February	Occasional Day - school closed
Tuesday 10 th December 1.30 – 3.00pm & 6.30 – 8.00pm	Whole School Christmas Concert		Monday 17 th February	Mid-term Holiday - school closed
Tuesday 18 th and Wednesday 19 th February	In-Service Days - school closed to pupils		Wednesday 6 th May	P4-7 Sports
Tuesday 5 th March	World Book Day		Friday 8 th May	May Day Holiday - school closed
Tuesday 31 st March 1.30 – 2.45pm	Eco Open Afternoon		Friday 15 th May	Pupil Reports Issued
Thursday 2 nd April 10.00am Congregational Church	Easter Church Service - led by P5		Monday 1 st June	Occasional Day
Friday 3 rd April	End of term 3		Friday 3 rd July 11.00 am	P7 Leavers' Assembly
Monday 20 th April	Term 4 begins		Friday 3 rd July 3.00pm	End of term 4
Tuesday 5 th May	P1-3 Sports			

Learning Time Consequences

A pupil who does not follow the agreed expectations:



Social Time Consequences

A pupil who does not follow the agreed expectations:

