



From mountain to sea

Mackie Academy

Handbook
2024/25



Contents	
Introduction to Mackie Academy	4
Our Vision, Values and School Ethos	5
Curriculum	12
Assessment and Reporting	20
Transitions (Moving On)	22
1 Admissions	22
2 Placing requests & School Zones	23
3 Skills Development Scotland	23
Support for Children and Young People	24
4 Getting it Right for Every Child	24
5 Wellbeing	24
6 Children's Rights	26
7 The named person	27
8 The Child's Plan	28
9 Educational Psychology	29
10 Universal Inclusive Offer to all Children and Young People	29
11 Support for Learning	30
12 Enhance Provision and Complex Needs Provision	31
13 Child Protection	31
14 Further Information on Support for Children and Young People	32
Parent & Carer Involvement and Engagement	33
15 Parental Involvement and Engagement Strategy	33
16 Parental Engagement	33
17 Communication	33
18 ParentsPortal.scot	34
19 Learning at Home	34
20 Parent Forum and Parent Council	35
21 Parents and School Improvement	35
22 Volunteering in school	35
23 Collaborating with the Community	35
24 Addressing Concerns & Complaints	36
School Policies and Useful Information	37

25	Attendance	37
26	Holidays during term time.	41
27	Dress Code	41
28	Clothing Grants	41
29	Transport	41
30	Privilege Transport	42
31	Early Learning & Childcare Transport	43
32	Enhanced Provision and Complex Needs Provision	43
33	School Closure & Other Emergencies	43
34	Storm Addresses	44
35	Change of address and Parental Contact Details	44
36	Anti-bullying Guidance	45
37	School Meals	45
38	Healthcare & Medical	47
39	Exclusion	48
40	Educational Visits	48
41	Instrumental Tuition	48
42	Education Maintenance Allowance	49
43	Public Liability Insurance	49
44	School Off Site Excursion Insurance	50
45	Data we hold and what we do with it.	50
46	The information we collect from you	51
47	Your Data, Your Rights	51
48	Parental Access to Records	51
49	Information Sharing	52
50	ScotXed	52
Further Information		53

All information in this handbook is correct as of November 2024

Introduction to Mackie Academy

Mackie Academy is a school with a long tradition of providing an excellent all-round education for the young people of Stonehaven and the surrounding area since 1893. This tradition continues today with the school achieving and maintaining high levels of attainment in certificated examinations and at the same time providing a breadth of experiences beyond the subject curriculum which help to develop the whole child.

We pride ourselves that not only do we have an excellent track record of academic achievement with our many pupils, but also have a wide range of support services which enable youngsters of all abilities to achieve their best and be part of the school community. We do this in a caring and supportive environment which ensures that all pupils are safe and develop good relations

School Contact Details

Head Teacher	Ms L Moir
School Name	Mackie Academy
Address	Slug Road, Stonehaven AB39 3DF
Telephone Number	01569 690550
Website	www.mackie.aberdeenshire.sch.uk
Parent Council Email	MackiePC@hotmail.co.uk

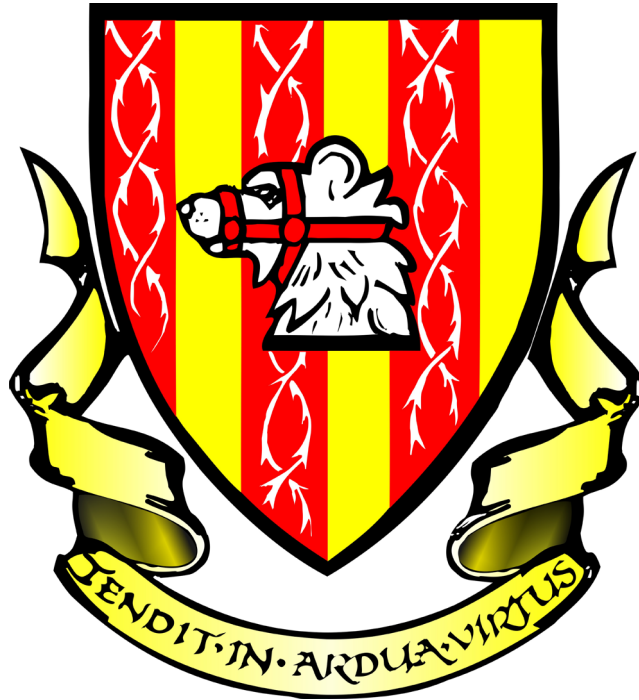
Adverse weather and emergency closure

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

Mackie Academy is a non-denominational school with a role of 1119. The school catchment area stretches from Netherley in the north to Johnshaven in the south and Glenbervie in the west.

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

Our Vision, Values and School Ethos



“There is virtue in hard work”

Mackie Academy: a productive and creative learning community for all and their future pathways.

We will achieve this by:

- Prioritising and supporting the health and wellbeing of our learning community.
- Working towards all forms of attainment and achievement in our school community being excellent.
- Ensuring sustained positive destinations for all our learners as and when they leave our learning community.
- Valuing and participating in lifelong learning through our education networks and wider community.

Our school values are **Excellence, Teamwork, Commitment and Integrity**

SCHOOL ASSEMBLIES

Assemblies when allowed are normally held in the Assembly Hall at US (universal support) time (unless the hall is required for other purposes such as school examinations).

This is a short assembly which sometimes has a religious element. Parents who wish their child not to attend the assembly on religious grounds should request this by writing to the Head Teacher. House Assemblies will be held involving all pupils (S1 – S6) from the same House. These assemblies are led by Pupil Support & Attainment (Pupil Support) staff, School Ambassadors, and pupils in the house group.

WORKING TOGETHER

Our school aims are intended to develop all pupils to their fullest potential. To benefit from the opportunities we offer in Mackie Academy, we expect pupils to accept that they have certain responsibilities relating to themselves, their relationships with others and to the life of the school. These expectations are summed up in our Code of Conduct

Mackie Academy exists so that all members of our community can maximise achievement in a safe, purposeful learning environment. This code of conduct is a framework that enables us to put our values into practice in pursuit of the very best in teaching and learning. It was drawn up by all members of our Academy community through consultation events. It applies to us all.

Expectations

We will arrive at lessons on time, equipped and prepared for learning. We will treat other people, their ideas and their belongings with respect.

We will value and care for our environment, both in our Academy and in the wider community.

We will do our best to be the best we can be and to support those around us to achieve the best they possibly can.

We recognise that we all benefit from our Academy's excellent reputation, and we will work hard to ensure continuous improvement.

This **Code of Conduct** means that:

We recognise that we are all here to learn so we will behave to help others learn.

We will be dressed smartly and appropriately.

We will move around the Academy in a quiet and sensible way.

We will follow appropriate Academy procedures at all times, so that it positively impacts on our working environment and local community.

We will not smoke on Aberdeenshire Council property or in relative close proximity to the school boundary.

We will not use prohibited drugs. We will not resort to violence.

We will abide by the law at all times.

We will not use mobile phones or technological devices in the classroom unless we are encouraged to do so by a member of staff in the pursuit of learning. Around the Academy, use of mobile phones and MP3 players should not disturb the learning environment.

This code of conduct applies to any of us, whenever we can be identified as a member of the Mackie Academy community. **This may be when we are on or off site.**

POSITIVE BEHAVIOUR MANAGEMENT

Positive Behaviour Management through use of Restorative Practices is a vital component in helping Mackie Academy to achieve its aims and values. Our Restorative Approach to behaviour management is designed to support the learning and teaching environment to enable the achievement and attainment of all.

Effective behaviour management is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility as a learning community. Pupils, parents and teachers all have an important part to play in achieving this atmosphere and positive behaviour is fundamental to effective learning and teaching for all pupils. Our shared expectations apply to all within Mackie Academy and are visible round the school as follows:



MACKIE ACADEMY

OUR SHARED EXPECTATIONS

As a member of Mackie Academy and the wider community you have:-

the right to:-	the responsibility to:-
be respected and treated fairly and equally.	treat all students, staff and the wider community respectfully.
be safe at all times in and around school.	keep yourself and all others safe.
a high quality learning and teaching environment.	ensure that learning and teaching is allowed to take place without disruption.

In order to be all you can be, work with a positive attitude and to the best of your ability.



Good behaviour is maintained by example, encouragement, praise and incentives. Staff are encouraged to keep Pupil Support & Attainment (Pupil Support) staff informed of the achievements of particular pupils. Where pupils do not meet the expectations and disrupt learning and teaching, the school seeks to support pupils to improve their behaviour through a restorative approach and, where necessary parents and other agencies are involved.

Where this approach proves unsuccessful or where a very serious incident occurs, a series of sanctions will be implemented to support effective learning and teaching and a safe environment for all pupils. In such cases parents will be contacted by the school and the incident will be logged. We wish to work with parents and pupils to improve behaviour and attitude so that it does not become necessary to exclude any pupil from school. Exclusion is a serious step and is used only as a last resort where all other attempts to provide support have failed.

Parents are welcome to come to school to discuss any matter of behaviour which concerns them. In the first instance, contact would normally be with the appropriate Pupil Support & Attainment (Pupil Support) teacher.

Promoting Positive Behaviour

We aim to take a positive approach to promoting responsible behaviour, effort and application. Special achievements are acknowledged through assemblies, the school newsheet, displays on notice boards and the press.

Mackie Academy has a very active and successful 'House System'. On entry to school each pupil is allocated to one of five Houses – Cowie, Dunnottar, Fetteresso, Swanley or Ury. Every session, there is a programme of Inter-House competitions with points awarded for each activity. Activities wide-ranging and include a spelling bee, a quiz, a 'countdown' style activity and a cheerleading contest. An inter-house activities committee, involving staff and senior pupils, meets regularly to plan, co-ordinate and review activities. Pupils are encouraged to suggest activities.

House points are also awarded throughout the session for individual pupil participation in a range of activities

House points for each activity are publicised through US time, the school's tutor group system.

The House Shield is awarded at the end of the session to the House with the highest points total.

Bullying

Bullying may be defined as a range of pre-meditated, persistent, and deliberate actions, undertaken by a person or a group of people, which cause physical or emotional distress to a group or individual.

It may be useful at this point to draw a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of young people inhabit a school environment. An occasional incident/argument between two young people is **not** bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is **not** bullying. Instead, these are examples of

relational conflict between young people and will be dealt with using restorative approaches to repair the relationships between those concerned.

Bullying is characterised by its persistent, sustained and deliberate nature. The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. At the same time the bully needs to be made aware of the damage, which his/her actions are causing.

The school is opposed to all forms of bullying behaviour and we will do everything in our power to prevent such behaviour amongst our pupils, and to deal effectively with any incidents which might occur. Victims of bullying are supported by a range of strategies and resources depending upon the needs of the child and the nature of the incidents. However, please be reassured that incidents of bullying in Mackie Academy are few and far between.

We believe that a strong, positive school ethos and constant work on building a caring school community, together with close contact with parents, offer the best way forward.

Anti-Bullying Policy

Mackie Academy's Anti bullying policy has the following aims:

- To raise awareness and understanding of the impact(s) of bullying behaviour.
- To reinforce that bullying is not acceptable and will not be tolerated.
- To ensure that everyone is treated equally.
- To respond to incidents of bullying in a consistent and effective way.
- To create comfortable and safe learning environments for pupils.

To achieve these aims, Mackie Academy adopts a restorative approach to relationships between all people in the school community. The aim of restorative approaches is to build community, and to manage conflict by building and maintaining relationships, and repairing the harm of wrongdoing.

Mackie Academy is obliged to meet the requirements of the Equalities Act 2010. This includes the responsibilities to tackle unlawful discrimination and promote and encourage equal opportunities.

Parents/carers, pupils and school staff have a responsibility to work in partnership to maintain a high standard of behaviour and an environment free from bullying behaviour. Mackie Academy believes that everyone should be treated equally and with respect.

Advice for Parents/Carers

Bullying in school

If your child reports that they have been involved in a bullying incident during the school day then please contact your child's Pupil Support and Attainment Teacher (PSAT) for support, via phone or email.

Bullying outside school

Incidents which take place outside the school day, even if they are between Mackie Academy pupils, are not the responsibility of the school.

If required, these can be reported to Police Scotland via the 101 number.

In cases where bullying incidents have taken place outside school, we would ask that parents/carers inform their child's PSAT to make us aware. This will allow us to monitor the situation between pupils in school and act if incidents occur during the school day.

For further information the Mackie Academy Anti Bullying Guidance document on the school website.

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.mackie.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 Spanish

Curriculum Design

Our curriculum is designed based on the following 7 principles:

- Challenge and enjoyment
 - Breadth
 - Progression
-

- Depth
- Personalisation and choice
- Coherence
- Relevance

Developing the 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 of 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

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

Third and Fourth

S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all the fourth level outcomes.

Development of Spiritual, Moral, Social and Cultural Values

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Mackie Academy welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability.

See Aberdeenshire Council Policy at www.aberdeenshire.gov.uk/about/equality.asp

PROVISION OF RELIGIOUS OBSERVANCE IN SCOTTISH SCHOOLS REVISED GUIDANCE MARCH 2017

Religious Observance is defined as follows:

“Community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community.”

Religious observance has an important role to play in the development of Curriculum for Excellence in Scottish schools. It provides opportunities for schools to reflect upon and develop a deeper understanding of the dignity and worth of each individual, and their contribution to the school and wider community.

Here at Mackie Academy religious observance is an integrated part of our curriculum provision as well as being represented by specific events at certain times of the year. However, if a parent wishes to exercise the parental right to withdraw their child from Religious Observance they should contact the Head Teacher in writing. If a pupil does not participate in religious observance alternative arrangements will be made for them to continue their education at these times.

Throughout the school there are opportunities for pupils to learn about aspects of Christianity, other world faiths and to reflect upon their own moral standpoint in relation

to world issues. During year group and termly house and school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

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

Many of the topics dealt with in Personal and Social Education contribute to the moral dimension of Religious and Moral Education. Other subjects in the curriculum also contribute to moral education by dealing with ethical issues as they relate to specific topics in the coursework.

Religious and Moral Education as a discrete subject in the curriculum of pupils deals with the development of the person in relation to self-awareness, relationships with others and the area of beliefs, values and practices which go together to make a religious outlook on life. As such it makes an important contribution to the personal and social development of pupils and helps provide a balanced curriculum.

Parents wishing to exercise their right to withdraw their child from Religious and Moral Education should contact the head teacher in writing so that acceptable alternative arrangements can be made.

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

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

Many of the topics dealt with in Personal and Social Education contribute to the moral dimension of Religious and Moral Education. Other subjects in the curriculum also contribute to moral education by dealing with ethical issues as they relate to specific topics in the coursework.

Religious and Moral Education as a discrete subject in the curriculum of pupils deals with the development of the person in relation to self-awareness, relationships with others and the area of beliefs, values and practices which go together to make a religious outlook on life. As such it makes an important contribution to the personal and social development of pupils and helps provide a balanced curriculum.

Parents wishing to exercise their right to withdraw their child from Religious and Moral Education should contact the head teacher so that acceptable alternative arrangements can be made.

Extra-Curricular Activities

Club Name	Teacher/ Coaches	Day	Venue	Time	Year Group
S2 Dance	Dance Captains	Monday	Gym 2	12:45-13:20	S2 Only
Craft Club	Miss Bruce	Monday	Library	12:50-13:25	S1-S6
Scripture Union	Senior Pupils/Mr Leith	Monday	R3	12:50-13:25	S1-S6
Folk Band	Ms Davidson	Monday	M2	12:55-13:25	S1-S6 + Staff
Athletics Club	Miss Stewart	Monday	Gym 1/Outside	15:30-16:30	S1-S6
Higher Dancers	Ms Kelbie	Tuesday	Gym 2	12:45-13:20	Higher Dancers Only
S1-S6 Table Tennis	Mr Ramsay	Tuesday	Plaza	12:45-13:20	All years
Senior Volleyball	Mr Cain	Tuesday	Games Hall	12:45-13:20	S4-S6
Young Enterprise Group	Mrs McClymont	Tuesday	R10	12:50-13:20	Young Enterprise Elective
S2 Book Club	Miss Bruce	Tuesday	Library	12:50-13:25	S2 Only
Games Club	Miss Adams	Tuesday	B12	12:50-13:25	S1-S6
Debating Club	Mrs Davidson & Mrs Stirling	Tuesday	D5	12:55-13:20	S3
String Group	Ms Thomson, Mr Cargill & Mr Couzin	Tuesday	G1	13:00-13:25	S1-S6 String Players
S1 Drum Club	Senior Pupils and Mrs Rennie	Tuesday	M1	13:00-13:25	S1-S3
Industrial Cadet Award	Mr Burns	Tuesday	G5	Lunchtime and After School	S2 Only (Start after Oct Hols)

Senior Fitness	Mr Cain	Tuesday	Fitness Suite	15:30-16:30	S4-S6
Soul Band	Mr Moffat	Tuesday	G1	15:30-16:30	S4 - S6 See Music for Criteria
S1 Dance	Dance Captains	Wednesday	Gym 2	12:45-13:20	S1 Only
Junior Fitness	Mr Kennedy	Wednesday	Fitness Suite	12:45-13:25	S1-S3 Only
Badminton	Mr Cain	Wednesday	Games Hall	12:45-13:25	S1-S6
S1 Book Club	Miss Bruce	Wednesday	Library	12:50-13:25	S1 Only
Concert Band	Mrs Gove, Mrs Kelly & Mr Wallace	Wednesday	Plaza	13:00-13:25	All Woodwind + Brass Pupils
Composition Club	Ms Davidson	Wednesday	M2	13:00-13:25	S4-S6 SQA Performing Arts students
German Club	Miss Wilson	Wednesday	C13	13:00-13:20	S1-S2
S1-S6 Netball Squads	Miss McGlynn	Wednesday	Games Hall	15:30-16:30	Invitation Only
Warhammer/ Dungeons & Dragons	Luke Brown/ Redcaps staff	Wednesday	R6	15:30-17:00	S1-S6 (Start after October Hols)
LEGO League	Mr Burns/ Mr McColl	Wednesday/ Thursday	G5	Lunch/ Afterschool	S1-S3
Mock Trial	Miss Swanson	Wednesday/ Thursday	R10	12:45-13:20	S4-S6 Only
National 5 Dance	Ms Kelbie	Thursday	Gym 2	12:45-13:20	Nat 5 Dancers Only
S1-S3 Boys Rugby	Mr Kennedy/ Mackie Rugby	Thursday	Field/Gym 1	12:45-13:20	S1-S3
Computing Club	Mr Duff	Thursday	B3	12:50-13:20	S1-S6
Basketball Club	Mr Thomson	Thursday	Games Hall	12:50-13:20	S1-S6
Science Club	Mr Graham	Thursday	A8	12:55-13:20	S1-S3

Pupil & Staff Choir	Mrs Rennie	Thursday	M1	13:00-13:25	S1-S6 + Staff
Guitar Group	Mr Brechin	Thursday	M2	13:00-13:25	S1-S6 with guitar playing experience
S1-S6 Recreational Netball	Miss Stewart	Thursday	Games Hall	15:30-16:30	S1-S6
Chess Club	Mr Strachan	Friday	A2	12:35 – 13:25	S1-S6
Dance Captains Studio Time	Dance Captains	Friday	Gym 2	12:45-13:20	Dance Captains Only
S1-S6 Girls Rugby	Mr Kennedy	Friday	Games Hall/Field	12:45-13:20	S1-S6 Girls Only
Drama Club	Mrs Robertson	Friday	Drama Studio	12:50-13:20	S2-S6 Only (S1 students in December)
LGBTQ+ Club	Various Staff	Wednesday Thursday & Friday	Speak to PSAT	12:45-13:20	S1-S6
Borrow a Ball (£1 deposit)	PE Dept	Every Day	PE Base	12:45-13:20	S1-S6

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 Mackie Academy School the first foreign language will be either French, or Spanish. This language will be learned from S1 through to S3 in Mackie Academy.

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

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

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

Further Information

Further information on the school's approach to Curriculum for Excellence including information for parents, can be found on the school website at:

www.mackie.aberdeenshire.sch.uk

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

Policy for Scottish Education:

<https://education.gov.scot/about-education-scotland/policies-and-information/education-policy-and-legislation/>

Early Learning & Childcare:

<https://education.gov.scot/learning-in-scotland/sector/early-learning-and-childcare-elc/>

Broad General Education (Pre school – S3):

<https://education.gov.scot/parentzone/curriculum-in-scotland/broad-general-education/>

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://www.gov.scot/publications/scottish-national-standardised-assessments-purpose-and-use/>

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/curriculum-in-scotland/assessment-in-the-senior-phase/>

Transitions (Moving On)

Pupils who attend any of the associated Primary Schools are enrolled automatically into S1 at Mackie Academy. Pupils are visited in Primary Schools prior to transfer by senior staff. Pupils in Primary 7 spend three days in Mackie Academy in June. Senior pupils support pupils during the Induction days.

Meetings are held for the parents of Primary 7 pupils in the year prior to transfer to Mackie Academy. The first is a preliminary information event which takes place in the feeder primaries and is intended to provide initial information about the school and the transition process. The second is in June and gives parents the opportunity to meet the Pupil Support & Attainment (Pupil Support) teacher of the House Group to which their child has been allocated. The Principal Teacher of Support for Learners also attends this meeting.

On their first day at Mackie Academy, new pupils are met by their Pupil Support and Attainment teacher who introduces them to their classes. The S6 peer support pupils continue to support pupils during the transition process in August.

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 available on the 'Nurseries and childcare' pages of the Aberdeenshire website. The application form can be found here:

<https://online.aberdeenshire.gov.uk/schooladmissions/elc>

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 Mhairi Scott-Bennett and Karen Youngson. 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.

Pupil Support and Attainment Team Mackie Academy	
The team is led by Mr Craig Sim, DHT Pupil Support (from 02.12.24)	
Cowie House	Mr Duncan Whyte
Dunnottar House	Mrs Elaine Davidson
Fetteresso House	Mrs Laura Craig
Swanley House	Mrs Jill Black

Ury House	Mr Ian Diamond
Pupil Support Worker	Mrs Catriona Masson

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 your child's Pupil Support and Attainment Team Leader.

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 are Mr Gavin Morrison and Mr Craig Sim.

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

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

You can speak to designated staff in our school

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

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

Police Emergency 999, Non-Emergency 101

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

If a young person tells you they are being abused:

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

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

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

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://young.scot/campaigns/ayefeel/>

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 2023-2026 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.

If you would like to read the Aberdeenshire Parental Involvement and Engagement strategy it can be found on Aberdeenshire Council’s website here [Parental involvement and engagement - Aberdeenshire Council](#)

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

Where contact details have been provided, all contacts identified as “parent contacts” will receive the information being sent. The exception to this is the morning absence text which will only be sent to the main parent contact.

Mackie Academy School App

School Website

Social Media

Newsletters

Events

Merit Systems

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

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](https://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

www.mackie.aberdeenshire.sch.uk

20 Parent Forum and Parent Council

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

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

Contact the Parent Council Chairperson Mandy Tulloch or Head teacher for more information about getting involved in the Parent Council or email:

MackiePC@hotmail.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: **www.mackie.aberdeenshire.sch.uk**.

All Aberdeenshire Council Education policies can be found here:

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

25 Attendance

PUNCTUALITY

There is an expectation that pupils will always arrive in school and in classes on time. Where a pupil arrives at school after 8.40 in the morning or after 1.30 in the afternoon they must report to reception and ensure they speak with the reception staff. Lesson by lesson attendance will also record if a student is late. Pupils' punctuality will be reviewed and analysed on a term-by-term basis. Parents and carers will be made of any key concerns and actions will be put in place as necessary.

For security reasons, the outer school doors will be automatically locked once children are inside school at the start of the school day and at the end of the school day.

PUPIL ABSENCE PROCEDURES

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal behaviours of adults. Whilst it should be noted that there has been no such instance occurring within Aberdeenshire it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, Aberdeenshire Education Learning and Leisure has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist the staff in the schools which their children attend in the manner described below:

Attendance and Absence Procedures

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

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

Unplanned Absence

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts 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 8:15am and 8.40 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. (Even though you have contacted the school by phone, a note is still required on the pupil's return to confirm the reason for and duration of the absence.)
- On your child's return to school a note should be provided to their Tutor Teacher explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated. S6 pupils are required to produce a note giving their reason for absence countersigned by a parent/carer.

Please note: Emails to the school are accepted as absence notes by prior agreement with the school as per the Annual Data Check form.

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 events such as sporting competitions or music exams. The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special exceptional circumstances.

Parents/carers who wish their children to be excused attendance for any reason, other than illness, which is included in the list of reasons for authorised absence, should write to the Head Teacher to request permission, at least **three** school days in advance. Permission for absence from school for S1 – S5 must be requested by the parent/carer and by no other person. For S6 pupils, requests must be countersigned by a parent.

Permission for Absence notes should be handed into the office. Absence notes should, however, be handed to your child's Tutor Teacher in the first place.

On most occasions this will be recorded as unauthorised absence. Parents are asked to limit the number of holidays taken during term time, to minimise disruption to your 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 www.aberdeenshire.gov.uk schools' information, term and holiday dates.

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

For medical or dental appointments, the school office should be informed beforehand in writing. Pupils should always be collected and returned by an adult on these occasions. As far as possible such appointments should take place out with the school day. For safety reasons, pupils will not be permitted to leave school to attend medical and dental appointments unless permission has been requested in writing and granted. For those over 16 parental permissions can be given for them to attend appointments on their own.

CATEGORIES OF AUTHORISED ABSENCE

The category of Authorised absence includes absence due to:

- Sickness
- Medical and Dental Treatment
- Bereavement
- Short term exceptional domestic circumstances (e.g. serious or critical illness of a close relative)
- Religious Observance
- Meetings prior to and in court
- Attendance at, or in connection with, a Child in Care Review
- Attendance at, or in connection with, a Children's Hearing
- Weddings of immediate family
- Agreed debates, sports, musical or theatrical productions etc. not arranged by, or in conjunction with, the school

This is not an exhaustive list.

SICKNESS AND ACCIDENT IN SCHOOL

Where pupils have been ill during the night / early morning, parents should not send them to school that day unless they are fully recovered.

When a pupil becomes unwell in school every effort will be made to make the pupil as comfortable as possible in the hope that the problem is temporary, and that the pupil will be able to return to class after a short time.

Phone calls

In cases of continuing indisposition, parents will be contacted to arrange for the pupil to be taken home. It is, therefore, essential that the school can contact parents or an emergency contact.

In the case of an injury occurring in school or when there is serious concern about a pupil, the school will, at its discretion, either seek help from the local doctors' group practice or summon an ambulance and will contact parents as soon as is practicable.

Grampian Healthcare Trust employs a nurse who is based at Mackie Academy. The nurse's work involves protecting children from avoidable illness; encouraging children to take an interest in their own health; promoting healthy living at school and at home, and co-ordinating care, support and advice for children with special needs. The nurse's duties do not extend to dealing with pupils who are unwell or injured (although she may do so on occasion).

The school employs a part-time Nursing Assistant who supports pupils who become unwell or are injured in the course of the school day. The Nursing Assistant is in school every day from 9am – 2pm.

The school is unable to provide drugs or medicines of any description (including analgesics).

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:

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

27 Dress Code

The school's dress code can be found on our website

[Mackie Academy Pupil and Parent Information Site \(google.com\)](#)

Lost property can be looked for by going to Front Reception.

Our arrangements for PE have changed and for students in S1-S4 they can wear their PE kit to school on the days that they have Core PE. For S5 and S6 students they should attend school in school kit and bring their PE kit with them unless their only lesson that day is PE or Dance.

Any uniform infringement will be registered with the Guidance (Pupil Support) Teacher of the student; a uniform card will be provided, and the student will have time to rectify the problem. If this does not happen parents / carers will be contacted by the Guidance (Pupil Support) Teacher of the student. It is the responsibility of all staff to be consistent in their approach to school uniform.

If any parents / carers have any concerns about uniform then their first point of contact should be the Guidance Teacher of their child.

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 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 (Form PTU100) are completed by the school.

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. Processing of any new Out of Zone applications received prior to the start of the new term in August does not usually begin until late September. This ensures that all entitled pupils have been allocated and there is a true indication of the remaining available seats. Please have alternative arrangements in place for the start of term and in the event the application is refused.

Applications can be made by contacting your child's school. For further information, see the Council website.

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

or contact 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 a fare to the driver or purchase a season ticket for travel. National Entitlement cards (NEC) can also be used on these services (Young Persons' -Under 22s Free Bus Travel Scheme)

31 Early Learning & Childcare Transport

Transport to early learning and childcare settings will not be provided by Aberdeenshire Council.

32 Special Schools and Enhanced Provision

Aberdeenshire Council may provide free transport where necessary for pupils with additional support needs who access enhanced provision or community resource hub 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 the Community Child Health Service 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 school or another place of safety.

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**

Twitter

<http://twitter.com/aberdeenshire>

Aberdeenshire Council Website

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

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

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

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](https://parentsportal.scot.nhs.uk/) 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/>

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.

We also provide an online pre-order system (Fusion) that 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 prices

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

<https://www.aberdeenshire.gov.uk/media/27407/secondarypupilpricelist.pdf>

There are many benefits of having lunch at the Academy:

- A delicious and varied menu offering great value
- Choice of main courses each day
- A varied range of snacks and hand held options
- A range of sandwiches, salads and fresh fruit are available

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 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.

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.

Guide to starting stage by discipline:

- Woodwind - P6
-

- Brass - P5
- Violin or viola - P4
- Cello or double bass - P4
- Percussion - S1
- Piano or keyboard - P4
- Guitar - P4
- Bagpipes - P4
- Pipe band drum - P4

As of August 2021, we are unable to offer tuition on more than one instrument to pupils.

Music tuition fees

Scottish Government Ministers and COSLA leaders agreed to the removal of fees for the academic years 2021/22 and 2022/23 which has been supported by funding from the Scottish Government to allow existing levels of provision to be maintained.

Funding for 2023/24 has been confirmed by the Scottish Government, therefore there will be no fees for instrumental tuition during this academic session.

<https://aberdeenshire.gov.uk/schools/music-lessons/youth-music-sessions/>

Aberdeenshire Youth Music Sessions (AYMS) provide ensemble music-making opportunities for children outside of the school day.

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-notices/data-protection/>

Alternatively, you can contact the Council's Data Protection Officer by emailing 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). 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-childs-record/>

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 Scottish Government's data protection officer, DataProtectionOfficer@gov.scot, or
 - The Head of Education Analytical Services, Mick Wilson, mick.wilson@gov.scot, or
 - You can write to them at Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ.
 - Alternatively, complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.
-

Further Information

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

School Improvement Plan

<https://www.mackie.aberdeenshire.sch.uk/about-mackie/standards-quality-and-improvement-plan>

Members of Parental Groups

<https://www.mackie.aberdeenshire.sch.uk/parent-council>

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

<https://education.gov.scot/parentzone/>

School Events Calendar & Holidays

Please see the calendar on our school website at

<https://www.mackie.aberdeenshire.sch.uk/home>

Assessment Calendar

Information on this for particular year groups can be found on our [Pupil and Parent Information site](#) alongside information about all aspects of school life.

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>
