



**From mountain to sea**

# Fraserburgh Academy

---

## Handbook 2024/25

---



---

**Contents**

<b>Introduction to Fraserburgh Academy</b>	<b>5</b>
<b>Fraserburgh Academy Partnerships</b>	<b>7</b>
<b>Our Vision, Values and School Ethos</b>	<b>9</b>
<b>The School Day</b>	<b>11</b>
<b>Academy Leadership</b>	<b>12</b>
	<b>13</b>
	<b>14</b>
	<b>14</b>
	<b>14</b>
	<b>14</b>
<b>Teaching Staff</b>	<b>15</b>
<b>Support Teams</b>	<b>16</b>
<b>Curriculum</b>	<b>17</b>
<b>Assessment and Reporting</b>	<b>21</b>
<b>Transitions (Moving On)</b>	<b>23</b>
1 Admissions	23
2 Placing requests & School Zones	24
3 (S) Skills Development Scotland	24
<b>Support for Children and Young People</b>	<b>25</b>
4 Getting it Right for Every Child	<b>Error! Bookmark not defined.</b>
5 Wellbeing	<b>Error! Bookmark not defined.</b>
Principal Teachers - Guidance	27
The Guidance Teachers are a key link between pupils, Parents/Carers and teaching colleagues. They will work with pupils throughout their learning journey during their time with us, supporting them as they make decisions about their next steps beyond life at the Academy. Their role is to provide guidance to pupils, in terms of their progress, their personal and social development and their careers education.	27
We have 6 Guidance Teachers who are responsible for their own house:	27
6 Children's Rights	27
7 The named person	28

---

8	The Child's Plan	29
9	Educational Psychology	30
10	Universal Inclusive Offer to all Children and Young People	30
11	Support for Learning	31
12	Enhance Provision and Complex Needs Provision	32
13	Child Protection	32
14	Further Information on Support for Children and Young People	33
<b>Parent &amp; Carer Involvement and Engagement</b>		<b>34</b>
15	Parental Involvement and Engagement Strategy	34
16	Parental Engagement	34
17	Communication	34
18	ParentsPortal.scot	35
19	Learning at Home	35
20	Parent Forum and Parent Council	36
21	Parents and School Improvement	36
22	Volunteering in school	36
23	Collaborating with the Community	36
24	Addressing Concerns & Complaints	36
<b>School Policies and Useful Information</b>		<b>38</b>
25	Attendance	38
26	Holidays during term time.	40
27	Dress Code	<b>Error! Bookmark not defined.</b>
28	Clothing Grants	<b>Error! Bookmark not defined.</b>
29	Transport	<b>Error! Bookmark not defined.</b>
30	Privilege Transport	<b>Error! Bookmark not defined.</b>
31	Early Learning & Childcare Transport	<b>Error! Bookmark not defined.</b>
32	Enhanced Provision and Complex Needs Provision	42
33	School Closure & Other Emergencies	43
34	Storm Addresses	44
35	Change of address and Parental Contact Details	44
36	Anti-bullying Guidance	44
37	School Meals	45
38	Healthcare & Medical	46
39	Exclusion	47

---

40	Educational Visits	48
41	Instrumental Tuition	48
42	(S) Education Maintenance Allowance	48
43	Public Liability Insurance	49
44	School Off Site Excursion Insurance	49
45	Data we hold and what we do with it.	50
46	The information we collect from you	50
47	Your Data, Your Rights	50
48	Parental Access to Records	51
49	Information Sharing	51
50	ScotXed	51
<hr/>		
	<b>Further Information</b>	<b>53</b>

All information in this handbook is correct as of January 2023

# Introduction to Fraserburgh School

Welcome to our School Handbook which we hope you find informative.

Our school motto -Together Creating Positive Futures - is the main driver in all that we do for and with our young people. We have a very successful track record in ensuring that all learners do have a positive future on leaving school and the percentage of our learners having a positive destination is consistently higher than the Aberdeenshire and Scottish averages.

Learning is at the heart of our school with great emphasis placed on providing engaging learning experiences and focused intervention. We recognise that what happens in our classrooms is key to the success of our learners and to the continuation of our upward rise in attainment. It is where we continue to build knowledge, develop skills and promote positive attitudes to learning. We have a highly qualified staff who provide a supportive and encouraging environment where every child is very well known and learning flourishes.

Intertwined within all our work is a strong emphasis on supporting the positive wellbeing of all pupils and we have built up all-inclusive initiatives and programmes to meet the needs of all our learners.

In addition to reading this Handbook you can also follow the many successes of the school and our learners on our school website - <https://fraserburgh.aberdeenshire.sch.uk> - and on our Twitter and Facebook sites.

Please do not hesitate to contact the school on 01346 417400, or [Fraserburgh.ac@aberdeenshire.gov.uk](mailto:Fraserburgh.ac@aberdeenshire.gov.uk) should you need further information.

Irene Sharp  
Rector

---

## School Contact Details

<b>Head Teacher</b>	<b>Mrs Irene Sharp</b>
<b>School Name</b>	<b>Fraserburgh Academy</b>
<b>Address</b>	<b>Dennyduff Road, Fraserburgh, AB43 9NA</b>
<b>Telephone Number</b>	<b>01346 417400</b>
<b>E-mail</b>	<b>Fraserburgh.Aca@aberdeenshire.gov.uk</b>
<b>Website</b>	<b>www.fraserburgh.aberdeenshire.sch.uk</b>
<b>Social Media</b>	<b>Facebook: @FraserburghAcademy</b> <b>Twitter: @FraserburghAcad</b>
<b>Parent Council Email</b>	<b>Fraserburgh.acaparentcouncil@yahoo.co.uk</b>

Fraserburgh Academy is a non-denominational school with a role of 1083.

The school serves the Fraserburgh catchment area.

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

---

# Fraserburgh Academy

## Partnerships

We work hard to develop and cultivate strong partnerships across the area because we are passionate about working together in the fullest sense. Employment, training and education are all positive futures for our young people and so we work to engage these sectors as partners in the working life of the school. A network of volunteers also support our working life, from parents and carers to local faith groups: we are proud to not stand alone but work Together to Create Positive Futures.

### **Fraserburgh Cluster**

Fraserburgh Academy is a driving force behind 'Fraserburgh Connected', a Cluster wide initiative in which all Fraserburgh Cluster schools are working closely together to produce a Cluster wide common approach to Getting it Right For Every Child, Transitions, the Broad General Education curriculum, Meeting Pupil Needs, creating Positive Ethos and Behaviour and Developing the Young Workforce. A key priority is ensuring the seamless transition for learners from P7 – S1 and we work intensively with all Cluster schools to ensure that this is achieved for all learners in terms of their pastoral and learning needs.

### **NESCOL**

Fraserburgh Academy has developed a close partnership with North East of Scotland College, in particular making full use of our local Fraserburgh Campus. Our Curriculum is structured to enable all learners to access a rewarding College experience from S4-S6. We see our college experiences as a key part of our Career inspiration programme, where learners can raise their horizons to see a potential positive future. We guarantee that every Fraserburgh Academy learner will have a College experience prior to leaving school. In S2 the entire cohort of learners enjoy a two-day course of their choosing in May as part of their transition to the Senior Phase. Each year 15-18 year old girls can apply to join our Energy for Girls course, sponsored by Shell. In its 5<sup>th</sup> year, the Energy course has already changed the career paths of 75 girls who have progressed to Engineering degrees, apprenticeships and quality employment in the engineering, oil and gas and renewables sectors. After 5 years of growth in our partnership with NESCOL, we have achieved a stunning 67% of our full Senior school heading to College each week – well over 300 students. This represents an increase of 672% over these 5 years. With an average of over twenty-five different courses on offer across level 4, 5 and 6(Higher), the College partnership is a great way for learners to develop at the level that suits their stage. Through the NESCOL partnerships we have succeeded in placing many learners on the now famous Foundation Apprenticeship programme, over a range of disciplines. Fraserburgh Academy has achieved this through building a bespoke team including our Depute Headteacher for Partnerships, our Guidance teachers, our administration staff, and also created a non-teaching position in our school of Developing the Young Workforce Coordinator.

---

**Skills Development Scotland**

Fraserburgh Academy is proud of our partnership with SDS, and we share a building with our resident Careers Advisors Elizabeth Bruce and Kirsty Hannon. Elizabeth and Kirsty deliver coaching sessions on Approaches to Interview with our S5 students, they support our S3 Employability course and run an open-door policy to all learners and parents to access their excellent careers service. Our SDS Careers Advisors are a key driver for the school in achieving our Aberdeenshire-leading levels of students leaving to positive destinations.

**CLD**

Fraserburgh Academy has a Community Learning and Development Worker assigned to the school who works with individuals and groups of pupils as appropriate.

**Universities**

Our experienced Guidance team maintain effective partnerships with our two local Universities: Aberdeen University and Robert Gordon's University. These partnerships hinge around staff visiting the school and raising awareness of tertiary education as an opportunity for all. Further to raising awareness, both universities accept students in access courses on a part time basis during S5&6. As part of their 2 Plus Alliance, NESCOL and RGU have been working with Fraserburgh Academy to reach out to young people who have never dreamed of planning a University course. We now have vibrant progression pathways created that start in S4, lead onto NESCOL and finish at Robert Gordon's University. Fraserburgh Academy also works with Aspire North to help support learners from underprivileged backgrounds to consider and prepare for applying to university.

**Local Faith Groups**

The Academy has a long standing partnership with local faith groups, in particular the local Assembly of God Church, who contribute to year group assemblies. Their Youth Pastor is very well known to all learners and each week leads a drop in support session and a youth group, as well as playing a supportive role in time of crisis.

**Parent Teacher Council**

Fraserburgh Academy's Parent Council are very supportive of the school in many ways. Our Parent Council provide refreshments at Parents Evenings and support our School Sports Day and other extra-curricular events. The Parent Council take a keen interest in all the aspects of school life.

---

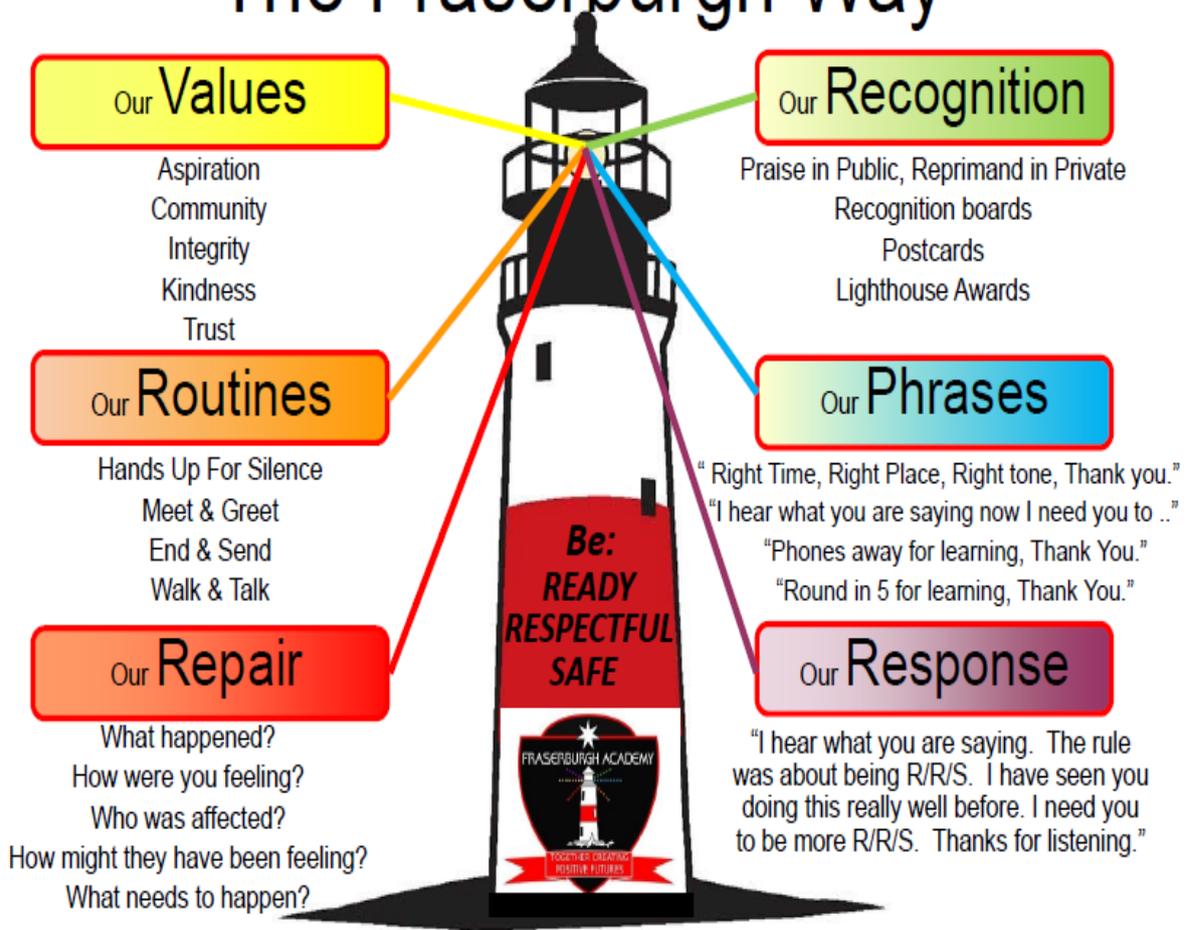
# Our Vision, Values and School Ethos

Our overarching purpose as a school is to 'Together Create Positive Futures', and this statement underpins all we do in the academy.

## Creating a positive ethos for learning

Ensuring a positive ethos in Fraserburgh Academy is the responsibility of all staff. We must seek to apply consistent standards across the school both in and out of the classroom. In order to gain this consistency, it is important that we all do things the Fraserburgh way. The diagram below sets this out and has been created in consultation with staff, pupils and parents.

## The Fraserburgh Way



## The Fraserburgh Way

Here at Fraserburgh Academy we started with our own behaviour - the behaviour of adults - to create a platform for change. We have shaped our behaviours to ensure a level of consistency across the school.

We believe all staff must be fully engaged in managing and modifying behaviour. All staff at Fraserburgh Academy have been trained so that around the school site we ensure consistency.

Individual Teachers focus on innovative classroom practice to help eradicate low level disruption and refocusing everyone on learning. High expectations are present in every classroom and from every adult.

Our classroom teaching is focussed around the “Fraserburgh lesson” where evidence-based practice can be found throughout our curriculum and informs not only our teaching but also our interventions for our most vulnerable learners

The Fraserburgh Way is shaped around the majority of learners who arrive every day keen to learn and eager to please. We recognise that for a very small minority of our learners a more bespoke approach is needed.

Learners are respected, regardless of their behaviour. Staff behaviour will never be compromised by learner behaviour. Staff strip out all negative emotion/response when dealing with challenging behaviour.

## Expectations of pupils

The Expectations of pupils are clearly set out in our Expectations poster:

The Fraserburgh Way: Expectations		+2	+1	0
<b>Ready</b> 'I do my best to be <b>ready</b> to engage with my learning.' TOGETHER	<i>To the best of my ability I:</i> ...listen ...follow instructions ...bring my equipment ...am on time ...wear uniform			
<b>Respectful</b> 'I do my best to <b>respect</b> others and myself.' RESPECT	<i>To the best of my ability I:</i> ...think about the feelings of others ...respect property ...let other people speak ...value the opinions of others ...give positive feedback			
<b>Safe</b> 'I do my best to make others feel <b>safe</b> in school.' SAFE	<i>To the best of my ability I:</i> ...give people space ...am careful online ...offer ideas ...help others ...encourage others to do well			
	<b>Overall</b>			

# The School Day

The School Day is split over six hour long periods (Monday to Wednesday) and 4 hour long periods (Thursday & Friday)

Pupils are expected to arrive for Registration or their classes promptly at the following times:

School Day Timetable	Time
Connect	08:32
Period 1	08:50
Period 2	09.50
Morning Interval	10.50
Period 3	11.10
Period 4	12.10
Lunch	13.10
Period 5	14.00
Period 6	15.00
End of School Day	16.00 (Monday – Wednesday) 13.10 (Thursday & Friday)

---

# Academy Leadership

As in any organisation, the effectiveness of leadership within the Academy is central to the delivery of the Academy's aim of providing effective teaching and learning. Every colleague working within the Academy has an equally valuable role to fulfil to ensure each individual pupil is provided the opportunity to reach their full potential, and that Parents/Carers truly have an opportunity to work in partnership with the Academy to support their child.

## Roles & Responsibilities



### **Irene Sharp - Rector** **Strategy, Development and Leadership**

The role of the Rector is to:

- Bring leadership, good management and strategic direction to the school.
  - To conduct the affairs of the school to the benefit of the pupils and community.
  - Take responsibility for whole school policy, its implementation and evaluation.
  - Coordinate the management and development of the school curriculum and learning and teaching provision.
  - Develop, articulate and promote an agreed set of values for the school
  - Line Management of Depute Head Teachers
-

## Depute Rectors

There are five permanent Depute Rectors each with direct responsibility for key objectives that contribute to the Academy's aims. Each Depute Rector holds a wide range of remits, some of which are indicated below:



### **Zoe Hall, Depute Head Teacher**

Responsibility for

- The Fraserburgh Way – Culture, Ethos & Behaviour
- Assessment
- Monitoring, Tracking & Reporting in the BGE
- Attainment and achievement
- Continuity & Progression in Learning
- Year Head for S1-3 Corbie & Dundarg.
- Line management for Maths & Science.
- Attendance
- Family Learning & Profiling.



### **Edward Carlin, Depute Head Teacher**

Responsibility for

- Whole school self-evaluation.
- Quality Assurance.
- Professional Learning
- Staff Induction
- Transport
- Year Head for S1-3 Kinnaird & Faithlie
- Line management of Social Subjects, Modern languages & Performing Arts
- Library
- Celebrating success
- Probationers & Students
- Leadership Development & Extra Curricular Activities



### **Pamela Whyte, Depute Head Teacher**

Responsibility for

- Child Protection & Safeguarding
  - P7 – S1 Transition
  - Additional Support Needs
  - EAL Service
  - Year Head for a specific group of learners with ASN
  - Learner Wellbeing, Inclusion & Equality
  - Liaison with Support Agencies
  - Line management for ASL, Guidance & PSWs
  - GIRFEC
  - Personalised Support
-



**Edward Walton, Depute Head Teacher**

Responsibility for

- Curriculum
- Learning & Teaching
- Fraserburgh Skills Framework
- Developing the Young Workforce
- Partnership Working
- Digital Learning
- Line management of Design Technology & Health & Wellbeing Faculties.
- Partnership Working
- Year Head for S4/5 & 6
- Positive Destinations



**Debbie Murray, Depute Head Teacher**

Responsibility for

- Senior Phase Assessment
- Literacy & Numeracy
- Timetable
- SQA
- Subject Options
- Admissions
- Assemblies
- Monitoring, Tracking & Reporting in the Senior Phase
- Year Head for S1-3 Mormond & Philorth
- Line management for Business & Computing, English



**Jennifer Duthie, Cluster Business Manager**

Responsibility for

- Finance
  - Estates
  - Health and Safety
  - School Events
  - Line Management of all support staff
  - Provide leadership to the Support Teams within the Academy and across the Community School Network
-

# Teaching Staff

## **Principal Teachers – Faculty/Subjects**

The Academy's Principal Teachers of Faculty/Subject have a key role in providing a link between the Senior Leadership Team and teaching colleagues across the Academy. They lead their teams and manage their Faculty/Department resources to ensure that continual improvement of curriculum delivery is achieved through developing the quality of teaching and assessment of courses.

## **Principal Teachers - Guidance**

The Guidance Teachers are a key link between pupils, Parents/Carers and teaching colleagues. They will work with pupils throughout their learning journey during their time with us, supporting them as they make decisions about their next steps beyond life at the Academy. Their role is to provide guidance to pupils, in terms of their progress, their personal and social development and their careers education.

## **Principal Teacher – Additional Support for Learners**

Our Principal Teacher or Additional Support for Learners has responsibility for the wider support of pupils with learning needs and with social, emotional and behavioural difficulties. The ASL team comprises ASL teachers and Pupil Support Assistants, who provide additional support to identified pupils in class.

## **Teachers**

Our teachers are the key factor in delivering quality education to our pupils – it is this group that can really make a difference to pupils' lives. Our teachers collaborate to ensure all learners experience a coherent curriculum that builds on prior learning and leads to future achievement. Our teachers focus on progression paths that are relevant and meaningful to the young people of Fraserburgh, involving their personalisation and voice so that we all work Together in Creating Positive Futures for the town.

---

# Support Teams

The support provided by colleagues in the support teams is a key component to supporting the delivery of education through the:

- Administrative Team maintaining systems and processes that contribute to the smooth running of the school and is a key link in the communication process between the Academy and Parents/Carers.
- Catering Team providing nutritious breakfast and lunches for pupils and staff and is committed to the Hungry for Success initiative.
- Classroom PSA's who provide additional support for Teachers.
- Cleaning Team ensuring the cleanliness of the school is maintained at the beginning and end of each school day.
- Janitorial Team which contributes to the daily maintenance of the buildings, its cleanliness and security.
- Librarian and Library Assistant providing curricular support to pupils and staff, as well as promoting and supporting information on extra-curricular pursuits.
- Technical Team ensuring that the equipment and ever-increasing reliance on technology is in place and works effectively in the classroom.

Additional services are provided through the Librarian, School Nursing Assistant and the Work Placement Co-ordinator.

---

# Curriculum

Within our school, we aim to provide a curriculum that is both inclusive and ambitious for all – a curriculum which is both academically challenging as well as providing 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 school's approach to Curriculum for Excellence including information for parents, can be found on the school website at: [www.fraserburgh.aberdeenshire.sch.uk](http://www.fraserburgh.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 and German.
-

## Curriculum Design

Our curriculum is designed based on the following 7 principles:

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

## Developing Young Workforce

Developing the Young Workforce (DYW) is the Scottish Government's Youth Employment strategy to better prepare young people for the world of work.

Developing the Young Workforce is embedded in Scotland's Curriculum and along with the Curriculum for Excellence and Getting it Right for Every Child (GIRFEC) it is one the three main building blocks underpinning Scotland's education offer for children and young people.

The DYW Aberdeenshire priorities are as follows:

- Development of the **DYW Curriculum** offer including embedding the Career Education Standard Entitlements 3-18 and the further development of BGE pathways and Foundation Apprenticeships in the senior phase.
- **Skills Development** – embedding skills for learning, life and work (**Metaskills**) and skills profiling
- **Partnership** Development, including partnership with employers
- Support for **Equalities**

As part of the 3-18 curriculum, pupils will develop skills for learning, life, and work and Skills 4.0 and Metaskills. 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 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 [here](#)

---

## **Curricular Levels**

<b>Early</b>	The pre-school years and P1, or later for some.
<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third and Fourth</b>	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 the fourth level outcomes.

## **Development of Spiritual, Moral, Social and Cultural Values**

The Academy has a long standing partnership with local faith groups, in particular the local Assembly of God Church, who are direct neighbours. We collaborate on Religious assemblies, we have a Youth Pastor in the school each week running a drop in support session and a youth group and we have our annual Exo-Day celebration on the last day of term including many local volunteers.

Religious, moral and Philosophical studies is a mandatory course for S1-S3, with National Qualifications in RMPS available to all in Senior Phase.

The Academy has a diverse range of Cultural activities in the pupil year including house events, Ceilidh Dances, Concerts, Drama performances and charitable activities.

Our Pupil Leadership team organise ways for the learners to socialise in different ways ranging from Basketball lunchtime competitions to more formal engagements such as our Senior Prom.

## **Extra-Curricular Activities**

Please check the school website and Facebook page for a list of activities held during lunch or after school.

## **1+2 Language Learning**

The Scottish Government policy 'Language Learning in Scotland: A 1+2 Approach' is now embedded in our curriculum. 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 our School the first foreign language will be either French or German. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). For more information go to [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk)

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

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

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

### **Further Information**

Further information on the school's approach to Curriculum for Excellence including information for parents, can be found on the school website at: [Fraserburgh Academy](#)

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 S1 stages can be anxious times for parents and pupils. At Fraserburgh Academy we have robust and comprehensive arrangements in place to support transitions and these are outlined below.

Most children from Fraserburgh Primary School's attend Fraserburgh Academy in Fraserburgh.

An induction programme for P7 is in place to help ease the transition into S1. The induction process begins in January each year with a meeting for all P7 parents. P7 pupils then attend a number of different events from January onwards culminating in three days at Fraserburgh Academy towards the end of the summer term. Parents will receive full details of the P7-S1 Transition Calendar in January.

Liaison between Fraserburgh Primaries and Fraserburgh Academy is excellent. Much opportunity is provided during the P7-S1 programme for pupils to get to know learners from other Fraserburgh Academy Feeder Primaries from January onwards.

Information about our P7 pupils is shared with Guidance staff at the academy to help support appropriate continuity of education. Parents are welcome to attend these information sharing meetings, especially when additional support has been provided previously.

Fraserburgh Academy staff also visit our pupils in Fraserburgh Primaries where information is shared and questions can be asked.

Where parents opt to send their child to any other secondary school, (following placing requests) Fraserburgh Academy supports any alternative transition arrangements wherever possible. Placing requests are available from the school office.

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](#)

## **3 Skills Development Scotland**

Skills Development Scotland (SDS) is Scotland's careers service.

Qualified SDS Careers Advisers work in schools and careers centres across the whole of Scotland. The SDS Careers Advisers in our school are Elizabeth Bruce and Sharon Tulloch. Contact with the Careers Adviser should be done through the school.

Careers Advisers will meet with young people to help them make decisions about their future career pathway. Alongside other school staff, Careers Advisers are involved in supporting young people through subject choice at relevant stages in their education. This may involve working with individuals one to one, or with groups or classes. Young people can continue to access support from advisers when they leave school, through the Career Centres in Peterhead, Inverurie and Aberdeen.

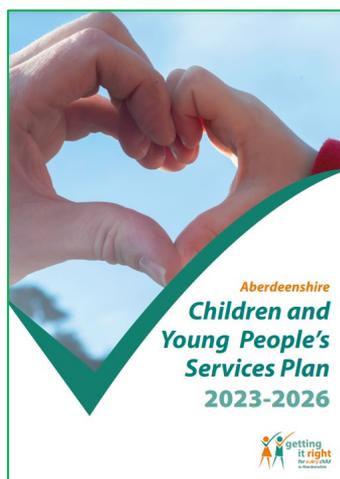
---

# Support for Children and Young People

## 4 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 Children's Services Planning Partners are strongly committed to fully embedding the Getting it Right for Every Child approach. This shared commitment is expressed through the vision statement of Aberdeenshire's Children's Services Plan, which Aberdeenshire's Schools play a key part in delivering:



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/>

## 5 Wellbeing

The Getting it Right approach is reflected in agreed local processes for assessing need and planning support for individual children and young people. In Aberdeenshire, we have a strong ethos of partnership working, with a shared sense of professional accountability for improving the wellbeing of children, young people and families.

---

Getting it Right for Every Child (GIRFEC) is about safeguarding, supporting and promoting children and young people's wellbeing and ensuring support is provided if, and when, this is needed. GIRFEC is:

- Child-centred
- Holistic
- Accessible and responsive
- Joined up
- Rights-based

The concept of Wellbeing is at the heart of the GIRFEC approach and is defined in Part 18 (s96) of the Children & Young People (Scotland) Act 2014, through eight Wellbeing Indicators. These Wellbeing Indicators reflect the Scottish Government's aspiration for all Scotland's children and young people to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

These 8 Wellbeing Indicators need to be met in order for children and young people to grow and develop into confident individuals, effective contributors, successful learners and responsible citizens



The Getting It Right approach means services will work in partnership with children, young people and their parent/carer(s) and we want every child at our school to feel happy, safe and supported to fulfil their potential.

---

## Principal Teachers - Guidance

The Guidance Teachers are a key link between pupils, Parents/Carers and teaching colleagues. They will work with pupils throughout their learning journey during their time with us, supporting them as they make decisions about their next steps beyond life at the Academy. Their role is to provide guidance to pupils, in terms of their progress, their personal and social development and their careers education.

We have 6 Guidance Teachers who are responsible for their own house:

House	Guidance Teacher
Corbie	Mrs Meghan Prosser
Dundarg	Mrs Sarah Washington
Faithlie	Mrs Sarah Gardner
Kinnaird	Mrs Georgina Buchan
Mormond	Miss Amy Fleming
Philorth	Mrs Lynsey Tila

## 6 Children's Rights

Every child/young person has rights in addition to human rights. These are called Children's Rights, and they're written in the United Nations Convention on the Rights of the Child. They outline what children need to give them the best chance of growing up happy, healthy and safe. Adults such as parents, schools, councils and governments have a responsibility to make sure that children access their rights.

The United Nations Convention on the Rights of the Child is a statement of children's rights. It has 54 articles that cover all areas of a child's life and it sets out the political, civil, economic, social and cultural rights that all children are entitled to.

UNCRC is now firmly embedded in Scots Law. This will ensure that rights are binding rather than guiding and all levels of government must apply the rights in legislation, policy and practice.

Children and young people are learning about these rights in school and some schools take part in The Rights Respecting Schools programme, a UNICEF accredited programme to support schools in developing rights-based practice as part of the school ethos.

In our schools we will:

- Raise awareness of Children's Rights, and how rights can be accessed
  - Ensure Children's Rights are provided and protected by the adults who support our children and young people
  - Provide a variety of 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
- Listen to and act on children and young people's views on what we do well, and what we could do differently

More information for parents on Children's Rights can be found here

[Parent Club Children's Rights leaflet.pdf](#)

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/>

## 7 The named person

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

One way the Scottish Government has decided this should be taken forward, is by making a named person available to every child and young person in Scotland. 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.
- Being a key contact point for other professionals if wellbeing needs are identified for 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 are 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:

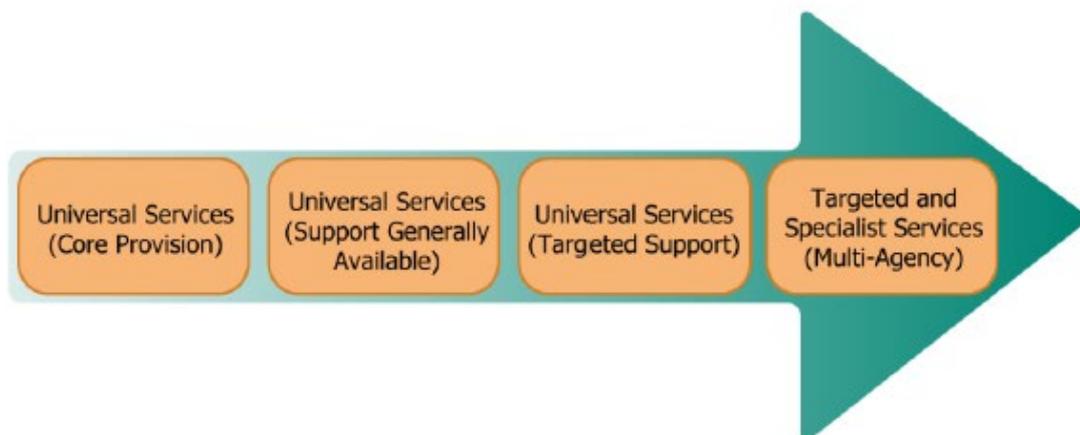
<https://www.gov.scot/policies/girfec/named-person/>

The Named Person for your child/young person is Mrs Pamela Whyte.

## 8 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.

- Universal Services (Core Provision)
- Universal Services (Support Generally Available)
- Universal Services (Targeted Support) Targeted and Specialist Services (Multi-Agency)



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 co-ordinated 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 a multi-agency Child's Plan.

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

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

## **9 Educational Psychology**

The Educational Psychology Service (EPS) provides a service across Aberdeenshire from the early years to school leaving age.

When there are concerns about a child or young person's learning or wellbeing an Educational Psychologist can support others to assess needs and 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. The purpose is to explore and understand the concern and support people to come up with solutions that will work in that particular context. More information about consultation can be found on the Educational Psychology Service website:

<https://blogs.glowscotland.org.uk/as/aberdeenshireeps/about-us/>

The website also has a range of helpful resources available for all parents:

<https://blogs.glowscotland.org.uk/as/aberdeenshireeps/parent-information/>

## **10 Universal Inclusive Offer to all Children and Young People**

Aberdeenshire Council is committed to children and young people being educated within their local mainstream school. Education staff work with the families of children with additional support needs to identify their needs and agree the adaptations that are required to meet those needs. This may include, for example, curricular adaptations, teaching and learning approaches, support strategies, environmental adaptations, communication requirements, specialist equipment or staff undertaking professional learning.

All Aberdeenshire Schools take a solution-focused approach to overcoming any barriers to inclusion. They seek advice and support from relevant Education Support Services and multi-agency partners as appropriate.

A whole school inclusive approach embeds practices in the everyday life of a school that are known to be effective in supporting pupils with additional support needs. These practices often also benefit other learners who do not have additional support needs. There are a number of whole school inclusive approaches that are being implemented in all Aberdeenshire schools as part of our universal offer to all children and young people. These include:

---

1. The CIRCLE Resource to support inclusive learning & collaborative working.
2. Play Based Learning Approaches and Playful Pedagogy.
3. Staff who have the knowledge and skills required to understand and support autistic learners.
4. Staff who adopt dyslexia friendly approaches and who are able to identify and respond to difficulties that pupils with dyslexia may encounter.
5. Staff who are trauma informed and adopt nurture approaches to sensitively support children who may have experienced trauma or adversity.
6. A supportive and effective communication environment which uses every means of communication available to ensure learners understand and can be understood.
7. Use of restorative approaches to restore and maintain good relationships when there has been conflict and harm.
8. Staff who are culturally responsive, aiming to connect pupils' cultures, languages and life experiences with what they learn in school

## 11 Support for Learning

Children and young people may require support for learning at some point in their lives 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 or young person has additional support needs if, for any reason, they need extra or different help than others their age to benefit fully from their education.

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 care experienced
- Difficulty in controlling behaviour
- Having a difficult family situation
- Suffering a bereavement
- Social and emotional factors

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 promote a secure and safe environment.

## 12 Enhanced Provision and Complex Need Provision

Aberdeenshire Council is committed to meeting the additional support needs of children and young people in their local mainstream school. Planning starts an exploration of what steps need to be taken for their local school to be ready to welcome them. This includes consideration of, for example, curricular adaptations, teaching and learning approaches, support strategies, environmental adaptations, communication requirements, specialist equipment or staff professional learning needs.

All 17 Academies are Enhanced Provision Schools, and there is a dedicated Primary School within each of Aberdeenshire's 17 school clusters. Enhanced Provision Schools have enhanced staffing and resources to meet additional support needs. Some children may require outreach support from the Enhanced Provision to ensure their needs are fully met in their mainstream setting. This may involve advice and consultation to staff, or direct support to the pupil from, for example, an Enhanced Provision Outreach Practitioner, Pupil Wellbeing Worker or Nature Nurture Practitioner. Some children and young people will require more targeted support through an Enhanced Provision place. This involves them physically attending the Enhanced Provision on a full-time or part-time basis. Such placements are offered from Primary 3 upwards.

A very small number of children and young people will require access to specialist staff and resources beyond that which can be provided within a mainstream or enhanced provision setting due to the significance and complexity of their learning needs. Aberdeenshire's Complex Needs Provision includes four Special Schools and five Provisions which are integrated within mainstream settings (often referred to as Integrated Complex Needs Provision). Both types of Complex Needs Provision meet significant and complex learning needs, with pupils accessing the Complex Needs Provision which their home address is zoned to.

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

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

## 13 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 staff must be fully informed of their responsibilities with respect to 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. Our Child Protection processes uphold children's rights.

In Aberdeenshire we recognise that physical and emotional safety provides a foundation for wellbeing and healthy development. The Aberdeenshire's Child Protection in Education Guidance is based on the [National Guidance for Child Protection in Scotland 2021- updated 2023](#), and provides guidance for school based staff on protecting children and young people.

---

## **Equal Protection from Assault (Scotland) Act 2019.**

The Children (Equal Protection from Assault) (Scotland) Act 2019 provides children with the same rights as adults against assault by a parent or person with charge or care of them.

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

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

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 child or 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, further information can be found on <http://www.girfec-aberdeenshire.org/child-protection/>

## **14 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.

## 15 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-ee64086ea42>

## 16 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.

## 17 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

Use of Parentsportal.scot for notices, permission slips and school reports

School Website:

Social Media:

---

Newsletters:

Events:

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).

## 18 ParentsPortal.scot

[parentsportal.scot](https://parentsportal.scot)

In support of Aberdeenshire Council's ambition to offer more digital services to its residents, Aberdeenshire primary and secondary schools are rolling out a new national online service called **parentsportal.scot**. This is designed to replace the paper 'schoolbag run', giving a child's registered contacts access to a range of school-related online services, 24 hours a day, 7 days a week.

At the heart of the system, is a secure account through **mygov.scot**, which is referred to as 'My Account' or 'MyAberdeenshire' account. 'MyAberdeenshire' is already used to allow parents/carers to make online payments or receive notifications if a school closes unexpectedly. **Parentsportal.scot** and 'MyAberdeenshire'/mygov.scot will work together, making this a convenient one-stop-shop, to access all Aberdeenshire digital services.

Initially, **parentsportal.scot** will allow parents/carers to see basic information about your child(ren)'s school and twitter account as well as:-

- make a link to your child(ren)
- complete the annual data check process electronically (child's main contact only)
- update their own as well as your child(ren)'s details at any time
- to register and access for online school meal payments using one sign in (iPayImpact)

**How do I sign up?** - If you **already have a myAberdeenshire account** to pay for school meals through iPayImpact, you can sign up using the same sign in details at <https://parentsportal.scot/home/> You **do not need** to register or set up a new **mygov.scot** account.

If you do not have a myAberdeenshire/mygov.scot account or are looking for more information and videos on how to access to **parentsportal.scot**, please go to <https://www.aberdeenshire.gov.uk/schools/school-info/parents-portal/>

## 19 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. For explanation of this please go to our homework policy

<http://fraserburgh.aberdeenshire.sch.uk/learning-at-home/>

---

## 20 Parent Forum and Parent Council

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

The Fraserburgh Academy 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 Mrs Jodi Anderson or Rector for more information about getting involved in the Parent Council or email: [fraserburgh.acaparentcouncil@yahoo.co.uk](mailto:fraserburgh.acaparentcouncil@yahoo.co.uk)

## 21 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

## 22 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.

## 23 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

## 24 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: [Fraserburgh Academy](#)

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/>

## 25 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.

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 wishes 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.

If a pupil feels ill, they should tell the class teacher and ask permission to report to the school nursing assistant. If appropriate, she will arrange for pupil to be collected from school by a parent or guardian.

### **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 and safety of the individual child. 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 8:00 am 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 by parent or guardian.

### **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, e.g. sporting events or music exams.

- Under normal circumstances we do not send work home in the case of absence.
- For medical or dental appointments the teacher should be informed beforehand in writing. Children should always be collected and returned by an adult on these occasions. As far as possible such appointments should take place outwith the school day.

The school follows the Aberdeenshire Promoting and Managing Pupil Attendance in Education Establishments Policy and Guidance. The links for these can be found below

[Promoting and Managing Pupil Attendance in Education Establishments policy](#)

[Promoting and Managing Pupil Attendance in Secondary Schools Guidance](#)

Safeguarding is a number one priority for the school and the monitoring of daily absence is an important part of this. To support the school with this, and to ensure that all children and young people are safe and accounted for, it is essential that parents and carers contact the school to inform them of their child's absence.

The school is required to follow up on unexplained absences on a daily basis. Where no information is received about a pupil absence at a certain point in the school day, the school will call the main parent contact and where necessary, they will call any emergency contacts that are held on the school system for that child.

Where no contact can be made and it is therefore not possible for the school to confirm that a child or young person is safe and well, it may be necessary to contact other agencies such as Social Work and Police for support. To minimise the need for this, please contact the school to explain any absence, either prior to, or on the day of the absence

---

## 26 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/>

## 27 Dress Code

Pupils, parents and staff were involved in choosing the current dress code and the items have been selected so that pupils clearly identify with the school.

Please also consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit.

All S1-S6 learners are wearing school uniform.

Pupils at Fraserburgh Academy are expected to wear the following items to school:

- Black or white school shirt and tie
- Black or red cardigan or pullover, no logo of any type
- Black trousers or skirt
- All S5-S6 pupils are to wear a blazer as part of their uniform
- Blazers are optional for S1-S4 pupils

Orders for blazers can be placed with Designs On You, 46 Mid Street, Fraserburgh, AB43 9EP – Tel: 07814 580692

### Physical Education

To ensure all pupils have an opportunity to participate in exercise all pupils should bring their PE kit with them on the days in which they have PE. Pupils are expected to wear the following:

#### Indoor Sporting Activities

- T shirt/Hoodie
- Shorts or track suit trousers
- Non marking trainers

#### Outdoor Sporting Activities

- T shirt/Hoodie
  - Shorts or track suit trousers
  - Warm top
  - Outdoor footwear
-

## Swimming

- Swimming costume/trunks
- Towel
- Goggles are recommended

If a pupil is unable to participate in PE please ensure they have warm outdoor clothing as they will be expected to follow the class timetable.

If a pupil fails to bring their PE kit disciplinary action will be taken.

Parents should note their responsibility to ensure all clothing and belongings brought to school should be **named or marked** in some way, as it is difficult for children to distinguish their own clothing from that of others.

## 28 Clothing Grants

Some families may be entitled to a school clothing grant 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/>

## 29 Transport

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

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

## 30 Privilege Transport

Transport provision is also made available for pupils who are not ordinarily entitled to transport. Privilege transport is provided on school transport services subject to spare seating capacity. There are 3 types of privileged transport available.

### In-zone Privileged transport

Pupils who attend their zoned school but are 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 school transport, In-zone Privilege pupils may be give written notice and removed from transport.

### **In-Zone Privilege Transport – Safety**

Pupils who attend their zoned school but do not qualify 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. A pupil who is guaranteed in-zone privilege transport would not be removed to make room for a pupil who is entitled to school transport.

### **Out of Zone Privilege Transport**

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

Application forms can be obtained directly from your child's school. For further information, see the Council website:

<https://www.aberdeenshire.gov.uk/roads-and-travel/school-transport/school-transport/> or contact: [school.transport@aberdeenshire.gov.uk](mailto:school.transport@aberdeenshire.gov.uk)

### **Local Bus/Registered School Bus Services**

Some services operate as registered bus services. These operate on a fare paying basis and pupils will be required to pay fare to the driver or purchase a season ticket for travel.

## **31 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.

## **32 Enhanced Provision and Complex Needs Provision**

Aberdeenshire Council may provide free transport where necessary for pupils with additional support needs who access Enhanced Provision or Complex Needs Provision level support. In certain cases, it will be appropriate for pupils 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 Local Authority will consult with Specialist Health Services before deciding if free transport should be provided.

---

### 33 School Closure & Other Emergencies

Head Teachers decide if and when schools should close due to bad weather or another emergency. In bad weather they will decide this after receiving information about local weather conditions. This decision can be made during any time, day or night. These guidelines outline the procedures for dealing with school closures during bad weather or other emergencies.

#### ***If children are at school...***

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

**Public service vehicles** – drivers of these vehicles follow a specified route and keep to timetables – they cannot make special arrangements.

If your child attends a Nursery, Primary or Special School, which is to close early, the school will contact you by telephone. If this is not possible the school will contact your named 'emergency contact'. No child will be released from school without contact being made. It is important contact details are current and the people named are available – particularly during bad weather.

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

If you are concerned about local weather condition 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 - 94.7 MW 810 kHz
- **Moray Firth Radio**  
FM 97.4 MW 1107 kHz
- **Waves Radio**  
FM 101.2
- **Original 106 FM**

<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 **021050**. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

## **34 Storm Addresses**

When there has been severe snowstorm 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 parent's 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.

## **35 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 amended via your parentsportal.scot account (see Menu section 'Your Account') or 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.

## **36 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 **all** reported incidents of bullying
2. Speak to the individuals involved having frank and honest dialogue
3. Speak to parents/carers
4. Utilise Restorative approaches
5. Monitor the situation
6. Review and increase response accordingly

More information can be found in the [Aberdeenshire Anti-Bullying Policy: Bullying Prevention and Management for Educational Establishments](https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/) which adheres to the National Approach to Anti-Bullying which can be found at <https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>

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

## 37 School Meals

### Secondary School Lunches

Our academies offer a breakfast, morning break and lunch service. This is very different from the service in our Primary schools and is popular with Academy pupils.

A Fusion App is available and works alongside our normal counter service. Academy pupils can order their lunch straight from their mobile device and then pick it up from a designated collection point at lunchtime. Fusion Mobile also allows pupils to check their balance. To place an order funds must be available on their account.

### Secondary school menu and prices

To view the available options and their prices see the links below.

View the

- secondary schools menu (pdf 2.1MB) <https://www.aberdeenshire.gov.uk/media/25376/secondary-menu-price-list-poster-a0.pdf> and the
- pupil price list (pdf 61KB). <https://www.aberdeenshire.gov.uk/media/24060/secondary-pupil-price-list-2019.pdf>

There are many benefits of having a school lunch:

- Food prepared daily by trained catering staff
  - Choice of three main courses each day
  - A range of sandwiches as an easy alternative to a home packed lunch
  - A delicious and varied menu offering great value
  - A complete school meal provides 1/3 of a child's daily nutritional needs
-

Additional information regarding Secondary school meals can be obtained via this link

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

### **Online payments system**

We are encouraging parents/carers to register for online school payments due to COVID-19 to eliminate handling of cash. Parentsportal.scot is the recommended way to register to access all school payments including school meals.

Parentsportal.scot is securely linked to a myAberdeenshire account and to register follow this link

<https://www.aberdeenshire.gov.uk/schools/school-info/parents-portal/>

Please ensure there are always sufficient funds on your child's account prior to sending them for school meals. There is a formal debt recovery process for accounts that fall into debt.

If you are having difficulty making payments, please contact the school office as we are here to support families and will do whatever we can to assist you.

### **Free School Meals Information**

Am I entitled to free school meals?

Click on the link to find information that explains the free school entitlement and how to go about it.

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

If you have difficulties obtaining access to free school meals, please speak with your school and we will work together to provide assistance.

If you require any further information regarding School Catering send a message to this email address - [schoolmeals@aberdeenshire.gov.uk](mailto:schoolmeals@aberdeenshire.gov.uk).

## **38 Healthcare & Medical**

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

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

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

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

---

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

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

Immunisation against Diphtheria, Tetanus and Poliomyelitis is provided for all pupils during the third year. If a pupil is unable to keep the school appointment, parents are advised to request immunisation from their own doctor.

HPV Immunisation to protect against cervical cancer is offered to all girls in S2. This is a series of 3 injections over a six-month period commencing in September each year. A catch-up programme is also in place for girls who miss any of their injections.

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short term, perhaps finishing a course of medication to combat an infection.

Other pupils have medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having health care needs. Most children with health care needs can 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.

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

<https://asn-aberdeenshire.org/policies-and-guidance/>

This guidance supports schools to identify the necessary safety measures to meet the medical needs of pupils in collaboration with NHS Grampian, ensuring pupils and others are not put at risk.

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.

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.

## **39 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.

---

When a pupil displays behaviour, whereby attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational wellbeing of the pupils there the Aberdeenshire Promoting Inclusion and Reducing Exclusion in Education Establishments Policy may apply.

<http://publications.aberdeenshire.gov.uk/dataset/council-policies-education/resource/9e393d1a-2113-44c8-afb6-a517f2d495b6>

## 40 Educational Visits

We offer various educational visits during 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 regarding visits their children will participate in.

There are grants available through the Aberdeenshire Educational Trust to help with the cost of school trips. For further information go to:

<https://www.aberdeenshire.gov.uk/benefits-and-grants/educational-grants/>

## 41 Instrumental Tuition

From Primary 4 onwards, tuition is available for a range of musical instruments. Most 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.

### **100 days commitment: ending charges for instrumental music tuition in schools**

A commitment made in the SNP’s ‘First Steps’ document and reaffirmed by the First Minister in Parliament on 26 May, was to abolish fees for instrumental music tuition in schools within the new Government’s first 100 days. Ministers and COSLA Leaders have agreed to the initial one-year removal of fees

For further information go to:

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

## 42 Education Maintenance Allowance

An Educational Maintenance Allowance (EMA) is a weekly payment paid directly to young people from low income families to enable them to stay on in further education at school or college after they reach statutory school leaving age. This is funded by the Scottish Executive. Further information on EMA’s and how to apply can be found here:

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

---

## **43 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 must 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.

## **44 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.

Where trips are booked and have subsequently to be cancelled because of any Covid related event then insurance will not be valid. This will of course be reviewed periodically.

**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 must 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.

---

## 45 Data we hold and what we do with it.

The UK's Data Protection Act (DPA) 2018 enacted the EU GDPR's requirements into UK law and, with effect from 1 January 2021, the DPPEC (Data Protection, Privacy and Electronic Communications (Amendments etc) (EU Exit)) Regulations 2019 amended the DPA 2018 and merged it with the requirements of the EU GDPR to form a new, UK-specific data protection regime that works in a UK context after Brexit as part of the DPA 2018 and is known as the 'UK GDPR'.

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.

## 46 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.

## 47 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](mailto:DataProtection@aberdeenshire.gov.uk) or in writing to: 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](http://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 the data controller, 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. All Education & Children's Services Privacy notices are available on our website at:

<http://publications.aberdeenshire.gov.uk/dataset/education-privacy-notices>.

## **48 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>

## **49 Information Sharing**

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

## **50 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](mailto:dpa@gov.scot), or
  - The Head of Education Analytical Services, Mick Wilson, on at [mick.wilson@gov.scot](mailto: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](mailto:casework@ico.org.uk).
-

# Further Information

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

## School Improvement Plan

Our areas of focus are:

- Embed more fully self-evaluation process
- Enhance leadership pathways
- Building a learning culture
- Increase student opportunities
- Improve the quality of transition and moderation
- Continue to strengthen partnerships to raise attainment
- Continue to improve the quality of teaching to raise attainment

## 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) and attainment in National Qualifications (for secondary schools).

The dashboards can be consulted [here](#)

## School Events Calendar & holidays

**All dates listed are subject to change**

Week No.	Day	Date	Activity
<b>Week 6</b>	<b>Monday</b>	<b>19.08.24</b>	<b>Term 1 starts – INSET day</b>
	Tuesday	20.08.24	Learners return to school Installation of Prefects, House Captains, School Captains
	Wednesday	21.08.24	
	Thursday	22.08.24	
	Friday	23.08.24	
<b>Week 7</b>	<b>Monday</b>	26.08.24	S6 Access To RGU placements begin
	Tuesday	27.08.24	
	Wednesday	28.08.24	
	Thursday	29.08.24	
	Friday	30.08.24	

---



	Thursday	03.10.24	NHS Flu Vaccinations
	Friday	04.10.24	NHS Flu Vaccinations
<b>Week 13</b>	<b>Monday</b>	07.10.24	P7 Enterprise event NHS Flu Vaccinations
	Tuesday	08.10.24	P7 Enterprise event
	Wednesday	09.10.24	
	Thursday	10.10.24	
	Friday	11.10.24	Interhouse Challenge <b>End of Term 1</b>
<b>Week No.</b>	<b>Day</b>	<b>Date</b>	<b>Activity</b>
<b>Week 14</b>	<b>Monday</b>	<b>28.10.24</b>	<b>Term 2 starts.</b>
	Tuesday	29.10.24	
	Wednesday	30.10.24	
	Thursday	31.10.24	
	Friday	01.11.24	
<b>Week 15</b>	<b>Monday</b>	04.11.24	
	Tuesday	05.11.24	
	Wednesday	06.11.24	
	Thursday	07.11.24	Shakespeare Performance (Main Hall) 7:00pm – 8:00pm
	Friday	08.11.24	
<b>Week 16</b>	<b>Monday</b>	11.11.24	
	Tuesday	12.11.24	
	Wednesday	13.11.24	S1 Parent / Carers Evening, 5:30pm – 7:30pm
	Thursday	14.11.24	INSET Day
	Friday	15.11.24	INSET Day
<b>Week 17</b>	<b>Monday</b>	18.11.24	
	Tuesday	19.11.24	
	Wednesday	20.11.24	

	Thursday	21.11.24	
	Friday	22.11.24	
<b>Week 18</b>	<b>Monday</b>	25.11.24	
	Tuesday	26.11.24	
	Wednesday	27.11.24	
	Thursday	28.11.24	
	Friday	29.11.24	
<b>Week 19</b>	<b>Monday</b>	02.12.24	
	Tuesday	03.12.24	
	Wednesday	04.12.24	Christmas Concert (Main Hall) 6:30pm – 8:00pm
	Thursday	05.12.24	
	Friday	06.12.24	
<b>Week 20</b>	<b>Monday</b>	09.12.24	
	Tuesday	10.12.24	
	Wednesday	11.12.24	S1 Exhibition Evening 1, 5.30-7.30pm
	Thursday	12.12.24	
	Friday	13.12.24	
<b>Week 21</b>	<b>Monday</b>	16.12.24	
	Tuesday	17.12.24	
	Wednesday	18.12.24	
	Thursday	19.12.24	
	Friday	20.12.24	<b>Term 2 ends</b>
<b>Week no.</b>	<b>Day</b>	<b>Date</b>	<b>Activity</b>
<b>Week 22</b>	<b>Monday</b>	<b>06.01.25</b>	<b>Term 3 starts.</b>
	Tuesday	07.01.25	DHT (PW), PTGs & PSW visits to Primaries begin
	Wednesday	08.01.25	S3 Parents Evening – Talk 5pm, Appts 5:30-7:30pm
	Thursday	09.01.25	
	Friday	10.01.25	

---

<b>Week 23</b>	<b>Monday</b>	13.01.25	
	Tuesday	14.01.25	
	Wednesday	15.01.25	
	Thursday	16.01.25	
	Friday	17.01.25	
<b>Week 24</b>	<b>Monday</b>	20.01.25	
	Tuesday	21.01.25	P7 Information evening
	Wednesday	22.01.25	
	Thursday	23.01.25	
	Friday	24.01.25	
<b>Week 25</b>	<b>Monday</b>	27.01.25	
	Tuesday	28.01.25	
	Wednesday	29.01.25	S4 Parents Evening – Talk 5pm, Appts 5:30-7:30pm
	Thursday	30.01.25	
	Friday	31.01.25	
<b>Week 26</b>	<b>Monday</b>	03.02.25	P7 Rotary quiz – tbc
	Tuesday	04.02.25	S5/6 Parents Evening – Talk 5pm, Appts 5:30-7:30pm
	Wednesday	05.02.25	
	Thursday	06.02.25	
	Friday	07.02.25	<b>Occasional day</b>
<b>Week 27</b>	<b>Monday</b>	10.02.25	<b>Midterm holiday</b>
	Tuesday	11.02.25	INSET day
	Wednesday	12.02.25	INSET day
	Thursday	13.02.25	
	Friday	14.02.25	
<b>Week 28</b>	<b>Monday</b>	17.02.25	
	Tuesday	18.02.25	
	Wednesday	19.02.25	NHS HPV Vaccinations – Conference Room all day
	Thursday	20.02.25	

	Friday	21.02.25	
<b>Week 29</b>	<b>Monday</b>	24.02.25	
	Tuesday	25.02.25	
	Wednesday	26.02.25	
	Thursday	27.02.25	
	Friday	28.02.25	
<b>Week 30</b>	<b>Monday</b>	03.03.25	P6 enterprise event
	Tuesday	04.03.25	P6 enterprise event
	Wednesday	05.03.25	
	Thursday	06.03.25	
	Friday	07.03.25	School Show Fundraising Event, Main Hall 7:00pm – 9:30pm
<b>Week 31</b>	<b>Monday</b>	10.03.25	
	Tuesday	11.03.25	
	Wednesday	12.03.25	S2 Parents Evening – Talk 5pm, Appts 5:30-7:30pm
	Thursday	13.03.25	
	Friday	14.03.25	
<b>Week 32</b>	<b>Monday</b>	17.03.25	
	Tuesday	18.03.25	
	Wednesday	19.03.25	NHS DTP/MenACWY/MMR Vaccinations – Conference Room
	Thursday	20.03.25	
	Friday	21.03.25	
<b>Week 33</b>	<b>Monday</b>	24.03.25	Senior Celebration Evening 6:30pm – 8:30pm, Main Hall
	Tuesday	25.03.25	
	Wednesday	26.03.25	
	Thursday	27.03.25	
	<b>Friday</b>	<b>28.03.25</b>	<b>Term 3 ends</b>
<b>Week no.</b>	<b>Day</b>	<b>Date</b>	<b>Activity</b>
<b>Week 34</b>	<b>Monday</b>	<b>14.04.25</b>	Term 4 starts

---

	Tuesday	15.04.25	
	Wednesday	16.04.25	
	Thursday	17.04.25	
	Friday	18.04.25	Good Friday Holiday
<b>Week 35</b>	<b>Monday</b>	21.04.25	
	Tuesday	22.04.25	
	Wednesday	23.04.25	
	Thursday	24.04.25	
	Friday	25.04.25	
<b>Week 36</b>	<b>Monday</b>	28.04.25	SQA Exam Diet starts
	Tuesday	29.04.25	
	Wednesday	30.04.25	
	Thursday	01.02.25	
	Friday	02.05.25	
<b>Week 37</b>	<b>Monday</b>	05.05.25	<b>May Day Holiday</b>
	Tuesday	06.05.25	
	Wednesday	07.05.25	
	Thursday	08.05.25	
	Friday	09.05.25	
<b>Week 38</b>	<b>Monday</b>	12.05.25	
	Tuesday	13.05.25	
	Wednesday	14.05.25	
	Thursday	15.05.25	
	Friday	16.05.25	
<b>Week 39</b>	<b>Monday</b>	19.05.25	
	Tuesday	20.05.25	
	Wednesday	21.05.25	

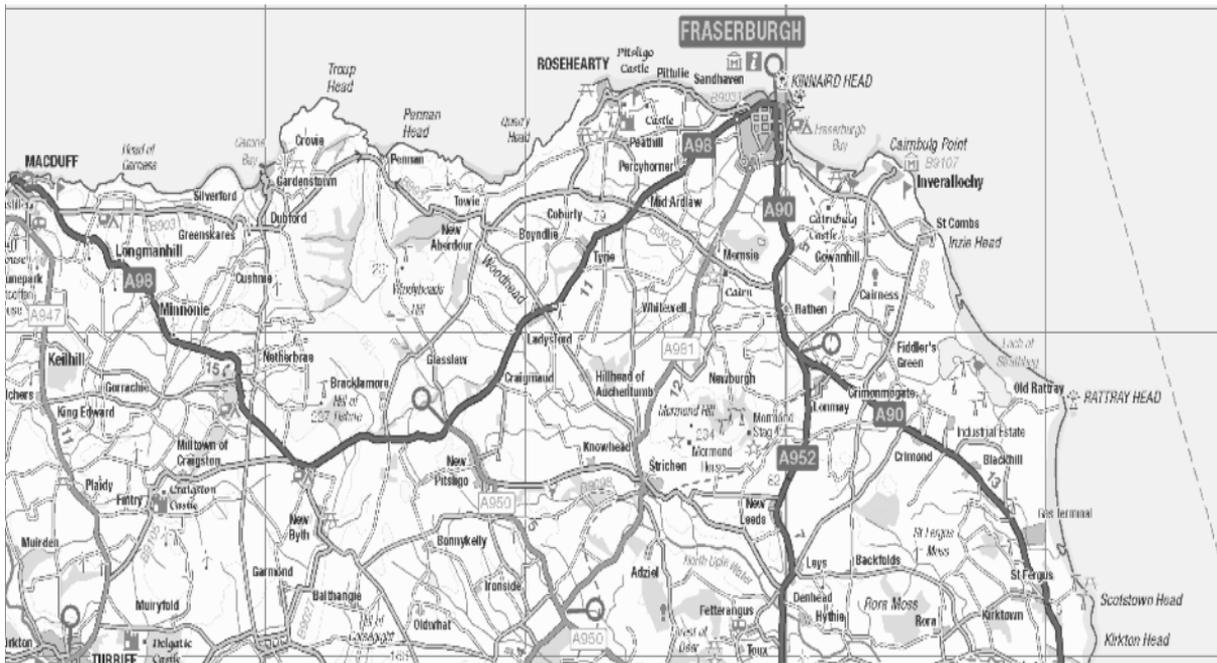
	Thursday	22.05.25	
	Friday	23.05.25	
<b>Week 40</b>	<b>Monday</b>	26.05.25	S3 Work Placement Week
	Tuesday	27.05.25	
	Wednesday	28.05.25	S1 Exhibition Evening 3 5.30pm - 7.30pm
	Thursday	29.05.25	
	Friday	30.05.25	
<b>Week 1</b>	<b>Monday</b>	<b>02.06.25</b>	SQA Exam Diet Ends <b>Occasional Day holiday</b>
	Tuesday	03.06.25	<b>Change of Timetable</b>
	Wednesday	04.06.25	P7 transition additional one-visit 1of 1
	Thursday	05.06.25	NHS Mop up of Vaccinations
	Friday	06.06.25	
<b>Week 2</b>	<b>Monday</b>	09.06.25	
	Tuesday	10.06.25	
	Wednesday	11.06.25	
	Thursday	12.06.25	
	Friday	13.06.25	
<b>Week 3</b>	<b>Monday</b>	16.06.25	P7 Induction days TBC P7 Parental evening – meeting Guidance team TBC
	Tuesday	17.06.25	P7 Induction days TBC
	Wednesday	18.06.25	P7 Induction days TBC
	Thursday	19.06.25	
	Friday	20.06.25	
<b>Week 4</b>	<b>Monday</b>	23.06.25	BGE Celebration 6:30pm – 8:30pm, Main Hall
	Tuesday	24.06.25	
	Wednesday	25.06.25	
	Thursday	26.06.25	
	Friday	27.06.25	
<b>Week 5</b>	<b>Monday</b>	30.06.25	

	Tuesday	01.07.25	School Show Matinee P7 Performance 12:00pm – 2:30pm School Show Performance 4:00pm – 10:00pm
	Wednesday	02.07.25	School Show Performance 4:00pm – 10:00pm
	Thursday	03.07.25	School Show Performance 4:00pm – 10:00pm
	<b>Friday</b>	<b>04.07.25</b>	<b>Term 4 ends</b>

## 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>

## 2025 SQA exam timetable

The 2025 exam timetable is available to view and download as a PDF from the SQA website at: [https://www.sqa.org.uk/sqa/files\\_ccc/nq-2025-exam-timetable.pdf](https://www.sqa.org.uk/sqa/files_ccc/nq-2025-exam-timetable.pdf)

Please note exam times will be amended to fit in with our school day.

SQA results will be issued on Tuesday 5<sup>th</sup> August, 2025

